

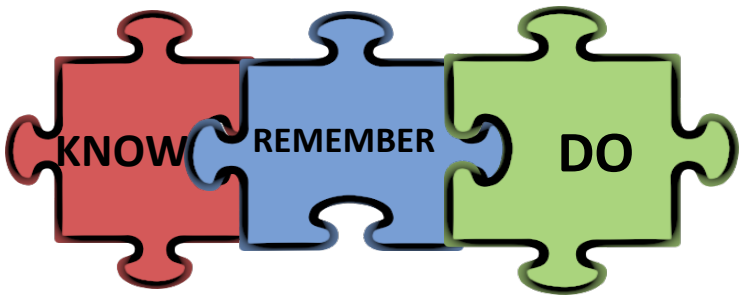


North Wheatley
CofE Primary

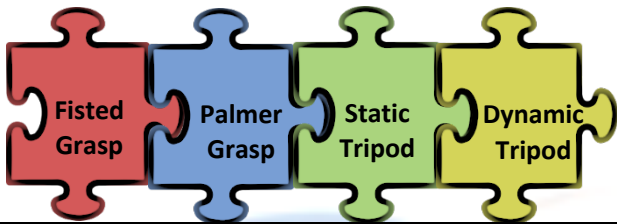
EYFS Curriculum Tapestry

Literacy

This Curriculum supports 3-5 year olds with their development in CL & Literacy and prepares pupils for the KS1 English Curriculum



Pencil Grip



Comprehension		
Foundation One		
Engage in extended conversations about stories, learning new vocabulary C F1.1		
Understand the five key concepts about print:		
Print has meaning C F1.2	The names of different parts of a book C F1.3	Print can have different purposes C F1.4
Page sequencing C F1.5	We read English text from left to right and top to bottom C F1.6	
Foundation Two		
Re-read books to build confidence, fluency, understanding and enjoyment C F2.1	Talk about the setting of a story C F2.2	Talk about key elements of stories (main character, order of events, the opening etc) C F2.3
Answer questions about what I have read C F2.4	Use story language in my daily play C F2.5	Use my imaginative language to explain how a story might end C F2.6
Know that non-fiction books provide information C F2.7	Accurately describe the main events of a simple story I have read C F2.8	
Early Learning Goal		
Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary C ELG 1	Anticipate (where appropriate) key events in stories C ELG 2	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play C ELG 3

Word Reading		
Foundation One		
Develop their phonological awareness so that they can:		
Spot and suggest rhymes WR F1.1	Count or clap syllables in a word WR F1.2	
Recognize words with the same initial sound WR F1.3	Explore tongue twisters WR F1.4	
Foundation Two		
Read individual letters by saying the sounds for them WR F2.1	Blend sounds into words, so that they can read CVC words WR F2.2	Blend sounds into words, so that they can read CVCC/CCVC words WR F2.3
Read some letter groups that represent one sound (digraphs) WR F2.4	Read some letter groups that represent one sound (trigraphs) WR F2.5	Read common exception words from Chapter 2 WR F2.6
Read common exception words from Chapter 3 WR F2.7	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words WR F2.8	
Early Learning Goal		
Say a sound for each letter in the alphabet and at least 10 digraphs WR ELG 1	Read words consistent with their phonic knowledge by sound-blending WR ELG 2	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words WR ELG 3

