



New EYFS Framework – Curricular Goals

	NURSERY	RECEPTION
LISTEN	To listen to a core book	To hold a conversation
CARE	To care for myself	To care for the environment
MOVE	To balance on one leg	To climb at height
INVESTIGATE	How to join two materials	How a real tool works
COUNT	To count how many fingers I have	To count money in a purse
READ	To read a picture book	To retell a core book
PERFORM	To sing a nursery rhyme	To perform for an audience
WRITE	To write my first name	To write my first and surname

1. To listen to a Core book	Nursery
<p>First Milestone: Children will listen in a range of situations to adults and peers They will listen to and follow a one part and the two part instruction, and show understanding through their actions.</p>	<p>Children to develop listening and comprehension through games such as ‘Simon Says’ and ‘Follow my Leader’.</p>
<p>Second Milestone: To be able to show understanding of ‘Why’ questions related to stories, e.g. “Why did the caterpillar get so fat?”</p>	<p>During shared reading and reading for pleasure, children are encouraged to respond to simple questions, developing a deeper understanding through ‘Why’ questions.</p>
<p>Third Milestone: To be able to use talk and play to communicate their ideas, thoughts and opinions.</p>	<p>Adult practitioners to have conversations with children 1:1 and in small groups to show they can turn take and listen to what others say.</p>
<p>Linked to ARE:</p> <ul style="list-style-type: none"> - C&L: Use a wider range of vocabulary / Start to understand simple ‘Why’ questions - L: Engage in extended conversations about stories, learning new vocabulary / Develop play around stories / Repeats words and phrases from familiar stories 	

1. To hold a conversation	Reception
<p>First Milestone: Children in pretend play to communicate and negotiate with peers, through verbal and non-verbal strategies and use vocabulary that they are confident and familiar with.</p>	<p>Adult practitioners to model how to turn take within play and be a role model for all children. Model simple back and forward conversations.</p>
<p>Second Milestone: Children to start to organise their play through talk e.g. “You go there” “Let’s go on a train” “I’ll be the driver”</p>	<p>To engage in story time with fiction and non-fiction books. Children to be exposed to a wide variety of texts and Core books.</p>
<p>Third Milestone: To start to answer direct questions from adults, to develop their own ability to ask questions within context.</p>	<p>Explore ‘time to speak’ for example during circle time, passing round a prop to show when it’s their time to talk and when it is time to listen.</p>
<p>Linked ELGs:</p> <ul style="list-style-type: none"> - C&L: Understand how to listen and why listening is important / Learn new vocabulary / Use new vocabulary throughout the day / Ask questions to find out more and to check they understand what has been said to them / Describe events in growing detail / Use new vocabulary6 indifferent contexts 	

2. To care for myself	Nursery
<p>First Milestone: Children are introduced to and start to follow routines and expectations within the setting.</p>	<p>Settings to share with children and parents the Home School agreement and</p>
<p>Second Milestone: Children to explore zips, buttons, other types of fastenings to develop ability to open and close with control and confidence</p>	<p>Provide fine motor skills activities through provision enhancements and adults to encourage a growing sense of independence to 'have a go' themselves.</p>
<p>Third Milestone: Children to independently put own coat and shoes on and off with more ownership of fastening and unfastening</p>	<p>Adults provide opportunities for children to practise the skills they need to manage the school day successfully.</p>
<p>Linked to ARE:</p> <ul style="list-style-type: none"> - PSED: Select activities and use resources, with help if needed / Develop own sense of responsibility / Help find solutions to conflicts / Talk about their feelings, happy, sad, angry, worried - PD: Start eating independently, using a knife and fork / Develop independence as they get dressed and undressed, for example putting coat on and off, doing up zips / Be increasingly independent in own care needs, e.g. brushing teeth, using the toilet, washing and drying hands / Make health choices about food, drink, activity and toothbrushing 	

