



## EYFS Curriculum Goals 2024-2025

<b>Goal 1</b>	To talk about where I live and the world around me.
<b>Why?</b>	We want children to have an understanding of the places and people in their communities and the wider world. To think about people and places in the past and how they have changed.
<b>Goal 2</b>	To talk about why we are all unique.
<b>Why?</b>	We want children to develop an understanding of diversity and how we can respect our similarities and differences.
<b>Goal 3</b>	To confidently create and tell a story.
<b>Why?</b>	We want children to develop a love of stories and reading, and express their imaginative ideas logically using rich vocabulary.
<b>Goal 4</b>	To create a piece of art for an exhibition.
<b>Why?</b>	We want children to use a variety of tools and techniques, and materials to be imaginative and purposeful. To be able to talk and reflect about the process.
<b>Goal 5</b>	To care for a living thing.
<b>Why?</b>	We want children to explore and learn about the natural environment and all living things. We want children to know the importance of caring for the world we live in.
<b>Goal 6</b>	To plan and make an obstacle course.
<b>Why?</b>	We want children to work collaboratively to achieve a common goal. We want them to develop their overall body strength, balance, coordination and agility. Use resources independently and take measured risks.
<b>Goal 7</b>	To create and play a maths game.
<b>Why?</b>	We want children to apply their mathematical skills to daily activities. To have a deep understanding of numbers to 10 and the composition of each.

**Goal 1:** To talk about where I live and the world around me.

**Why?** We want children to have an understanding of the places and people in their communities and the wider world. To think about people and places in the past and how they have changed.

Term	Intent	Implementation
<p>Milestone 1  (Autumn Term)</p>	<p>Children will:</p> <p>Know where they live and go to school using maps and photos to draw information to use in discussions.</p> <p>Know key geographical terms and use these to describe where they live and the world around them.</p> <p>Use play to reflect on the immediate environment and those further afield.</p>	<p>We will:</p> <p>Provide pupils with a variety of maps, globes and atlases through provision. Adults model how to use them, ask questions and discuss thoughts.</p> <p>Local walks to explore the village and its environment.</p> <p>Provide pupils with a variety of opportunities to explore different environments through play, including the home corner, role-play, this could include bikes, road signs etc.</p> <p>Pupils have exposure to high level utility vocab during interactions with adults and peers.</p>
<p>Milestone 2  (Spring Term)</p>	<p>Wonder what it would have been like to live in the past.</p> <p>Compare images of the school, village and town past and present.</p> <p>Name people in our community who help us. Understand people's different roles in the community.</p> <p>To know there are different countries in the world and begin making comparisons.</p> <p>Recognise some similarities and differences between this country and life in others.</p>	<p>Pupils to be provided with a big question to spark curiosity and wonder.</p> <p>Adults use a variety of different resources, such as books, internet and photos to support pupils to understand the past of where they live and the world around them. (museum, local walks)</p> <p>Provide pupils the opportunity to talk and meet other members of the community about their life and roles they play (intergenerational visits, people who help us.)</p> <p>Develop home corner and provision throughout adding cultural items to support comparisons between countries.</p>
<p>Milestone 3  (Summer Term)</p>	<p>Know some ways how our life was different from when our grandparents and parents were children.</p> <p>Develop geographical vocabulary to describe some physical and human features of the world.</p>	<p>Pupils to complete a day in the life of and compare to others in school and at home.</p>

**Goal 2:** To talk about why we are all unique.

**Why?** We want children to develop an understanding of diversity and how we can respect our similarities and differences.

Term	Intent	Implementation
Milestone 1 (Autumn Term)	Children will be able to:  Know some of the things which make them unique.  Identify their family and what makes their family special, including things they do, family makeup and where they live.  To understand their own feelings and those of others.	We will:  Adults will use Elmer as a driving text to support pupils understanding differences and have a class display.  Adults will use an age appropriate PSHE curriculum (SCARF)  Adults will use the classroom environment to develop a sense of belonging using family portraits and other key resources which link to pupil's identity.  Pictures of pupil's home/town will be added into provision for pupils to use within play.  Adults will use check in tools to support children to identify their feelings and those of others. (share with parents)
Milestone 2 (Spring Term)	Be able to talk about how they have changed from a baby to now.  To know there are different cultural communities in our school/ town/ country.  To listen to stories about families and tell the difference between real and fiction.	
Milestone 3 (Summer Term)	To use non-fiction text to discuss other cultures.  Respect others culture and religion by listening and asking questions	Children will have opportunities to visit a place of worship (local church), handle and explore different religious artefacts both in provision and as whole class learning.  Adults will use non-fiction text as a stimulus to prompt discussion and curiosity in the classroom.

