

EMNETH WELLBEING AND SUCCESS CURRICULUM

	0-2'S	2-3'S	3-4'S
Fulfillment (Self-expression, self-reflection, personal challenge, authenticity, perseverance and sustained focus and attention)	Revisits resources that motivate and challenge showing preferences and making choices. Is able to apply knowledge to new objects and test out ideas on new objects. Begin to recall and recreate familiar experiences. Shows some persistence when adults are there to praise. Children express themselves through gestures and begin to use verbal ques (single words) to communicate to others. Begin to engage with different media.	Are developing a greater sense of self through interests and their focus grows. Joins in with new things more willingly and less emphasis upon an adult for motivation. Explores and experiments for longer and begins to find out more. Begin to identify when something has gone well or not and will seek help if required. Communicate how they are feeling with an increasing number of words. Show an interest in different media.	Shows more satisfaction of own achievements when things go right. Relies less upon adults for ideas and is able to build upon existing skills across curriculum areas to deepen problem solving skills. Make purposeful choices about what they want to do. Enjoys meeting own challenges and finding new ways to solve problems. Communicate how things have gone. Express themselves through different media, sometimes showing a preference. Uses language more to express how they are feeling.
EXPLORATION (Risk taking, problem solving, curiosity, resilience, responsive to new learning)	More confident in surroundings. Try out new experiences with an adult close by. Observe others and try to copy them. Spends time exploring how things work and is beginning to understand that resources can be used in different ways. Beginning to take risks e.g. beginning to climb, getting up after a fall etc. Respond to new opportunities and adapt to routines, engaging with environment changes. Uses senses to problem solve, showing curiosity.	Needs less encouragement to try new things. Beginning to access both the indoor and outdoor environment and show more interest in investigating how things work. Relies less upon an adult but uses them to talk about their discoveries. Take more risks in their play with adult support. Will use available resources to help them solve problems. Show curiosity by questioning what people are doing using who, what, where questions. Adapting and accepting of changes. Bouncing back after difficulties.	Revisits play choices and works alongside an adult to deepen their thinking. Can begin to predict and plan what might happen next and responds positively to questions and challenge. Begin to seek challenge for themselves and has clear interests and motivation. Able to assess and manage risk appropriately. Resolve conflict appropriately, verbalising thoughts feeling and ideas. Accepting of the needs and opinions of others. Explore nature and the environment asking 'What would happen if?
INDEPENDENCE/individuality (Self-regulation, mastery, intrinsic motivation)	Explores new toys independently but likes to see a familiar adult close by. Wants to do more for themselves and	Shows interest in familiar activities and joins in with confidence. Able to talk more about what they have done. Is beginning with support to do more	Shows increased confidence and independence in environment. Enjoys being given responsibility. Copes easily with new routines and social situations.

