



## Eye C of E Primary School EYFS Curriculum Goals:

### PRESCHOOL 2024+

EYFS Preschool Goals		First Milestone	Second Milestone	Third Milestone	Final Milestone	End of room Target
<b>Listen and Communicate</b>	To be able to listen to a longer story and respond to a what or where question	<p>Caterpillars: 2-3 Year Olds</p> <p>Show interest in play with sounds songs and rhymes</p> <p>Recognises and responds to familiar sounds.</p> <p>Listen to other people talk with interest and make themselves understood.</p>	<p>Enjoy rhymes and demonstrate listening by trying to join in with actions or vocalisations.</p> <p>Listens with interest to the noises that adults make when they read stories.</p> <p>Listen and respond to a simple instruction</p> <p>Children will begin to sit on the carpet for a short while and listen to a familiar adult.</p>	<p>Enjoy looking at pictures to help them understand what is happening while listening to an adult read a simple story.</p> <p>Enjoy listening to longer stories</p> <p>Start to develop conversation with peers and adults</p>	<p>With support children will listen and follow simple instructions in a range of situations.</p> <p>With support, children will listen to familiar stories and rhymes with increasing attention and recall.</p> <p>Understand simple questions about ‘who’, ‘what’ and ‘where’ and respond with a 1-2 word phrase</p>	<p><b>2-3 year olds</b></p> <p><b>To listen to repetitive stories (sometimes with actions) and respond with 1-3 word phrases</b></p>
		<p>Butterflies: 3-4 Year Olds</p> <p>Children are starting to listen independently in a range of situations.</p> <p>Children will listen to familiar stories and rhymes with increasing attention and recall.</p>	<p>Beginning to listen to others in one to one or small groups</p> <p>Starting to pay attention to more than one thing at a time.</p>	<p>Regularly listens to others in one to one or small groups</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p>	<p>Listen in a range of situations.</p> <p>Listen to longer familiar stories and rhymes with increasing attention and recall and answer a question in relation to a key character or setting.</p> <p>Understand simple questions about ‘who’, ‘what’ and ‘where’ and respond with a 3-5 word phrase</p>	<p><b>3-4 year olds</b></p> <p><b>To listen to longer picture book stories and respond with 3-5 word phrases</b></p>



EYFS Preschool Goals			First Milestone	Second Milestone	Third Milestone	Final Milestone	End of Room Target
<b>Care</b>	<p>To become increasingly aware of their self care needs</p> <p>To be able to put on their coat independently</p>	Caterpillars 2-3 Years	<p>Acknowledges that their nappy needs changing when asked by an adult.</p> <p>Shows interest in indoor and outdoor clothing and shoes/wellingtons</p>	<p>Start to express that they need to be changed using words or actions.</p> <p>Helps with dressing/ undressing and care routines, enjoying the rituals established for hand washing and teeth cleaning</p> <p>To identify their own coat amongst others</p>	<p>To begin to express when they need to use the toilet.</p> <p>Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet</p> <p>To identify and retrieve their coat when asked.</p>	<p>To use the toilet/potty and wash their hands with encouragement and support</p> <p>Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots</p>	<p><b>2-3 years olds:</b></p> <p><b>To become aware of bladder and bowle movements and alert an adult.</b></p> <p><b>To be able to put their coat on with limited adult guidance.</b></p>
		Butterflies 3-4 Years	<p>To use the toilet/potty with adult support</p> <p>To independently wash their hands using soap and water and to dry them with a towel.</p> <p>Removes or pull down/off clothing with support</p>	<p>Uses the toilet with prompts and reminders from adults</p> <p>Able to put on and take off simple clothing items such as hats, unzipped jackets, wellington boots</p>	<p>Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</p> <p>Dresses with some support, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom</p>	<p>To independently go to the toilet and wash their hands</p> <p>Dresses with limited/ no support, e.g. puts on own coat and prepares their coat zip independently, pulls up own trousers.</p>	<p><b>3-4 year olds:</b></p> <p><b>To be able independently go to the toilet and wash their hands.</b></p> <p><b>To be able to put thier coat on independently and do up the zip/buttons</b></p>



