

EYFS Goals for Teddy Time

Name _____ DOB _____,

| Level Guide | | |
|-------------|----------|-----------|
| Emerging | Expected | Exceeding |
| 1 | 2 | 3 |



Personal, Social and Emotional Development

| ELGs | Making Relationships (MR) | | | | Self –confidence and self-awareness (SC SA) | | | | Managing feelings and behaviour (MFB) | | | |
|------|---|---|---|---|--|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | | 1 | 2 | 3 | | 1 | 2 | 3 |
| | 1. Children play co- operatively, taking turns with others and may form a special friendship with another child. 2. They take account of one another's ideas about how to organise their activity, compromise, initiate play and role play activity. 3. They show sensitivity to others' needs and feelings, show affection and concern. 4. They form positive relationships with adults and other children, responds to what others are saying and doing. | | | | 1. Children are confident to try new activities. 2. They can say why they like some activities more than others. 3. They are confident to speak in a familiar group. 4. They will talk about their ideas. 5. They will choose the resources they need for their chosen activities. 6. They say when they do or don't need help. | | | | 1. Children talk about how they and others show feelings. 2. Children talk about their own and others' behaviour and its consequences and know that some behaviour is unacceptable. 3. They work as part of a group or class and understand and follow the rules, share. 4. They adjust their behaviour to different situations. 5. They can prepare children with SEN for change in routine using visual timetables and resources, learn to take changes of routine in their stride. | | | |

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Communication and Language

| ELGs | Listening and attention (LA) | Understanding (U) | | | Speaking (S) | | | | | | | |
|------|---|-------------------|---|---|--|---|---|--|--|--|--|--|
| | | 1 | 2 | 3 | 1 | 2 | 3 | | | | | |
| | <ol style="list-style-type: none"> Shows interest in play with sounds, songs and rhymes, demonstrates listening by trying to join in with actions and vocalisations Listen attentively in a range of situations. Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention, concentrate and sit quietly one to one or in small groups. Able to follow directions (if not intently focussed on own choice of activity) Listen to what others say and respond appropriately – Two-channelled attention, can listen and do for short span. | | | | <ol style="list-style-type: none"> Developing understanding of simple concepts, 'big', 'little'. Responds to simple instructions, to get or put away an object. Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting the correct picture. Respond to instructions involving two-part sequence, instructions involving several ideas, rhymes and actions. Show an understanding of humour and jokes Demonstrate 'who', 'what', 'where', in simple questions, 'how' and 'why' questions about their experiences and in response to stories or events. Listen and respond to ideas expressed by others in conversation or discussion | | | | <ol style="list-style-type: none"> Uses language to share feelings, experiences and thoughts Holds conversations, learns new words and is able to use them in communicating. Uses a variety of questions, demonstrates what, where, who? Children express themselves effectively, showing awareness of listeners' needs can explain what is happening and anticipate what is happening next, recall and relive past experiences. Learn to question why things happen and offers explanations, who, what, when and how? They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. Play, playing, will play, played. | | | |

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| Physical Development | | | | | | | | |
|----------------------|--------------------------|---|---|---|----------------------------|---|--|---|
| ELGs | Moving and handling (MH) | 1 | 2 | 3 | Health and self-care (HSc) | 1 | 2 | 3 |
| | | <ol style="list-style-type: none"> 1. Runs safely on whole foot 2. Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands 3. Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. 4. Can kick a large ball 5. Children show good control and co- ordination in large and small movements. 6. Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Runs skilfully and negotiates spaces successfully, when playing racing or chasing games adjusting speed or direction to avoid obstacles. Can stand momentarily on one foot when shown. 7. Can catch a large ball 8. Experiments with different ways of moving 9. Jumps off an object and lands appropriately 10. Travels with confidence and skill around, under, over and through balancing and climbing equipment. 11. Children move confidently in arrange of ways, safely negotiating space, pencils for writing. | | | | | <ol style="list-style-type: none"> 1. knows when they are thirsty, drinks well without spilling 2. Clearly communicates their need for potty or toilet 3. Beginning to recognise danger and seeks support of a significant adult for help 4. Helps with clothing 5. Beginning to be independent in self-care 6. Can tell adults when hungry or tired or when they want to rest or play 7. Observes the effects of activity on their bodies 8. Gains more bowel and bladder control and can attend toileting needs most of the time themselves 9. Can usually manage to washing and drying hands 10. Dresses with help, coat, pulls up trousers, zips and buttons | |