	<p>may show stubbornness as they strive for greater independence.</p> <p>Begin to feed themselves and show an interest in trying to remove shoes etc.</p> <p>Uses verbal and non-verbal communication to make choices.</p> <p>Beginning to self soothe.</p>	<p>themselves and enjoys the praise and encouragement from adults. Beginning to recognise their own toileting needs and becoming more independent with self-help skills e.g. put coat and wellies on. Express their feelings and begin to understand that their actions can hurt others. With support they begin to know how to manage their feelings.</p> <p>Begin to accept the needs of others.</p> <p>Communicate likes and dislikes.</p> <p>Understands routines and boundaries and follows with limited guidance.</p>	<p>Will ask for help if needed, but attempts for themselves first. Knows where to locate resources to facilitate their play. Make choices and follows through with choices and ideas. Does things for themselves, not for praise and reward. Has determination to complete a task.</p> <p>Manages self-help skills e.g. toileting, dressing and undressing etc. with limited help. Understanding and expressing their need for help and support if required. Supports other children who require help. Gaining an awareness that everyone is different.</p>
<p>FLOURISHING (Joyful learning, Sense of wonder and connections to nature, healthy physical growth, expressive)</p>	<p>Explore the environment, showing a sense of fun and happiness through smiling, laughter, gesturing etc.</p> <p>Demonstrate a level of focus and gaze on a particular object or item of interest. They move or gesture when there is something of interest to them.</p> <p>They enjoy spending time outside, noticing objects in the environment and showing an awareness of sounds around them. Engages in some sensory experiences. Try new foods and textures with encouragement. Explores different ways of moving.</p>	<p>They use facial expression, body language and begin to use more expressive language to talk about what they are doing. Share their achievements with others. Developing an understanding of healthy practices e.g. washing hands, toileting, eating, teeth brushing. Beginning to understand about healthy and unhealthy choices.</p> <p>Begin to ask questions about the surroundings.</p> <p>Spend an increasing amount of time outside showing an interest in the natural environment and beginning to make simple observations which they share with others. They begin to respond and comment on what they see and hear.</p>	<p>Verbalise their needs e.g. needing the toilet, needing food/drink, being tired.</p> <p>Understand healthy lifestyle choices e.g. food, exercise, dental care etc.</p> <p>Higher levels of engagement expressing their ideas in detail. Bringing others into their experiences to share and further explore. Share their achievements and are able to talk about them.</p> <p>Spend significant periods of time outdoors showing an interest in the natural environment, observing and commenting on changes.</p> <p>Ask their own questions to help them develop their understanding, developing a greater depth of learning.</p>
<p>RELATIONSHIPS (Attachments, nurture, friendships, empathy, emotional intelligence)</p>	<p>Feels safe and secure with their key person, and becoming more accepting of new children and adults. Interacts when supported by an adult. Watches others carefully as part of their learning.</p>	<p>Beginning to show stronger sense of ownership. Is beginning to form friendships with 1 or 2 children. Seek out specific children or adults by name. Play tends to be alongside with some</p>	<p>Initiates ideas with confidence alongside and with both adults and children. Becomes more responsive to other children's ideas and is friendly and accommodating towards adults and</p>

	<p>Beginning to show pride in achievements. Follow simple instructions.</p> <p>Shows different emotions in different situations</p> <p>Has an awareness that another person is happy or sad e.g. they may smile back or cry too. They begin to use words or signing to indicate basic emotions.</p> <p>Begin to name and seek peers.</p>	<p>key interactions with others beginning to share resources and space. Shows affection towards special adults.</p> <p>Begin to say how they feel and begin to recognise the feelings of others. Are more confident to explore as they know there is an adult close by and will ask for help if they need it.</p>	<p>children. Their interactions are mostly positive with little conflict. They cooperate with others taking turns and sharing, mostly without support.</p> <p>They are able to say how they feel and identify feelings of others. They will respond to the feelings of others e.g. by trying to comfort them, helping them etc.</p>
<p>INFLUENCE/Communicate (Having a voice, collaboration, caring for others and inclusion)</p>	<p>Building up expressive vocabulary.</p> <p>Responds to simple instructions alongside pictures and gestures.</p> <p>Confident to communicate through gesture, signing, babbling or using words and adults respond to this. Is beginning to copy familiar expressions such as "all gone." Shows an interest in others and will notice when someone is happy, sad etc. They communicate their likes and dislikes.</p>	<p>Is beginning to understand who, what and where in questions and ask simple questions of their own. Uses language to gain attention and may begin to talk about experiences but jump from topic to topic. Shows more understanding of routine. Begin to share ideas with others and engage in short conversations. Children begin to be confident to communicate with others in small groups. They are able to make choices for themselves e.g. interests, food etc. They begin to understand that children are individual and they have different needs.</p>	<p>Responds to how and why questions asked by adults and is beginning to offer simple explanations. Their vocabulary is influenced by their first hand experiences and they have confidence to speak out and share feelings and thoughts. Listens to ideas expressed by others and engages in longer conversations. Confident at giving their opinion, sharing likes and dislikes and are able to express why. Beginning to understand that everyone is different and they interact positively with others.</p> <p>They talk about what is important to them and are confident enough to share their own experiences. Children begin to develop an awareness of different cultures, faith and communities.</p>