Writing		
Foundation One		
Recognise name W F1.1	Writes name over a model W F1.2	Gives purposeful meaning to the marks they make W F1.3
Writes name under a model W F1.4	Write some letters accurately W F1.5	Writes name W F1.6
Use some of their print and letter knowledge in their early writing: writing a shopping list that starts at the top of the page; writes ‘m’ for mummy W F1.7		Write initial letter for their name W F1.8
Foundation Two		
Spell simple, phonetically regular words by identifying the sounds and then writing the sounds with letter/s W F2.1		Communicate their ideas for writing verbally with confidence W F2.2
To correctly form lowercase letters W F2.3	Spell some common exception words W F2.4	Write short sentences with words with known letter-sound correspondences W F2.5
Write short sentences using a full stop W F2.6	Write a short sentence using a capital letter W F2.7	Demonstrate understanding of how to correctly form some capital letters W F2.8
To use own ideas to become independent writers W F2.9		Re-read what they have written to check that it makes sense W F2.10
Early Learning Goal		
Write recognisable letters, most of which are correctly formed W ELG 1	Spell words by identifying sounds in them and representing the sounds with a letter or letters W ELG 2	Write simple phrases and sentences that can be read by others W ELG 3

Phonics: Chapter 1 phonics is taught to all FS1 pupils alongside introducing Chapter 2 GPCs when appropriate. During Reception, children are taught the Chapter 2 and 3 GPCs through the pattern of Review/ Teach/ Practice and Apply for a minimum of 20 minutes per day. This is then extended through comprehension, word reading and writing within the continuous provision and focus sessions.

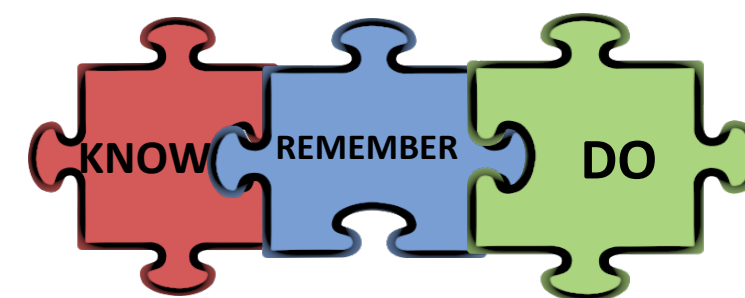


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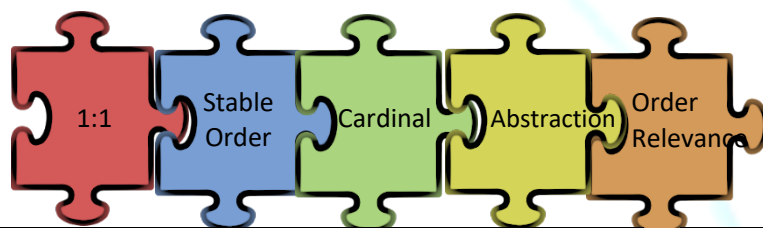
EYFS Curriculum Tapestry

Mathematics

This Curriculum supports 3-5 year olds with their development in Number, Pattern and SS&M and prepares pupils for the KS1 Maths Curriculum



Counting Principles



Number			
Foundation One			
Fast recognition of up to 3 objects, without having to count them individually N F1.1	Recites numbers past 5 N F1.2	Say one number for each item in order: 1, 2, 3, 4, 5 N F1.3	
Know that the last number reached when counting a small set of objects tells you how many there are in total ('Cardinal principle') N F1.4			
Links numerals and amounts: for example, showing the right number of objects to match the numeral up to 5. N F1.5			
Solve real world mathematical problems with numbers up to 5 N F1.6			
Show 'finger numbers' up to 5 N F1.7	Experiment with their own symbols and marks as well as numerals. N F1.8	Compare quantities using language: more than/ less than/ fewer than N F1.9	
Foundation Two			
Count objects, actions and sounds N F2.1	Subitise N F2.2	Link the number symbol (numeral) with its cardinal number value N F2.3	
Explore the composition of numbers to 10 N F2.4	Compare numbers N F2.5	Estimate how many objects then count accurately N F2.6	
Automatically recall number bonds for numbers 0-10 N F2.7			
Understand the concept of addition N F2.8	Add two single digits together to find the total N F2.9	Understand the concept of subtraction N F2.10	Subtract one single digit from another number N F2.11
Early Learning Goal			
Have a deep understanding of number to 10, including the composition of each number N ELG 1	Subitise (recognize quantities without counting) up to 5 N ELG 2		Automatically recall number bonds to 5 (including subtraction facts) and some number bonds to 10, including double facts N ELG 3