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<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Move</b></p> <p><b>To be able to move along an obstacle course with good balance and control</b></p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Caterpillars 2-3 year olds</p>	<p>Begins to walk, run and climb on different levels and surfaces</p> <p>Begins to understand and choose different ways of moving</p> <p>Can walk considerable distances, stopping and starting and changing directions when needed.</p> <p>Jumps up into the air with both feet leaving the floor and can jump forward a small distance</p>	<p>To be able to manoeuvre around obstacles safely, showing awareness of objects in the environment – not bumping into others or objects.</p> <p>Climbs up and down stairs by placing both feet on each step while holding a handrail or adult for support</p> <p>Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride</p>	<p>Showing confidence when taking physical risks with new/different equipment such as tunnels, tyres etc.</p> <p>Moves their bodies and toys around objects and explores fitting into spaces <b>(Maths)</b></p> <p>May be beginning to show preference for dominant hand and/or leg/foot</p> <p>Run safely on whole foot</p> <p>Showing confidence when walking down steps and slopes.</p>	<p>Showing confidence when walking down steps and slopes whilst carrying an object,</p> <p>To follow an obstacle course following simple instructions using different skills such as balancing and climbing on small planks and beams.</p>	<p><b>To be able to step a single step at a time and balance along a wide beam (2&amp;3 years)</b></p>
	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Butterflies - 3-4 Year Olds</p>	<p>Engaging in activities that involve moving and stopping.</p> <p>To be able to master the stepping stones, one foot to each stepping stone unaided.</p> <p>Run safely on whole foot</p> <p>To be able to competently climb the frame in the garden using the climbing wall to access the slide, with support.</p>	<p>To climb a resource with confidence – climbing equipment unaided.</p> <p>Beginning to develop their physical skills to tasks for example, run or walk across a plank etc.</p> <p>Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise</p>	<p>Being confident to explore different climbing materials and resources, taking physical risks and growing in confidence when using resources such as hoops, planks.</p> <p>Collaborate with others to manage large items such as moving large plank safely, carrying large hollow blocks.</p>	<p>To access an adult directed obstacle course with longer instructions - showing more skills, hula hoops, tyres and balancing on higher beams.</p> <p>To access climbing equipment showing confident climbing skills with alternate feet</p>	<p><b>To jump forward landing on 2 feet and balanced along beam without support (3&amp;4 years)</b></p>



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 “I came to give life, life in all its fullness.” John 10:10

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<b>Investigate</b>	To observe, notice details and talk about themselves and objects around them.	<p>Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them</p> <p>Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life</p> <p>Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking</p> <p>Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times</p>	<p>Is interested in photographs of themselves and other familiar people and objects</p> <p>Remembers where objects belong</p> <p>Matches parts of objects that fit together, e.g. puts lid on teapot</p> <p>Shows interest in toys with buttons, flaps and simple mechanisms and begins to learn to operate them</p>	<p>Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of themselves with these.</p> <p>Has a sense of own immediate family and relations and pets</p> <p>In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird</p>	<p>Beginning to have a sense of self and starting to have their own friends</p> <p>Notices detailed features of objects in their environment</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects</p> <p>Seeks to acquire basic skills in turning on and operating some digital equipment</p> <p>Plays with water to investigate “low technology” such as washing and cleaning</p>	<p><b>2-3 year olds - engage in first hand experiences and use 2-3 word phrases to talk about what they observe.</b></p>
	Caterpillars - 2- 3 year olds					



