



## Southfields Early Years Curricular goals





## Southfields Primary School EYFS Curricular Goals and Long term planning overview 2023-24

Our curricular goals provide a pathway for typical development throughout the reception year. Teachers will use the curricular goals pathway alongside Development Matters to help assess children progress towards the Early Learning Goals at the end of Reception year.

Goal	To settle in, become a confident learner with a strong sense of belonging and self-worth	To make up and retell own stories, becoming skilful communicators	To develop and show confidence in a physical skill based on own interests.	To have secure motor skills to write sentences as a means for communication.	To develop an understanding and curiosity about nature and the world around them	To create own dance to a piece of chosen music	To create a piece of art work
Milestone 1	Children make strong relationships with key person, separate confidently from parents/ carers. They explore the range of activities and play on offer for longer periods of time, playing alongside others.	Children take part in pretend play, making up and developing stories. Children begin to pretend play with toys, costumes. They are able to play with others and develop play together.	Children become more confident in exploring equipment, i.e. rolling a balls, scooting, riding a trike. The show developing control to stop, start, change direction.	Children use muscles in hands and arms to make large movements and more refined eye hand movements and coordination. Children are increasingly confident to engage in eye hand activities such as throwing/catching a ball, rolling play dough, threading.	Explore natural materials inside and outside. Explore and respond to different natural phenomena. Children begin to show curiosity as they explore, making connections with what they see and own experiences.	Children respond by moving whole body to sounds they enjoy. They develop spatial awareness and enjoy moving to music, first by listening to the rhythm and beat and then they joining in with actions and movements. Children become more confident to join in with repeated experiences.	Children to explore one handed tools, scissors, knives, spoon etc. for a purpose. They use tools correctly, understanding their use and with some safety. They experience with tools such as brushes and rollers to explore the effect they have. Children join, build and make models.
Milestone 2	Children take part on play including pretend play, communicating and negotiating with friends. They respond to positively and challenge.	Children take part in interactive reading/ storytelling, responding to features of the story, joining in with for example with repeated refrains and actions, props. Children ask questions, making links between story and own experiences. (Helicopter stories)	Children show greater coordination when using equipment. They show control over movements such as eye hand coordination when catching a ball, or steering around objects and stopping.	Children develop more controlled smaller marks, drawing lines and circles and are beginning to use anticlockwise movements, retracing vertical lines. They are developing directional movements. They begin to form letter shapes, using these to write own name and other words. They hold a pencil with a comfortable grip using correct direction.	Children explore hands on using all senses and begin to question and explain natural materials, phenomena. Children begin to compare and talk about similarities and difference and changes they see. They use widening vocabulary in their explanations. Children begin to understand the need to respect and care for the natural environment.	Children show increasing enjoyment joining in with dancing and rings games, they follow simple instructions and begin to explore and explain how they are moving. As the children's interest and understanding of music develops they begin to move rhythmically and in response to the music they hear.	Children confidently use one handed tools to create and make changes to materials. They use tools with more safety and as a result will take safe risks to explore the tools and materials in a variety of ways.
Milestone 3	Children persevere with difficulties. They make comments about their learning and play and show pleasure and pride in what they achieve.	Children take part in story telling use a variety of skill from tale's toolkit with adult support or interacting with peers. They begin to be familiar with ways	Children show secure coordination and confident to balance, change speed, direction, and avoid obstacles. The show greater body control both gross and fine motor.	Children use developed hand and eye coordination and fine motor skills to form letters accurately, they use developing knowledge of phonics to	Children explore, describe and recognise environments they live in. They show respects and care for their natural environment.	Children explore a wide range of music from different cultural backgrounds. They talk about music and movements they enjoy. They respond to sudden	Children have repeated experiences of using different media, materials and tools. They think about what they would like to create and how they want it



