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| **Basildon CE Primary EYFS Learning Goals** | Blue Footprint Png Clip,Foot Print Clip Art,arrow clip art png | Ftipng | Blue Footprint Png Clip,Foot Print Clip Art,arrow clip art png | Ftipng | Blue Footprint Png Clip,Foot Print Clip Art,arrow clip art png | Ftipng | Blue Footprint Png Clip,Foot Print Clip Art,arrow clip art png | Ftipng | Blue Footprint Png Clip,Foot Print Clip Art,arrow clip art png | Ftipng | Blue Footprint Png Clip,Foot Print Clip Art,arrow clip art png | Ftipng | Blue Footprint Png Clip,Foot Print Clip Art,arrow clip art png | Ftipng | Blue Footprint Png Clip,Foot Print Clip Art,arrow clip art png | Ftipng | Free Transparent Target, Download Free Transparent Target png images, Free  ClipArts on Clipart Library |
| **1.Settle In** | Form relationships with adult in the classroom.  Ask for help. | Manage their coat, shoes, hat, gloves, wellies and P.E. kit etc  Uses the toilet independently  separates with increasing ease from parent/carer | Use the toilet and washes hands independently Explain how and why we wash our hands  Takes part in pretend play  Talks to other adults they see on a daily basis. | Select resources independently from the environment  Talk about the effects of exercise on their body  Persevere with difficulties | Use names of adults and children and social phrases eg. good morning, how are you?  Share ideas/work with the class.  Play and Learn collaboratively | Ask for the resources that I need.  Is becoming confident and self assured  Know how to look after themselves – washing, brushing teeth and getting enough sleep | Take exercise regularly  Manages own needs, including going to the toilet, washing hands and dressing independently.  Explain what makes a healthy diet, including drinking water | Explain the ways they make healthy choices today  Has a stable view of themselves  Presentation to the class. | Settle in and become a happy, healthy and confident learner |
| Target  Achieved | Milestone 1:  Happily spend a morning or afternoon in Nursery engaging in learning. | | | Milestone 2:  Persevere when faced with a challenge 3 times.  Play with their peers. | | | Milestone 3:  Explain the ways they are making healthy choices.  Manage their own needs. | | |
| Vocabulary | Choose, conflict, emotions, fair, feelings, help, manners, rules, share, take turns, sorry, healthy, independently, exercise | | | | | | | | |
| **2. Self-Regulate** | Know words for expressing feelings  Eg. happy, sad, angry, scared | Use appropriate behaviour for the setting eg. indoor voices | Identify and name their own feelings using language rather than physical outbursts to express themselves | Recognise the feelings of others  (characters in books or in real life) | Demonstrate perseverance with some emotional control.  Know strategies for self-calming | Use words to suggest how to solve a problem  Eg. compromise  Use strategies for self-calming  Can cope with delays in having needs met | Identify more complex feelings and recognises them in others. | Listen to someone else’s ideas without interrupting.  Say whether they agree or disagree and give reasons | Solve a disagreement by using words and demonstrates some basic character virtues eg. kindness |
| Target achieved | Milestone 1:  Identify and name their own feelings | | | Milestone 2:  Suggest solution in conflict. Compromise in play | | | Milestone 3:  Show an understanding of their own and others feelings and self-regulate behaviour.  Solve a disagreement independently | | |
| vocabulary | concentrate, compromise, persevere, solve, control, express, feelings, solution, conflict, emotions | | | | | | | | |
| **3. Follow** | With adult support, mix and pour ingredients including: sand and water, flour and water and making simple dough recipes. | Use the following tools: wooden spoons, sieves, scoops, rolling pins, cookie cutters and knives. mix materials eg. outside in areas such as the mud kitchen | Follow the steps to make a chapati with an adult (some scaffolding), children use measures (teaspoon, tablespoon, cup etc). Pour in ingredients. Knead and roll the dough into small balls and flatten then help to cook.  Reflect on the process. | Understand what full and half full means and measure carefully using cups/spoons | Use the following tools with more control and more independence: wooden spoons, sieves, scoops, rolling pins, cookie cutters and knives.  Make their own playdough/ cloud dough. | Follow the steps in making a bread roll with an adult. Independently fill measures carefully to the top (teaspoon, tablespoon, cup etc). Recognise the numerals in the recipe card. When they count out quantities (e.g., 3 teaspoons of salt) | Use cooking skills including weighing, kneading, rolling, cutting using cutters. | Follow a recipe and observe, predict and explain what happens during the process. | Follow the steps in a recipe to Independently make pizza |