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	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Butterflies – 3- 4 year olds</p>	<p>Shows interest in the lives of people who are familiar to them          Enjoys joining in with family customs and routines</p> <p>Learns that they have similarities and differences that connect them to, and distinguish them from, others</p> <p>Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake          Use all their senses in hands-on exploration of natural materials.</p> <p>Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car</p>	<p>Remembers and talks about significant events in their own experience</p> <p>Shows interest in different occupations and ways of life indoors and outdoors</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</p> <p>Uses pipes, funnels and other tools to carry/transport water from one place to another</p> <p>Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support</p> <p>Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets</p>	<p>Recognises and describes special times or events for family or friends</p> <p>Begin to make sense of their own life-story and family’s history.</p> <p>Beginning to show some care and concern for living things and the environment</p> <p>Plant seeds and care for growing plants.</p> <p>Talks about why things happen and how things work</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Explore and talk about different forces they can feel.</p> <p>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images</p>	<p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</p> <p>Developing an understanding of growth, decay and changes over time</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Talk about what they see, using a wide vocabulary.          Begin to understand the effect their behaviour can have on the environment</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos          Continue developing positive attitudes about the differences between people</p> <p>Knows that information can be retrieved from digital devices and the internet</p>	<p><b>3-4 year olds - comments and asks questions in first hand experiences, beginning to show an understanding of change. (growth/ cause and effect/differences)</b></p>
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<b>Count</b>	<ul style="list-style-type: none"> <li>To be able to count, recognise, and order numbers to 5.</li> </ul>	Caterpillars: Two to Three year olds	<p><b>Comparison</b> Responds to words like <i>lots</i> or <i>more</i></p> <p><b>Counting</b> Take part in finger rhymes with numbers</p> <p>Begin to use some verbal number names.</p> <p>Count a few objects arranged in a straight line (May begin a nonverbal object “counting” such as copying an adult’s item-by-item placement of objects)</p> <p>Chants number words in “sing-song” fashion and may run them together. The number words may be indistinguishable from one another (‘onetwothree’)..</p> <p><b>Cardinality</b> May use number words like <i>one</i> or <i>two</i> and sometimes responds accurately when asked to give one or two things</p>	<p><b>Comparison</b> Compares amounts, saying ‘lots’, ‘more’ or ‘same’</p> <p><b>Counting</b> Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p> <p>Makes a small collection (usually 1–2 and possibly 3) with the same number as another collection</p> <p><b>Cardinality</b> May use number words like <i>one</i> or <i>two</i> and sometimes responds accurately when asked to give one or two things</p>	<p><b>Comparison</b> Beginning to compare and recognise changes in numbers of things, using words like <i>more</i>, <i>lots</i> or <i>same</i></p> <p><b>Counting</b> Begins to say numbers in order, some of which are in the right order (ordinality)</p> <p><b>Cardinality (How many?)</b> In everyday situations, takes or gives two or three objects from a group</p> <p>Beginning to notice numerals (number symbols)</p> <p>Beginning to count on their fingers</p>	<p><b>Comparison</b> Can compare and recognise 2 groups, using words like <i>more</i>, <i>lots</i> or <i>same</i></p> <p><b>Counting</b> Count in everyday contexts, (sometimes skipping numbers over 3 – ‘1-2-3-5’.)</p> <p><b>Cardinality (How many?)</b> When asked for an amount 1- 3 they can takes or give the correct amount of objects from a group.</p> <p>Recognises numerals 1,2,3</p> <p>Can count 1 2 3 on their fingers</p>	<p>2-3 year olds</p> <p><b>Shows an awareness of numerals and recognises significant numbers, counts up to 3 items recognising the last number is the total (cardinality)</b></p>



