




St. Christopher's EYFS and
Sunflowers EYS

Curriculum Goals

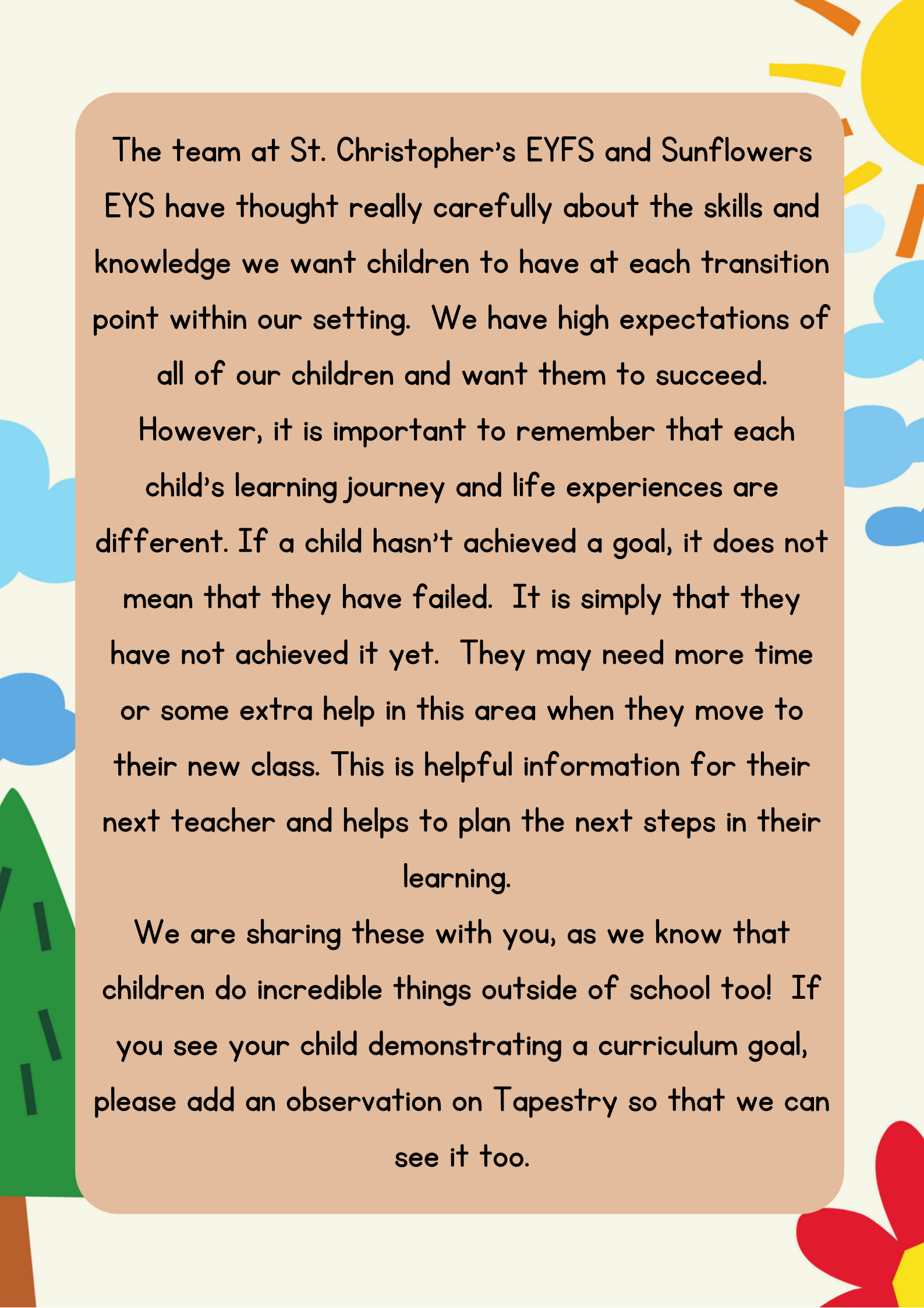




Inspiring children's first steps on a lifelong learning adventure.

Abbreviations

- PSED - Personal, Social and Emotional Development
- CL - Communication and Language
- PD - Physical Development
- L - Literacy
- MD - Mathematical Development
- UW - Understanding the World
- EAD - Expressive Arts and Design



The team at St. Christopher's EYFS and Sunflowers EYS have thought really carefully about the skills and knowledge we want children to have at each transition point within our setting. We have high expectations of all of our children and want them to succeed.

