

# Etching Hill Primary Academy

---

SEPTEMBER 2021

---

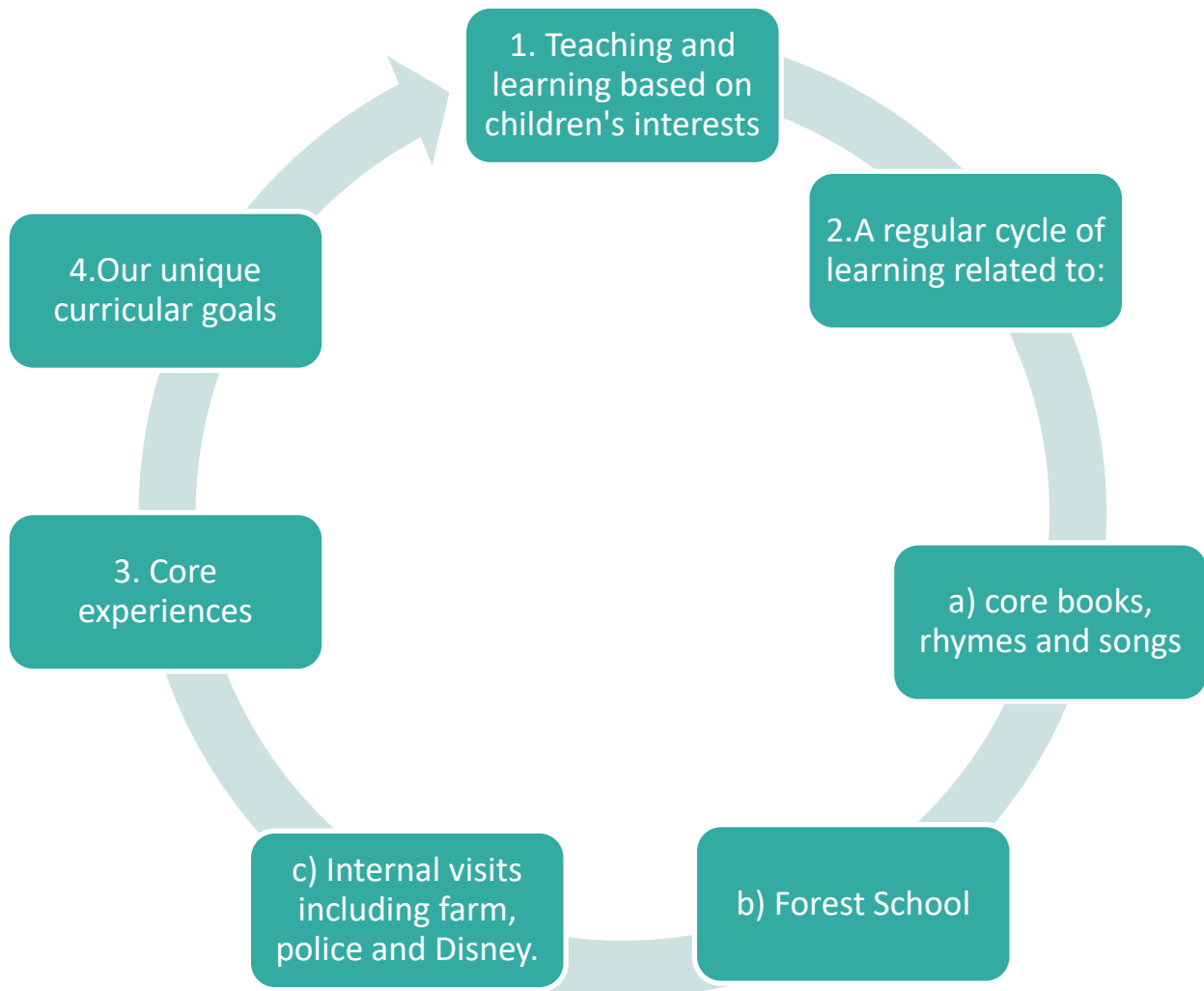
EYFS Curriculum Goals



---

## Curriculum Overview

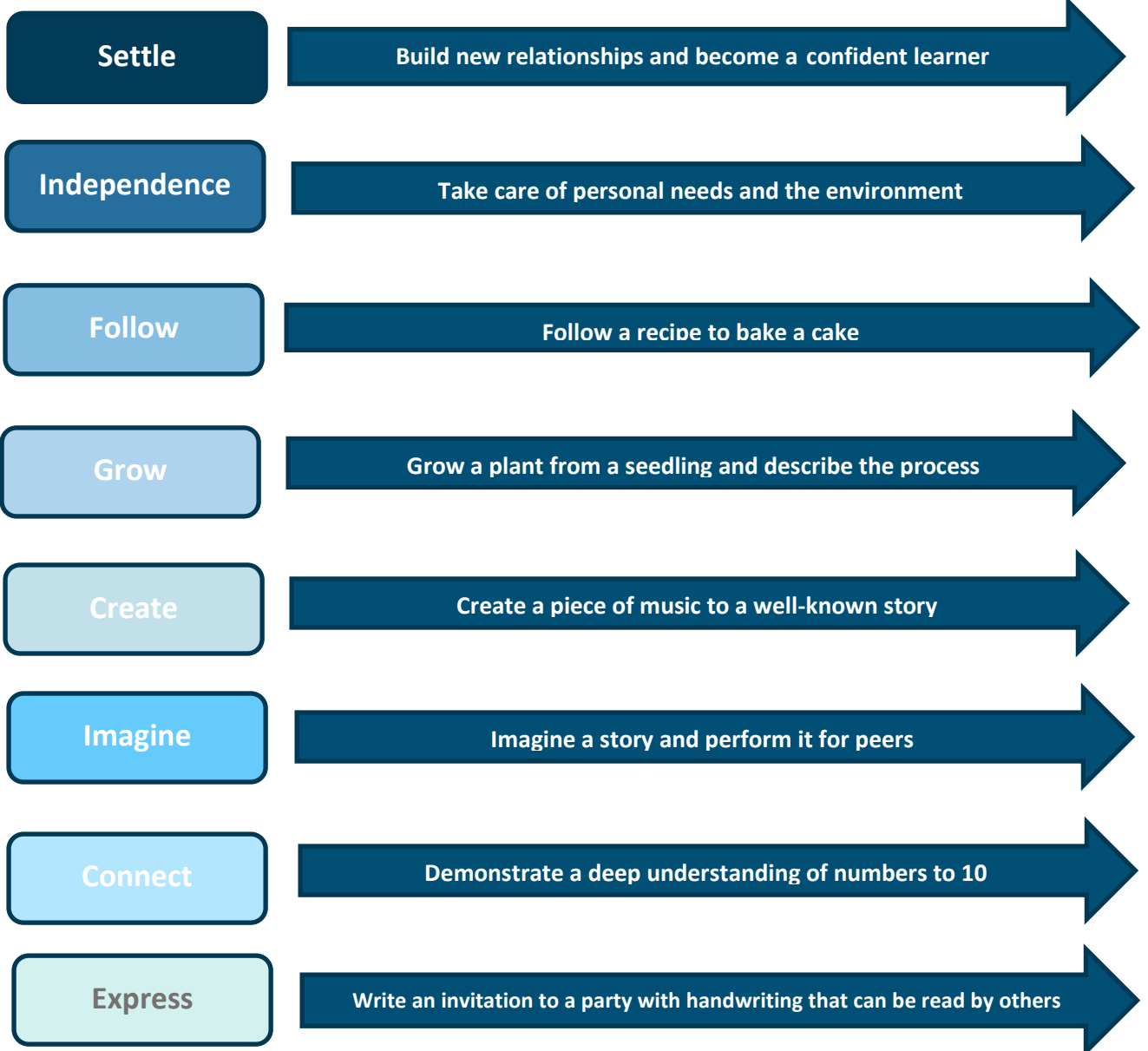
We offer a high quality broad and balanced curriculum which has four main elements:



We designed our curriculum with the particular strengths and needs of the children in mind. We offer a significant amount of learning outdoors to build children's confidence and physical strength and co-ordination, such as through Forest School.