**Goal 3:** To confidently create and tell a story.

**Why?** We want children to develop a love of stories and reading, and express their imaginative ideas logically using rich vocabulary.

Term	Intent	Implementation
<p>Milestone 1 (Autumn Term)</p>	<p>Children will be able to:</p> <p>Listen to and retell familiar stories and poems.</p> <p>Create your own stories through imaginative play with adult support.</p> <p>Make a simple prediction on what might happen next in a story.</p> <p>Join in with repetitive story language in play and story retelling.</p>	<p>We will:</p> <p>Adults will tell and read stories throughout the day.</p> <p>Adults will promote a love of reading for pleasure with a range of high quality text available throughout all provision.</p> <p>Introducing helicopter stories.</p> <p>Adults will model storytelling in provision, for example, using a small world to inspire narrative.</p> <p>Story sacks/ baskets will be available for children to access in provision. Children will have the opportunity to use these independently or with a small group and adult modelling.</p> <p>Adults will use story language and phrases to play.</p> <p>Pupils will visit the school library and have a visit from a local author.</p> <p>Adults will scribe and narrate stories which children have made.</p> <p>Reading buddies across the school</p> <p>Drawing Club sessions will be used during the week</p>
<p>Milestone 2 (Spring Term)</p>	<p>Offer an explanation of why something happens in a story.</p> <p>Talk about how the character feels.</p> <p>Begin to use story language, words and phrases through play and story retelling.</p>	<p>Adults will provide pupils with opportunities to sequence stories through pictures and discussions.</p> <p>Adults will model simple story maps and use these to retell stories.</p> <p>Provide opportunities for groups of children to create stories together.</p>

<p>Milestone 3</p> <p>(Summer Term)</p>	<p>Change parts of a story such as the ending or characters.</p> <p>Create their own stories.</p> <p>Sequence a simple story.</p> <p>Use different ways to tell their story with confidence, such as; drawing, writing and small world.</p> <p>Express a preference for a story and provide a reason why.</p>	<p>Add pupil made books to provision and share these with the school community.</p> <p>Provide opportunities to story tell in different settings and parts of the community.</p> <p>(Corn Exchange)</p>
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**Goal 4:** To create a piece of art for an exhibition.

**Why?** We want children to use a variety of tools and techniques, and materials to be imaginative and purposeful. To be able to talk and reflect about the process.

Term	Intent	Implementation
<p>Milestone 1  (Autumn Term)</p>	<p>Children will be able to: Use glues sticks and masking tape to join items in junk modelling.</p> <p>Rip, tear, scrunch and stick thinner materials, and use pre-cut thicker materials when collaging.</p> <p>Be purposeful in their colour selection of materials.</p> <p>Use loopy scissors to cut.</p>	<p>We will:</p> <p>Provide a resourced area in the classroom for children to access during their own learning.</p> <p>Carefully select and introduce materials available with adults modelling first how to use them.</p> <p>Share and celebrate children's art work and encourage children to review their work to make improvements.</p> <p>Children should not be limited to creating art in a specific area of the classroom.</p>
<p>Milestone 2  (Spring Term)</p>	<p>Mix primary colours, white and black.</p> <p>Use PVA and sellotape to make joins.</p> <p>Cut thinner materials to collage.</p> <p>Use single handed scissors.</p> <p>Print using different materials.</p> <p>Use plasticine to create models.</p>	<p>Model to children how different joins are appropriate for different materials.</p> <p>Provide pupils opportunities to use scissors in a variety of different ways, for example, mud kitchen, play-doh, ect.</p>
<p>Milestone 3  (Summer Term)</p>	<p>Use a hole punch, split pins and treasury tags.</p> <p>Paint using watercolours.</p> <p>Create models using clay.</p>	<p>Model the plan, do, review process and pupils use this model to create their piece of art.</p>

**Goal 5:** To care for a living thing.

**Why?** We want children to explore and learn about the natural environment and all living things. We want children to know the importance of caring for the world we live in.

