

**Birth to 2years**

Establish their sense of self.

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| <b>2-year-olds</b> | <b>Au. 1</b> | Express preferences and decisions. They also try new things and start establishing their autonomy.                                |
|                    | <b>Au. 2</b> | Gesture towards their cup to say they want a drink.   |
|                    | <b>Sp. 1</b> | Feel strong enough to express a range of emotions.  |
|                    | <b>Sp. 2</b> | Notice and ask questions about differences, such as skin color, types of hair, gender, special needs and disabilities, and so on. |
|                    | <b>Su. 1</b> | Be increasingly independent as they get dressed and undressed, for example, putting arms in a coat or putting on an apron.        |
|                    | <b>Su. 2</b> | Learn to use the toilet with help, and then independently.  |

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| <b>3-year-olds</b> | <b>Au. 1</b> | Start to understand feelings. (happy, sad and tired)                         |
|                    | <b>Au. 2</b> | Begin to follow rules.   |
|                    | <b>Sp. 1</b> | Develop ways of being assertive.   |
|                    | <b>Sp. 2</b> | Shows they are able to follow rules.   |
|                    | <b>Su. 1</b> | Start to understand feelings. (happy, sad, tired, worried, angry and scared) |
|                    | <b>Su. 2</b> | Able to choose resources to help them achieve.                               |

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| <b>4-year-olds</b> | <b>Au. 1</b> | Children are developing an awareness of themselves and are forming their own opinions. Children are beginning to learn the classroom rules and are following these with some reminders.<br>Children are becoming more independent at coming into school in the morning and getting ready for home at home time. They are using the toilet independently most of the time at school. They know it is okay to ask for help and will do so. |
|                    | <b>Au. 2</b> | Children are doing things for themselves – because they want to. They will say what they are doing and why they are doing it too.<br>Children are using their preferences to choose what they would like to do at school. Children can put their coats on and are becoming more confident and skilled in using buttons and zips.   |
|                    | <b>Sp. 1</b> | Children have a good understanding of the behaviour expectations and guide others to follow. They are proud of what they can do and their achievements.<br>Children are becoming much more independent – getting things for home, eating their dinner and snacks, asking for help, getting a drink when they want one. Children independently making healthy food choices such as at dinner time.  |
|                    | <b>Sp. 2</b> | Children know what makes them happy and do these things, they know what keeps them healthy and will do these things when possible.<br>Children looking after themselves at school (personal and hygiene needs). Children developing resilience and perseverance independently.   |
|                    | <b>Su. 1</b> | Children tell adults and their peers what they have achieved and what they can do now, they are happy with themselves and proud of what they have achieved at school.<br>Children are confident to try new things. They continue to develop their resilience and perseverance independently. Children can continue to look after and care for themselves.  |
|                    | <b>Su. 2</b> | Children are proud of who they are and what they can do. They talk about themselves positively.<br>Children continue to look after themselves and understand what healthy choices are. Children have developed resilience, independence and perseverance to support them through transition and the next step in their school journey.   |

| <b>Early Learning Goal</b>   |
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| <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> |