

Chilthorne Domer Church School EYFS Curriculum Goals 2021 - 2022

These are the curriculum goals that we will endeavour for the children to achieve in the EYFS at Chilthorne Domer Church School. These specific goals for Chilthorne Domer School aim to complement the statutory Early Learning Goals that all children are expected to meet by the end of the academic year and can be found at the end of this document.

Communication and Language	Personal, Social and Emotional	Physical	Literacy	Mathematical	Understanding the World	Expressive Arts and Design
Ask a relevant question. Express my ideas and feelings with confidence. Converse back and forth with friends, family and adults at school.	Show empathy to others. Demonstrate resilience to 'keep going'. Show determination to achieve a goal.	Use cutlery confidently. Hold a pencil effectively. Ride a scooter, independently.	Retell a story using signs and symbols or in play. Read simple sentences and books, using Phase 2, 3 and 4 sounds. Write my own story.	Understand numbers to 10 in depth, including recalling number bonds. Recognise patterns – numerical and shape. Compare quantities in different contexts.	Appreciate different religions and cultural communities. Show curiosity about the world around me. and create a map. Understand and know who is in my family.	Perform a song, poem, story or rhyme to an audience as part of the class or individually. Create a piece of art from musical inspiration.

Our Chilthorne Star Ethos helps children to have the necessary skills to be able to become lifelong learners.

- ★ Determined
- ★ Respectful
- ★ Creative
- ★ Caring
- ★ Hardworking
- ★ Positive
- ★ Committed

A yearly topic overview has been designed to stimulate children's interests and develop their knowledge into all aspects of life they may not otherwise meet – creating a broad and rich curriculum. However, please note that there will always be flexibility to follow the children's interests. Every term, we are guided by statements from Development Matters to ensure there is progression in the children's learning. We then use these as checkpoints to assess whether children are at 'emerging' or 'expected' and identify any gaps in a child's learning. Each theme. The themes each year vary, due to mixed age classes but the progression of skills will stay the same.

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Term	Theme	Curriculum Goal Coverage	Experiences, Visitors and School Trips
Autumn 1	Magical Me and Those Who Help Me	★ Settle in and be a confident learner. ★ Baseline assessments. ★ Understanding classroom rules, routines and expectations e.g. being a good listener. ★ Develop confidence to talk within a small group, sharing All About Me boxes. ★ Sharing books. ★ Learn Phase 2 phonemes and tricky words. ★ Recognising names and beginning to write them. ★ Understanding representations of numbers 0 – 10. ★ Learn how to sketch using pencil. ★ Develop understanding about healthy eating. ★ Visit a farm, celebrating Harvest.	★ Nurse visit. ★ Visit from Rural Life Museum – Nurses in the past. ★ Poetry podium. ★ Trip to Gore Farm.
Autumn 2	Winter Wonderland	★ Share and take turns. ★ Blending CVC words for reading and writing. ★ Follow instructions. ★ Understanding the composition of numbers. ★ Sing and perform in the nativity. ★ Follow a simple recipe. ★ Write my name. ★ Watch a performance at the theatre.	★ Firework night. ★ Remembrance. ★ Diwali ★ Nativity. ★ Pantomime. ★ Christmas
Spring 1	Dinosaur Adventure	★ Learn to read and write Phase 3 phonemes and tricky words. ★ Write a simple caption or sentence. ★ Begin guided reading sessions. ★ Begin to record calculations. ★ Continue to develop phonic knowledge with letters and sounds. ★ Show curiosity about the past. ★ Ask questions using what, where, why, when, how and who. ★ Designing maps. ★ Research facts about dinosaurs. ★ Write facts about dinosaurs.	★ Chinese New Year. ★ Pancake Day. ★ Poetry podium. ★ Visit from Rural Life Museum – Dinosaur Dig!

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Spring 2	Ready, Steady, Grow!	★ Understand how to care for a plant. ★ Verbalise instructions to a friend. ★ Develop writing Phase 3 words, captions and sentences. ★ Develop comprehension. ★ Writing diaries. ★ Observational drawings of flowers. ★ Performing Spring poems. ★ Begin to learn number bonds to 10. ★ Doubling and halving. ★ Beginning to gain an awareness of numbers 11 – 20.	★ World Book Day. ★ Mother's Day. ★ Easter. ★ Poetry podium. ★ Visit to the local farm to see the animals. ★ Chicks in class – lifecycles and watching them grow.
Summer 1	Castles, Kings and Queens	★ Learn to read and write Phase 4 phonemes and tricky words. ★ Encourage awareness of the wider world – thinking about landmarks e.g. constructing those in London. ★ Encourage awareness of being British – The Royal Family and the Queen Elizabeth ahead of the Platinum jubilee. ★ Confidently write a sentence with a capital letter and full stop.	★ Poetry podium. ★ Jubilee celebrations
Summer 2	Once Upon a Time	★ Use signs and symbols to retell traditional tales. ★ Developing story language and awareness of character, setting and sequence of events ★ Writing own stories. ★ Create a dance to a piece of music. ★ Transitions and routines ahead of moving into Year 1.	★ Poetry podium. ★ School trip.

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The New Early Learning Goals

Prime Area: Communication and Language					
Listening, Attention and Understanding			Speaking		
Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.	Make comments about what they have heard and ask questions to clarify their understanding.	Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tense and making use of conjunctions, with modelling and support from their teacher.

Prime Area: Personal, Social and Emotional Development								
Self-Regulation			Managing Self			Building Relationships		
Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.	Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.	Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.	Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.	Explain the reasons for rules, know right from wrong and try to behave accordingly.	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	Work and play cooperatively and take turns with others.	Form positive attachments to adults and friendships with peers.	Show sensitivity to their own and to others' needs.

Prime Area: Physical Development					
Gross Motor Skills			Fine Motor Skills		
Negotiate space and obstacles safely, with consideration for themselves and others.	Demonstrate strength, balance and coordination when playing.	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.	Use a range of small tools, including scissors, paint brushes and cutlery.	Begin to show accuracy and care when drawing.

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Specific Area: Literacy

Comprehension			Word Reading			Writing		
Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Anticipate- where appropriate- key events in stories.	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	Say a sound for each letter in the alphabet and at least 10 digraphs.	Read words consistent with their phonic knowledge by sound blending.	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Write recognisable letters, most of which are correctly formed.	Spell words by identifying sounds in them and representing the sounds with a letter or letters.	Write simple phrases or sentences that can be read by others.

Specific Area: Mathematics

Number			Numerical Patterns		
Have a deep understanding of numbers to 10, including the composition of each number.	Subitise (recognise quantities without counting) up to 5.	Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.	Verbally count beyond 20, recognising the pattern of the counting system.	Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.	Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Specific Area: Understanding the World

Past and Present			People, Culture and Communities			The Natural World		
Talk about the lives of the people around them and their roles in society.	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Understand the past through settings, characters and events encountered in books, read in class and storytelling.	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Know some similarities between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	Explore the natural world around them, making observations and drawing pictures of animals and plants.	Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.	Understanding some important processes and changes in the natural world around them, including the seasons and changing states of matter.

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Specific Area: Expressive Arts and Design

Creating with Materials			Being Imaginative and Expressive		
Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Share their creations, explaining the process they have used.	Make use of props and materials when role playing characters in narratives and stories.	Invent, adapt and recount narratives and stories with peers and their teacher.	Sing a range of well-known nursery rhymes and songs.	Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.