Pattern	
Foundation One	
Talk about and identifies the patterns around them, for example, stripes on clothes, designs on rugs and wallpaper. P F1.1	Use informal language like: pointy, spotty, blobs etc P F1.2
Extend and create ABAB patterns: stick, leaf, stick, leaf P F1.3	Notice and correct an error in a repeating pattern P F1.4
Begin to describe a sequence of events, real or fictional, using words such as first, then... P F1.5	
Foundation Two	
Continue, copy and create repeating patterns P F2.1	Extend and create complex patterns: AABAAB, ABBABB P F2.2
Count beyond ten P F2.3	Understand the 'one more than/ one less than' relationship between consecutive numbers P F2.4
Early Learning Goal	
Verbally counting beyond 20, recognizing the pattern of the counting system P ELG 1	Compare quantities up to 10 in different contexts, recognizing when one quantity is greater than, less than or the same as the other quantity P ELG 2
Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally P ELG 3	

Shape, Space and Measure			
Foundation One			
Talk about and explore 2D shapes using informal mathematical language (sides, corners, straight, curved) SSM F1.1		Discuss routes and locations, using words like 'in front of' and 'behind' SSM F1.2	
Select shapes appropriately: flat surfaces for building, a triangular prism for roof etc SSM F1.3		Combine shapes to make new ones: an arch, a bigger triangle etc SSM F1.4	
Make comparisons between objects relating to size SSM F1.5	Make comparisons between objects relating to length SSM F1.6	Make comparisons between objects relating to weight SSM F1.7	Make comparisons between objects relating to capacity SSM F1.8
Foundation Two			
Describe a familiar route SSM F2.1			
Talk about and explore 3D shapes beginning to use mathematical language eg faces SSM F2.2	Select, rotate and manipulate shapes in order to develop spatial reasoning skills SSM F2.3	Compose and decompose shapes so that children recognize that a shape can have other shapes within it, just as numbers can SSM F2.4	
Compare length and begin to use non-standard units to measure SSM F2.5	Compare weight and begin to use non-standard units to measure SSM F2.6	Compare capacity and begin to use non-standard units to measure SSM F2.7	
Able to discuss the passing of time using the days of the week in correct sequential order SSM F2.8	Able to discuss the passing of time using the names of the months SSM F2.9		Able to discuss the passing of time using the seasons in correct sequential order SSM F2.10

Communication and Language – Physical development – Personal, Social and Emotional development - Literacy – Mathematics – Understanding the World – Expressive Arts and Design

Objectives included within EYFS PSHE and RSE Curriculum Quick Codes for SeeSaw Skills

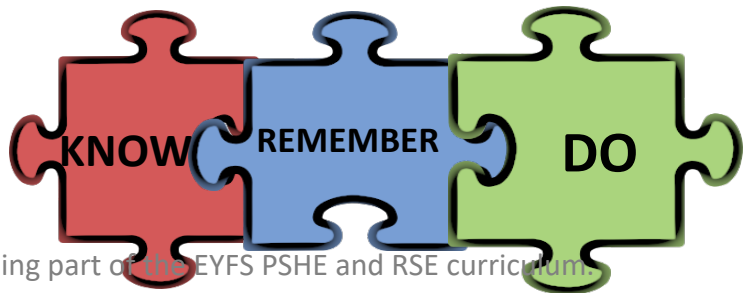


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EYFS Curriculum Tapestry

Physical Development

This Curriculum supports 3-5 year olds with their development in Gross and Fine Motor control in preparation for the KS1 PE Curriculum, as well as forming part of the EYFS PSHE and RSE curriculum.