2. To care for the environment	Reception
<p>First Milestone: Children to be able to recognise features of their immediate environment.</p>	<p>Children are encouraged to take responsibility for their own environment and help at tidy up time. To promote the care of equipment and how it needs to be used and treated e.g. putting lids on glue sticks</p>
<p>Second Milestone: To start to understand and recognise that there are other living creatures/organisms and to start to grasp an understanding of their place in the world.</p>	<p>To start to look at growing plants, what they need and how they grow. To develop awareness of living creatures and what they need.</p>
<p>Third Milestone: To become aware of things that do not belong in their environment, e.g. rubbish</p>	<p>Children start to become aware of recycling and how they can contribute and how to care for the natural world through 'Coastal Schools.</p>
<p>Linked ELGs:</p> <ul style="list-style-type: none"> - UW: Draw information from a simple map / Understand that some places are special to members of the community / Explore the natural world around them / Describe what they hear, see and feel when outside / Recognise some environments are different to the one in which they live / Understand the impact of Seasons on the natural world around them 	

3. To balance on one leg	Nursery
<p>First Milestone: Children match their developing physical skills to tasks and activities within the setting e.g. whether to crawl, walk or run across a plank.</p>	<p>Adult to enhance the provision with equipment to encourage children to explore movement in a variety of ways and how to do so safely.</p>
<p>Second Milestone: Children to hold a balance on four body points, e.g. two hands and two feet / bottom, two feet and one hand / two knees and two hands.</p>	<p>Through games such as Musical Statues, explore how to hold a pose, be still.</p>
<p>Third Milestone: To work on the skill of moving forward with control and balance on one leg, hopping.</p>	<p>Adult to use PE sessions and the outdoor environment to explore this movement, use appropriate equipment to support.</p>
<p>Linked to ARE:</p> <ul style="list-style-type: none"> - PD: Develop movement to develop balance e.g. riding a scooter, trike or bike / Skip, hop and play games to hold a pose / Go up steps or stair with control and using alternative feet 	

3. To climb at height	Reception
<p>First Milestone: Children to use large-muscle movements to wave flags and streamers, paint and make marks.</p>	<p>Use music within the provision to explore moving in time to the music, slow or fast beat.</p>
<p>Second Milestone: To go up steps and stairs with control, balance and confidence.</p>	<p>Access to buses, going on trips, Coastal schools, using outdoor climbing equipment</p>
<p>Third Milestone: To be able to stretch and grab, children to extend arms and stretch with control and grip.</p>	<p>Reach out in front and above to develop strength of grip and how to control arms within climbing.</p>
<p>Linked ELGs:</p> <ul style="list-style-type: none"> - PD: Use core muscle strength to develop good posture / Combine different movement with ease and fluency / Develop overall body strength, balance, co-ordination and agility 	

4. To know how to join two materials	Nursery
<p>First Milestone: Children explore using on-handed tools, such as one handed scissors to cut and snip.</p>	<p>With adult support children learn how to use scissors correctly and with control. Children to take part in junk modelling and explore the creative area, to start to develop cutting, snipping and sticking.</p>
<p>Second Milestone: To use a range of materials and explore how they can be joined, cello tape, glue, paperclips.</p>	<p>Allow children freedom to try out their own ways to join by providing appropriate enhancements, tools and resources.</p>
<p>Third Milestone: To use a variety of ways to join two materials.</p>	<p>Adult to model and support children joining different materials</p> <ul style="list-style-type: none"> - Flange - L brace - Slot - Tabs - Split pins - Hole punch and tags
<p>Linked to ARE:</p> <ul style="list-style-type: none"> - EAD: Make imaginative and complex ‘small worlds’ using blocks and construction kits / Explore different materials freely, in order to develop their ideas about how to use them and what to make / Explore different textures / Explore different joins 	

4. To use real tools	Reception
<p>First Milestone: Children to be shown real tools and match tool purpose e.g. Would a nail go in with a hammer or a spanner?</p>	<p>Adults to complete full risk assessments on any tools placed into learning provision. Children to be given ‘Tool Talks’ in line with Forest School and Coastal School ethos, to ensure safety understood at start of the process.</p>
<p>Second Milestone: Allow children opportunities to touch and feel real tools and talk about what their function is.</p>	<p>Provide tools within the outdoor environment, e.g. potato peelers to whittle Supervision and safety to be monitored with children being encouraged to take also start to develop an early awareness of safety procedures.</p>
<p>Third Milestone: With safety talks, risk assessments and children encouraged to complete their own personal risk assessment, let children use real tools for a purpose.</p>	<p>Real tools in use to help children create and make with opportunities in both indoor and outdoor environments – Forest and Coastal Schools.</p>
<p>Linked ELGs:</p> <ul style="list-style-type: none"> - EAD: Create collaboratively, sharing ideas, resources and skills / Safely explore a range of tools and techniques and materials / Experiment with form and function / Share creations and explain the processes they have used 	