However, it is important to remember that each child's learning journey and life experiences are different. If a child hasn't achieved a goal, it does not mean that they have failed. It is simply that they have not achieved it yet. They may need more time or some extra help in this area when they move to their new class. This is helpful information for their next teacher and helps to plan the next steps in their learning.

We are sharing these with you, as we know that children do incredible things outside of school too! If you see your child demonstrating a curriculum goal, please add an observation on Tapestry so that we can see it too.



St. Christopher's EYFS & Sunflowers EYS

Our Curriculum Drivers



Communication

We want all of our children to be confident communicators and to be able to understand a wide range of words in order to be able to share their thoughts, ideas, opinions and ask questions about their world. These are fundamental skills in the journey to literacy.



Self-belief

We want our children to have confidence in themselves and their abilities and to see themselves as resilient individuals in both learning and life. We want them to have the skills and self-belief to deal with challenge and change by embracing the power of 'yet'.





St. Christopher's EYFS & Sunflowers EYS

Our Curriculum Drivers



Independence

We want our children to be as independent as possible, not just in their ability to manage their own needs, learning and behaviour, but also as thinkers and people. We want them to develop their own ideas, opinions and views and to recognise when they might need help.



Global Citizenship

A global citizen is someone who is aware of and understands the wider world – and their place in it. We want to encourage our children to develop the knowledge, skills and values they need to engage with the world. We want to foster the belief that we can all make a difference.





SUNFLOWERS EYS

BABY ROOM CURRICULUM GOALS

Settle - Separate from my family member and be comfortable in the setting.

Walk - Walk through the setting unaided.

Build - Stack blocks to make towers of different heights.

Explore - Make marks with hands and feet.

Sing - Join in with familiar songs and rhymes.

Speak - Use at least 20 words clearly.

Read - Enjoy sharing books with an adult.



Settle - PSED

Children say goodbye to separate from their parent/carer and happily enter the setting. They have formed strong relationships with their key person and check in with them regularly.

Walk - PSED & PD

Children move confidently on hard, flat surfaces and are growing in confidence on textured, uneven surfaces. They are becoming more confident in navigating around furniture.

Build- MD

Children experiment with different construction sets and explore stacking blocks to create towers of different heights.

Explore - PD, EAD & L

Children use their hands and tools to explore making marks through a wide range of sensory experiences. Children are encouraged to make a variety of marks.

Sing - EAD, CL

Children enjoy songs and rhymes and will join in with those they are familiar with. They join in with actions and finger movements.

Speak - CL & PSED

Children use lots of different types of words to communicate their needs and interests. They copy familiar expressions and are beginning to put two words together.

Reading - CL & L

Children enjoy exploring books, handling them with interest. They notice familiar images and logos. Children are beginning to join in actions and sounds in familiar stories.





SUNFLOWERS EYS

TODDLER ROOM CURRICULUM GOALS

Relationships - Settle and form a strong relationship with my key person.

Follow - Follow daily routines e.g. snack.

Sing - Sing 3 nursery rhymes.

Make Marks - Give meaning to the marks you make.

Independence - Flush the toilet and wash and dry your hands.

Speak - Link words together and use descriptive words when speaking.

Read - Listen to a story and turn the pages in a book.



Settle - PSED

Children form strong relationships with their key person, using them as a secure base as they explore playing alone and alongside others. They begin to form friendships with other children.

Follow - PSED

Children participate more in collective activities, such as snack and story time, as their experience of routines and understanding of boundaries grows.

Sing - CL, L & EAD

Children show an interest in play with sounds, songs and rhymes. They have some favourites and can fill in the missing word in a song or rhyme. Children know and can join in with at least 3 songs in group activities.

Make Marks - PD & L

Children understand that marks they make have value. They make marks in different ways and distinguish between the marks that they make. Children hold writing tools with thumb and all fingers or a developing grip. They may be beginning to show a preference for a dominant hand.

Independence - PSED & PD

Children show ever increasing determination to do things for themselves, from developing independence with toileting to feeding themselves at snack time. They are able to find their own coat peg and can self-register. They show their pride in their own achievements.

Speak - CL

Children use language to share feelings, experiences and thoughts. They are able to answer simple questions and take part in short conversations. They are learning lots of new words and are using these in their speech.

