



EYFS Curriculum Goals

Our curriculum goals have been designed with the aim of supporting children’s learning and development so that they are ready to be successful learners by the end of the EYFS. Each curriculum goal in the prime and specific areas of learning are broken down into milestones for Nursery and Reception to ensure that there is a clear sequence to learning and development in our curriculum so that staff are aware of all children’s next step in their learning. The incremental steps also ensure that all staff are aware of the end goals which supports making accurate judgements at key assessment points (baseline, autumn, spring & summer).

Our intention is to help inform parents of where children are in their learning and development so that they are able to support their children in their next steps.

These curriculum goals will also aid the Year 1 teacher when they are transitioning the children into KS1.

We have used the non-statutory guidance from Development Matters to support us in designing our curriculum goals.

Our 8 curricular goals for the end of EYFS are as follows:

8 Curricular Goals for EYFS	
Care	To become a confident learner who can regulate their own feelings and is kind and caring to others.
Listen & Talk	To be a good listener and a confident talker.
Move	To move their bodies with control, balance and awareness of space and use a range of hand-held equipment effectively, including using pens/ pencils when drawing and writing.
Read	To talk about a range of stories and read books confidently and with developing fluency.
Write	To write a simple sentence and tell an adult what it says.
Count	To see and make numerical patterns and be able to count, recognise and write numerals up to 10.
Investigate	To investigate and ask questions about the world around them.
Create and Perform	To share or perform a creation of their own to others.

The Ellis CE Primary School Overview of EYFS Goals for Nursery and Reception



By D Grayhurst and T Pollard

PD	Begin to run and stop.	Begin to use scooters and trikes.	Begin to climb steps, and balance with some support.	Access activities which involves using pincer grip/ nippy fingers such as beads, bricks, mark-making equipment etc	Begin to coordinate their arms when putting on and removing their coat.	Begin attempt to put their shoes on and remove with minimum support.	Begin to copy large body movements.	Begin to use more control when picking up and using small equipment such as beads, bricks, mark-making equipment etc	Begin to develop their gross motor skills and can move in different ways.	Begin to sit on the carpet, sometimes crossing their legs.	Begin to develop manipulation and control when using large equipment
	Begin to develop manipulation and control when using smaller equipment	Begin to be more independent when using the toilet and managing their own self-care.	Become more able when getting dressed and undressed.	Show more confidence and control when using balancing and climbing equipment	Begin to move in different ways- walking, jumping, hopping, crawling etc	Use their fine motor skills to pick up small items and use with developing control	Begin to move and dance to music	Begin to show more control when holding one-handed equipment.	Show a preference for a dominant hand.	Use their large body movements with control to move in a variety of ways.	Begin to refine their fine motor skills and pincer grip, using good control

Read	Show an interest in stories	Look at a picture book independently, holding it the correct way up.	Join in with some repeated phrases e.g. run , run as fast as you can etc.	Join in with action rhymes	Adds missing phrases from a rhyme	Shares a book with a friend or small group	begin to say what is happening in a story by using picture clues	Begin to show some acknowledgement of print in the environment	Begin to recognise logos and their own written name	Begin to remember some of a story and retell with some sequencing	Show some awareness that print carries meaning and is read left to right and top to bottom.	Make comments about a book or story
	Begin to answer simple questions relating to a story	Ask questions about a book or story	Begin to show an awareness of the structure of a story	Begin to retell a familiar story	Anticipate what might happen in a story							

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Write	Begin to develop strength in their fingers through activities such as funky fingers and dough disco.	Begin to develop manipulation and control when using smaller equipment	Begin to show more control when holding one-handed equipment.	Begin to refine their fine motor skills and pincer grip, using good control	Begin to understand that their own actions create simple marks on paper	Enjoys mark-making and drawing freely	Make lines, circle and other marks	Distinguish between the different marks they make	Sometimes gives meaning to their drawings	Begin to imitate writing using stick shapes and symbols	Show a preference for a dominant hand.
	Use some letter like shapes when attempting to write their name	Begin to copy then independently write their own name	Mark-make using some familiar letters	Begin to develop a comfortable and appropriate pencil grip	Write their own name independently	Form some letters correctly					