5. To count how many fingers we have	Nursery
First Milestone: To sing a range of number songs and rhymes	Children to be in a learning provision that is rich in a variety of mathematical equipment to be played with, explored and counted.
Second Milestone: To count things that cannot be seen, e.g. claps, jumps, taps on a drum.	Adult practitioners to sing and involve the children in games that involve counting e.g. How many times did the ball bounce? Clap 5 times with me!
Third Milestone: To count up to 5 objects using 1:1 correspondence	Through opportunities to count, children start to develop early ways to subitise smaller amounts.
Linked to ARE: <ul style="list-style-type: none"> - M: Fast recognition of up to 3 objects (Subitise) / Recite numbers up to and past 5 / Say one number for each item in order 1,2,3,4,5 / Know the last number reached when counting tells you how many there are in total / Show finger numbers up to 5 / Solve real world mathematical problems with numbers up to 5 	

5. To count money in a purse	Reception
First Milestone: To count up to 5/10 objects using 1:1 correspondence	Through opportunities to count, children start to develop early ways to subitise smaller amounts.
Second Milestone: Link numerals to amounts, for example to right number of objects to match the numeral 5.	To count orally forwards and backwards with adult support, children to develop which number they can count up to and back from. Count real objects.
Third Milestone: To count out a number of objects within play and during adult led activities up to 10.	Develop purpose for counting for children e.g. How many cartons of milk do we need? How many children are in the class? Play games to develop number recognition, to then in turn recognise numbers elsewhere, e.g. numbers on coins
Linked ELGs: <ul style="list-style-type: none"> - M: Count objects, actions and sounds / Subitise / Explore the composition of number up to 10 / Compare numbers / Compare quantities up to 10 in different contexts, recognising 'quantity' 	

6. To read a picture book	Nursery
<p>First Milestone: Children to take part in pretend play, making up or developing a story.</p>	<p>Children may start early pretend play, with a variety of toys, animals, lego, blocks etc. They may dress up or make costumes with fabrics. They will use real life experiences or aspects of familiar stories to develop imaginary play.</p>
<p>Second Milestone: Children take part in interactive reading, responding to features, characters and events within stories. Children to engage in rhymes and stories with props and prompts.</p>	<p>Children to become more familiar with interactive reading, joining in with familiar or repeated phrases.</p>
<p>Third Milestone: Children to look at and give meaning to pictorial images. Children to sequence 3 to 4 images according to order events would occur.</p>	<p>As they become more familiar with looking and handling books, children to give meaning to images/pictures with adult support through questions and prompts.</p>
<p>Linked to ARE:</p> <ul style="list-style-type: none"> - L: Understand the five key features of print: print has meaning / print can have different purposes / we read English text from left to right / the names of the different parts of a book / page sequencing Engage in extended conversations about stories, learning new vocabulary 	

6. To retell a Core book	Reception
<p>First Milestone: Children to take part in pretend play, making up or developing a story.</p>	<p>Children may start early pretend play, with a variety of toys, animals, lego, blocks etc. They may dress up or make costumes with fabrics. Over time play may become more developed and complex, playing with other children and sharing out roles and using ideas from familiar stories or real life experiences.</p>
<p>Second Milestone: Children take part in interactive reading, responding to features, characters and events within stories.</p>	<p>Children to become more familiar with interactive reading, joining in with familiar or repeated phrases. They start to ask questions and make links between what happens in stories and their own experiences.</p>
<p>Third Milestone: Children can use story language and phrases to talk about and then retell the story of a familiar Core book.</p>	<p>Children can sequence the events in a familiar story orally, using key phrases and vocabulary from shared texts.</p>
<p>Linked ELGs:</p> <ul style="list-style-type: none"> - L: Demonstrate understanding about what has been read to them / Retell narratives using their own words and recently introduced vocabulary / Anticipate key events in stories / Use and understand recently introduced vocabulary during discussions about stories / Retell stories 	

