



Nursery	Reception	Early Learning Goal: Understanding the world – People, Culture and Communities
<ul style="list-style-type: none"> ▪ Develop appropriate ways of being assertive, e.g. It's my turn now. I want the yellow one. ▪ Practice skills of negotiation and compromise, e.g. I would like that one please... Can I play with that when you have finished? ▪ Show increasing consideration of other people's needs and more impulse control, e.g. giving up a toy to another who wants it. ▪ Is more able to recognise the impact of their choices and behaviours / actions on others and knows that some actions and words can hurt others' feelings. ▪ Look to a supportive adult for help to solve conflicts with peers. ▪ Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. ▪ Increasingly express their emotions through words rather than actions. ▪ Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt. ▪ May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares. <p>Vocabulary: take turns, share, help, worried, scared, excited</p>	<ul style="list-style-type: none"> ▪ Know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. ▪ Talks about their own and others' feelings and behaviour and its consequences. ▪ Is aware of behavioural expectations and sensitive to ideas of justice and fairness. ▪ Is more able to manage their feelings and tolerate situations in which their wishes cannot be met. ▪ Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people. ▪ Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise. ▪ Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours. ▪ May still return to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations. <p>Vocabulary: fear, surprise, nervous, consequence, conflict</p>	<p>Self-Regulation Children at the expected level of development will:</p> <ul style="list-style-type: none"> • show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly • set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate • 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.
<ul style="list-style-type: none"> ▪ Enjoys a sense of belonging through getting involved in daily tasks. ▪ Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers. ▪ Is sensitive to others' messages of appreciation or criticism. ▪ Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. ▪ Show more confidence in new social situations. ▪ Increasingly follow rules, understanding why they are important. ▪ Remember rules without needing an adult to remind them. ▪ Show their confidence through taking risks and trying new things or new social situations. ▪ Able to express their needs and ask adults for help. <p>Vocabulary: difference, choice, confidence, rules, ask</p>	<ul style="list-style-type: none"> ▪ Recognises that they belong to different communities and social groups and communicates freely about own home and their community. ▪ Is sensitive to prejudice and discrimination. ▪ See themselves as a valuable individual, describing their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms. ▪ Show resilience and perseverance in the face of challenge. ▪ Knows that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. ▪ Has a clear idea about what they want to do in their play and how they want to go about it. ▪ Shows confidence in choosing resources and perseverance in carrying out a chosen activity. <p>Vocabulary: community, group, belong, challenge, persevere (keep trying)</p>	<p>Managing Self Children at the expected level of development will:</p> <ul style="list-style-type: none"> • be confident to try new activities and show independence, resilience and perseverance in the face of challenge • explain the reasons for rules, know right from wrong and try to behave accordingly • manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
<ul style="list-style-type: none"> ▪ Seek out companionship with adults and other children. ▪ Use their experiences of adult behaviours to guide their social relationships and interactions. ▪ Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. ▪ Develop their sense of responsibility and membership of a community, e.g. through helping to tidy up / joining in fully with class routines. ▪ Become more outgoing with unfamiliar people, in the safe context of their setting. ▪ Enjoy playing alone, alongside and with others, inviting others to play and attempting to join others' play. ▪ Play with one or more other children, extending and elaborating play ideas. ▪ Beginning to develop specific friendships. 	<ul style="list-style-type: none"> ▪ Build constructive and respectful relationships. ▪ Develop particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking. ▪ Understand how important friendships are in making us feel happy and secure, and how people choose and make friends. ▪ Understand that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. ▪ Know that families are important for children growing up because they can give love, security and stability. ▪ Understand the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. 	<p>Building Relationships Children at the expected level of development will:</p> <ul style="list-style-type: none"> • work and play cooperatively and take turns with others • form positive attachments to adults and friendships with peers • show sensitivity to their own and to others' needs.

<p>Vocabulary: behaviour, friendship, problem, turn taking</p>	<p>*Some children may have had to make many different relationships in their life. This may have impacted on their understanding of what makes a consistent and stable relationship.</p> <p>Vocabulary: relationship, difference, lonely, respect, belief</p>	
<ul style="list-style-type: none"> ▪ Increasing fork and spoon control. ▪ Willing to try a range of different textures and tastes and expresses a preference. ▪ Beginning to understand healthy choices about food and drink. ▪ Can tell adults when hungry, full up or tired or when they want to rest, sleep or play. ▪ Can wash and can dry hands effectively and understands why this is important. ▪ Beginning to understand why we need to clean our teeth. ▪ Gaining more bowel and bladder control and can attend to toileting needs most of the time themselves. ▪ Can name and identify different parts of the body. ▪ Observe and can describe in words or actions the effects of physical activity on their bodies. ▪ Beginning to say in simple terms why we need to be active. ▪ Dresses but still needs some help, e.g. puts arms into open fronted coat or shirt when held up, pulls up own trousers, and pulls up zip once it is fastened at the bottom. ▪ Take practical action to reduce risk, showing their understanding that equipment and tools can be used safely. <p>Vocabulary: taste, dislike, clean teeth, hot, sweaty, safe</p>	<ul style="list-style-type: none"> ▪ Eat a healthy range of foodstuffs and understands need for variety in food. ▪ Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures. ▪ Have a good understanding of basic personal hygiene – toilet flushing, clean wiping, washing hands, what you can / cannot put in your mouth. ▪ Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian ▪ Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad. ▪ Shows understanding of the need for safety when tackling new challenges and considers and manages some risks, e.g. when jumping off something checks around them and the landing. ▪ Shows understanding of how to transport and store equipment safely. <p>Vocabulary: healthy, exercise, routine, safety, danger, hygiene</p>	<p>Health and Self-care Children at the expected level of development will:</p>
		