Gross Motor Skills		
Foundation One		
Develop control in balancing, riding a scooter and balance bike GMS F1.1		
Show control in rolling a ball to another person GMS F1.2	Kick a ball GMS F1.3	
Skip, hop, stand on one leg and hold a pose for a game like musical statues GMS F1.4	Use large- muscle movements to wave flags and streamers, paint and make marks GMS F1.5	
Foundation Two		
Become more fluent in jumping, running, hopping, skipping and climbing, showing developing control and grace GMS F2.1	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor GMS F2.2	
Early Learning Goal		
Negotiate space and obstacles safely, with consideration for themselves and others GMS ELG 1	Demonstrate strength, balance and co-ordination when playing GMS ELG 2	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing GMS ELG 3

Fine Motor Skills			
Foundation One			
Use a range of tools to make marks, changes and experiment, for example, paint brushes, crayons, scissors, screwdrivers, spanners and cutlery FMS F1.1			
Use fistted grip FMS F1.2	Use Palmer grasp FMS F1.3	Use Static tripod FMS F1.4	Use dynamic tripod FMS F1.5
Start to eat independently and learning how to use a knife and fork and drink from a cup FMS F1.6			
Foundation Two			
Develop the foundations of a handwriting style which is fast, accurate and efficient FMS F2.1		Develop their small motor skills so that they can use a range of tools competently, safely and confidently FMS F2.2	
Early Learning Goal			
Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases FMS ELG 1	Use a range of small tools, including scissors, paintbrushes and cutlery FMS ELG 2	Begin to show accuracy and care when drawing FMS ELG 3	

Physical Provision	
Foundation One	
Start taking part in some group activities PhP F1.1	Make up games for a team PhP F1.2
Use one handed tools and equipment, for example, making snips in paper with scissors PhP F1.3	Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks PhP F1.4
Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips PhP F1.5	<i>Being increasingly independent in meeting their own care needs, for example, using the toilet, washing and drying their hands thoroughly</i> PhP F1.6
Foundation Two	
Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group PhP F2.1	Develop balance and coordination in dance, gymnastics and games that they create of their own PhP F2.2
Further develop the skills they need to manage the school day successfully: lining up and queuing; mealtimes; personal hygiene PhP F2.3	

Physical Education	
Foundation One	
To be able to balance on a plank or apparatus PE F1.1	To move in a variety of ways across a plank or apparatus PE F1.2
Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm in gymnastics PE F1.3	
<i>Making healthy choices about food, drink, activity and tooth brushing</i> PE F1.4	
Foundation Two	
Remember, repeat and create a sequence or pattern of movements which are related to music and rhythm PE F2.1	Control speed in games and change direction PE F2.2
Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming PE F2.3	
Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball PE F2.4	
Begin to participate in competitive team games which involve simple rules PE F2.5	
<i>Know and talk about different factors that support their overall health and wellbeing: regular physical health; healthy eating; tooth brushing; sensible amounts of screen time; having a good sleep routine; being a safe pedestrian</i> PE F2.6	

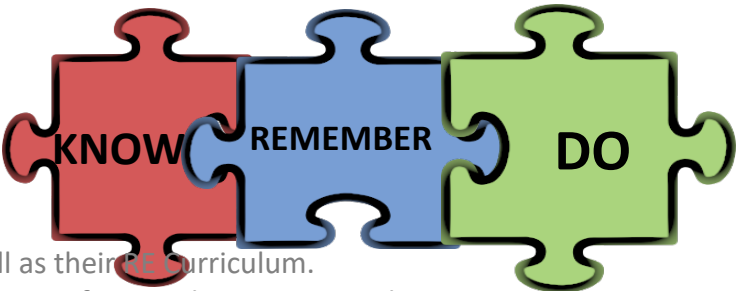


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EYFS Curriculum Tapestry

Understanding the World – Identity and Deity (RE) and Computing

This Curriculum supports 3-5 year olds with their development in Understanding the World and prepares pupils for the KS1 Computing Curriculum as well as their RE Curriculum.
At North Wheatley we feel that these pre curriculum learning objectives are of immense value to our children and we have decided to include them as a part of our Early Years curriculum to support our vision and values for ensuring children can be as fully prepared for lifelong learning as possible.



