

EYFS Curriculum Goals

Communication & Language		
FS0 Goal 1	Listening, Attention & Understanding	To listen to other people talk with interest To understand and follow simple instructions To focus on an activity of their own choice
	Speaking	To use single words during play. To use intonation, pitch and changing volume when 'talking' To use p b m w speech sounds
FS0 Observation Checkpoint		Are the children beginning to put 2 or 3 words together? Are the children asking questions such as the names of objects and people? Can the children understand more words than they can say? (200-500 words) Can the children understand simple questions and instructions?
FS0 Goal 2	Listening, Attention & Understanding	To listen to simple stories and understand what is happening, with the help of the pictures. To identify familiar objects and properties for practitioners when they are described.
	Speaking	To pronounce- l/r/w/y/s/sh/ch/dz/j/ f/th To develop conversation, often jumping from topic to topic
FS0 Observation Checkpoint		Can the children use 300 words (descriptive language and time, space & function vocabulary)? Can the children link 5 words together? Are the children using pronouns (me, him, she), plurals and prepositions (in, under, on)? Can the children shift from one task to another if an adult gets their full attention?
FS0 Goal 3	Listening, Attention & Understanding	To understand and act on longer sentences To understand simple questions about 'who', 'what' and 'where'
	Speaking	To say how they are feeling, using words as well as actions. To begin to say multi-syllabic words
FS0 Observation Checkpoint		Can the children understand 3 key words? Can the children show that they understand action words? Can the children's speech be understood by an unfamiliar adult?
FS1 Goal 1	Listening, Attention & Understanding	To listen to longer stories and remember much of what happens Sings a large repertoire of songs and rhymes
	Speaking	To use talk to organize themselves and their play
FS1 Observation Checkpoint		Can the children shift from one task to another if their attention is fully obtained?
FS1 Goal 2	Listening, Attention & Understanding	To understand a question or instruction that has 2 parts
	Speaking	To start a conversation with an adult or friend and continue for many turns To use a wider range of vocabulary
FS1 Observation Checkpoint		Are the children using sentences of 4 to 6 words? Are the children using the future and past tense correctly?
FS1 Goal 3	Listening, Attention & Understanding	To understand why questions
	Speaking	To express a point of view and debate using words and actions To say multisyllabic words
FS1 Observation Checkpoint		Can the children use sentences joined up with words like 'and' 'or' 'because'? Can the children answer simple why questions?
FS1 Key Skill		Can the children sit on the carpet following out 3 rules?
FS2 Goal 1	Listening, Attention & Understanding	To understand why how to listen carefully and why listening is important To listen carefully to rhymes and songs, paying attention to how they sound
	Speaking	To articulate ideas and thoughts in well-formed sentences using a connective To use new vocabulary throughout the day
FS2 Goal 2	Listening, Attention & Understanding	To ask questions to check they understand what has been said to them and to find out more To listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
	Speaking	To use talk to work out problems, organize their thinking and explain how things happen and why they might occur To use new vocabulary in different contexts

FS2 Goal 3	Listening, Attention & Understanding	To listen attentively and respond appropriately with questions and comments that clarify their understanding
	Speaking	To participate in discussions offering ideas and explanations and expressing their feelings using new vocabulary To speak in full sentences, in the correct tense, making use of a range of connectives