| Target achieved | Milestone 1:  Mix two materials independently so that they are combined.  Follow a recipe for a chapati with minimal support. | | | Milestone 2:  Follow a recipe to make a bread roll independently.  Measure ingredients, mix them and create their own bread roll by placing the mixture onto a greased proof tray ready to be baked. | | | Milestone 3:  Follow a recipe independently to make a pizza designed by themselves. | | |
| Vocabulary | predict, precise, accurate, instructions, sequence, knead, mix, stir, ingredients, pour, stir, bake, process, recipe, quantity | | | | | | | | |
| **4. Read** | Pretend to read books.  Understand how books should be handled | Pay attention to print such as the first letters of their name.  Ask adults to read with them. | Recognise their name and print in the environment  Share a book with a friend.  Talk about characters in a book. | Understand what print is and that it conveys meaning.  Recognise initial sounds.  Orally blend cvc words. | Recognise phase 2 phonemes and tricky words in my reading book.  Blend phonemes to read simple cvc words.  Enjoy listening and joining in with stories. | Read short phrases and sentences using phase 2 phonemes. | Read sentences that have phase 2, 3 phonemes and tricky words in.  Know information can be retrieved from texts. | Read fluently, pause at full stops and change voice to make it interesting.  Talk about settings, characters and events in some detail.  Enjoy a range of books. | Read a reading book to a younger child. |
| Target achieved | Milestone 1:  Share a book with another child.  Recognise my name from a small group of names. | | | Milestone 2:  Read at least 3 short sentences or phrases by blending phase 2 phonemes and read phase 2 tricky words. | | | Milestone 3:  Read a book with phase 2 and 3 phonemes in fluently to a younger child.  Talk about the book (characters, setting, events) with the younger child. | | |
| vocabulary | Author, book, letter, page, print, word, sound, text, title, character, setting, event. | | | | | | | | |
| **5. Create and Move** | Know what equipment is safe and what is not safe | Lift and move crates and wooden planks safely as part of a team.  Know how to jump off equipment and land safely on two feet. | Follow different paths.  Walk backwards/ sideways between equipment | Climb and balance on equipment safely, explaining why it’s safe | Make adjustments to ensure the obstacles are safe | Build an obstacle course.  Give verbal directions to a friend. | Build an obstacle course.  Follow a sequence of directions | Travel over self-made obstacle course, balancing on a low beam/on one foot.  Move in a variety of ways between obstacles eg. skip, gallop | Create and move in a variety of ways over a self-made multi-level obstacle course. |
| Target achieved | Milestone 1:  Safely move equipment. Follow different paths | | | Milestone 2:  Balance on a self-made obstacle course | | | Milestone 3:  Travel in at least three different ways on self-made obstacle course at different levels. | | |
| Vocabulary | Climb, gallop, hop, jump, run, skip, throw, under, position, pathway, backwards, behind, between, forwards, in front, next to, on | | | | | | | | |
| **6. Identify** | Talk about themselves and their family and how they are the similar or different to each other. | Talk about their friends and how they are the same/ different.  Acts out familiar routines from their family and culture  Explore the seasons | Talk about where they live.  Can talk about prominent geographical features in their local area eg. woods near the school.  Show interests in different occupations. | Recognise some environments that are different to the one they live in and compare.  Explore the world around them.  Develop positive attitudes about the differences between people. | Recognise that there are different countries in the world  Joins in and talks about family customs and routines  Talks about past and present events in their own life and that of their family.  Recognise change from Autumn to Winter. | Recognise that people who have different beliefs celebrate in different ways and talk about the similarities and differences of these special times.  Understand that some places are special eg. churches  Draw information on a simple map. | Different weather types – watch weather forecasts – use globes, atlases, maps  Can see where their country is in relation to others.  Recognise changes from Winter to Spring to Summer | How do humans grow and change?  Recognise similarities/ differences between this country and others. | Identify and talk about similarities and differences (in myself and others, the seasons, the past and the present) |
