

# St Edmund Campion Foundation Stage Curriculum Goals



EYFS Curriculum goals		Step 1 (Baseline)	Step 2 (Autumn)	Step 3 (Spring)	Final step (Summer)	Links to ELG
Care	To care for themselves and others.	I can select and use activities and resources (with help when needed.)	I am confident to ask for help when I need it.	I understand that I may not always be successful the first time at what I have set out to do but it is important to keep trying and show <b>resilience</b> and perseverance.	I understand that people have different ideas, lives, and opinions and am <b>respectful</b> of this.	<p><b>PSED: SR</b> -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.</p> <p><b>PSED: MS</b> -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.</p>
	To be able to talk about their own feelings and emotions.	I am happy to talk to other children when playing.	I am outgoing towards unfamiliar people and more confident in new social settings.	I willingly participate in a range of activities and experiences.	I am confident adapting my play and activities showing <b>resourcefulness</b> and a willingness to adapt my ideas if necessary.	
	To show awareness of the 5 R's Resourcefulness Respect Resilience Responsibility Reflection	I can show confidence in asking familiar adults for help.	I enjoy the <b>responsibility</b> of being asked to do small tasks.	I am confident speaking in front of a small group.	I am able to <b>reflect</b> on my own behaviour and feelings and moderate them accordingly.	
	To keep themselves safe and healthy	I can use the toilet and wash my hands by myself.	I can talk about my feelings using words like happy, sad, angry or worried.	I am confident to speak to others about my own needs, wants, interests and opinions.	I understand that I can learn from my mistakes and that it is important to show <b>resilience</b> and perseverance.	
		I am aware of my own feelings and know that some words or actions can hurt other's feelings.	I can demonstrate friendly behaviour, initiating conversations and form <b>respectful</b> relationships with friends and familiar adults.	I can talk about why am I special and what makes me unique.	I can confidently explain my own knowledge and understanding and ask appropriate questions of others.	
		I can take turns playing a game. (may occasionally need prompting)	I can accept the needs of others and take turns and share resources. ( sometimes with support)	I understand the way democracy works in simple terms.	I am able to confidently express my own feelings and show a good awareness of the feelings of others.	
		I am confident and happy to talk about my home and community.	I can tolerate delay when my needs are not immediately met and understand that my wishes may not always be met.	I can usually adapt my behaviour to different events, social situations and changes in routine.	I am able to talk about the different factors that influence my health and well being including	
		I am beginning to follow rules and routines with minimal prompting.	I recognise that I am part of the SEC community and have <b>responsibilities</b> within this.	I can play in a group, extending and elaborating play ideas e.g. building up a role play activity with other children.		
			I can make choices and decisions based on my own preferences and ideas.			
			I welcome and value praise for what I have done.			

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			<p>I have developed skills to manage the school day Including</p> <ul style="list-style-type: none"> <li>• Lining up</li> <li>• Lunchtimes</li> <li>• Assembly</li> <li>• Prayers</li> </ul> <p>I am able to manage my own needs Including</p> <ul style="list-style-type: none"> <li>• Toileting</li> <li>• Washing hands</li> <li>• Drink and snack</li> <li>• Coat</li> <li>• Socks and shoes</li> </ul> <p>I can initiate play, offering cues to friends to join me.</p> <p>I can understand how other's are feeling and recognise the impact my actions may have on them and respond accordingly.</p> <p>I am beginning to develop appropriate ways of being assertive in my play.</p> <p>I can recognise the importance of rules and am able to follow them in most situations.</p>	<p>I can find solutions to conflicts and rivalries and can suggest ways to resolve situations.</p> <p>I can talk about right and wrong and the consequences involved.</p> <p>I recognise how I can keep my healthy and can talk about making healthy choices regarding food, drink and activities.</p> <p>I recognise how I can keep myself safe including</p> <ul style="list-style-type: none"> <li>• the NSPCC pants rule</li> <li>• clever never goes</li> <li>• E-safety</li> </ul>	<ul style="list-style-type: none"> <li>• Physical activity</li> <li>• Healthy eating</li> <li>• Importance of regular tooth brushing.</li> <li>• Keeping safe</li> </ul> <p>I understand the need to listen carefully and respond to requests and instructions.</p>	<p><b>PSED:BR</b> -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>
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