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