| **Target achieved** | Milestone 1:  Talks about themselves and their family/friends and recognises how they are similar/different. | | | Milestone 2:  Gives details about where they live, e.g. name of village. Use some geographical vocabulary to describe their local environment and places of local interest.  Knows there are different countries in the world and is able to talk about them.  Talk about past and present events in their own life and that of family members. | | | Milestone 3:  Can recognise differences/similarities between this country and another, between different religious and cultural communities, between things now and things past.  Can explain the effect of the changing seasons on the world around them. | | |
| Vocabulary | After, before, first, last week, new, old, today, tomorrow, yesterday, country, globe, atlas, map, celebration, church, globe, woodland, road. | | | | | | | | |
| **7. Grow** | Explore and talk about seeds (eg. snack time)  Shows interest in exploring things in nature eg. plants | Know how to be gentle and caring towards living things.  Discuss what they notice about plants. | Know that some plants are grown from seeds  (growing beans) | Explore and talk about seeds  (growing cress) | Explain the life cycle of a plant from a seed.  Share `A Tiny Seed’ by Eric Carle | Name and describe familiar plants and animals. | Investigate what conditions plants need to be healthy. Make predictions.  Grow a plant from a seed and explain how they did it (growing sunflowers)  Record ideas and make observations.  Explore questions: What do plants need to grow?  What do seeds need to germinate? | Name the parts of the plant and their function: root, stem, leaf, petal.  Explore the functions of the parts of a plant.  Eg. celery in coloured water to look at how the roots of a plant absorb water | Grow a plant from a seed. |
| Target achieved | Milestone 1:  Know how to be gentle and caring towards living things.  Know that some plants are grown from seeds. | | | Milestone 2:  Describes the lifecycle of a plant from a seed.  Names some familiar plants and animals eg. sunflower, bluebell | | | Milestone 3:  Knows what conditions a plant needs to be healthy (water, sunlight)  Make a prediction about what might happen and record observations. | | |
| Vocabulary | Check, describe, explain, hypothesise, observe, plant, predict, grow, germinate, record, leaf, root, petal, stem, seed, lifecycle. | | | | | | | | |
| **8. Write** | Develop gross motor skills.  Use the muscles in their hands and arms to amake big movements (gross motor)  Throwing and catching balls, playdough. | Make marks with their fingers and tools eg. paint brush, chalk, in sand, dough.  Develop fine motor skills.  Find their name card and copy their name. | Developing more control in fine motor skills.  Mark make lines, circles and zig zags.  Write the first three letters of their name.  Use a modified tripod or a tripod pencil grip. | Write their name.  Mark making using some clearly identifiable letters in play. | Form lower case letters correctly. | Form lower and upper case letters correctly.  Write simple CVC words. | Write simple phrases. | Write simple sentences that can be read by themselves and others.  Use a tripod grip. | Write a simple sentence/s for a purpose that can be read by others and uses the correct letter formation. |
| Target achieved | Milestone 1:  Write their name or the first 5 letters if a longer name.  Use either a modified tripod or tripod grip. | | | Milestone 2:  Write their forename.  Form lower and upper case letters correctly.  Write simple CVC words. | | | Milestone 3:  Write simple sentences for a purpose that can be read by others, using the correct letter formation.  Use of tripod grip. | | |
| Vocabulary | Grip, concentration, precise, accurate, refine, persist, | | | | | | | | |
| **9. Sew** | Threading large beads/pasta onto lace/string.  Use upper body strength (gross motor)  Weave ribbons on a large scale eg. fence | Look at examples of sewing and model, including how to thread needle.  Weaving on a tuff tray or a cardboard frame.  Select their colour thread. | Think about design in advance.  Use of plastic canvas/binca to sew using a running stitch.  Cut the binca to size and thread the needles through the binca. | Lacing cards | Explore pattern, colour and texture and using different materials for threading and weaving such as materials from nature. | Weaving on a smaller scale  Use more intricate fine motor for threading and weaving. | Thread small beads onto a lace or pipe cleaner. | Draws and follows their own design.  Threads a needle (with support of needle threader) and sews using running stitch. | Sew a purse/bag using a running stitch. |
| Target achieved | Milestone 1:  Weave on a large scale such a hoop or fence.  Cut out the binka or aida cloth they need, choose the colour thread they want, and thread the needles with the support of a needle threader.  Use running-stitch on plastic canvas or binca to create their pattern or design mostly independently. | | | Milestone 2:  Children weave using fine motor skills for the weaving and consider colour, pattern and texture. | | | Milestone 3:  Sew a purse/bag independently using a running stitch, following their own design.  Thread a large eye needle independently. | | |