Read - CL & L

Children enjoy listening to stories and may have some favourites. They show interest in the sounds adults make when they read stories. They talk about things they notice in the illustrations and can answer simple questions about what they have heard.





ST. CHRISTOPHER'S EYFS FS1 CURRICULUM GOALS

Settle - Settle in and become a confident learner.

Follow - Follow instructions to make playdough.

Sing - Sing 5 nursery rhymes.

Write - Write most of the letters in your name.

Make - Make a model from recycled materials.

Grow - Grow a plant from seed.

Listen - Listen to a story and talk about it.

Play - Play a simple game with rules.

Settle - PSED

Children feel happy and safe when at school. They form strong relationships with their key person and with the other children in the class. They are confident in exploring the learning environment and can follow daily routines. Children join in with a wide range of activities, both self chosen and adult led.

Follow - CL, MD & PD

Children listen carefully to instructions, supported by visual prompts, to make playdough. They measure ingredients and use utensils to combine them. They can make choices about any colours and/or scents added.

Sing - L, CL & EAD

Children know at least five nursery rhymes off by heart and can sing them on their own or as part of a group. They can vary their pitch and volume and join in with familiar actions. They continue to develop their sense of rhythm and rhyme.

Write - CL, PD & L

Children understand that marks have meaning and are beginning to recognise the links between letters and the sounds they represent. Their fine motor skills develop and they hold a mark making tool with an efficient grip. They can recognise their own name and can write most of the letters in their name.

Make - EAD, PD & MD

Children have their own ideas or can design something for a purpose. They make choices about the materials they will use. They measure and collect the materials needed. They use more than one joining technique when combining materials. They use tools safely.

Grow - UW

Children show an understanding of growth and changes over time. They plant their own seed and show responsibility in taking care of it. They notice and talk about the changes they see. Children understand that different seeds and bulbs will grow different plants.

Listen - CL & L

Children enjoy listening to stories read to them by others. They join in with familiar phrases and use some of the vocabulary in their play. Children talk about things they notice in pictures and can answer questions about what they have heard.

Play - PSED

Children are able to take turns and follow the rules of a simple game e.g. snap. They understand that sometimes they will win and sometimes they will not. Children can manage their emotions when they don't win.



ST. CHRISTOPHER'S EYFS FS2 CURRICULUM GOALS

Independence - Manage own physical needs e.g. clothing, toileting, using a knife and fork.

Challenge - Set a target and work towards it.

Follow - Follow a simple recipe to make food.

Write - Write a simple sentence.

Make - Make a model in the woodwork area.

Speak - Speak in front of an audience.

Read - Read a simple book out loud.

Transition - Develop skills to support transition to a new setting.

Independence - PSED & PD

Children are able to demonstrate their developing fine motor skills to manage buttons and zips and will persevere with trickier skills such as using a knife and fork. Children know when they need to go to the toilet and are able to manage the process with only occasional support.

Challenge - PSED

Children develop a sense of learner agency. They become confident and engage and effective learners. They are able to set a goal for themselves and work towards it, overcoming challenges and persevering e.g. designing and making a model in the woodwork area or writing a shopping list.

Follow - CL, MD, L, UW & PD

Children know the importance of hygiene when cooking. They are able to follow a simple recipe, supported by verbal instructions where needed. They can measure ingredients and use utensils safely, Children notice the changes when the cooking/chilling process are complete. They can explain the process they have followed.

Write - CL, PD & L

Children understand that writing is a form of communication. They can identify a purpose for their mark making, choose what they want to say and use their phonic knowledge to spell words. Most are spelt correctly and others are phonetically plausible. Their fine motor skills have developed and most letters are formed correctly.

Make - EAD, PD, UW & MD

Children are able to produce a design and make choices about the materials they will use. They measure and collect the materials needed. Using tools safely, they cut and join materials as required. They are able to evaluate their model and say what went well and how they could make it even better.

Speak - PSED & CL

Children understand that they have a voice and that others value what they have to say. They offer contributions in small group and whole class situations. As their confidence grows, they have opportunities to speak to and with larger groups of people including those unfamiliar to them.

Read - L

Children demonstrate a love of books. They handle them with care and know that they can be read for pleasure and to find information. Children use the phonic knowledge to decode unfamiliar words and recognise some words by sight. They can talk about what they have read.

Transition - PSED

Children develop strategies to help them cope with the transition to a new school. They think of information they want new people to know about them. They know some phrases they can use when meeting new people. Children have strategies they can use to help them feel calm.