Our Curricular Goals are ambitious. They provide an overview of the many different things we would like children to know and be able to do. The goals are adaptable to the particular children on roll. We offer scaffolding and extra support to help every child to access the curriculum and to ensure they make progress through it. However, we recognise that every child is different and will not make the same progress through the curricular goals.

## Our Curricular Goals



### Settle In

Build new relationships and become a confident learner

#### Milestone 1:

Children make a strong relationship with their key person. Increasingly, they

	<p>separate confidently from their parent at the start of the session and become involved in their play. They use their key person as a 'secure base' throughout the session, 'touching base' as/when needed. Children begin to express their own feelings (happy, sad, angry) They begin to understand and cooperate with the rules and boundaries of the setting.</p>
<b>Milestone 2:</b>	<p>Children take part in pretend play, communicating and negotiating with their friends.</p>
<b>Milestone 3:</b>	<p>Children persevere with difficulties. They make comments about their learning and play in their Special Books and show pleasure/pride in what they have done. Children reflect on their learning, through their Special Books. They comment on their thinking' and the ways they go about their learning. They reflect on what helps them to persevere through difficulties and what helps them when they find things hard. Children show they are developing their metacognition.</p>
<p><b>Final Milestone:</b> Independently and as part of a team children approach new activities with confidence, demonstrating resilience and perseverance in the face of a challenge. Children set and work towards simple goals being able to wait for something that they want by controlling their impulses where appropriate.</p>	

## Independence

### Take care of personal needs and the environment

<b>Milestone 1:</b>	<p>Children develop pride and enthusiasm for their own independence. They learn to use the toilet with help, washing their own hands with little support. Children take own shoes and coat on and off with increasing independence. They begin to recognise their personal belongings. Through use of heuristic play, rhymes and stories, children develop an understanding of the need to develop good dental hygiene. Children learn to tidy up a specific area of the</p>
---------------------	--

	<p>environment. They learn to sit safely at a table, pour a drink from a closed jug and use their hands to drink from a cup. Children follow one step instructions and learn the rules to safely using simple one handed tools.</p>
<p><b>Milestone 2:</b></p>	<p>Children are aware of their own belongings ensuring that they take care to place them in their allocated space. Children put on and remove their own coat. They use the toilets with little support from their key worker. Children are aware of class rules and follow them with some reminders. With support from staff, children handle tools and equipment safely. They begin to take pride in their environment and tidy the classroom, knowing where equipment belongs.</p> <p>Children begin to pour from an open jug into their cup, with little spillage.</p>
<p><b>Milestone 3:</b></p>	<p>Children are responsible for their own belongings. They can manage their own zips and buttons on coats and shoes. Children can use the toilet independently and follow basic hygiene with some support. They can understand class rules and follow them with little support. Children handle tools and equipment safely with minimal adult support and understand dangers/risks. They take real pride in their environment and take responsibility for keeping it tidy. Children are proud of their classroom.</p> <p>They are able to pour an amount of juice/milk from a full jug into their cup. Children can talk about their oral health and recognise it as part of their daily routine.</p>
<p><b>Final Milestone:</b> Children are able to take responsibility of their own belongings and to look after their environment – they will have high expectations of themselves to place belongings in the correct area demonstrating pride in their environment and value in their things. Children demonstrate responsible and safe behaviour when using tools, resources and equipment. They will have experience of creating their own toys whilst using the woodwork area in the Forest understanding the importance of safety when using this equipment. Children independently use cutlery at meal times. They think of the needs of others through taking responsibility of areas of the classroom taking pride in how they leave an area for others to follow. Children will experience an enthusiasm for taking care of the environment with a recognised responsibility linked to recycling and litter picking. Children will understand the importance of tooth brushing, describing the process and maintain oral health.</p>	