Pre phonics & phonics	Begin to listen to sounds within the environment	Begin to say what they hear	Begin to identify an environmental sound	Begin to identify a sound linked to a musical instrument	Begin to copy a series of sounds e.g. clapping, instrument etc	Show an interest in rhyming stories	Begin to join in when clapping syllables in a word	Clap syllables in a word	Begin to join in and say rhyming words	Begin to understand when 2 words rhyme	Begin to recognise and say the first sound in their name
	Begin to sort items into groups with the same initial sound	Begin to say the initial sound of an item or word	Begin to identify a rhyming pair								

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MD- numbers & counting	Begin to join in with finger rhymes and counting songs	Begin to join in counting everyday objects with adult support	Recite number names in the correct order through songs, chants and rhymes	Begin to use 1-1 correspondence when counting a small number of objects with support	Start to count a small amount of objects in a regular arrangement.	Start to show numbers on fingers with support	Notice when an amount changes	Link numbers and amount up to 5 with support	Fast recognition of amounts of up to 3 objects (subitising)	Independently count 5 objects pointing to each object as they count (1-1) correspondence)	Count past 5
	Know that the last number counted is the total amount	Show fingers up to 5	Independently link number and amount up to 5	Experiment with making marks to represent a number	Begin to solve a number problem up to 5	Compare quantities up to 5 using term 'more' or 'less'.	Compare and match amounts				

MD- Shape, size and pattern	Talk about 2-dimensional , shapes , sometimes using correct name	Begin to understand some positional language	Begin to use some positional language	Make comparisons between 2 different sizes	Make comparisons between 2 different weights	Make comparisons between 2 different amounts (capacity)	Select an appropriate shape	Combine shapes to make a new shape	Talk about different patterns	Recreate a pattern	Continue a pattern	Notice mistakes in patterns
	Describe a sequence of events	Talk about some 3-dimensional shapes using correct name										

UtW people, communities & time (History)	Begin to talk about themselves	Begin to say who is in their family	Begin to talk about different life events (e.g. birthdays, holidays etc)	Begin to listen when others talk about themselves and their families	Begin to recognise the sequence of time relating to 'age' – baby- toddler- child- teenager- adult etc	Begin to recognise similarities and differences between themselves, their family members and those of their friends.						
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UtW- places (Geography)	Begin to explore their immediate environment	Begin to talk about places they have visited	Begin to notice differences in different outdoor places	Begin to describe a familiar route (e.g. route to hall/ playground/ home etc)	Know there are different places and countries around the world	Talk about how some places and countries are similar or different from their own					
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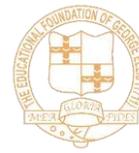
UtW materials, plants and animals (Science)	Explore different materials and talk about how they look and feel	Begin to use different senses when investigating objects	Explore how different forces feel	Talk about how materials change when mixed or merged	Notice obvious similarities and differences in objects	Plant seeds and care for plants	Know what a plant needs to survive and flourish	Begin to talk about and understand the life cycle of a plant	Begin to talk about and understand the life cycle of an animal		
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UtW Jesus, God and the Bible (RE)	Begin to listen to stories	Begin to say what they see in a story	Begin to answer a simple question linked to a theme	Begin to use language linked to their own feelings such as happy and sad	Begin to talk about how someone might feel	Continue to develop positive attitudes about other people	Begin to make sense of their own life-story and family's history.	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.			
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UtW ICT	begin to show an interest in ICT	begin to show some basic skills when using technology	Begin to use ICT to support learning with adult support								
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EA&D music	Begin to join in with songs and rhymes	Begin to show an interest in different musical instruments and how they sound	Begin to play an instrument loud and quiet when asked	Begin to identify a simple instrument by its sound	Begin to talk about how different sounds are similar and different	Begin to remember and sing an entire song	Begin to make up their own song or rhyme or change the lyrics of a familiar song or rhyme	Begin to play a musical instrument correctly	Begin to 'pitch match'-sing the pitch of a tone sung by another person		
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EA&D art	Begin to explore different materials	Start to use their own ideas when making and creating	Begin to join different materials together	Begin to explore different textures	Begin to develop more control using one handed tools and small equipment	Begin to create a closed shape with a continuous line and use these shapes to represent objects	begin to use a comfortable grip with some control	Begin to draw with more detail.	Use their drawing to represent an idea, movement or sound.	Begin to show emotions in their drawings and paintings	Begin to mix colours when painting.
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EA&D DT	Begin to select and use resources with support to achieve a plan.	begin to use 1 handed tools and equipment	Begin to show an interest in how things work	Begin to use blocks to make a model	Begin to use simple 'click' construction kits to make a model	Begin to explore and use different materials independently	Begin to develop their own ideas on what they want to make	Begin to select the correct materials for their project			
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EA&D Pretend play	Start to take part pretend play	Pretend that one object represents another	Start to develop their pretend play using some role play language	Start to involve others in their play	Develop a storyline in their pretend play						
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RECEPTION MILESTONES

