| All About Me                              | 1 | 1 0 1 |     |  |
|---|---|-------|-----|--|
| My name is:                               |   |       |     |  |
| I prefer to be called:                    | ı |       |     |  |
| My family includes:                       |   |       |     |  |
|   |   |       |     |  |
| My pets are:                              | - |       |     |  |
| My culture/ heritage includes:            |   |       |     |  |
|   |   |       |     |  |
| Three of my favourite things to play are: |   |       |     |  |
| <sup>1</sup> 1                            |   |       |     |  |
| 2   |   | ,     |     |  |
| <sup>3</sup> 3                            |   | I     |     |  |
|   |   |       |     |  |
| Things that may scare me:                 |   |       |     |  |
| I think you should also know:             |   |       |     |  |
|   |   |       |     |  |
|   | • |       |     |  |
|   |   |       |     |  |
|   |   |       |     |  |
|   |   |       | 0 0 |  |

## Goals

Child's name .....

The Early Years Learning Framework is a guide that consists of Principles, Practices, and 5 main Learning Outcomes based on identity, community, wellbeing, learning and communicating. The Learning Outcomes are to be used to reflect on children's learning and focus on what a child can achieve rather than what they can't. The Early Years Learning Framework enables educators to set individual goals, extend and enrich children's learning, provide opportunities for children to develop a foundation for learning and for children to become successful learners.

Using the table below, please list any additional goals that you would like to be included in your child's learning.

| Learning Outcome  | Goals that you would like your child working towards |
|---|--|
| 1 Children have a strong sense of                       | <u> </u>   |
| identity  |  |
| <ul> <li>To develop relationships with</li> </ul>       |  |
| children & Educators                                    |  |
| <ul> <li>Initiates and joins play</li> </ul>            |  |
| <ul> <li>Accepts new challenges</li> </ul>              |  |
| <ul> <li>Cooperates &amp; works</li> </ul>              |  |
| collaboratively with others                             |  |
| <ul> <li>Demonstrates confidence</li> </ul>             |  |
| <ul> <li>Expresses emotions</li> </ul>                  |  |
| 2 Children are connected with &                         |  |
| contribute to their world                               |  |
| <ul> <li>Shows concern for others</li> </ul>            |  |
| <ul> <li>Makes choices &amp; problems solves</li> </ul> |  |
| <ul> <li>Respect for environments</li> </ul>            |  |
| <ul> <li>Recognizes personal cultures</li> </ul>        |  |
| 3 Children have a strong sense of                       |  |
| wellbeing   |  |
| <ul> <li>Manages own emotions &amp;</li> </ul>          |  |
| frustration   |  |
| <ul> <li>Enjoys being by themselves</li> </ul>          |  |
| <ul> <li>Manages change</li> </ul>                      |  |
| <ul> <li>Asserts independence</li> </ul>                |  |
| <ul> <li>Communicates bodily needs</li> </ul>           |  |

| Awareness of healthy lifestyle &   |
|------------------------------------|
| good nutrition                     |
| Uses strength & control in         |
| physical movement                  |
| Uses strength & control to         |
| manipulate objects                 |
| ildren are confident & involved    |
| ners                               |
| Curious & active participant       |
| Perseveres & persists with tasks   |
| Explores natural & built           |
| environments                       |
| Explores ideas using imagination   |
| & creativity                       |
| Participates in group activities   |
| ildren are effective communicators |
| Constructs messages with           |
| purpose & confidence               |
| Expresses ideas & feeling with     |
| respect                            |
| Sings chants, rhymes, jingles &    |
| songs                              |
| Begins to use literacy & numeracy  |
| in play                            |
| Responds to sounds, stories &      |
| rhymes                             |
| extra comments                     |
|                                    |
|                                    |