7. To sing a Nursery Rhyme	Nursery
<p>First Milestone: To listen to, with growing interest, adults sharing a variety of Nursery Rhymes orally.</p>	<p>To have the opportunities to listen to a range of music and musical Nursery Rhymes , to listen for pleasure.</p>
<p>Second Milestone: Children to start to join in phrases and or actions linked to and from Nursery Rhymes.</p>	<p>To use intonation, pitch and volume within talking and sharing of ideas.</p>
<p>Third Milestone: Through exposure to hearing and joining in with Nursery Rhymes, children to repeat key parts of a favourite Nursery Rhyme.</p>	<p>Adult to read a variety of stories with rhyme to develop further awareness of intonation, volume and pitch with Rhymes.</p>
<p>Linked to ARE:</p> <ul style="list-style-type: none"> - EAD: Listen with increased attention to sounds / Respond to what they have heard , expressing their thoughts and feelings / Sing the pitch of a tone sung by another person ‘pitch match’ / Sing the melodic shape of familiar songs – moving melody, such as up and down, down and up / Create their own songs / Remember and sing entire songs - 	

7. To perform for an audience	Reception
<p>First Milestone: To make good relationship with key person, separate confidently from their carer/parent, to become involved in provision play with peers, developing confidence through social relationships made.</p>	<p>Routines and expectations within setting are in place to allow children to adjust to starting new Reception class in a confident manner. Provision enhancements are in place to encourage play with and or alongside others, with adults developing conversations and language development through play.</p>
<p>Second Milestone: Children start to express a point of view and share own ideas and thoughts to peers and adults.</p>	<p>As children’s engagement and perseverance grows, they start to challenge themselves with the activities they choose and how they communicate with peers and adults.</p>
<p>Third Milestone: Through provision enhancements, children to start to develop a level of confidence within talking within a group, singing aloud, moving to music and to be comfortable with others involved or watching.</p>	<p>To share a creation of theirs with others and talk about what they have created. Children to use their own creation, language or actions to share with others.</p>
<p>Linked ELGs:</p> <ul style="list-style-type: none"> - EAD: Explore, use and refine a variety of artist effects to express ideas and feelings / Create collaboratively, sharing ideas, resources and skills / Listen attentively, move and talk about music / Watch and talk about dance and performance art / Sing in a group, engage and explore music making and dance / Perform songs, rhymes, poems, stories with others listening 	

8. To write my first name	Nursery
<p>First Milestone: To recognise their name and make marks to represent it, developing their ability to hold a pencil or mark making tool.</p>	<p>To give opportunities through activities such as 'Squiggle while you Wiggle' to develop gross and fine motor skills and allow children to improve control of their own movements and how they use tools.</p>
<p>Second Milestone: To start to give meaning to the marks they make and use a mark making tool with increased control and pressure.</p>	<p>Use their core muscle strength, when sitting at a table or on the floor. Children have guidance and opportunities to develop their small motor skills, using a range of tools competently and safely.</p>
<p>Third Milestone: To write some letters of their name in a variety of contexts.</p>	<p>Children to access writing and mark making tools within learning provision, to start to independently attempt writing some letters within their name freely. With opportunities to practise, children develop ability to form all letters within their name.</p>
<p>Linked to ARE:</p> <ul style="list-style-type: none"> - L: Develop their phonological awareness, so that they can – spot and suggest rhymes, count and clap syllables in a word, recognise words with the same initial sound Use some of their print and letter knowledge in their early writing / Write some letters accurately / Write some or all of their name 	

8. To write my first name and surname	Reception
<p>First Milestone: To recognise their name and make marks to represent it. To give meaning to the marks they make.</p>	<p>Children to access writing and mark making tools within learning provision, to start to independently attempt writing some letters within their name freely. With opportunities to practise, children develop ability to form all letters within their name.</p>
<p>Second Milestone: To write most or all of the letters within their first name, while linking sounds to letters.</p>	<p>Develop the foundations of their handwriting style through Read Write Inc, formation/writing sessions. Recognise Set 1 letters and link to sounds.</p>
<p>Third Milestone: To write the capital letters within their own name and form with developing accuracy.</p>	<p>Through adult led sessions children to improve pencil control and the formation and orientation of letters to eventually write their whole name.</p>
<p>Linked ELGs:</p> <ul style="list-style-type: none"> - L: Write recognisable letters, most of which are formed correctly / Form lower case and capitals correctly 	