# Follow

## Follow a recipe to bake a cake

### Milestone 1:

Children follow one step instructions. They explore materials with different properties and use language of textures such as play dough, shaving foam, paint, gloop (messy play). They mix these materials with adult support. Children become confident in using the following tools and introducing action words and vocabulary: wooden spoons, sieves, scoops, rolling pins, hammers, cookie cutters and knives. They begin to show increased concentration at chosen activities and displaying good hand eye coordination.

### Milestone 2:

Children develop the confidence to experience a number of different textures. With adult support they approach the messy play areas with confidence and enthusiasm. In small groups the children learn how to make gloop using recipe cards. They then reflect on the process. They begin to develop their levels of concentration and problem solving. In small groups children begin to look at the ingredients for making playdough, with adult support they mix the ingredients and begin to knead the dough.

### Milestone 3:

In small groups children look at measuring ingredients and with support follow a simple recipe to make play dough, knowing to read from left to right when following the recipe. (pictures) To be able compare quantities and to know to add more or less to get a fair result. They recognise the numbers on the recipe cards. When they count out quantities they say the numbers in the correct order and know that the last number that they say is the total number they have added.

**Final Milestone:** Children will secure sequencing through sequencing events, activities and stories. They will plan their own activities gathering resources and evaluating their efforts. Children will confidently and safely use a variety of tools and equipment to produce the desired outcome. They will follow the steps to make a cake independently, showing care and accuracy when using the equipment and ingredients. Children will develop a knowledge of why we use different ingredients. The children will experiment with different ingredients and quantities of ingredients and then verbally explain their thought process and the different outcomes.

## Grow

### Grow a plant from a seedling and describe the process

<b>Milestone 1:</b>	Children explore and can talk about the different natural phenomena in setting (wellie walks, splashing in puddles). They experience planting flowers and vegetables. Children demonstrate enthusiasm when looking for mini beasts and worms. They show care and concern for living things in the environment. Children recognise changes in the environment through the seasons. They becoming inquisitive, asking and understanding questions (what, where, who).
<b>Milestone 2:</b>	Children understand the amount of soil needed to plant their seed and to begin to learn how to take care of their seed in order for it to grow. They comment on what they see and notice changes. Children use all of their senses in hand exploration to explore materials with similar or different properties. They talk about what they feel.
<b>Milestone 3:</b>	Children will be able to describe in simple terms the elements needed to grow a seed recognising how much water is required. Children will experience how to transport a seedling into a larger planting pot to enable the seedling to nourish and grow. Children will describe the process of taking care of their plant, talking about what they see and understanding the key features of the life cycle. Children will talk about the different seasons commenting on the weather and temperature making simple observations linked to seasonal understanding.

**Final Milestone:** Children will use the vocabulary associated with growing and nurturing a seed. They will represent their knowledge in different ways such as through drawings, writing and oracy. Children will collect and examine evidence of what they see making

prediction with supported scientific experiments such as adding more water or placing seeds in the dark. They will understand why it is important to look after our world and what part we play. Children will take part in an EYFS science fair where they will be given the opportunity to ask and answer questions about their knowledge, talking about their work/activities and experiences, organising their thinking, explaining how things work and what might happen.

## Create

### Create a piece of music to a well-known story

#### Milestone 1:

Children develop their spatial awareness and enjoy moving to music. They listen to rhymes and songs and join in. Children begin to repeat words and actions from favourite nursery rhymes and stories (if you're happy and you know it clap your hands). They explore musical instruments through banging, tapping, shaking and blowing and showing an interest in the way that musical instruments sound.

#### Milestone 2:

Children will have some recall of a well-known story. They will know characters in the story and begin to understand key parts. They will explore instruments and make appropriate sounds to the emotions of the story.