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Milestone 4		stories are structured and read.		begin to write simple phrases and captions.	Children begin to explain and understand changes that happen in the natural world and begin to understand how they can contribute to it.	changes they hear- i.e. loud, fast, slow but changing the movements they make. Children become more confident in themselves and in the space around them. They begin to join movements together to perform dances with peers.	to look. They use a wider variety of tools with safety.
	Children reflect on their learning, commenting and thinking about different ways to tackle their learning. They reflect on what can help them to persevere through difficulties. They demonstrate characteristics of effective learning.	Children use tool kit to develop character, setting, problem and solution for their stories. They tell their stories to an audience.	Children use developing skills and coordination with confidence to balance, adjust speed, negotiate spaces and people. They control movements with ease and with safety.	Children use increasing skills and control to accurately form letters of a good size, sitting on the line. They use their increasing phonic knowledge to spell and write words. They use their developing knowledge of sentence structure to write sentences with finger spaces and a full stop.	Children explore with confidence the natural world around them. They make observations and using widening vocabulary to describe similarities, differences and changes between the natural world and contrasting environments. They understand the impact they can have on the natural world by showing care and respect.	Children choose pieces of music they enjoy to create and perform dances in time to the beat and rhythm of the music. They respond with movements and routines, responding to changes in the music. They can evaluate their own performances and that of others.	Children decide upon a model/ piece of art work they would like to create. They choose the materials and tools to shape, assemble and join materials and media together to create their final piece. They use talk and key vocabulary to evaluate their piece.
	Children are settled and confident learners with a strong sense of belonging and self-worth	Children can make up and retell own stories, children have become skilful communicators	Children have developed and can show confidence in a physical skill based on own interests. (i.e. riding a balance bike, throwing and catching a ball)	Children will have secure motor skills to be able to write sentences as a means for communication.	Children have developed an understanding and curiosity about nature and the world around them and use this knowledge to have an impact and awareness of caring for our environment.	Children have created their own dance to a piece of chosen music.	Children have created a piece of art work based upon children’s own interests.



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***The long term plan provides a road map for learning across the Reception year. Staff will use their knowledge of the children and strong pedagogy to adapt when needed to meet the needs and interests of the children as they develop throughout the year.***

	Autumn term Overview theme: A Stroll through Story time woods		Spring term Overview theme: let's go on a journey to discover our world		Summer term Overview theme: bugs, beans and rainbow dreams	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Blurb</b> (Curriculum overview)	<i>Pack your rucksacks and put on your walking boots because Reception are going for a ramble in the woods. We will be strolling through the deep dark woods hunting for the Gruffalo! Can you hear the toot of the owl and snuffle of a badger? What other tales are hiding in the woods?</i>		<i>Beep, beep, toot, toot, all aboard and off we go! Join us on a journey aboard the Naughty bus. From a busy town to a quiet countryside with very little fuss! Look around you, there is lots to see, our world is full of wonderful things, what an amazing place to be! Our journey takes us around the world from local places to widespread spaces. There is so much to discover about our world.</i>		<i>"From a small seed a mighty trunk may grow". We will be discovering what it takes to not only grow a tiny seed but what it takes to grow our own minds and dreams.</i>	
<b>Focus</b>	This term will be discovering the features of woodlands and focus on the woodland animals found in our storybooks.	This term will build on our knowledge of woodlands and woodland animals. We will focus on how to look after our woodlands and animal's habitats.	This term will focus on looking at where the children live and where their school is. They will then compare where they live to larger cities such as London.	This term the children will compare where they live to other places around the world such as Africa and India. We will also look at countries that our families might live in.	This term we will begin to look at the wonderful things in our world such as plants. We will explore fruits and vegetables, and learn how to grow them.	This term will continue from Spring with growing and looking at the minibeasts that live among them. We will also focus on growing our own minds and what our dreams and hopes are in preparation for the transition into Year1.
<b>Hook</b>	The children will discover clues about the animals they might find in the woods but watch out could it be the Gruffalo!	The children will go on a walk into the woodlands to collect lots of sticks- sticks of every kind.	The children discover a present and in each layer of paper is a clue to our topic.	The children will find a suitcase full of lots of gifts from other countries or Round the world food tasting activity involving tables with flags from different countries for children to taste a variety of food.	The children discover footprints and some magic beans/seeds- who do they belong to, what will happen if they plant them?	The children will become entomologists for the day, exploring the bugs that live in our garden area and why they are so important.
<b>Global/ environmental Project outcome</b>	Litter pick of the local area to protect the wildlife.	Fundraiser- selling bird feeders to raise money for an animal charity.	Donating a boxes to the local food bank.	Fundraiser for Save The Children: Children's artwork to be presented and sold in a gallery format.	Planting fruits and vegetables in the allotment. Healthy recipe book to sell to parents	Campaign to keep the oceans clean.
<b>Wow days Visits/ visitors Enrichment days</b>	Stay and play sessions Create own Bear Hunt Autumn walks	Forest school Animal habitat building day- research and some animal visitors.	Visit to post box to post a card Walk around the local area to see what is where we live- creating a map.	Theme day to listen to music, taste foods, dress up from other countries	Sacrewell Farm	Butterfly kits Local garden centre.