Personal, social & Emotional Development		
FS0 Goal 1	Building Relationships	To notice and ask questions about differences
	Self-Regulation	To transition between activities calmly To develop self-assurance
	Managing Self	To engage and achieve a goal To express preferences and decisions
FS0 Observation Checkpoint		Do the children start to see themselves as separate people? Do they decide what to play/ eat/ wear?
FS0 Goal 2	Building Relationships	To develop friendships with other children
	Self-Regulation	To express a range of emotions
	Managing Self	To play with increasing confidence on their own and with other children
FS0 Observation Checkpoint		Do the children enjoy the company of other children and what to play with them?
FS0 Goal 3	Building Relationships	To say please and thank you
	Self-Regulation	To show 'effortful control' and begin to take turns To talk about and manage their emotions
	Managing Self	To become independent, rejecting help To confidently explore new places
FS0 Observation Checkpoint		Can the children share and take turns with adult guidance? Do any children become upset by sounds, smells or tastes and cannot be calmed? Do any children seem worried, sad or angry a lot of the time?
FS1 Goal 1	Building Relationships	To become more outgoing with unfamiliar people (in a safe context)
	Self-Regulation	To independently select and use activities and resources
	Managing Self	To follow rules and understand why they are important
FS1 Observation Checkpoint		Can the children settle to some activities for a while?
FS1 Key Skill		Can the children join in with tidy up time purposefully?
FS1 Goal 2	Building Relationships	To play with other children, extending and elaborating play ideas
	Self-Regulation	To develop their sense of responsibility and membership of a community To talk about their feelings using correct vocabulary
	Managing Self	To take turns and share fairly
FS1 Observation Checkpoint		Does the child play alongside other or do they always play alone? Do the children take part in imaginative play? Does the child need reminders of the rules?
FS1 Key Skill		Can the children tidy up after each activity they complete?
FS1 Goal 3	Building Relationships	To begin to understand how others might be feeling To support a friend when they are upset
	Self-Regulation	To use talk with to solve conflicts
	Managing Self	To show more confidence in new social situations Develop appropriate ways of being assertive
FS1 Observation Checkpoint		Can the children negotiate solutions to conflicts in play? Do the children seem worried, sad or angry a lot of the time? Do any children still flit from one activity to another?

		Do any children stay for over-long periods of time doing the same thing and become distressed if they are encouraged to do something different?
FS1 Key Skill		Can the children play with resources and equipment correctly?
FS2 Goal 1	Building Relationships	To build constructive and respectful relationships
	Self-Regulation	To express their feelings and say how others may be feeling
	Managing Self	To manage their needs throughout the day
FS2 Key Skill		Can the children explain why we look after toys and equipment at school?
FS2 Goal 2	Building Relationships	To consider other people's perspectives and opinions
	Self-Regulation	To see themselves as a valuable individual
	Managing Self	To have a positive attitude to completing a challenge
FS2 Key Skill		Can the children make sure an activity is set up how they found it ready for the next person?
FS2 Goal 3	Building Relationships	To have positive relationships with their peers, playing cooperatively and taking turns
	Self-Regulation	To understand their own feelings and those of others and show sensitivity when needed
	Managing Self	To show confidence, independence, resilience and perseverance in different situations
FS2 Key Skill		Can the children check to see if the environment is safe?

Physical Development		
FS0 Goal 1	Self-care	To eat finger foods and develop likes and dislikes
	Fine/Gross Motor Skills	To begin to kick, throw and catch balls To clap and stamp to music To walk, run, jump, climb and start to use the stairs independently
FS0 Observation Checkpoint		Can the children run well, kick a ball and jump with both feet off the ground at the same time? Do any children appear underweight, overweight or have poor dental hygiene?
FS0 Goal 2	Self-care	To try a wider range of food with different tastes and textures To show an increasing desire to be independent
	Fine/Gross Motor Skills	To build independently with a range of appropriate resources To develop manipulation and control
FS0 Goal 3	Self-care	Learn to use the toilet with help and then independently
	Fine/Gross Motor Skills	To use large and small motor skills to do things independently To explore different materials and tools To sit on a push along wheel toy, use a scooter or ride a tricycle
FS0 Observation Checkpoint		Can the children climb, confidently, catch a large ball and pedal a tricycle? Do any children find it difficult to sit comfortably on a chair?
FS1 Goal 1	Self-care	To start to eat independently and begin to use a knife and fork
	Fine/Gross Motor Skills	To continue to develop their movement, balancing, riding and ball skills To skip, hop, stand on one leg and hold a pose for a game To go up steps using alternate feet?
FS1 Observation Checkpoint		Do any children appear underweight, overweight or have poor dental hygiene? Do children use large muscle movements?
FS1 Key Skill		Can the children sit on a chair, to a table correctly?
FS1 Goal 2	Self-care	To be increasingly independent in meeting their own care needs To match their developing physical skills to tasks and activities in the setting
	Fine/Gross Motor Skills	To start taking part in some group activities which they make up themselves or in teams To show a preference for a dominant hand To use a comfortable grip with good control when holding pens and pencils Take part in circle games using a variety of movements?
FS1 Observation Checkpoint		Are any children not reliably dry during the day? Are children able to remember a sequence of movements which are related to rhythm and music?
FS1 Key Skill		Can the children put their coat on independently?
FS1 Goal 3	Self-care	To be increasingly independent at getting themselves dressed and undressed To make healthy choices and food drink and activity and tooth brushing