#### Milestone 3:

Within groups and taking turns, children will be able to recall a well-known story describing key events and characters within this story. They will be able to play instruments with increasing control and express the emotions of the story through music.

**Final Milestone:** Children will demonstrate a good understanding of stories and nursery rhymes that have been taught. They will invent, recap and adapt well-known narratives, with their peers and adults.

Children will develop an understanding of different instruments and their sounds. They will have the self-confidence to create and perform a piece of music independently or as a group. Children will experiment with a variety of different instruments and discuss how the instruments make them feel. They will unpick a story and create music to reflect the emotion.

## Imagine

### Imagine a story and perform it for peers

#### Milestone 1:

Children begin to develop pretend play using language as a powerful means of widening contacts. They imitate everyday



	actions and events from own family background e.g. making a cup of tea Children begin to make believe by pretending by using small world models e.g. animals, dinosaurs, garage, farm, dolls house.
<b>Milestone 2:</b>	With their peers, through role- play and small world, children will create their own story, beginning to develop and express their own ideas and thoughts.
<b>Milestone 3:</b>	With their peer group children will use their imagination to act out their own stories. They will use available resources and create new props to enhance their story. They will be able to show expression through their stories, using their own ideas and taking on ideas of their peers. They will have some understanding of the way stories are structured and implement this within their creation. Children may choose to illustrate their story or they may ask an adult to scribe.
<b>Final Milestone:</b> Children will understand a format of a good story and narrative. They will create their own story based on previous stories, vocabulary and available resources. Children will use learnt vocabulary in their own stories and narratives. They will develop the self-confidence to perform their story. They will express their own opinions and to listen to other children's ideas developing their narrative.	

## Connect

### Demonstrate a deep understanding of numbers to 10

<b>Milestone 1:</b>	Children will take part in finger rhymes with numbers. They will develop counting like behaviours (saying some numbers in sequence). Children will count in everyday contexts (register, snack time, count children).
<b>Milestone 2:</b>	Children will begin to explore number through play. They will be able to complete simple jigsaws, talk about simple patterns and begin to sequence events. Children will be able to recite numbers up to 5 in nursery rhymes and stories.
<b>Milestone 3:</b>	Children will have some understanding of numbers to 10. They will be able to link numerals to amounts up to 5 and count a small amount of objects. They will be able to recreate simple patterns and have basic understanding of sequence. Children will be able to subitise.

**Final Milestone:** Children will be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. They will subitise up to 5 and recall number bonds to 10.

## Express

Write an invitation to a party with handwriting that can be read by others  
(See handwriting and writing progression map)

<p><b>Milestone 1:</b></p>	<p>Children will explore mark making using a variety of materials (slime, floor, shaving foam, sand, paint, mud) They will demonstrate enjoyment drawing freely using a variety of equipment (paint brushes, pencils, pens, chalks, felt tips). Children will begin to draw circles and lines, beginning with a Palmer grasp and moving onto a tripod grip</p>
<p><b>Milestone 2:</b></p>	<p>Children will be able to hold writing tools in a comfortable grip in order to make marks. They will be able to talk about the marks they have made and to begin to write for a purpose.</p>
<p><b>Milestone 3:</b></p>	<p>Children will be able to hold writing tools in a comfortable grip in order to write letter sounds with some accuracy. They will be able to talk about what they have written and will begin to hear some initial sounds in words and link these sounds to letters of the alphabet when writing. They will begin to understand where to place their marks for different purposes. Children will begin to recognise their names and be able to write some letters from their name.</p>

**Final Milestone:** Children will develop letter and number formations. They will recognise letters and be able to write and form them correctly. Children will write a simple phonetically correct sentence that can be recognised by others. They will be encouraged to use finger spaces independently. Children will be exposed children to a variety of genres of writing. Children will have developed a secure pencil grip by being given opportunities to work on their fine motor skills. Children will be able to independently write an invitation to a party.