



St Bartholomew's C of E Primary School

EYFS Curriculum Goals - Nursery



| EYFS Curriculum Goals | 1 st Milestone – Baseline | 2 nd Milestone – Autumn | 3 rd Milestone - Spring | 4 th Milestone – Summer |
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| <p>Communication and language</p> <p>Listen – To be a good listener</p> <p>Ask- To ask questions of others</p> <p>Converse- To engage in conversation with adults and peers.</p> <p>Express- To express ideas and feelings with confidence</p> | <p>Shift attention from one task to another if you get their attention. Using the child's name can help: "Jason, please can you stop now? We're tidying up".</p> <p>Show that they understand action words by pointing to the right picture in a book. For example: "Who's jumping?"</p> <p><i>Note: watch out for children whose speech is not easily understood by unfamiliar adults. Monitor their progress and consider whether a hearing test might be needed.</i></p> | <p>Pay attention to more than one thing at a time, which can be difficult.</p> <p>Use a wider range of vocabulary.</p> <p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p> <p>Enjoy listening to longer stories and can remember much of what happens. (when asked a question)</p> | <p>Answers simple 'why' questions?</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> | <p>Uses sentences of four to six words – "I want to play with cars" or "What's that thing called?"</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Uses sentences have joined up with words like 'because', 'or', 'and'? For example: "I like ice cream because it makes my tongue shiver".</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Uses the future and past tense: "I am going to the park" and "I went to the shop"?</p> <p>Sing a large repertoire of songs.</p> <p>Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p> |
| <p>Emotional development</p> <p>Empathy – To show empathy to others</p> <p>Determination- to show determination to complete a goal</p> | <p>Starts to enjoy the company of other children and want to play with them</p> <p>Manages to share or take turns with others, with adult guidance and understands 'yours' and 'mine'.</p> <p>Settle to an activity for a short period of time.</p> | <p>Select and use activities and resources with help when needed.</p> <p>This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> | <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>Develop appropriate ways of being assertive.</p> <p>Understand gradually how others might be feeling.</p> | <p>Develop their sense of responsibility and membership of a community.</p> <p>Takes part in pretend play (for example, being 'mummy' or 'daddy'?)</p> <p>Negotiate solutions to conflicts in their play?</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands</p> |

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| | <p>Resilience – To show resilience in the face of challenges</p> <p>Curiosity- To show curiosity about the world around them</p> | | | <p>Confidently plays alongside others.</p> | <p>thoroughly. Make healthy choices about food, drink, activity and toothbrushing. <i>Look out for children who appear to be overweight or to have poor dental health, where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with parents and involve the child’s health visitor. Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical play. Most, but not all, children are reliably dry during the day by the age of 4. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP.</i></p> |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Physical</p> | <p>Use – To use cutlery with confidence</p> <p>Hold- To hold a pencil effectively</p> <p>Move- Move In a range of ways safely with good balance and co-ordination.</p> <p>Negotiate- Space effectively</p> | <p>Climbs confidently, catches a large ball and pedals a tricycle</p> <p><i>Look out for children who find it difficult to sit comfortably on chairs. They may need help to develop their core muscles. You can help them by encouraging them to scoot on sit-down trikes without pedals and jump on soft-play equipment.</i></p> | <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> | <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> | <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> |

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| Literacy | <p>Retell –Retell a story through play</p> <p>Read- Read simple sentences and books containing phase 2 and phase 3 sounds (yellow band)</p> <p>Write – write simple sentences accurately</p> <p>Compose –A simple story</p> | <p>Enjoy songs and rhymes.</p> <p>Join in with some words in songs and rhymes.</p> <p>Draws freely.</p> <p>Enjoys sharing books with an adult.</p> | <p>Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing</p> <p>Make marks on their page to represent a person or object.</p> | <p>Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> | <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p> |
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| Mathematic | <p>Understand- Understand numbers to 10 in depth including number bonds</p> <p>Recognise – recognise patterns of the counting system</p> <p>Compare – Compare quantities in different contexts</p> | <p>Can say when they have lots or more than someone else.</p> <p>Can complete a simple insert jigsaw. Says some numerals.</p> <p>Interested in sorting objects (colour, type or size). Describes an object by its size, shape or colour.</p> | <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle etc.</p> <p>Recite numbers past 5.</p> <p>Show 'finger numbers' up to 5.</p> | <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then.'</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> | <p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'.</p> <p>Talk about and explore 2D using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Understand position through words alone Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Talk about and identify the patterns around them</p> |
| Understanding the world | <p>Know- where they live and who they live with</p> <p>Appreciate – different religions and cultures in the local environment and the world around them</p> <p>Care- for a living thing</p> <p>Understand- Show an understanding of past present and future</p> <p>Respect- Different family structures</p> | <p>Talk about their family and people who are important to them. Interested in finding out how things work. Explore and talk about natural things going on around them e.g. notice the weather.</p> | <p>Begin to make sense of their own life-story and family's history. Show interest in different occupations. Explore how things work. Use all their senses in hands-on exploration of natural materials.</p> | <p>Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.</p> | <p>Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.</p> |

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| Expressive arts and design | <p>Create- Create a piece of artwork/model sharing their ideas</p> <p>Perform- Perform a story, song or rhyme to an audience</p> <p>Play- A range of musical instruments with confidence</p> | <p>Enjoy moving to music. Enjoy making sounds 'music' with instruments. Enjoy and take part in songs. Enjoy taking part in pretend play. Create pictures using paint and other media. Make simple models.</p> | <p>Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> | <p>Create their own songs or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas</p> <p>Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> | <p>Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Explore colour and colour-mixing Listen with increased attention to sounds.</p> |
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