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			<p><b>Spatial Awareness</b>          Investigates fitting themselves inside and moving through spaces</p> <p>Enjoys filling and emptying containers</p> <p><b>Shape</b>          Pushes objects through different shaped holes, and attempts to fit shapes into spaces on inset boards or puzzles</p> <p>Enjoys using blocks to create their own simple structures and arrangements</p> <p><b>Pattern</b>          Becoming familiar with patterns in daily routines</p> <p><b>Measures</b>          Shows an interest in size and weight</p> <p>Explores capacity by selecting, filling and emptying containers e.g. fitting toys in a pram</p> <p>Beginning to understand that things might happen now or at another time, in routines</p>	<p><b>Shape</b>          Beginning to select a shape for a specific space</p> <p>Confidently using a range of resources to create their own structures and arrangements</p> <p><b>Pattern</b>          Becoming familiar with patterns in daily routines</p> <p>Joins in with and predicts what comes next in a familiar story or rhyme</p> <p>Beginning to arrange items in their own patterns, e.g. lining up toys</p> <p><b>Measures</b>          Beginning to show an understanding in size and weight</p> <p>Beginning to show understanding to some spatial and positional language</p> <p>Explores how things look from different viewpoints including things that are near or far away</p>	<p><b>Spatial Awareness</b>          Moves their bodies and toys around objects and explores fitting into spaces</p> <p>Begins to remember their way around familiar environments</p> <p><b>Shape</b>          Chooses puzzle pieces and tries to fit them in</p> <p>Recognises that two objects have the same shape</p> <p>Makes simple constructions</p> <p><b>Pattern</b>          Joins in and anticipates repeated sound and action patterns</p> <p>Is interested in what happens next using the pattern of everyday routines</p> <p><b>Measures</b>          Explores differences in size, length, weight and capacity.</p> <p>Beginning to show understanding about immediate past and future</p> <p>Beginning to anticipate times of the day such as mealtimes or home time</p> <p>Responds to some spatial and positional language</p>	<p><b>Spatial Awareness</b>          Confidently moves their body and toys around objects with control. Independently able to make their way around familiar environments</p> <p><b>Shape</b>          Chooses puzzle pieces and correctly fits some pieces in without needed to try.</p> <p>Recognises that three or more objects have the same shape</p> <p>Beginning to make more complex constructions (block play stage 3+)</p> <p><b>Pattern</b>          Able to copy and repeat a simple repeated sound/ action pattern.</p> <p>Knows what happens next using the pattern of everyday routines</p> <p><b>Measures</b>          Explores and notices differences in size, length, weight and capacity.</p> <p>Beginning to talk about some events in the past and future</p> <p>Recognises and talks about times of the day such as mealtimes or home time</p> <p>Correctly uses some spatial and positional language</p>	
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		<b>Butterflies: Three- Four Year Olds</b>	<p><b>Comparison</b>          Compares two small groups of up to three objects, saying when there are the same number of objects in each group, e.g. <i>You’ve got two, I’ve got two. Same!</i></p> <p><b>Counting</b>          Can use matching strategies to make a small collection of objects</p> <p>May enjoy counting verbally as far as they can go</p> <p>Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3.</p> <p>Uses some number names and number language within play, and may show fascination with large numbers</p> <p>Beginning to recognise numerals 0 to 5</p> <p>.</p>	<p><b>Counting</b>          Beginning to recognise small groups without relying on a model or matching strategy.</p> <p>Uses some number name accurately in their play.</p> <p><b>Cardinality</b>          Names groups of 1, 2, and 3 with increasing accuracy. (Subitising-without counting)</p> <p>Counts up to four items, recognising that the last number said represents the total counted so far (cardinal principle)</p> <p>Links numerals with amounts up to 3.</p> <p><b>Composition</b>          Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers</p> <p>Beginning to use understanding of number to solve practical problems in play and meaningful activities</p>	<p><b>Comparison</b>          Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. <i>You’ve got four, I’ve got four. Same!</i></p> <p><b>Counting</b>          Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. (may be some errors)</p> <p>Begin to recognise numerals to 5 and beyond</p> <p>Verbally counts to ten with some correspondence with objects, but may exhibit performance errors (e.g., skipping, double-counting).</p> <p><b>Cardinality</b>          Accurately subitises one, two and three objects (without counting)</p> <p>Counts up to four items, recognising that the last number said represents the total counted so far (cardinal principle)</p> <p>Links numerals with amounts up to 4.</p> <p><b>Composition</b>          Beginning to recognise that each counting number is one more than the one before</p>	<p><b>Comparison</b>          Compare quantities using language: ‘more than’, ‘fewer than’.</p> <p><b>Counting</b>          Say one number for each item in order: 1,2,3,4,5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p><b>Cardinality</b>          Accurately counts objects in a line to 5 and answers the “how many” question with the last number counted, understanding that this represents the total number of objects (the cardinal principle).</p> <p><b>Composition</b>          Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same</p>	<p><b>3-4 year olds</b></p> <p><b>Confident at subitising groups of objects up to 3. They can count up to 5 items recognising the last number is the total (cardinality) and link the correct numeral.</b></p>
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			<p><b>Spatial Awareness</b>          Responds to and uses language of position and direction</p> <p><b>Shape</b>          Chooses items based on their shape which are appropriate for the child’s purpose</p> <p>Attempts to create arches and enclosures when building.</p> <p><b>Pattern</b>          Creates their own spatial patterns showing some organisation or regularity.</p> <p>Joins in with simple patterns in sounds, objects, games and stories dance and movement</p> <p><b>Measures</b>          Notices and begins to talk about different sizes, weight, length and capacity.</p> <p>Recalls a key events in everyday life and stories</p>	<p><b>Shape</b>          Responds to both informal language and common shape names          Shows awareness of shape similarities and differences between objects</p> <p>Creates arches and enclosures when building, using trial and improvement to select blocks</p> <p><b>Pattern</b>          Explores and adds to simple linear patterns of two repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC)</p> <p><b>Measures</b>          In meaningful contexts, show awareness of the longer or shorter, heavier or lighter and more/less full of two items</p> <p>Recalls a sequence of events in everyday life and stories</p>	<p><b>Spatial Awareness</b>          Predicts, moves and rotates objects to fit the space or create the shape they would like</p> <p><b>Shape</b>          Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes</p> <p><b>Pattern</b>          Can adds to simple linear patterns of two e.g. stick, leaf (AB)</p> <p>Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next</p> <p><b>Measures</b>          Identifies, when asked, the longer or shorter, heavier or lighter and more/less full of two items</p>	<p><b>Spatial Awareness</b>          Understand position through words alone – for example, “The bag is under the table,” – with no pointing.</p> <p>Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</p> <p><b>Shape</b>          Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Combine shapes to make new ones - an arch, a bigger triangle etc.</p> <p><b>Pattern</b>          Talks about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.          Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.</p> <p>Extend and create ab AB or ABC pattern.</p> <p><b>Measure</b>          Make comparisons between objects relating to size, length, weight and capacity</p>	
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<b>Read</b>	<p><b>To be able to join in, finish words/ sentences when sharing a book and repeat phrases in their play from a familiar story.</b></p> <p><b>Begin to develop a phonological and phonemic awareness:</b></p>	<p>Is interested in and anticipates books and rhymes and may have favourites</p> <p>Begins to join in with actions and sounds in familiar song and book sharing experience</p>	<p>Has some favourite stories, rhymes, songs, poems or jingles</p> <p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>Says some of the words in songs and rhymes.</p> <p>Copy finger movements and other gestures.</p>	<p>Repeats and uses actions, words or phrases from familiar stories</p> <p>Sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>Begins to recognise some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p>	<p>Fills in the missing word or phrase in a known rhyme, story or game, e.g. “Humpty Dumpty sat on a ...”</p> <p>Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes</p>	<p><b>2-3 year olds- have some favourite stories and rhymes, join in and complete missing words/phrases.</b></p> <p><b>They begin to point and make comments about the book.</b></p> <p><b>2-3 Year olds: enjoys rhythmic and musical activities, show an awareness of rhyme and can clap along with a beat showing an awareness of rhythm.</b></p>
	<b>Caterpillars 2-3 year olds</b>					



