

St Stephen's Early Years Curriculum Goals

| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Communication and Language | <p>I am able to listen to stories and join in with repeated refrains.</p> <p>I understand simple questions and can follow simple instructions.</p> <p>I'm becoming more confident when asking questions and I am beginning to express myself using well-formed sentences.</p> <p>I join in with familiar rhymes, poems and songs.</p> | | <p>I can maintain attention and concentration during learning sessions.</p> <p>I can listen and respond to ideas in conversation or play</p> <p>I am developing a broader vocabulary using narrative in play</p> <p>I am beginning to resolve problems independently.</p> | | <p>I listen attentively in group situations and can respond with relevant comments</p> <p>I answer questions and express my ideas and experiences using the appropriate language</p> <p>I am confident to developing narratives and my explanations</p> | |
| Personal, Social, Emotional Development | <p>I have made some friendships and demonstrate friendly behaviour.</p> <p>I explore the learning environment and try new activities</p> <p>I am taking turns and share resources</p> <p>I can explain the class rules and the reasons for them.</p> | <p>I am able to follow classroom rules and routines and listen well at carpet times.</p> <p>I join in small group discussions when prompted.</p> <p>I respond appropriately when given simple instructions.</p> <p>I am able to wash my hands, go to the toilet and wipe my nose independently.</p> | <p>I approach chosen tasks independently and am gaining confidence when trying new things.</p> <p>I am beginning to problem solve.</p> <p>I am sensitive to the needs of those around me.</p> | <p>I can resolve most conflicts independently</p> <p>I am able to listen to the ideas of others and can respond appropriately.</p> <p>I listen to what my teachers says and respond appropriately.</p> <p>I can make healthy food choices.</p> | <p>I take account of others' ideas and feelings and can discuss these.</p> <p>I set myself tasks and join activities with confidence.</p> <p>I can follow instructions involving a series of ideas or actions.</p> | <p>I have formed positive relationships with my peers and my teachers.</p> <p>I am happy in new environments.</p> <p>I can discuss my ideas, emotions and ask questions</p> <p>I am ready for my transition to Year 1.</p> |

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| <p style="text-align: center;">Physical Development</p> | <p>I am beginning to hold a pencil and cut with scissors</p> <p>I am beginning to travel with confidence over climbing equipment</p> | <p>I am considerate of others when climbing and negotiating space.</p> <p>I am beginning to move around and over objects with more balance and coordination.</p> | <p>I can form some recognisable letters correctly and am beginning to draw simple representations.</p> <p>I can use other tools such as paint brushes and forks.</p> <p>I can throw and catch a ball.</p> | <p>I negotiate space and obstacles safely.</p> <p>I can demonstrate strength balance and coordination when playing.</p> <p>I hold my pencil using the tripod or pincer grip.</p> | <p>I am using my pencil more effectively and skillfully in writing and drawing.</p> <p>I am beginning to use my knife and fork when eating my lunch.</p> <p>I play team games safely and considerately.</p> | <p>I use my pencil effectively and fluently in writing and drawing.</p> <p>I can use my knife and fork when eating my lunch.</p> <p>I demonstrate balance and coordination when running, jumping, dancing, hopping, skipping and climbing.</p> |
| | <p style="text-align: center;">Literacy</p> | <p>I am beginning to recognise my own name.</p> <p>I am beginning to enjoy a wider range of stories</p> <p>I am beginning to identify some sounds and corresponding letters</p> <p>I can recognise a rhyming word.</p> | <p>I am beginning to write my own name independently.</p> <p>I am beginning to form some letters correctly</p> <p>I am enjoying wider range of stories</p> <p>I can identify some sounds and corresponding letters</p> <p>I am beginning to read some common exception words</p> | <p>I can blend and segment simple sounds in words</p> <p>I am beginning to write some simple CVC words.</p> <p>I can write for different purposes.</p> <p>I can recognise most single sounds and some diagraphs</p> <p>I can recognise some common exception words</p> <p>I can discuss characters, events and settings</p> <p>I can recall interesting facts from information texts</p> | <p>I can blend and segment simple sounds in words</p> <p>I am beginning to write some simple sentences</p> <p>I can write for different purposes.</p> <p>I can recognise most single sounds and some diagraphs</p> <p>I can recognise and write some common exception words.</p> <p>I can discuss characters, events and settings</p> | <p>I read and understand simple sentences</p> <p>I write sentences in ways which match my phonic knowledge.</p> <p>I make up and record my own stories</p> <p>I use new vocabulary during role play</p> |