	Fine/Gross Motor Skills	To collaborate with others to manage large items To use one handed tools and equipment To choose their own resources to carry out their own plan To select correct resources to carry out their own plan
FS1 Key Skill		Can the children take off and put on their jumper independently?
FS2 Goal 1	Fine Motor Skills	To develop fine motor skills to use a range of tools safely and confidently
	Gross Motor Skills	Combine movements with fluency and grace, developing their body strength
FS2 Key Skill		Can the children line up safely and orderly?
FS2 Goal 2	Self-care	To understand and explain what they need to be safe and well
	Fine/Gross Motor Skills	To confidently and safely use a range of large and small apparatus showing strength, control, agility, precision and accuracy
FS2 Key Skill		Can the children use a knife and fork correctly?
FS2 Goal 3	Fine Motor Skills	To use a range of tools accurately and with control
	Gross Motor Skills	To demonstrate strength, balance, co-ordination and special awareness and play safely To join in with high impact activities energetically
FS2 Key Skill		Can the children hold a pair of scissors correctly and cut accurately?

Literacy		
FS0 Goal 1	Reading	To listen to songs and rhymes To share books with adults
	Writing	To begin to make marks with different media
FS0 Goal 2	Reading	To join in with songs and rhymes To develop play around stories using props
	Writing	To draw freely
FS0 Goal 2	Reading	To repeat words and phrases from a familiar story To talk about the pictures in a book
	Writing	To add marks to drawings and tell an adult what they say
FS0 Key Skill		Can the children control a pencil when making marks?
FS1 Goal 1	Reading	To talk about print in the environment To join in with familiar stories using words and actions To recognise their name
	Writing	To ascribe meanings to the marks they make (words)
FS1 Goal 2	Reading	To hold a book correctly, turning the pages and following the text with their finger To spot and suggest rhymes
	Writing	To use their knowledge of letters and print to develop their early writing skills
FS1 Goal 3	Reading	To name the different parts of a book (front cover, title, beginning, end, words, pictures) To engage in conversations about familiar stories and discuss new vocabulary To orally blend CVC words
	Writing	To say a sentence about a character/ picture/ object To hear and write the initial sounds of some familiar words To write some or all letters in their name
FS1 Key Skill		Do the children have the correct pencil grip?
FS2 Goal 1	Reading	To read a Phase 2 (age appropriate and phonetically decodable) book fluently To join in with books with repeated verses To order a familiar story using pictures
	Writing	To say and then write words and captions using their phonics knowledge and forming some letters correctly
FS2 Goal 2	Reading	To read a Phase 3 (age appropriate and phonetically decodable) book fluently To answer retrieval questions about stories they are familiar with To use story vocabulary in their play
	Writing	To say and then write short phrases/ sentences using their phonics knowledge and forming most letters correctly

FS2 Goal 3	Reading	To read a Phase 4 (age appropriate and phonetically decodable) book fluently To take part in discussions about familiar stories including making predictions and retelling key events using the appropriate vocabulary
	Writing	To independently write sentences with a capital letters, finger spaces and full stops using their phonics knowledge and the correct letter formation
FS2 Key Skill		Can the children write on WJA lined paper?