	<b>Butterflies - 3-4 Year Olds</b>	<p>Listens to and joins in with stories and poems, when reading one-to-one and in small groups</p> <p>Shows interest in illustrations and words in print and digital books and words in the environment</p> <p>Understand that print has meaning</p>	<p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p>Recognises familiar words and signs such as own name, advertising logos and screen icons</p> <p>Handles books and touch screen technology carefully and the correct way up with growing competence</p>	<p>Begins to be aware of the way stories are structured, and to tell own stories</p> <p>Looks at and enjoys print and digital books independently</p> <p>Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)</p> <p>Begins to develop phonological and phonemic awareness</p> <ul style="list-style-type: none"> <li>-Able to spot and suggest rhymes</li> <li>- recognises words with the same initial sound, such as money and mummy</li> <li>-Claps or taps the syllables in words during sound play</li> <li>- Recognises rhythm in spoken words, songs, poems and rhymes</li> </ul>	<p>Talks about events and principal characters in stories and suggests how the story might end</p> <p>Knows that print carries meaning and, in English, is read from left to right and top to bottom</p> <p>Hears and says the initial sound in words</p> <p>Understands the names of the different parts of a book</p> <p>Understands page sequencing</p> <p>They can clap out/ orally segment simple CVC words.</p> <p>They can blend sounds into words, (adult says c-a-t – child says cat)</p>	<p><b>3-4year olds - begin to become aware of story structure and use key story telling phrases in their play. They can orally retell a simple story remembering key characters and events.</b></p> <p><b>3-4 year olds: show an awareness of rhyme and alliteration, clap out syllables in words, hear and identify letters at the beginning of words. They will begin to orally segment and blend simple CVC words with adult support.</b></p>
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Preschool Curriculum Goals		First Milestone	Second Milestone	Third Milestone	Final Milestone	End of Room Target	
<b>Create</b>	<b>To develop their own ideas and then decide which materials or resources to use to express them.</b>	Caterpillars 2-3 year olds	<p>Moves while singing/vocalising, whilst listening to sounds and music, while playing with sound makers/instruments</p> <p>Start to make marks intentionally.</p> <p>Explores paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>Expresses self through physical actions and sound</p> <p>Creates sound effects and movements, e.g. creates the sound of a car, animals</p>	<p>Sings/vocalises whilst listening to music or playing with instruments/ sound makers</p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make</p> <p>Pretends that one object represents another, especially when objects have characteristics in common</p> <p>Uses everyday materials to explore, understand and represent his world – his ideas, interests and fascinations</p>	<p>Joins in singing songs Creates sounds by rubbing, shaking, tapping, striking or blowing</p> <p>Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects</p> <p>Begins to make believe by pretending using sounds, movements, words, objects</p>	<p>Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. <i>loud/quiet, fast/slow</i></p> <p>Able to enclose a space, create shapes and represent actions, sounds and objects</p> <p>Beginning to give meaning to the marks they make</p> <p>Enjoys and responds to playing with colour in a variety of ways, for example combining colours</p> <p>Uses 3D and 2D structures to explore materials and/or to express ideas</p> <p>Beginning to describe sounds and music imaginatively, e.g. <i>scary music</i></p> <p>Creates rhythmic sounds and movements</p>	<p><b>2-3 year olds: Able to use their imagination as they consider what they can do with different materials and make simple models or pictures which express their ideas.</b></p>