PSED	During the Reception Year children will:										
	Separate from parent/carer with ease and settle down quickly into school life.	Begin to follow the class rules independently.	Aware of the boundaries and behavioural expectations within the classroom.	To develop a 'have a go' attitude when engaging in an activity.	Recognise when they need help and ask for assistance.	Manage their own needs within the environment e.g. toileting.	Usually dry and clean during the day.	Initiate a conversation and take account of what others say.	Confident to speak to others about own needs, wants, interests and opinions	To play cooperatively and look after toys.	Begin to develop good friendships and play with a wider group of children.
EYFS GOAL FOCUS:											
CARE	Describe self in positive terms and talk about abilities.	To show preference towards activities and have a go with a wider range of different activities.	Begin to offer help to others who need it.	To express feelings appropriately and consider the feelings of others.	To be able to take on ideas offered by others.	To improve their ability to acknowledge their own feelings and learn how to control them accordingly.	To show perseverance when challenged.	To be able to focus and give attention to what others are saying and act upon it.	Adjust their behaviour to different situations, and take changes of routine in their stride.	Negotiate and solve problems without aggression.	Curricular Goal: To become a confident learner who can regulate their own feelings and is kind and caring to others.

C&L	During the Reception Year children will:										
	Understand why listening is important.	Begin to maintain attention and sit quietly during a given activity.	Show two channelled attention – can listen and do for a short period of time.	Begin to understand and follow a 2 step instruction.	Use most speech sounds correctly and can be understood by others.	Learn new vocabulary and begin to use it in everyday speech.	Speak in full sentences of at least 8 or more words.	To ask simple questions to find out more.	Listen and respond appropriately to ideas expressed by others in conversation or discussion.	Links statements and sticks to a main theme or intention.	Connect one idea or action to another using a range of connectives
EYFS GOAL FOCUS:											
LISTEN & TALK	Talk about an event in more detail.	Begin to use past, present and future tense appropriately when recalling past events.	Use talk to organise thinking and work out a simple problem.	Begin to use talk to explain how things work and how they might happen.	To retell a familiar story that they know well in their own words using some repeated words and phrases directly from the text.	To develop their own story narratives with others as a group.	To understand and answer 'how' and 'why' questions about their experiences and in response to stories or events.	Listen and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary	Children follow instructions involving several ideas or actions.	Children express themselves effectively, showing awareness of listeners' needs.	Curricular Goal: To be a good listener and a confident talker.