Technology	
Foundation One	
Use technology to take images/ videos of their learning T F1.1	Use an IWB or iPad to play age appropriate games T F1.2
Shows an interest in technological objects such as cameras or mobile phones especially in play T F1.3	
Foundation Two	
Knows that information can be retrieved from computers T F2.1	Use technology to share their own learning and understanding T F2.2
Find out about and use a range of everyday technology T F2.3	

E-Safety	
Foundation One	
Begin to be aware that not all content is suitable for them ES F1.1	Know to tell an adult if they feel something is not suitable for them ES F1.2
Foundation Two	
Know to tell an adult if they see something on a digital device that they do not like ES F2.1	They are beginning to understand that they shouldn't give out any information about themselves online ES F2.2
Beginning to make sensible choices in order to use technology safely ES F2.3	

RE		
Foundation One		
Know that Easter and Christmas are special celebrations for Christians RE F1.1	To take part in class celebrations from other faiths RE F1.2	Recognise the Local Church as a place of worship and as a special place to the school RE F1.3
Foundation Two		
What stories are special and why? RE F2.1	Which people are special and why? RE F2.2	What places are special and why? RE F2.3
What times are special and why? RE F2.4	Belonging. Who are we and how do we belong? RE F2.5	Our Wonderful world: how can we care for living things and the earth? RE F2.6
Understanding Christianity: God/ Creation Unit F1 RE F2.7	Understanding Christianity: Incarnation Unit F2 RE F2.8	Understanding Christianity: Salvation Unit F3 RE F2.9

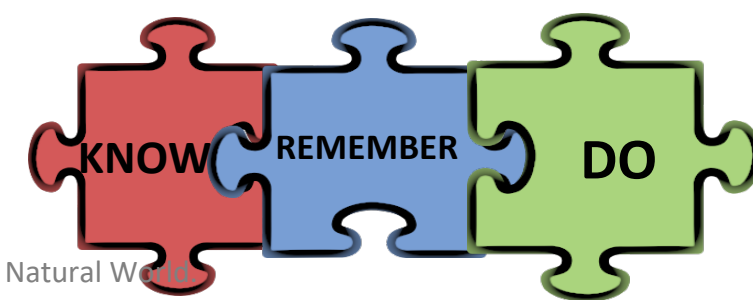


**North Wheatley
CofE Primary**

EYFS Curriculum Tapestry

Understanding the World

This Curriculum supports 3-5 year olds with their development in Understanding the World- Past and Present, People, Culture & Communities and The Natural World.
It prepares pupils for the KS1 Science, History, RE & PHSE Curriculums alongside their spiritual development.



Past and Present		
Foundation One		
Begin to make sense of their own life-story and family's history PP F1.1		
Foundation Two		
Talk about members of their immediate family and community PP F2.1	Name and describe people who are familiar to them PP F2.2	Comment on images of familiar situations in the past PP F2.3
Compare and contrast characters from stories, including figures from the past PP F2.4		
Early Learning Goal		
Talk about the lives of the people around them and their roles in society PP ELG 1	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class PP ELG 2	Understand the past through settings, characters and events encountered in books read in class and storytelling PP ELG 3

People, Culture and Communities		
Foundation One		
Show interest in different occupations PCC F1.1	Continue to develop positive attitudes about the differences between people PCC F1.2	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos PCC F1.3
Foundation Two		
Understand that some places are special to members of their community PCC F2.1	Recognise that people have different beliefs and celebrate special times in different ways PCC F2.2	Recognise some similarities and differences between life in this country and life in other countries PCC F2.3
Early Learning Goal		
Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps PCC ELG 1	Know some similarities and differences between different religious and cultural communities in their country, drawing on their experiences and what has been read in class PCC ELG 2	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps PCC ELG 3

