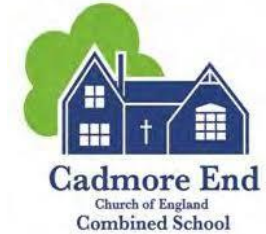


Cadmore End C of E School


EYFS Curriculum Goals and how we will get there





Growing	Explore and talk about seeds - in fruit at snack time and the plants I see outside	Know how to be gentle and caring towards living things	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	★ Goal: Grow a plant from seed and explain how I did it
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Self - Regulation	Name the 'Zones of Regulation' by colour and know some Makaton signs/words for expressing feelings	Identify and express my own feelings in words, pictures, zones.	Identify and name feelings in others (characters in a story or people in real life)	Know and use strategies for self-calming (e.g. breathing techniques, zones of regulation space)	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.	★ Goal: To effectively use the words in the zones of regulation to identify and manage my own emotions
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Writing	Make lines, circles and other marks during pen disco and in play to add purpose to play (emergent writing)	Form correct letter shapes	Copy and then write my own name	Mark make using some clearly identifiable letters – in play	Form lower case and capital letters correctly	Write short sentences using phonetic and tricky word knowledge using a capital letter and full stop	Understand the purpose and format of a card (e.g 'to and 'from') and a message for a purpose/occasion	Re-read what I have written out loud to check it makes sense	★ Goal: Write a card to someone using correct letter formation
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Staying Healthy	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	Talk about the effects of exercise on my body	Take exercise regularly- chooses to take part in physical activity during 'play to learn'	Know how to look after myself – washing, brushing my teeth and getting enough sleep	Act on instructions for a simple recipe- pictures and words	Use one handed tools safely and understand rules of food preparation- i.e washing fruit/veg	Explain what makes a healthy diet, including drinking water.	 Goal: I can make a healthy snack, following instructions.
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Talking	Know the words/ Makaton signs for members of a family- understanding that family members can have different names- unique family.	Say who lives in my home and answer questions about my home	Name and describe types of homes, parts of a home and rooms	Notice and talk about similarities and differences between people and their homes.	To share my experiences in a sentence to a group/ whole class.	Listen to others sharing their experiences.	Be curious about people - ask questions to check my understanding and find out more	Talk about myself positively, who helps me and who I care about	 Goal: I can find out about celebrations that my friends may have in their homes or with their family.
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Observational drawing	Know the colour names	Know the primary colours	Know how to mix and make the secondary colours	I can name the features of a face	I know the words for describing the features of people i.e blue eyes, long hair etc	I can notice, compare and talk about similarities and differences between people.	Talk about myself positively, who helps me and who I care about	I can look at a photograph of myself and create a portrait based on it.	 Goal: I can paint a self-portrait using colour mixing and observation.
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Creating with tools	Listen carefully and follow a two-step instruction.	Be able to control a one handed tool (e.g. knife when cutting fruit) using one hand.	Understand the dangers of using a sharp unfamiliar tool in forest school.	Understand and follow the rules about how to keep safe using a bow saw.	Saw a wooden disk safely with an adult, demonstrating the forest school rules.	To know that a palm drill needs to be kept away from their own hand and used on a surface.	I can use a palm drill to create a hole at the top of the disc applying the correct force.	I can design and decorate the keyring with a range of media for somebody else.	 Goal: I can use tools to create and decorate a keyring
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Personal independence	To recognise my own name	Be able to identify which peg, coat and bookbag is mine	To be able to find the loop on my coat and hang it on my peg	To put my coat on and off independently.	To take my jumper on and off independently.	To recognise when I need to use the toilet and independently use it before transition times.	To know where my personal items belong and will collect them at lunch and home time.	 Goal: I can organise myself and my belongings at lunch time and hometime.
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Collective Worship and reflection	To listen carefully to the story during collective worship time and answer relevant questions	To participate in singing worship songs.	To contribute to a prayer during collective worship.	To show respect by listening to my friends when they share their reflections	I know the 6 school values (empathy, respect, love, honesty, courage, faith)	 Goal: To use the space in the Calm Corner to reflect on my day or say a prayer, using resources if appropriate.
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