

Inside Out/ PSHRE Child Tracking EYFS



Key	Area	Name																																
Look Inside	<ul style="list-style-type: none"> ● I can talk about how I feel using words like 'happy', 'sad', 'angry', 'worried'. ● I can use the weather as a way of talking about my own or others emotions. ● I see myself as a valuable individual. ● I can moderate my own feelings socially and emotionally. 																																	

Red working below. Green working at. Blue working above.



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Move Outside	<ul style="list-style-type: none">• I join in with a range of physical activities• I can say how being active is good for you.• I can talk about the benefits of being outside.• Knows and can talk about factors that can support overall health and wellbeing. E.g. Regular physical activity, Toothbrushing, Healthy eating, Sensible amounts of screen time & A good sleep routine																														
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Share More	<ul style="list-style-type: none"> • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • I can build constructive and respectful relationships. • I can talk about my own family and understand that each family is different. 																																	
Be Curious	<ul style="list-style-type: none"> • I can show resilience and perseverance in the face of challenge • I can talk about my interests and the things that I enjoy • I understand that different people enjoy different things 																																	

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<p>Be Kind</p>	<ul style="list-style-type: none"> • I can start a conversation with an adult or a friend and continue it for many turns. • I can describe ways to be kind to others • I can consider the feelings of others • I can make healthy choices about food, drink, activity and toothbrushing. • I am increasingly independent in meeting my own care needs e.g. using the toilet and washing and drying my hands thoroughly 																																	
<p>Anti-Bullying Weeks</p>	<ul style="list-style-type: none"> • I can build constructive and respectful relationships. • I can help to find solutions to conflicts and rivalries. (For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas). 																																	

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	Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> • 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.
		Managing Self	<ul style="list-style-type: none"> • 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.
		Building Relationships	<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and others' needs.
	Physical Development	Gross Motor Skills	<ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others.
	Understanding the World	Past and Present	<ul style="list-style-type: none"> • Talk about the lives of people around them and their roles in society.

Red working below. Green working at. Blue working above.