The Natural World		
Foundation One		
Use all their senses in hands-on exploration of natural materials NW F1.1	Explore collections of materials with similar and/or different properties NW F1.2	Talk about what they see, using a wide vocabulary NW F1.3
Explore how things work NW F1.4	Plant seeds and care for growing plants NW F1.5	<i>Understand the key features of the life cycle of a plant and an animal</i> NW F1.6
Begin to understand the need to respect and care for the natural environment and all living things NW F1.7	Explore and talk about different forces they can feel NW F1.8	Talk about the differences between materials and changes they notice NW F1.9
Foundation Two		
Draw information from a simple map NW F2.1	Explore the natural world around them NW F2.2	Describe what they see, hear and feel whilst outside NW F2.3
Recognise some environments that are different to the one in which they live NW F2.4	Understand the effect of changing seasons on the natural world around them NW F2.5	
Early Learning Goal		
Explore the natural world around them, making observations and drawing pictures of animals and plants NW ELG 1	Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what had been read in class NW ELG 2	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter NW ELG 3

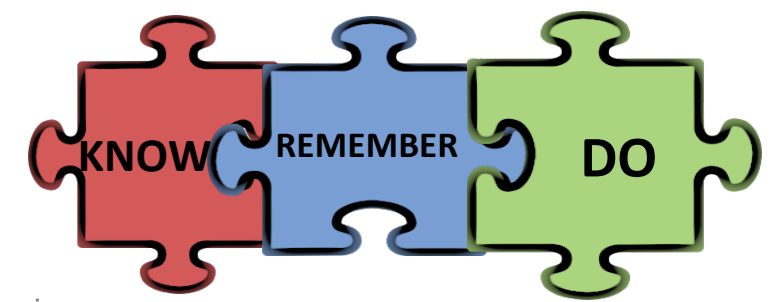


**North Wheatley
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EYFS Curriculum Tapestry

Expressive Arts and Design

This Curriculum supports 3-5 year olds with their development in Expressive Arts and Design – Creating with Materials and Being Imaginative and Expressive. It is preparing pupils for the KS1 Design and Technology Curriculum and supporting them in becoming creative and reflective learners who use questioning and reasoning to deepen their learning.



Creating with Materials (Art focus)		Creating with Materials (DT focus)	
Foundation One		Foundation One	
Beginning to use representation to communicate, e.g. drawing a line and saying ‘that’s me’ ART F1.1	Understands that they can use lines to enclose a space and then begin to use these shapes to represent objects ART F1.2	Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces DT F1.1	Joins construction pieces together to build and balance DT F1.2
Draw with increasing complexity and detail, such as representing a face with a circle and including details ART F1.3	Creates simple representations of events, people and objects ART F1.4	Uses a range of construction materials DT F1.3	Constructs with a purpose in mind, using a variety of resources DT F1.4
Explore colour and colour-mixing ART F1.5	Choose a particular colour for a purpose ART F1.6	Explore different ‘junk’ materials freely, in order to develop their ideas about how to use them and what to make DT F1.5	Join different materials DT F1.6
Show an interest in images in the environment and begins to ask questions about art ART F1.7		Explore different textures DT F1.7	
Foundation Two		Foundation Two	
Explore, use and refine a variety of artistic effects to express their ideas and feelings ART F2.1	Return and build on their previous learning, refining ideas and developing their ability to represent them ART F2.2	Create collaboratively sharing ideas, resources and skills DT F2.1	Talk about how materials have been used to make existing objects, describe and explore these characteristics DT F2.2
Explore mixing colours and know how to make some colours ART F2.3	Use a range of mark making materials to make lines and shapes, representing their own ideas through art ART F2.4	Describe how they are going to build or construct DT F2.3	Use their own ideas to respond to investigative questions DT F2.4
They can confidently explain their own work ART F2.5	Understands what an artist does and that it can be a person’s job or hobby ART F2.6	Talk about their design and analyse if it answers the original purpose, ‘how, why and what if’ questions DT F2.5	Talk about features of their own and others work, recognizing differences between them and the strengths of others DT F2.6
They look at the work of famous artists and illustrators and say what they do and do not like about it ART F2.7			
Early Learning Goal			
Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function CWM ELG 1	Share their creations, explaining the process they have used CWM ELG 2		Make use of props and materials when role playing characters in narratives and stories CWM ELG 3

