EYFS Curriculum Goals

|  |  |
| --- | --- |
| Settle in | Settle in and become a confident learner. |
| Talk | Have a conversation about something I am interested in.  |
| Solve | Solve a disagreement using my words. |
| Exercise | Exercise daily and explain ways to be healthy. |
| Build | Build and follow my own multi-level obstacle course. |
| Retell | Retell a favourite story in my own words. |
| Read | Read my reading book to another child. |
| Write | Write a thank you letter using correct letter formation. |
| Follow | Follow a recipe. |
| Make | Make and retell a number story. |
| Grow | Grow a plant from seed and explain how I did it. |
| Explore | Enjoy being outside and understand how being outside contributes to a healthy lifestyle.  |
| Respect | Be respectful of people’s differences.  |
| Paint | Paint a portrait. |
| Create | Create my own dance to a piece of music. |
| Represent | Represent an idea through making a model. |

EYFS CURRCICULUM GOAL LEARNING JOURNEYS

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Settle in** | Ask for help | Wash my hands and use the toilet independently. | Manage my coat, shoes, hat, gloves, wellies and P.E kit etc. | Show good listening. | Sing and say a large range of songs/ rhymes | Select resources from the environment independently. | Know and use names of adults and children. | Use social phrases e.g. Good Morning/ How are you? | Ask for resources that I need. | **Settle in and become a confident learner.** |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Talk** | Understand how to listen carefully and why listening is important.  | Ask an adult for help.  | Begin to use social phrases e.g. Good morning. | Learn new vocabulary and use it appropriately in different contexts.  | Describe events in detail.  | Ask questions to find out more about something I am interested in.  | Answer questions about my interests.  | Connect ideas or actions using a range of connectives. E.g. Because, and, but, also.  | Explain how things work and why they might happen.  | **Have a conversation about something I am interested in.**  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Solve** | Name feelings and know some words for expressing feelings. | Know and use names of adults and children when talking to them. | Identify and express my own feelings. | Identify feelings in others (characters in a story or people in real life.) | Know some strategies for self-calming. | Use words to ask for or offer a turn. | Use words to suggest how to solve the problem. E.g. You go first, then I can have a go. | Listen to someone else’s ideas without interrupting. | Say whether I agree/ disagree and give reasons. | **Solve a disagreement by using my words.** |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Exercise** | Wash my hands independently and explain how and why we wash our hands. | Move in different ways; skip, hop, run, balance, climb, dig, roll, jump, crawl. | Use some strategies for self-calming- breathing up and down fingers, counting to 10 and back again. | Talk about the effects of exercise on my body. | Know how to look after myself-washing, brushing my teeth and getting enough sleep. | Explain what makes a healthy diet, including drinking water. | Take exercise regularly- join in with the daily physical activities. | Know ways to keep myself safe. | Explain the ways I am making healthy choices today. | **Exercise daily and explain ways to be healthy.** |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Build** | Follow an obstacle course made by someone else. | Step up, down and across crates of different heights. | Balance when walking along higher paths and planks. | Jump off equipment and land safely. | Lift and move crates and planks safely as part of a team. | Identify risks and travel safely. | Make adjustments to ensure the obstacles are safe. | Give directions to my friends about how to do the obstacles. | **Build and follow my own multi-level obstacle course.** |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Retell** | Join in with repeated parts of stories. | Say who is in the story, where it is and what happens. | Correctly use new vocabulary from the story. | Understand that stories have a sequence- the beginning, middle and end. | Use story sequencing words e.g. Once upon a time. | Talk about my ideas about the story. | Sequence the beginning middle and end of a story. | Change my voice for the narrator and characters in the story. | Present my story to others using my performance voice. | **Retell a favourite story in my own words.** |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Read** | Share a book with a friend so that we can both see. | Recognise logos, my name and other letters in my environment. | Understand the 5 key concepts of print. | Point out a word and a space. | Recognise the phonemes in my reading book. | Blend phonemes to read single words. | Recognise some tricky words. | Read short phrases and sentences. | Answer questions about what I’ve read.  | **Read my book to another child.** |

