



St William of Perth EYFS Curricular Goals

To have a curiosity around number.



To ride a scooter.

To write a sentence independently.

To feel God loves me.



To follow a recipe to make playdough.



To initiate a greeting with a member of our school community.



To settle in and become a confident learner.





St William of Perth EYFS Curricular Goals

<u>To settle in and become a confident learner</u>	
<p><u>First milestone:</u> Children make a strong relationship with the adults within St John's class. They separate confidently from their parent/caregiver and become involved in their play. They use the adults as a 'secure base' throughout the day, touching base as/when needed.</p>	<p>Some children may require individualised and additional support and this will be given promptly. Help may include engaging in an activity of the child's choice, one-on-one story times, meetings with parents.</p>
<p><u>Second milestone</u> Children explore the environment around them and use the resources available to them, communicating with their friends.</p>	<p>As children's engagement and perseverance grows, they will challenge themselves with challenging activities. They will build stronger relationships with their peers and learn from each other.</p>
<p><u>Third milestone</u> Children will persevere with challenges. They will comment on their learning and their play and take pride in what they do.</p>	<p>As children play, they will work more collaboratively and take part in activities with increasing challenge. They will talk about and reflect on their learning.</p>
<p><u>Final milestone</u> Children will reflect on their learning, looking through their Learning Journeys and photographs. They comment on their thinking and how they learn. They talk about what helped them to persevere through challenges and what helps them when they find something difficult. Children show they are developing their metacognition.</p>	

<p>Home-School Links</p> <ul style="list-style-type: none">• Reading workshop• Through Our Eyes• Family and fairy tales• Class Dojo
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<u>To follow a recipe to make playdough</u>	
<u>First milestone</u> Independently, children explore handling different materials in a variety of ways.	As children engage in activities such as scooping sand, using whisks and mixing with little spillage, they will develop their hand-eye coordination and control in their arms and wrists. Children will become more precise in their actions.
<u>Second milestone</u> In a small group, children follow adult instructions to follow a recipe. Children are encouraged to access the resources they need independently.	As children become more familiar with cooking they become more familiar with the processes involved. They will also become more independently in accessing resources, washing them up and putting them away.
<u>Third Milestone</u> Children recognise print has meaning. They use the pictures and blend sounds together to read words and understand what they mean.	As children develop their phonological awareness and abilities they will blend simple words and sentences, using images and visual aids to help their understanding about what they have read.
<u>Final Milestone</u> Children read the recipe and follow the steps, independently. They measure ingredients, mix them together and create their own playdough which they can use in other aspects of learning. As children become more confident, the recipe can be adapted to change the colour and smell of the playdough. The skills are transferable to follow other recipes for example, baking gingerbread men, bread rolls and Gruffalo Crumble.	

Home-School Links

- Cooking with children – recipes on class page of school website
- Sharing playdough recipe with parents
- Importance of playdough



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<u>To ride a Scooter</u>	
<u>First milestone</u> Children sit on a trike with good balance and scoot along.	As children become more confident at scooting along whilst seated, they will develop more control through steering and stopping. They will not fall or crash into as many objects.
<u>Second milestone</u> Children pedal and steer their trike	As children become better at coordinating, pedalling and steering, they will be able to navigate challenges, for example riding in and out of cones.
<u>Third milestone</u> Children stand on a scooter, identifying a dominant leg. They begin to push with one leg and keep balanced to stand on the scooter with the other as they move with increasing speed.	As children increase the strength of their core, they will be able to balance standing on one leg on a scooter for longer periods of time. They will push off with the other leg, becoming more confident to increase the speed in which they ride.
<u>Final milestone</u> Children ride a scooter with one foot on the scooter and one foot to push. They maintain control and steer around obstacles. Children adjust their speed, managing risk.	