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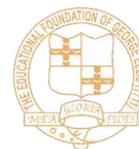


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PD EYFS GOAL FOCUS: MOVE	During the Reception Year children will:										
	Explore different ways of moving.	Jumps off objects and lands appropriately.	Negotiates space successfully when moving at speed.	Be able to stop, start and change direction to avoid obstacles.	Travels with confidence and skill around, under, over and through when balancing and climbing on equipment.	Revise and refine different ways of moving e.g. rolling, walking, running, skipping, crawling, jumping, hopping, climbing	Control a sequence of actions when moving in different ways.	Develop body strength, balance and coordination when moving around or travelling on equipment.	Combine different movements with ease and fluency.	Use their core muscle strength to achieve a good posture when sitting at a table.	Sit on the carpet showing good posture with their legs crossed.
	Shows increasing control over an object in pushing, patting, throwing catching or kicking it.	Develop an awareness of hand-eye coordination when practising the skill of throwing and catching a ball.	Be able to throw, catch and kick a ball successfully.	Uses simple tools to effect changes to materials.	Handles tools, objects, construction and malleable materials safely and with increasing control.	Secure preference for a dominant hand when holding a pencil.	Hold a pencil in a comfortable and appropriate grip – usually between thumb and first two fingers (tripod).	Develop their small motor skills when using one-handed tools such as scissors and playdough tools.	Use anti-clockwise movements in their mark-making.	Begin to use letter like shapes progressing onto recognisable letters.	Begin to form some letters correctly.
	Forms recognisable letters most of which are formed accurately.	Curricular Goal: <i>To move their bodies with control, balance and awareness of space and use a range of hand-held equipment effectively, including using pens/ pencils when drawing and writing.</i>									

Literacy EYFS GOAL FOCUS: READ	During the Reception Year children will:										
	Begin to relate some single letters to their corresponding sound.	Read individual letter sounds by saying a sound for each one.	Orally blend and segment the sounds in words with support.	Orally blend the sounds in CVC words independently.	Understand that words are made up of a group of letters representing those sounds.	Begin to blend individual letter sounds into words (CV and CVC words) and read them with support.	Segments and blend the sounds in simple words to read them independently.	Develop narratives in their story play	Retell a story in the correct order from beginning to end	Use a range of vocabulary increasingly influenced by books	Begin to read a few common exception words linked to the RWI. programme
	Read some letter groups (digraphs/ trigraphs) that represent one sound and say the sound for them	Begin to read simple words and short sentences made up of words with known letter sound correspondence	Reread familiar books to build up confidence in word read, early fluency, understanding and enjoyment.	Describe the main story setting and principle characters in detail.	Curricular Goal: <i>To talk about a range of stories and read books confidently and with developing fluency.</i>						

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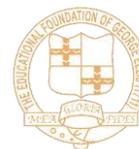


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Literacy EYFS GOAL FOCUS: WRITE	During the Reception Year children will:										
	Secure their preference for a dominant hand when using one handed tools including pencils and pens for writing.	Hold a pencil in a comfortable and appropriate grip – usually between thumb and first two fingers (tripod).	Write their first name independently (initially with name card then without).	Form some letters correctly	Usually gives meaning to their drawings and paintings.	Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves	Enjoy early mark-making activities during play and small group activities	Imitates adult's writing by making continuous lines of shapes and symbols (early writing) from left to right.	Gives meaning to all marks that they make.	Begins to hear, say and represent the initial sounds in words and begins to represent this correctly	Break down the flow of speech into words
	Begin to identify letters and write recognisable letters in sequence when writing longer words	To segment the sounds in words when writing VC and CVC words	Begins to write simple labels then captions.	Begin to link sounds to some frequently used digraphs, (e.g. sh, th, ee) and use these groups of letters to represent these sounds when spelling words .	Begin to write some common exception words such as I, to, the, no, go	Begin to hold then write a simple sentence with adult support	Begin to write a short simple with little or no support sentence	Begin to reread what they have written to make sure it makes sense	Curricular Goal: To write a simple sentence and tell an adult what it says.		