Mathematics		
FS0 Goal 1	Number	To take part in number rhymes and songs To demonstrate counting like behaviour
	Shape, pattern & measure	To build with a range of resources
FS0 Goal 2	Number	To use numbers in play
	Shape, pattern & measure	To complete inset puzzles To begin to recognise colours
FS0 Goal 2	Number	To recite numbers to 3 To compare amounts saying "lots, more, same"
	Shape, pattern & measure	To compare size and weight using gesture and language
FS1 Goal 1	Number	To sing number songs To recite numbers to 5 To compare quantities using mathematical language "more than, less than"
	Shape, pattern & measure	To understand and use positional language To talk about patterns around then using informal language To describe a familiar route
FS1 Goal 2	Number	To show 'finger numbers' to 5 To count 5 objects accurately and match amounts to the correct numeral
	Shape, pattern & measure	To name, describe and explore 2D shapes To extend and create a repeating pattern (ABAB) To talk about and identify patterns around them To select shapes for task appropriately
FS1 Goal 3	Number	To recite numbers to 10 To subitise up to 3 To solve practical mathematical problems with up to 5 objects
	Shape, pattern & measure	To talk about, explore and use 3D shapes To make comparisons between height, length, weight and capacity To notice and correct errors in patterns To describe a sequence of events in order using the correct vocabulary
FS2 Goal 1	Number	To use numbers 0 to 5 to; <ul style="list-style-type: none"> • Subitise • Say 1 more/ 1 less • Add and subtract • Recall number bonds • Recognise, write and order
	Shape, pattern & measure	To compose and decompose 2D shapes To copy and create repeating patterns (AB/ ABB/ ABBC)
FS2 Goal 2	Number	To use numbers 0 to 10 to; <ul style="list-style-type: none"> • Subitise • Say 1 more/ 1 less • Add and subtract • Recall number bonds • Recognise, write and order
	Shape, pattern & measure	To compose and decompose 3D shapes To compare length, weight and capacity
FS2 Goal 3	Number	To have a deep understanding of numbers to 10 and the composition of each number

		To confidently recall facts including number binds, doubles and odd & even numbers To recognise, write and order numbers 0 to 20
	Shape, pattern & measure	To use mathematical vocabulary to describe shape, pattern and measures



Understanding The World		
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FS0 Goal 1	Natural world	To explore materials with different properties
	People, culture and communities	To name people that are important to them
FS0 Key Skill		Can the children point to the correct material if given two property options?
FS0 Goal 2	Natural world	To explore natural material indoors and outside
	People, culture and communities	To notice differences between people
FS0 Key Skill		Can the children say what the weather is like?
FS0 Goal 3	Natural world	To explore and respond to different natural phenomenon in their setting and on trips
	People, culture and communities	To make connections between the features of their families and other families
FS0 Key Skill		Can the children show if they enjoy a new experience or not?
FS1 Goal 1	Past & Present	To begin to make sense of their own life story and family history
	Natural world	To use all their senses in hands on exploration of natural materials To explore collections of materials with similar and different properties To talk about what they see, using a wide range of vocabulary To talk about the differences between materials and changes they notice
	People, culture and communities	To show an interest in different occupations
FS1 Key Skill		Can the child describe how materials feel?
FS1 Goal 2	Past & Present	To talk about an event from their past
	Natural world	To begin to understand the need to respect and care for the environment and living things To plant seeds and care for growing plants To understand the key features of a life cycle of plants
	People, culture and communities	To continue to develop positive attitudes about the differences between people
FS1 Key Skill		Can the children name the 4 main parts of a plant?
FS1 Goal 3	Past & Present	To talk about how they have changed from being a baby to now
	Natural world	To understand the key features of a life cycle of animals To explore how things work To explore and talk about different forces they feel
	People, culture and communities	To know that there are different countries in the world and talk about the differences they have experienced or seen in photos To continue to develop a positive attitude about the differences between people
FS1 Key Skill		Can the children say what is land and what is water on a simple map?
FS2 Goal 1	Past & Present	To comment on images of events in the past
	Natural world	To explore the natural world around them and recognise the effect of different season
	People, culture and communities	To talk about and describe their immediate family and community and people who are familiar to them
FS2 Key Skill		Can the children name the 4 seasons?