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| Literacy | | | | | | | | |
|----------|-------------|---|---|---|-------------|---|--|---|
| ELGs | Reading (R) | 1 | 2 | 3 | Writing (W) | 1 | 2 | 3 |
| | | <ol style="list-style-type: none"> Children read and understand simple sentences. Children use their phonic knowledge to decode regular words in ways which match their spoken sounds, rhyming and rhythmic activities. Suggests how a story might end. Listens to stories with increasing attention and recall. Shows an interest in illustrations and print in books. Recognises familiar words and signs, such as own name and advertising logo's. Hears and says the initial sounds in words. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences Demonstrate understanding when talking with others about what they have read | | | | | <ol style="list-style-type: none"> Begins to break the flow of speech into words Continues a rhyming string Can segment the sounds in simple words and blend them together. Write some irregular and some common words. Writes own name and other things such as labels and captions. Write simple sentences which can be read by themselves and others. Some words are spelt correctly, and others are phonetically plausible. | |

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| Mathematics | | | | | | | | |
|-------------|-------------|---|---|---|--------------------------------|--|---|---|
| ELGs | Numbers (N) | 1 | 2 | 3 | Shape, space and measure (SMM) | 1 | 2 | 3 |
| | | <ol style="list-style-type: none"> Children count reliably with numbers from 1 to 20 They place them in order. Beginning to organise and categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles. Says some counting words randomly and number names accurately in play Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same Realises not only objects, but anything can be counted, including steps, claps or jumps Recognises some numbers of personal significance Counts objects and recites numbers to 10, and beginning to count beyond 10 from a larger group They say which number is one more or one less than a given number Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer They solve problems, including doubling, halving and sharing. | | | | <ol style="list-style-type: none"> Can understand and use everyday language to talk about size, weight – heavier/ lighter, quantity/capacity, position and distance Time and money to compare quantities and objects and to solve problems Recognise, create and describe patterns in the indoor and outside environment in daily routines They explore characteristics of everyday objects and shapes and use mathematical language to describe them, round, square, flat, long and short | | |

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| Understanding the World | | | | | | | | | | | | |
|-------------------------|--|---|---|---|---|---|---|---|--|---|---|---|
| ELGs | People and communities (PC) | 1 | 2 | 3 | The world (W) | 1 | 2 | 3 | Technology (T) | 1 | 2 | 3 |
| | <ol style="list-style-type: none"> Can talk about past and present events in their own lives and in the lives of family members, has a sense of own immediate family and cultural background. They know that other children don't always enjoy the same things and are sensitive to this, beginning to have their own friends. Recognise similarities and talk about the things that make them unique, differences between themselves and others, among friends and family, celebrate and value cultural, religious and community events traditions and experiences. Begin to show an interest in different occupations and ways of life. | | | | <ol style="list-style-type: none"> Children know about similarities and differences in relation to places, objects, materials and living things. Observe what animals, people or vehicles do. Look for and collect objects, combining objects, banging two objects and placing and sorting objects into containers Can talk about features of their own immediate environment and how their environments might vary from another's. Will comment and ask questions about aspects of their familiar world such as the place where they live or the natural environment, animals, plants, natural and found objects Can make observations of animals and plants, will try and explain why some changes may happen over time, growth and decay | | | | <ol style="list-style-type: none"> Children recognise that a range of technology is used in places such as homes and schools. Recognise, repeat sounds, sights and actions Knows how to operate simple equipment, turns on music and can use a remote control, apparatus they access or use with adult supervision They select and use technology for particular purposes. | | | |

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| Expressive arts and design | | | | | | | | |
|----------------------------|---|---|---|---|-----------------------|---|---|---|
| ELGs | Exploring and using media and materials (EMM) | 1 | 2 | 3 | Being imaginative (I) | 1 | 2 | 3 |
| | | <ol style="list-style-type: none"> Enjoys joining in with dancing and ring games Sings familiar songs Beginning to move rhythmically Taps out simple repeated words/rhymes Understand use of lines to enclose a space Beginning to be interested in and be able to describe texture of things Builds items together, build and balance | | | | <ol style="list-style-type: none"> Beginning to use representation to communicate, e.g. drawing a line and saying that's me Beginning to make-believe by pretending Uses movement to express feelings Sings to self and makes up simple songs, makes up rhymes Engages in imaginative role-play based on own first-hand experiences Uses available resources to create props to support role-play Plays alongside other children who are engaged in the same theme Uses what they have learnt about media and materials in original ways, thinking about uses and purposes. | | |