



10 EYFS – Nursery and Pre-School Curriculum Goals for The Elms and Folly View



Folly View
PRIMARY SCHOOL



TELL CL PSED L	Enjoy listening to stories.	Seek adults out to share stories with.	Choose favourite stories and look at independently.	Begin to remember favourite / key parts of stories from my experiences.	Listen to and answer simple questions about a story.	Listen and show an interest in new vocabulary.	Begin to use puppets and small world figures to act out and tell parts of stories.	Begin to introduce a narrative in my play based around the stories I have enjoyed or created.	Make up my own simple story or re-tell one of our core text in my own way.
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FOLLOW EAD M PD	Find and recognise ingredients with adult support.	Be able to follow 1 step instructions.	Be able to count objects / actions and know that the last number I say is the number in the set.	Use physical skills – pouring / stirring / whisking.	Know what full means and measure using cups and spoons.	Read the numbers in the recipe.	Develop skills further – rolling, weighing, kneading, using cutters.	Follow a simple visual recipe to make the intended product.
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<p><u>GROW AND OBSERVE</u> CL PSED UW</p>	<p>Explore seeds and talk about seeds when eating fruit.</p>	<p>Begin to recognise the importance of being kind and gentle towards living things.</p>	<p>Help to care for plants.</p>	<p>Listen to stories about growing plants.</p>	<p>Talk about things plants need to grow.</p>	<p>Plant a seed in Spring and notice and talk about some changes.</p>	<p>Grow a plant from a seed.</p>
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<p><u>CREATE</u> CL PSED PD EAD</p>	<p>Show an interest in our environment feeling happy and settled to explore.</p>	<p>Begin to show preferences, likes and dislikes within the provision.</p>	<p>To engage with adults to share ideas and explore thinking.</p>	<p>Select resources independently from the environment.</p>	<p>To demonstrate a high level of engagement in chosen provision.</p>	<p>To talk about what they have created and answer questions about it.</p>	<p>To independently create a simple masterpiece of choice.</p>
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<p><u>LISTEN</u> CL PSED</p>	<p>Has single channel attention. Name used to help focus.</p>	<p>Can listen and understand simple instructions – Can you find the cars.</p>	<p>Most speech is clear and can be understood.</p>	<p>Can use talk to communicate needs and wants.</p>	<p>Can listen to stories and conversations that interest them.</p>	<p>Can hold attention under their own choosing. Can begin to control their own focus of attention and can shift this between an activity and speaker.</p>	<p>Can understand simple how and why questions.</p>	<p>Can stop and listen to the speaker with prompts.</p>	<p>To be able to listen attentively and understand conversations between adults and their peers.</p>
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<p><u>CONTROL</u> PSED CL PD</p>	Learn and understand how to use the bikes / scooters safely in the outdoor area.	Stop and starts at different points in the outdoor environment.	Ride around obstacles safely.	Learn to slow down / stop safely and develop speed.	Independently use skills learnt on bikes / scooters.	<p>Independently ride a bike / scooter keeping myself and others around me safe.</p>
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<p><u>BUILD AND TAKE RISKS</u> PSED M PD</p>	Understand what keeping myself safe means.	To follow a squiggly line on the floor.	Begin to move around planks, on and off tyres and up and down off crates.	Jump off equipment landing safely and bending my knees.	Listen to my body and know when I need to change position, direction or speed.	To say what is safe, what is not safe and why while managing risks.	Lift and move crates, planks and blocks to solve problems (around safely).	<p>To build and follow my own multilevel obstacle course.</p>
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<p><u>MARK MAKING</u> CL L PD</p>	Making marks in play. Putting fingers in and smearing.	Using a palmer grip, make marks using different tools.	Make lots of random marks on paper.	Can make marks vertically, two handed moving on to one handed.	To use ribbons, streamers and flags to develop large gross motor skills.	Can hold mark making tools more securely, including different pencil grips and use one handed tools.	Make circles that they draw closed. Combine circles and lines, making zig zags.	To be able to recognise own name and environmental print.	<p>To mark make independently for a purpose.</p>
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SETTLE IN PSED CL PD	Separate from main carer with support.	Build relationships with familiar adults.	Can join in an activity when invited by an adult.	Begin to express their choices and decisions.	Begin to ask for help.	Separate from main carer with ease.	Find my belongings and with some support attempt to put on independently.	Wash my hands and use the toilet independently.	Selects resources independently from the environment, demonstrating their own interests.	Know and use names of familiar adults and children in the setting.	Engage in adult / child interactions.	Settle in and become a confident and independent learner.
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SOLVE CL PSED L	Settle in and play alongside / with friends.	Listen to the colour monster story and recognise own feelings using appropriate language.	To begin to recognise feelings in others.	To talk about feelings with adults and friends. Begins to comfort others when they are sad, upset, scared or angry.	Begin to solve simple conflicts with adult support using restorative practise.	Begin to recognise that their actions and words can have both positive and negative effects.	To solve simple conflicts with peers independently.
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Nursery Core Texts (Folly View only):

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
The Colour Monster.	Cows in the Kitchen.	Dear Zoo.	Oh Dear.	Jasper's Beanstalk.	Going on a Bear Hunt.

Pre-School Core Texts:Saplings and Sunflower

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Oliver's Milkshake	Owl Babies	Harry and the Robots	Jack and the Beanstalk	Mad about Minibeasts	The Snail and the Whale.
The Big Book of Nursery Rhymes	Stickman	Stuck	The Foggy Foggy Forest	The Very Hungry Caterpillar	The Rainbow Fish.