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| <p style="text-align: center;">Mathematics</p> | <p>I am beginning to recognise numerals 0 - 3.</p> <p>I can represent and compare numbers 1, 2 and 3.</p> <p>I know ways of making numbers 1, 2 and 3.</p> <p>I can compare, match and sort objects.</p> <p>I am beginning to compare objects by size, mass and capacity.</p> <p>I am beginning to explore pattern.</p> <p>I am beginning to identify a pair.</p> | <p>I can represent and compare numbers to 10.</p> <p>I know ways of making numbers to 5.</p> <p>I can name some 2D shapes.</p> <p>I am beginning to use some positional language.</p> <p>I know one more and one less to 5.</p> <p>I am beginning to talk about and record time.</p> | <p>I am beginning to represent and compare numbers 6,7, 8, 9 and 10.</p> <p>I know the ways of making numbers to 10.</p> <p>I can compare the mass of objects and the capacity of objects.</p> | <p>I can identify a matching pair.</p> <p>I can combine two quantities.</p> <p>I am able to talk about and compare the length and height of objects.</p> <p>I am able to record and talk about time.</p> <p>I am beginning to recognise and talk about 3D shapes.</p> <p>I can continue and create my own repeating pattern .</p> | <p>I can count beyond 10.</p> <p>I am beginning to recognise patterns in numbers beyond 10.</p> <p>I can add and subtract within 10.</p> <p>I can make shape pictures and play simple matching games.</p> <p>I can complete an age-appropriate jigsaw puzzle.</p> | <p>I can double quantities to 5.</p> <p>I can share and group quantities.</p> <p>I can identify some even and odd numbers.</p> <p>I can compose and decompose shapes.</p> |
| <p style="text-align: center;">Understanding the World</p> | <p>I can talk about and describe my family and people who are familiar to me.</p> <p>I am beginning to know and talk about the lives of others and identify some similarities and differences.</p> | <p>I know about different celebrations and I can talk about celebrations that are important to me.</p> <p>I am able to use my senses to explore the world around me and can talk about the changes I can see.</p> | <p>I know that some environments are different to where I live.</p> <p>I know some similarities and differences between life in the UK and life in other countries.</p> | <p>I can use my senses to explore the changes in the world around me.</p> <p>I can talk about changes that I observe.</p> | <p>I can observe and talk about the lifecycles and habitats of some animals found in the UK.</p> | <p>I can discuss the occupations of key people from my community.</p> <p>I can draw maps of familiar places.</p> <p>I know about people from the past and can talk about how life was different.</p> |
| <p style="text-align: center;">Expressive Arts and Design</p> | <p>I can talk about and describe my family and people who are familiar to me.</p> <p>I am beginning to know and talk about the lives of others and identify some similarities and differences.</p> | <p>I can explore, use and refine a variety of artistic techniques including collage.</p> <p>I talk about familiar stories.</p> <p>I can sing and perform with others.</p> | <p>I can sing a variety of nursery rhymes and songs.</p> <p>I play cooperatively in a group to act out a narrative.</p> <p>I use a variety of artistic effects to express ideas effectively.</p> | <p>I explore, use and refine a variety of artistic techniques.</p> <p>I share my creations explaining the process I used.</p> <p>I play cooperatively as a group to act out a narrative using props</p> | <p>I can represent my ideas in original ways.</p> <p>I think about about how best to achieve a planned goal.</p> | <p>I can sing, dance and act out a narrative as part of a group for our Class Assembly and Summer performance.</p> |

*Not inclusive of Pelican music, Gymnastics and Kick London Planning