Learning and Growing Together  
 “I came to give life, life in all its fullness.” John 10:10

		Butterflies - 3-4 Year Olds	<p>Experiments with sound makers and instruments and plays them in different ways, e.g. <i>loud/quiet, fast/slow</i></p> <p>Explores playing with colour in a variety of ways, combining colours and noticing how they change.</p> <p>Uses 3D and 2D structures to explore materials and/or to express ideas</p> <p>Describe sounds and music imaginatively, e.g. <i>scary music</i></p> <p>Uses movement and sounds to express experiences, ideas and feelings</p> <p>Creates rhythmic sounds and movements</p> <p>Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects</p>	<p>Explores and learns how sounds and movements can be changed</p> <p>Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home</p> <p>Experiments and creates movement in response to music, stories and ideas</p> <p>Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously</p> <p>Create closed shapes with continuous lines, and begins to use drawing to represent actions and objects based on imagination, observation and experience</p>	<p>Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns</p> <p>Taps out simple repeated rhythms</p> <p>Continues to explore colour and how colours can be changed</p> <p>Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces</p> <p>Draws with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Sings to self and makes up simple songs</p> <p>Engages in imaginative play based on own ideas or first-hand or peer experiences.</p>	<p>Enjoys joining in with moving, dancing and ring games</p> <p>Develops an understanding of how to create and use sounds intentionally</p> <p>Beginning to show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Uses tools for a purpose</p> <p>Creates sounds, movements, drawings to accompany stories</p> <p>Uses available resources to create props or creates imaginary ones to support play</p> <p>Plays alongside other children who are engaged in the same theme</p>	<p><b>3-4 year olds: To develop their own ideas and then decide which materials or resources to use to express them. They can join different materials and are beginning to draw with increasing complexity.</b></p>
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EYFS Preschool Goals		First Milestone	Second Milestone	Third Milestone	Final Milestone	End of Room Target	
<b>Write</b>	<b>Gives meaning to the marks they make when drawing, painting or writing, writing some letters from their name accurately.</b>	<b>Caterpillars 2-3 year olds</b>	<p>Begins to understand the cause and effect of their actions in mark making</p> <p>Knows that the marks they make are of value</p> <p>Enjoys the sensory experience of making marks</p>	<p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p> <p>Enjoy drawing freely on a large scale and smaller scale</p> <p>Distinguishes between the different marks they make</p>	<p>Add some marks to their drawings, which they give meaning to. For example: “That says mummy.”</p>	<p>Make marks on their picture to stand for their name</p> <p>Includes mark making and early writing in their play</p>	<b>2- 3 year olds: gives meaning to their drawings and makes marks to represent their name</b>
		<b>Butterflies - 3-4 Year Olds</b>	<p>Makes up stories, play scenarios, and drawings in response to experiences, such as outings</p> <p>Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves</p>	<p>Imitates adults’ writing by making continuous lines of shapes and symbols (early writing) from left to right</p> <p>Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes</p>	<p>Begins to make letter-type shapes to represent the initial sound of their name and other familiar words</p> <p>Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words</p>	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.</p> <p>Writes some or all of their name</p>	<b>3-4 year olds: beginning to use their early print and letter knowledge in their writing (m for mummy) and write some letters accurately in their name.</b>