Being Imaginative and Expressive		
Foundation One		
Take part in simple pretend play, using an object to represent something else BIE F1.1	Begin to develop complex stories using small world equipment BIE F1.2	
Make imaginative and complex ‘small worlds’ with loose parts BIE F1.3	Listen with increased attention to sounds BIE F1.4	
Respond to what they have heard, expressing their thoughts and feelings BIE F1.5	Remember and sing entire songs BIE F1.6	
Sing the pitch of a tone sung by another person (‘pitch match’) BIE F1.7	Create their own songs, or improvise a song around one they know BIE F1.8	
Play instruments with increasing control to express their feelings and ideas BIE F1.9		
Foundation Two		
Listen attentively, move to and talk about music, expressing their feelings and responses BIE F2.1	Watch and talk about dance and performance art, expressing their feelings and responses BIE F2.2	
Sing in a group or on their own, increasingly matching the pitch and following the melody BIE F2.3	Explore and engage in music making and dance, performing solo or in groups BIE F2.4	
Develop storylines in their pretend play BIE F2.5		
Early Learning Goal		
Invent, adapt and recount narratives and stories with peers and their teacher BIE ELG 1	Sing a range of well-known nursery rhymes and songs BIE ELG 2	Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music BIE ELG 3

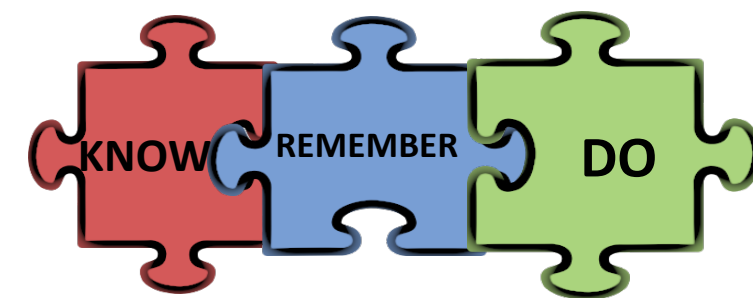


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EYFS Curriculum Tapestry

Communication and Language

This Curriculum supports 3-5 year olds with their development in Speaking, Understanding and Listening and Attention.



Listening, Attention and Understanding		
Foundation One		
Enjoy listening to longer stories and can remember much of what happens LAU F1.1	Understand a question or instruction that has two parts, such as 'Get your coat and wait at the door' LAU F1.2	Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?' LAU F1.3
Know many rhymes LAU F1.4	Is able to talk about familiar books LAU F1.5	Is able to retell an event with increasing detail LAU F1.6
Foundation Two		
Understand how to listen carefully and why listening is important LAU F2.1	Learn new vocabulary LAU F2.2	Ask questions to find out more and to check they understand what has been said to them LAU F2.3
Engage in story times LAU F2.4	Listen to and talk about stories to build familiarity and understanding LAU F2.5	Listen carefully to rhymes and songs, paying attention to how they sound LAU F2.6
Learn rhymes, poems and songs LAU F2.7	Engage in non-fiction books LAU F2.8	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary LAU F2.9
Early Learning Goal		
Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions LAU ELG 1	Make comments about what they have heard and ask questions to clarify their understanding LAU ELG 2	Hold conversation when engaged in back and forth exchanges with their teacher and peers LAU ELG 3

