 **Cadmore End C of E School**

 **EYFS Curriculum Goals**

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| **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 | **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. | **To effectively use the words in the zones of regulation to identify and manage 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 | **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- choses 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. | **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 | **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.  | **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. | **I can use tools to create and decorate a keyring** |

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| **Personal independence** | I can recognise my own nameIs this word reading? Might hinder them in doing this – photo to help those who can’t read | I can identify which peg, coat and book bag is mine | I am able to find the loop on my coat and hang it on my peg | I can put my coat on and off independently. | I can take my jumper on and off independently. | I can recognise when I need to use the toilet and independently use it before transition times.  | I know where my personal items belong and will collect at lunch and home time. | **I can organise myself and my belongings at lunch time and home time and get changed for PE independently.**  |