| vocabulary | Design, label, draw, choose, decide, evaluate, plan, template, fabric, cutting out, sewing, needle, running stitch, gluing, adding, purse, bag, seam, stitch, thread, strong, quality, features, strengthen, position, accuracy, join, texture, colour, persist, concentrate, material. | | | | | | | | |
| **10.Imagine** | Children take part in pretend play making up or developing a story. | Listen to stories and rhymes, joining in with repeated phrases or actions. | Listen to stories then use props to act out parts of the story/retell or make up their own stories. | Retell stories fluently.  Talk about what happens in stories and where it happens. | Understand that stories have a sequence - beginning, middle and end. | Children adapt a story they know | Make up their own stories that have a beginning, middle and end and use story sequencing words. | Create a new story. Tell your story and perform to the class as a helicopter story, helping to direct peers on performance. | Imagine and tell your own story. |
| Target achieved | Milestone 1:  Plays out a simple story with toys or in roleplay. | | | Milestone 2:  Retell stories.  Tell a story that has a beginning, middle and end. | | | Milestone 3:  Make up their own story, telling and performing it to the class.  Use story sequence words. | | |
| Vocabulary | Create, re-tell, imagine, sequence, beginning, middle, end, rhyme, story, perform, resources. | | | | | | | | |
| **11. Build** | Explore different joining techniques (Glue stick)  Use one handed tools such as scissors and tape to join things together.  Name colours  Work safely | Explore different joining techniques (Glue stick and PVA)  Use one handed tools to change a material.  Can talk about what they are going to make | Explore different joining techniques  (Glue stick, PVA, masking tape, tape)  Uses trial and error to develop understanding  Reflects saying what they like about their model | To share their creations and talk about the process.  Work safely  Explore different joining techniques (glue stick, PVA, masking tape, tape, split pins) | To plan and draw what they are going to make and explain their designs. | To use the appropriate tools and joining techniques  Tests out the properties of materials.  Explain what they are happy with in a product and how they will tweak their design to improve it. | To know about the properties of materials, and make choices about their suitability for purpose.  To use colours for a particular purpose. | To share creations, talk about the process and describe how it is made up of different parts  Evaluate their work, adapting where necessary. | Build a model using a variety of media |
| **Target achieved** | Milestone 1:  Talks about what they are going to make and can say what they like about their model.  Can use different joining techniques including glue and tape. | | | Milestone 2:  Can join materials effectively.  Draws what they are going to make and can talk about the process.  Explains what they are happy with and how they will tweak their design to improve it. | | | Milestone 3:  Makes and plans a model for a purpose, using a variety of media.  Makes judgements about properties of different materials and their suitability for construction.  Explains what has worked well and what they could make better, adapting where necessary. | | |
| **vocabulary** | Architecture, break, design, join, make, materials, measure, properties, repeat, speed, stability, test, think, evaluate, adapt, purpose, persist, challenge | | | | | | | | |
| **12. Paint/ Draw** | Make lines, circles and other marks.  Explore a variety of brushes/ tools to create artwork | Draw a closed shape to represent an object  Explore colour (mixing colours) and texture | Name parts of the face and body  Draw/paint people with basic limbs eg. arms and legs | Explore mixing colour with ready mix and powder paint (primary colours)  Observational drawing/ paintings | Describe the features of a face and draw people/animals with feet, paws etc  Combine media and materials to create  Use scissors correctly to cut | Draw details of faces, people and animals eg. eyes, mouth  Add details with fine brushes.  Join malleable materials together | Draw further details on people eg.fingers,  Explore mixing lighter and darker colours  Using primary colours to make secondary colours | Draw/Paint paint a portrait or a person with hair, hands, fingers, feet and body. Fit to page.  Combine shapes to form images of people or objects. | Draw/Paint a portrait |
| **Targets achieved** | Milestone 1:  Draw/paint people with basic limbs. | | | Milestone 2:  Draw details of faces, people and animals.  Combine media to create. | | | Milestone 3:  Draw/paint a portrait with details such as hair, hands, fingers, feet and body, combining shapes. | | |
| **Vocabulary** | Persist, resilient, draw, paint, collage, explore, primary colours, secondary colours, mixing, detail, combine, brush. | | | | | | | | |