Speaking		
Foundation One (May continue to confuse tenses or plurals/ pronouncing r, j, th, ch and sh and multisyllabic words)		
Use a wider range of vocabulary, including 'and' and 'because' S F1.1	Sing a large repertoire of songs S F1.2	Use sentences of at least four to six words S F1.3
Can start a conversation with an adult or a friend S F1.4	Can continue a conversation initiated by another person S F1.5	Can start and then continue a conversation with an adult or a friend S F1.6
Use talk to organise themselves and their play: 'Let's go on a bus... you sit there... I'll be the driver' S F1.7		Responds to organisation by others within their play S F1.8
Foundation Two		
Use new vocabulary through the day S F2.1	Articulate their ideas and thoughts in well-formed sentences S F2.2	Connect one idea or action to another using a wider range of connectives S F2.3
Describe events in some detail S F2.4	Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen S F2.5	Develop social phrases S F2.6
Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words S F2.7		Use new vocabulary in different contexts S F2.8
Early Learning Goal		
Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary S ELG 1	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate S ELG 2	Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher S ELG 3

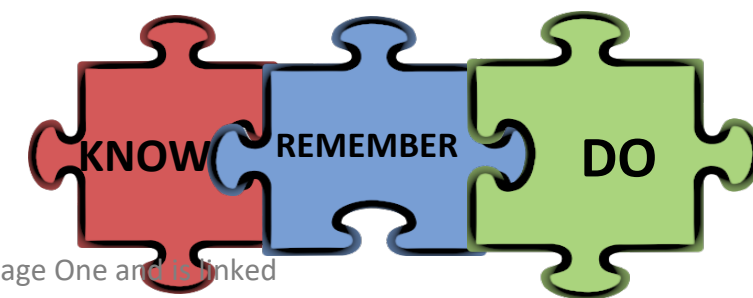


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EYFS Curriculum Tapestry

Personal, Social and Emotional Development

This Curriculum supports 3-5 year olds with their development in PSED. It is preparing the children for their discreet learning in PSHE and RSE in Key Stage One and is linked to the whole school PSHE and RSE curriculum.



Self- Regulation		
Foundation One		
Begin to understand how others might be feeling SR F1.1	Develop appropriate ways of being assertive SR F1.2	Talk with others to solve conflicts SR F1.3
Select and use activities and resources, with help when needed. This helps to achieve a goal they have chosen, or one which is suggested to them SR F1.4	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' SR F1.5	Can self-regulate emotions, i.e. is able to acknowledge feelings, explain and move on SR F1.6
Foundation Two		
Express their feelings and consider the feelings of others SR F2.1	Identify and moderate their own feelings socially and emotionally SR F2.2	Think about the perspectives of others SR F2.3
Early Learning Goal		
Show an understanding of their own feelings and those of others, and begin to regulate their behavior accordingly SR ELG 1	Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate SR ELG 2	Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions SR ELG 3

Managing Self		
Foundation One		
Become more outgoing with unfamiliar people, in the safe context of their setting MS F1.1	Show more confidence in new social situations MS F1.2	Increasingly follow rules, understanding why they are important MS F1.3
Do not always need an adult to remind them of a rule MS F1.4		
Foundation Two		
See themselves as a valuable individual MS F2.1	Show resilience and perseverance in the face of challenge MS F2.2	Manage their own needs MS F2.3
Early Learning Goal		
<i>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</i> MS ELG 1	Explain the reasons for rules, know right from wrong and try to behave accordingly MS ELG 2	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices MS ELG 3

Building Relationships		
Foundation One		
<i>Develop their sense of responsibility and membership of a community</i> BR F1.1	Play with one or more other children, extending and elaborating play ideas BR F1.2	Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas BR F1.3
Foundation Two		
Build constructive and respectful relationships BR F2.1	Identify similarities and differences between self and their peers BR F2.2	Can identify their own strengths as well as the strengths they can see in others BR F2.3
Early Learning Goal		
Work and play cooperatively and take turns with others BR ELG 1	<i>Form positive attachments to adults and friendships with peers</i> BR ELG 2	<i>Show sensitivity to their own and to others' needs</i> BR ELG 3