Phonics	During the Reception Year children will:											
Pre-phonics progressing on to the Read Write Inc. Phonics Programme	Distinguish between different familiar environmental sounds	Distinguish between different musical sounds – volume, matching melody and rhymical patterns.	Begin to sort items into groups with the same initial sound	Begin to say the initial sound of an item or word	Children should have developed their listening and attention skills sufficiently to access the RWI phonic programme.	Begin to make the connection between single letters and their corresponding sound.	Begin to recognise m, a, s, d, t	Begin to recognise i, n, o, g, o	Recognise c, k, u, b	Begin to recognise f, e, l, h	By the end of the first half term children should be able to read at least the first 16 single letter sounds from Set 1.	Begin to recognise r, j, v, y, w
	Begin to recognise x and z	Begin to recognise digraphs (2 letters 1 sound) referred to as 'special friends' sh, ch, th	Begin to recognise digraphs referred to as 'special friends' ng, nk,	By the end of the Autumn Term children can read all Set 1 sounds and blend sounds into words orally.	Children know all Set 1 digraphs: sh ch th ng nk	Children begin to Fred Talk then read words with support.	Children begin to read short ditties with support.	By the end of the Spring half term, children can blend sounds to read words and read Ditty Stories.	Children begin to recognise some Set 2 sounds e.g. ay, ee, igh	By the end of the Spring Term children can read Red Ditty Stories.	By Summer half term, children can read some Set 2 Sounds and are ready to read Green Story Books.	By the end of the Reception Year, children can read Green or Purple RWI Books.

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Maths EYFS GOAL FOCUS: COUNT	During the Reception Year children will:										
	Secure a fast recognition of amounts of up to 3 objects (subitising)	Say 1 number for each item in order.	Secure their 1-1 matching when counting objects-say 1 number for each object and understand that the final number in the count is the given total	Begin to count objects that cannot be moved.	Link the number symbol with its cardinal value within numbers up to 5.	Begin to count sounds and actions.	Begin to subitise small amounts up to 5.	Explore the composition of numbers within 5.	Develop verbal counting up to 10.	Begin to understand the 1 more relationship between consecutive numbers	Compare and match number & amounts
	Uses the language of 'more' and 'fewer' to compare two sets of objects.	Begin to count beyond 10	Explore the composition of numbers up to 10.	Explore the range of patterns in numbers greater than 5 (up to 10)	Become familiar with patterns that show a number and 'one more'.	Explore symmetrical patterns and begin to notice doubles (up to 5)	To understand the 1 more and 1 less relationship between consecutive numbers 1-5 then 6 to 10.	To find more 1 than a given number of objects of up to 10	To find 1 less than a given number of objects up to 10.	To find 1 more and 1 less than a given number.	Develop verbal counting up to 20.
	To understand addition as combining 2 groups of numbers-count all the objects to find the given total	To understand subtraction as taking an amount away from a given group of objects and count how many are left to find the answer	To recall number bonds for numbers 0-5, progressing onto 10	Begin to represent numerals in writing as a means to recording the answer to a given number problem	Curricular Goal: To see and make numerical patterns and be able to count, recognise and write numerals up to 10.						

Maths-SSM	During the Reception Year children will:										
Shape	Uses the correct mathematical names for some 2D and 3D shapes	Selects a particular named shape.	Uses everyday words to describe the properties of 2D and 3D shapes	Can name the majority of 2D and 3D shapes correctly.	Describes the properties of 2D and 3D shapes using mathematical language	Develop an awareness of relationships between shapes e.g. shapes within shapes, using pattern blocks to make new shapes.	Enjoys composing and decomposing shapes, learning which shapes combine to make other shapes.	Compose and decompose shapes so that children can recognise a shape can have other shapes within it, just as numbers can.	Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build	Rotate and manipulate shapes in order to develop spatial reasoning skills.	
Pattern	Continue an AB pattern.	Copy an AB pattern.	Make their own AB pattern.	Spot an error in an AB pattern.	Identify the unit of repeat in a pattern.	Continue an ABB or ABC pattern.	Make their own ABB or ABC pattern.	Spot an error in an ABB or ABC pattern.	Make a pattern which repeats around a circle.	Make a pattern which repeats around a square.	
Measures	In meaningful contexts, finds the longer or shorter, of two items	In meaningful contexts, finds the heavier or lighter of two items.	In meaningful contexts finds the more/less full of two items.	Orders three or more items by length or height.	Orders three or more items by weight.	Orders three or more items by capacity.	Measure the length, weight and capacity of different sized objects using non-standard units of measurement.	Enjoy solving problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy	Begin to use everyday language related to money.	Orders and sequence familiar events.	Measures short periods of time in simple ways.