Home – School Links

- Promoting cycling/ riding scooters to school with the bike compound
- Sharing achievements at home with school



St William of Perth EYFS Curricular Goals

To initiate a greeting to a member of our school community	
<p><u>First milestone:</u> Children answer questions with the adults in St John's Class. They begin to answer the register appropriately.</p>	<p>Strong relationships will be formed with the children, their peers and the adults in the class. Some children may require individualised support to answer the register, for example using sign language or words/phrases from their first language.</p>
<p><u>Second milestone</u> Children to answer social greeting questions, such as 'how are you?'. They begin to expand their vocabulary whilst doing so.</p>	<p>As children's social interactions build and their exploration of vocabulary grows, children will expand their linguistic skills. They will become more confident talking to adults and become more comfortable talking about their feelings.</p>
<p><u>Third milestone</u> Children increase their awareness of the feelings of others and how their own actions can have an impact.</p>	<p>Children will develop their understanding of their own feelings and the feelings of others. They will understand how their actions can have a positive and negative impact on how others feel.</p>
<p><u>Final milestone</u> Children initiate a greeting such as 'good morning' or 'how are you?' to a member of the school community. They develop the ability to start a conversation with a less familiar adult. They reflect on how initiating this, they have made themselves and the other person feel.</p>	

Home – School Links

- Learning greetings in different languages.
- Encouraging greetings at the gate.



<u>To have a curiosity about numbers</u>	
<u>First milestone:</u> Children will engage in number songs and reciting numbers.	Children will develop an awareness of number through listening and joining in with a range of number rhymes and songs.
<u>Second milestone</u> Children will begin to recognise amounts and subitise.	As children begin to develop their awareness of number they will see number in different forms in and amongst their surroundings. They will recognise amounts without the need to count.
<u>Third milestone</u> Children will begin to recognise numerals to 10 and use mathematical vocabulary to describe their value.	Children will become more confident when talking about number. They will start to assign value to numerals and have an awareness of the number system.
<u>Final milestone</u> Children take a keen interest in number and become curious with what they can do with them. They will use a range of mathematical vocabulary to play games, have conversations and engage in activities all relating to number and number.	

Home-School Links

- Sharing good practise on Class Dojo
- Sharing a list of recommended apps and websites for maths learning at home.



<u>To write a simple sentence independently</u>	
<u>First milestone:</u> Children will engage in mark making activities.	Children will develop their gross motor skills through large scale mark making activities and may begin to mark make with a purpose in mind.
<u>Second milestone</u> Children will assign meaning to what they have drawn with some recognisable marks.	As children's gross motor and fine motor skills improve children will be able to mark make with increasing control. They will make marks to represent their thoughts, feelings, ideas and experiences.
<u>Third milestone</u> Children will write cvc and some high frequency words.	As children develop their phonological awareness, they will learn to segment for spelling. Alongside this, children will be learning letter formation to write words down.
<u>Final milestone</u> Children will develop their confidence to write words independently. They will learn to 'hold their sentence' before writing it down. Children will write phrases, captions and other simple sentence independently to convey their thoughts, feelings, ideas and experiences.	

Home-School Links

- Letter formation sheets and rhymes sent home.
- 'How can I encourage my child to write at home?' information shared on school website.
- Sharing of fantastic writing to parents via Class Dojo.
- Reading and writing workshops.



<u>To feel that God loves me</u>	
<u>First milestone:</u> Children will understand people love and care for us.	Children will think about their family, friends and different communities they belong to.
<u>Second milestone</u> Children will learn that God made them.	As children develop their sense of self they will learn that God has made them. They will develop their understanding that God made them all special and unique.
<u>Third milestone</u> Children will learn stories of how Jesus taught us to be the best stewards of God's world.	Children will develop their awareness of the world that God has created and learn how he wants us to look after ourselves, each other and the world through Jesus' teachings.
<u>Final milestone</u> Children will feel a sense of love and belonging to be part of God's family. They will engage in prayers, follow the teachings of Jesus and understand they are a very special part of God's world.	

Home-School Links

- Children are given a small wooden cross on their first day of school as a symbol of God's love when they start St William of Perth.
- Parents invited to class assemblies.
- Prayer book sent home for children to write a prayer with their family to share with the class.
- RE learning is shared in Let's CHAT via Class Dojo and the school website.