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Write** | Make lines, circles and other marks. | Develop strength in my core, shoulders, elbows, wrists and fingers to enable me to hold writing tools with a tripod grip. | Form correct letter shapes. | Copy and then write my own name. | Mark make using some clearly identifiable letters in play.  | Form lowercase and capital letters correctly.  | Use my phonic knowledge to sound out to write words.  | Use my phonic knowledge and word banks to write short sentences remembering; spaces between words, capital letters, fullstops.  | Know the importance of being kind and saying thank you. | Re-read what I have written to check it makes sense.  | **Write a thank you letter using correct letter formation.**  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Follow** | Count objects/ actions and know that the last number I say is the number in the set. | Recognise spot patterns in 5 and 10 frames and match to numerals. | Read the numbers in a recipe. | Know what full, half full and empty means and measure carefully using cups and spoons.  | Use skills for cooking: pouring, stirring. | Use weighing scales for food ingredients. | Use further skills for a recipe: weighing, kneading, rolling, using cookie cutters. | Follow a recipe and observe, predict and explain what happens during the process.  | **Follow a recipe.** |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Make** | Say number names in order. | Count objects and know the last number I say is how many are in the set. | Know the one more/ one less relationship between consecutive numbers. | Know how to combine numbers by counting how many altogether. | Know how to take one number away from another by removing and counting how many are left. | Know number bonds for numbers 0 to 5. | Explore number bonds for numbers 5 to 10. | Solve a real life problem by talking and using objects or making marks. | Say and solve the number sentence for my story. | **Make and retell a number story.** |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Grow** | Explore and talk about the seeds I see in fruit and the plants I see outside. | Know how to be gentle and caring towards living things. | Know that some plants are grown from seeds. | Know words for talking about sequences of events. | Explain the life cycle of a plant from a seed. | Observe and describe what I can see in the natural world- growth, change, decay. | Name parts of plants and their functions; root, stem, leaf, petals. | Explain what living things need to be healthy. | Talk about why nature is important. | **Grow a plant from seed and explain how I did it.**  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Explore** | Know how to keep myself safe and warm when I am outside and manage some risks.  | Be respectful of nature e.g. leaving wild spaces as you have found them.  | Observe and interact with natural processes e.g. ice melting, floating, sinking, shadows, weather.  | Describe what I see, hear and feel when I am outside. | Know how to use hammers and saws safely.  | Know how to use gardening tools safely.  | Describe ways that humans have an impact on the environment | Know ways that I can help to care for the natural world. | Talk about the seasons and changes I notice.  | **Enjoy being outside and understand how being outside contributes to a healthy lifestyle.** |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Respect** | Know the words for members of a family and say who lives in my home.  | Talk about the lives of people around me and their roles in society.  | Know the words for describing features of people. | Answer questions and describe the people in my family.  | Name and describe types, parts and rooms of a home and understand that different people live in different types of homes around the world.  | Notice, compare and talk about similarities and differences between people.  | Talk about myself positively, who helps me and who I care about.  | Be curious about people and cultures, ask questions to check my understanding and find out more.  | Talk about ways that people’s lives were different in the past.  | **Be respectful of people’s differences.**  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Paint** | Make lines, circles and other marks. | Draw a closed shape to represent an object. | Name parts of the face and body. | Know how to mix green, orange, purple and brown. | Describe features of the face. | Draw details of faces, people and animals. | Know how to mix lighter and darker colours. | Mix paint to make appropriate colours for my pictures. | Plan my picture to fit my page. | **Paint a portrait.** |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Create** | Sing/ say a large range of songs/ rhymes. | Listen to and talk about sounds/ music. | Recognise repeated sounds and sound patterns and match movements to music. | Make a steady beat and a rhythm on an instrument. | Recognise specific tunes or rhythm patterns. | Make up my own moves to a steady beat or rhythm. | Make up a sequence of dance moves. | Learn a sequence of dance moves and respond to feedback. | Perform my dance moves to a group. | **Create my own dance to a piece of music.** |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Represent** | Explore 3D shape through exploring a range of construction kits and materials. | Know how to use tools safely.  | Know different ways to join materials. | Use scissors correctly with some accuracy.  | Talk about what they would like to make.  | Discuss problems and how they might be solved.  | Make choices about which materials/ joining techniques will be most effective. | Describe their model, talking about the key features and different choices they’ve made.  | Evaluate, refine and adapt their creations.  | **Represent an idea through making a model.**  |