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UtW Past & Present History EYFS GOAL FOCUS: INVESTIGATE: To investigate and ask questions about the world around them.	Begin to recognise the sequence of time relating to 'age' – baby- toddler-child- teenager- adult etc.	Begin to recognise similarities and differences between themselves, their family members and those of their friends.	Understand their own timeline – from birth until the present time.	Sequence familiar events in the correct order.	Understand that the past has happened and the present is now.	Identify what has happened in their own past.	Sort objects into old and new.	Comment on images of familiar situations in the past.	Compare and contrast characters from stories, including figures from the past.	Talk about the lives of people around them and their roles in society.	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Understand the past through settings, characters and events encountered in books read in class and storytelling.
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UtW- places (Geography) EYFS GOAL FOCUS: INVESTIGATE: To investigate and ask questions about the world around them.	Explore the natural world around them.	Identify the change in seasons i.e. know that the leaves turn red, orange and brown in Autumn but are green in the Summer.	Know that there are four seasons in the year and begin to relate this to the seasonal changes to the weather pattern.	Know the name of our village, county and country so that they can relate to the locations shown to them on a map.	Know that on the class globe that water is blue and land is green so that they can identify where people live and the ocean.	Know there are different places and countries around the world	Begin to identify places where animals and plants naturally live and grow and know that we refer to these as habitats.	Draw information from a simple map.	Recognise some similarities and differences between life in this country and life in other countries.	Talk about how some places and countries are similar or different from their own	Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.	Understand some important processes and changes in the natural world around them, including the seasons.
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UtW The Natural World (Science) EYFS GOAL FOCUS: INVESTIGATE: To investigate and ask questions about the world around them.	Explore the natural world around them.	Explore collections of objects and identify similar and different properties.	Begin to name their five senses.	Talk about the environment around them.	Answer simple questions about what they have experienced and observed.	Begin to notice some seasonal changes e.g. Summer to Autumn and Autumn to Winter.	Know that there are four seasons and relate this to the changes in the weather pattern.	Begin to identify seasonal changes e.g. changes to natural materials such as leaf colour, freezing water (ice) etc.	Understand that in Autumn the leaves change colour and eventually fall off the trees.	Begin to understand the difference between light and dark.	To understand that in Winter the weather becomes colder and the days get shorter.
	To know that some animals hibernate in Winter.	Recognise that in Spring the weather begins to get warmer.	Know that Spring brings new life – plants start to grow and baby animals are born.	Know that most plants start growing from a seed or bulb.	Know the names for some baby animals and can match these to their adult.	Plant a seed, watch it grow and talk about the main things that plants need to grow e.g. water, light, sun, nutrients, air, space.	To talk about and understand the life-cycle of a plant.	To talk about and understand the life-cycle of an animal.	Knows some similarities and differences between the natural world around them and contrasting environments.	To be able to talk about some important processes/changes in the natural world around them e.g. growth, changing states, materials, floating/sinking using some scientific vocabulary.	



