

Curriculum Goal: Care for myself, others and the world.

Working towards curriculum ambition: To be independent, to form positive relationships, care for the world around me.

Myself

- I can take my coat off
- I can put my coat on
- I can take my shoes off and put wellies on
- I can understand when I need the toilet
- I can wash hand with soap and water with verbal prompts
- I can put on and take off a cardigan or jumper.
- I can change for PE with support
- I can wash my hands independently
- I understand why we wash hands after the toilet etc
- I can change for PE independently
- I can begin to understand when I need a coat while playing outside
- I can begin to show a preference for a dominant hand
- I can negotiate space and obstacles safely , with consideration for myself

Others

- I can recognise how someone feels using verbal and non verbal clues
- I can talk about my emotions using words such as: 'happy' , 'sad' , 'angry'.
- I can share my feelings and opinions when interacting with peers and adults
- I can start to self regulate my emotions
- I can recognise that my wants and feelings may not always be met
- I can build constructive and respectful relationships
- I can consider the feelings of others .
- I can think about the perspectives of others.
- I can negotiate space and obstacles safely , with consideration for others

The World

Things adults can do:

- Teach children a simple way to put coat on
- Remind children to use the toilet if needed
- Explain to children why it is important to wash hands
- Support children to manage self care into smaller steps
- Demo how to zip coats etc from behind so they can watch
- Support children to remove jumpers
- Demo how to undo buttons and turn clothes in the right way
- Verbal cues to support children with changing in PE
- Model key skills of empathy, negotiation, compromise and positive assertion when playing with children and in your everyday interactions.
- Provide positive feedback during play, noticing and acknowledging children's thoughtfulness towards each other.
- Support young children's efforts to join in with others' play and inviting others into their play.
- Offer extra support to children in new situations or when they are feeling anxious or insecure.
- Use opportunities to stop and listen carefully for environmental sounds, and talk about sounds you can hear
- Talk to children about what they have been doing and help them to reflect upon their own learning
- Acknowledge and encourage children's efforts to manage their personal needs, and to use and return resources appropriately.
- Encourage children to talk about their own home and community life, and to find out about other children's experiences.

- I can notice things in my environment
- I can talk about what I hear, see and smell
- I can point to things I see
- I can talk about things I see
- I can ask questions about things I see
- I can begin to recognise change in seasons
- I can talk about changes in seasons
- I can begin to understand how things grow
- I can plant seeds and care for growing things
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- I can show care for all living things for example minibeasts
- I can talk about my experiences from outside of school
- I can talk about my home environment
- I can begin to explore the local environment
- I can enjoy and care for areas such as the wild flower meadow
- I show care and respect for the natural environment and all living things .

- Help children and parents to see the ways in which their cultures and beliefs are similar.
- Use conversation with children to extend their vocabulary to help them talk about their observations and to ask questions.

Links to Statutory Framework:

PSED

- ***Managing self***
- ***Building relationships***

PD

- ***Gross motor skills***

UW

- ***The world***