FS2 Goal 2	Past & Present	To compare and contrast characters from stories, including figures from the past
	Natural world	To recognise some environments are different to where they live, drawing on information on simple maps
	People, culture and communities	To understand that people have different beliefs and celebrate special times in different ways
FS2 Key Skill		Can the children locate the UK on a simple map
FS2 Goal 3	Past & Present	To understand and talk about events and people from the past and compare to now, drawing on their own experience and information learnt from books
	Natural world	To understand and talk about similarities and difference between their immediate environment, England and other countries and their cultural communities, drawing on knowledge from a variety of sources
	People, culture and communities	To make observations and talk about the natural world around them including similarities and differences and changes that occur, drawing on their experiences and information learnt from books
FS2 Key Skill		Can the children say what a plant needs to grow?

Expressive Arts & Design		
FS0 Goal 1	Creating with materials	To start to make marks intentionally To explore different materials using all of their senses to investigate them To manipulate and play with different materials
	Being imaginative and expressive	To move and dance to music To explore a range of sound makers and instruments
FS0 Goal 2	Creating with materials	To explore paint using fingers and other parts of their bodies as well as brushes and other tools
	Being imaginative and expressive	To express ideas and feelings through making marks and sometimes give meaning to the marks they make To take part in action songs To start to develop pretend play, pretending that one object represents another
FS0 Goal 3	Creating with materials	To use their imagination as they consider what they can do with different materials
	Being imaginative and expressive	To make simple models which express their ideas
FS1 Goal 1	Creating with materials	To join different materials and explore different textures To explore different material freely in order to develop their ideas about how to use them and what to make
	Being imaginative and expressive	To begin to develop complex stories using small world equipment To take part in pretend play To show different emotions in their drawings or paintings To listen with increasing attention to sounds
FS1 Key Skill		Can the children say what their favourite song or rhyme is?
FS1 Goal 2	Creating with materials	To develop their own ideas and then decide which materials to use to express them To take part in simple pretend pay using an object to represent something else
	Being imaginative and expressive	To draw with increasing complexity and detail To explore colour and colour mixing To play instruments with increasing control to express their feelings and ideas To sing entire familiar songs
FS1 Key Skill		Can children follow the mixing routine?
FS1 Goal 3	Creating with materials	To make imaginative and complex small worlds with blocks and construction kits To develop their own ideas and decide what materials to use for purpose
	Being imaginative	To create their own songs or improvise a song around one that they know To respond to what they have heard expressing their thoughts and feelings

	and expressive	
FS1 Key Skill		Can the children follow a plan to build something?
FS2 Goal 1	Creating with materials	To create collaboratively using artistic effect, sharing ideas and resources
	Being imaginative and expressive	To develop storylines in pretend play To listen and move to music, expressing their feelings and responses
FS2 Key Skill		Can the children say if they like/ dislike about a piece of music?
FS2 Goal 2	Creating with materials	To return to previous learning to refine and develop ideas
	Being imaginative and expressive	To engage in singing, music making and dancing on their own or in groups.
FS2 Key Skill		Can the children talk about their art work?
FS2 Goal 2	Creating with materials	To create pictures and models using a variety of material, tools and techniques and experimenting with colour, design, texture, form and function To explain the process they have used
	Being imaginative and expressive	To invent, adapt and recount narratives and stories To perform songs rhymes, poems, stories and dances
FS2 Key Skill		Can the children plan before they make?