During the Reception Year children will learn about the following topics in RE:						
RE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics based on Discovery RE Scheme	<p>Special People</p> <p>What makes people special?</p> <p>Christianity, Judaism</p>	<p>Christmas – Incarnation</p> <p>What is Christmas?</p> <p>Christianity</p>	<p>Celebrations</p> <p>How do people celebrate?</p> <p>Hinduism</p>	<p>Easter – Salvation</p> <p>What is Easter?</p> <p>Christianity</p>	<p>Stories</p> <p>What can we learn from stories?</p> <p>Christianity, Islam, Hinduism, Sikhism</p>	<p>Special Places</p> <p>What makes places special?</p> <p>Christianity, Islam, Judaism</p>
RE Scheme Learning Objectives	<p>To begin to understand and talk about what makes our families unique and special.</p> <p>To begin to understand that we all have special friends and that everyone is special for different reasons.</p> <p>To begin to understand that a role model can be a person who can teach others how to do things, show us how to behave and treat others, and keep on trying when things are tricky.</p> <p>To begin to understand why Christians believe that Jesus is special.</p> <p>To begin to recognise that Jesus is a very special role model for Christians.</p> <p>To show an awareness that Moses is a role model for Jews who, they believe, was given 10 rules from God to show them how to live their lives well.</p>	<p>To begin to understand the reason why we give presents at Christmas time.</p> <p>To know why we say thank you in different situations particularly when we receive a gift from others.</p> <p>To begin to understand ‘The Christmas Story’ is the reason why Christians celebrate Christmas every year.</p> <p>To begin to understand that ‘The Nativity’ is the story of the ‘First Christmas’ when Jesus was born.</p> <p>To show an understanding that Christmas is when Christians celebrate the birth of Jesus.</p>	<p>To begin to understand how we celebrate the start of the New Year and why it is important.</p> <p>To recognise that people have different beliefs and celebrate special times in different ways.</p> <p>To know some similarities and differences between different cultural traditions and customs in this country and around the world. i.e. The Chinese and Persian New Year, Holi.</p> <p>To develop an understanding of how the Chinese community celebrate the Chinese New Year in this country and around the world.</p> <p>To develop an understanding of how people celebrate the Persian New Year.</p> <p>To show an understanding of the traditions and customs linked to Holi (A Hind Festival)</p>	<p>To understand that Spring is a time of new beginnings and new life.</p> <p>To understand that Easter is a Christian celebration.</p> <p>To learn the ‘Easter Story’ and begin to understand why Easter is such an important time for Christians.</p> <p>To begin to understand the miracle of Jesus’ death and resurrection at Easter.</p>	<p>To begin to understand the what we can learn from stories.</p> <p>To understand that tradition Fable stories teach us important lessons.</p> <p>To listen and respond to stories from other cultures and talk about the lessons that they teach us.</p> <p>To understand that some stories from the bible teach us important lessons, and to know that these stories are called ‘parables’.</p>	<p>To understand what makes a home a special place.</p> <p>To recognise the similarities and differences between homes around the world.</p> <p>To understand what makes our world such a special place.</p> <p>To identify and talk about places and locations that are special to us.</p> <p>To understand that Church is a special place of worship for Christians.</p> <p>To understand the Mosques are a special place of worship for Muslims.</p> <p>To understand that Synagogues are a special place of worship for the Jewish community.</p>

The Ellis CE Primary School Overview of EYFS Goals for Nursery and Reception



By D Grayhurst and T Pollard

UtW RE (Early Years Learning Trajectory) EYFS GOAL FOCUS: INVESTIGATE: To investigate and ask questions about the world around them.	Develop their sense of responsibility and membership of a group or community.	Continue to develop positive attitudes about the differences between people.	See themselves as valued individuals.	Think about the perspectives of others.	Talk about members of their immediate family and community.	Name and describe people who are familiar to them.	Understand that some places are special to members of their family.	Recognise that people have different beliefs and celebrate special times in different ways.	Show sensitivity to their own and others' needs.	Talk about the lives of the people around them and their roles in society.	Understand the past through settings, characters and events encountered in books read in class and storytelling.
	Know some similarities and differences between different religious traditions and customs in this country drawing on their own experiences and what has been read to them in class. .	Know some similarities and differences between different cultural communities in this country based on their own experiences and what has been read to them in class. .									