Term	Intent	Implementation
<p>Milestone 1 (Autumn Term)</p>	<p>Children will be able to:</p> <p>Use five senses to explore the natural environment and living things.</p> <p>Use vocabulary to describe what they can see, hear, smell, taste and feel.</p> <p>Begin to understand the life cycle of a plant and animals.</p> <p>Know that they are a living thing.</p> <p>Understand harvest and why it is important.</p> <p>Experience, discuss and talk about seasonal change.</p> <p>Begin to know the importance of recycling and this be part of the classroom culture.</p>	<p>We will:</p> <p>All pupils participate in Muddy Monday outdoor learning.</p> <p>All pupils involved in the care of the school chickens.</p> <p>Provide pupils with high quality texts in provision to spark pupil's inquisitiveness and curiosity around the natural world and environment.</p> <p>Provide opportunities for pupils to explore the local farming community.</p> <p>Local walks</p> <p>Recycling week 19<sup>th</sup> September.</p>
<p>Milestone 2 (Spring Term)</p>	<p>Know what plants need to grow.</p> <p>Select a seed and begin the process of caring independently for that plant.</p> <p>Make observations of plants growing and discuss these.</p> <p>Begin to use subject specific vocabulary.</p> <p>Experience, discuss and talk about seasonal change.</p>	<p>Provide opportunities for pupils to grow a variety of different plants.</p> <p>Enable pupils to make observations in a variety of ways, such as, drawing, painting and writing.</p> <p>Adults use subject specific vocabulary whilst having interactions with pupils.</p>

<p>Milestone 3</p> <p>(Summer Term)</p>	<p>Care for a variety of living things in the school environment; chickens, butterflies and plants.</p> <p>Continue to care for their own plant.</p> <p>Know the life cycle of a frog, butterfly and a chicken.</p> <p>Experience, discuss and talk about seasonal change.</p>	<p>Provide caterpillar eggs for pupils to observe the life cycle of a butterfly.</p>
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**Goal 6:** To plan and make an obstacle course.

**Why?** We want children to work collaboratively to achieve a common goal. We want them to develop their overall body strength, balance, coordination and agility. Use resources independently and take measured risks.

Term	Intent	Implementation
<p>Milestone 1 (Autumn Term)</p>	<p>Children will be able to:</p> <p>Learn various landings, balances and holds.</p> <p>Understand a simple two part instruction.</p> <p>Collaborate with others to manage large items such as blocks.</p> <p>Use large muscle movements to develop body strength.</p> <p>Children match their own physical skills to decide how they travel across an obstacle course.</p> <p>Complete pre-made obstacle courses and review how well it worked.</p>	<p>We will:</p> <p>Adults provide opportunities for pupils to develop gross motor skills and strength through a variety of ways such as; PE lessons, movement activities, waving flags crossing their midline.</p> <p>Adults provide provisions such as large loose parts to enable children to be creative both outside and inside.</p> <p>Adults will model the process of making an obstacle course.</p>
<p>Milestone 2 (Spring Term)</p>	<p>Children can make simple obstacle courses collaboratively.</p> <p>Begin the plan, do and review process. Using pictures to plan and map out before building.</p> <p>To begin being riskier with design.</p> <p>Demonstrate good coordination, agility and rotation.</p>	<p>Children will have access to pictures of loose parts so that they can begin the process of plan, do, and review.</p>
<p>Milestone 3 (Summer Term)</p>	<p>Complete more challenging obstacle courses confidently, selecting different ways to travel.</p> <p>Problem solved when designing and articulating the process they are taking.</p> <p>Design obstacle courses for a range of different members of the school community.</p>	<p>Adults will provide opportunities for collaborative working across the school community.</p>

**Goal 7:** To create and play a maths game.

**Why?** We want children to apply their mathematical skills to daily activities. To have a deep understanding of numbers to 10 and the composition of each.

Term	Intent	Implementation
<p>Milestone 1 (Autumn Term)</p>	<p>Children will be able to:</p> <p>Develop their turn taking and collaborative working skills.</p> <p>Be interested in numbers in the environment using dice and counters.</p> <p>Join in with number rhymes.</p> <p>Play a simple game as a group</p>	<p>Model how to play games and turn take in small and large groups.</p> <p>Ensure the learning environment has a 'have-a-go' atmosphere. Which supports pupils to develop resilience when losing a game.</p> <p>Provide pupils with a selection of different styles of games to have a go at.</p> <p>Use the outdoor environment to play games on a larger scale routinely to allow pupils to become familiar with ideas and rules.</p> <p>Mastering Number is taught daily alongside mathematical activities from White Rose</p>
<p>Milestone 2 (Spring Term)</p>	<p>Begin to use previously played games to develop their own.</p>	<p>Adults model how to keep scores.</p> <p>Provide opportunities for pupils to keep score or games with a variety of resources for example, laminated number lines, airflow ball tallies, scoreboards, loose parts.</p>
<p>Milestone 3 (Summer Term)</p>		<p>Provide opportunities for pupils to play games with a range of different people within our school community.</p>