

EYFS Curriculum Goals	Entry Point Children can:	First Milestone Children can:	Second Milestone Children can:	Third Milestone Children can:	ELG	Links to other areas of learning	Year 1
PSED: Self-Regulation To stay calm and adapt to different situations.	<p>Share and take turns with adult guidance.</p> <p>Settle to some activities for a while.</p> <p>Play alongside others or do they always want to play alone?</p>	<p>Talk about own likes and dislikes.</p> <p>Start to talk about own family.</p> <p>Start to see themselves as a member of the wider group or class.</p>	<p>Begin to understand that different children like different things.</p> <p>Begin to widen vocabulary for talking about feelings.</p>	<p>Express a wider range of own feelings.</p> <p>Listen to others expressing their feelings.</p>	<p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p>		
	<p>Does the child take part in pretend play? E.g., as mummy or daddy.</p> <p>Does the child take part in other pretend play with different roles e.g., being the Gruffalo?</p>	<p>Share and take turns, with adult guidance, within a larger group.</p> <p>Start to choose own activities from within the continuous provision, sometimes with adult support.</p>	<p>Share and take turns with limited adult support.</p> <p>Explore a range of activities.</p>	<p>Understand the need to share and take turns fairly.</p> <p>Start to set simple goals or intentions e.g. "I'm making a tractor".</p>	<p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p>		
		<p>Persevere with a self-chosen activity for a short period of time.</p> <p>Can stop an activity when asked to do so.</p> <p>Listen and follow simple instructions within classroom routines, with high levels of support when required.</p> <p>Know that we have school and class rules.</p> <p>Express own needs and simple feelings.</p>	<p>Begin to engage in adult led activities.</p> <p>Follow simple instructions with 2 or 3 steps, sometimes with support.</p> <p>Begin to follow school and class rules with adult support and guidance.</p>	<p>Engage in adult led activities for an appropriate length of time.</p> <p>Follow a sequence of instructions involving different ideas or actions, sometimes with support.</p> <p>Follow school and class rules with occasional adult support and guidance.</p>	<p>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.</p>		