UtW ICT EYFS GOAL FOCUS: INVESTIGATE: To investigate and ask questions about the world around them.	Begin to use ICT to support learning with adult support	Knows how operate simple equipment e.g. switching on/off equipment, using a remote control	Complete a simple programme on the interactive board	Use ICT to support learning independently during adult led whole class and group sessions.	Show an understanding of the need for sensible amounts of screen time.	Recognise that a range of technology is used in places such as homes, school, shops etc.	Talk about how they select and use different technology for different purposes in their everyday life.
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By D Grayhurst and T Pollard

EA&D Music aspects of learning EYFS GOAL FOCUS: Create and Perform Goal: To share or perform a creation of their own to others.	Join in with a wider range of familiar songs and rhymes	Remember and sing a growing number of familiar songs.	Listen carefully to songs, paying attention to how they sound.	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.	Sing a range of well-known nursery rhymes and songs.	Listen attentively, move to and talk about music, expressing their feelings and responses.	Sing in a group or on their own, increasingly matching the pitch and following the melody.	Perform songs, with others, and (when appropriate) try to move in time with music.	
	Begin to play different musical instruments purposefully and explore how to make different sounds.	Play instruments with increasing control to express their feeling and ideas.	Play an untuned instrument in time to a simple beat or rhythm.	Copy a simple rhythmic pattern when playing an untuned instrument.	Talk about how different sounds are similar and different	To accompany a simple piece of music when playing an untuned instrument.	Explore and experience playing a simple tuned instrument, making up a simple melody or pattern.	Engage in music making performing solo or in groups and (when appropriate) move in time to the music.		

EA&D Art aspects of learning EYFS GOAL FOCUS: Create and Perform Goal: To share or perform a creation of their own to others.	Begin to draw with more detail.	Use their drawing to represent an idea, movement or sound.	Begin to show emotions in their drawings.	Draw a range of simple patterns with increasing control and detail.	Chooses particular colours to use for a purpose.	Draw recognisable and representations of objects, people, animals and familiar events that can be identified by others.	Represent ideas, movements, noises and feelings with growing confidence when drawing independently.	Draw in more detail when engaged in observational drawing.	Explore and use different artistic affects and methods including shading and pattern.	Return to and build on their previous learning, refining ideas and developing their ability to represent them.
	Begin to mix colours when painting.	Use paint brushes to make a range of marks.	Explore the range of colours that can be made when mixing different colours of paint together.	Choose particular colours to use for a purpose when painting.	Identify the primary colours red, yellow blue and use these colours to make the secondary colours orange, green and purple.	To understand how to make different shades of a particular colour by adding white to make it lighter or black to make it darker.	To paint simple representations of people, animals, objects and places.	Explore and use different artistic affects and methods including colour mixing, shading and pattern.	Return to and build upon their previous learning, refining their ideas when painting.	

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<p>EA&D DT aspects of learning</p> <p>EYFS GOAL FOCUS: Create and Perform</p> <p>Goal: <i>To share or perform a creation of their own to others.</i></p>	<p>Build a simple model independently using blocks.</p>	<p>Use simple construction kits to build a model by following simple instructions or using their own ideas.</p>	<p>Explore and use different materials independently.</p>	<p>Develop their own ideas on what they want to make.</p>	<p>Select the correct materials for their project.</p>	<p>Selects tools and techniques needed to shape, assemble and join the materials that they are using.</p>	<p>Return to and build upon their previous learning, refining their ideas when creating a piece of work.</p>	<p>Use a range of small tools effectively.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>Share their creations, explaining the process they have used.</p>
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<p>EA&D Pretend Play</p> <p>EYFS GOAL FOCUS: Create and Perform</p> <p>Goal: <i>To share or perform a creation of their own to others.</i></p>	<p>To adopt a role when engaged in imaginative play in a small group.</p>	<p>Pretend that objects represent something else in their play.</p>	<p>Uses language to imagine and recreate roles and experiences in play situations.</p>	<p>To involve others in their play.</p>	<p>They develop their own narratives and explanations by connecting ideas or events.</p>	<p>Plays cooperatively as part of a group to develop and act out a narrative.</p>	<p>They represent their own ideas, thoughts and feelings through role play and re-enacting stories.</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher.</p>	
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