



EYFS Curriculum Goals

2021 - 2022

To be a proud member of the school community.

To be able to work effectively as part of a small team.

To develop life skills through a broad range of enrichment activities.

To be able to design, choose, make and review at a creative activity.

To be able to tell their short story.



EYFS Curriculum Goals

2021 - 2022

To be a proud member of the school community.

Checkpoint 1

- Children make strong relationships with the adults in their classroom.
- Children are happy to come into school in the morning.
- Children begin to form positive relationships with their peers.
- Children understand the expectations of the classroom.
- With support, children begin to interact appropriately with the learning environment.

Checkpoint 2

- Children have an understanding of the 3Cs (care, cooperate and contribute).
- With support, children develop a sense of the needs of those around them.
- Children to able to follow the expectations of the classroom with increasing independence and begin to apply them in a range of context e.g. walking in the corridor, outdoor PE lessons, Music and local walks.
- Children begin to participate in all classroom activities.
- Children interact appropriately with the learning environment.

Checkpoint 3

- Children show care in their interactions with adults.
- Children show care in their interactions with peers and begin to think of feelings of others when making decisions.
- Children cooperate with adults and peers to work towards the same goal.
- Children are keen to share their experiences of school with others.
- Children to be a positive representative of Samuel Lucas School on an external visit.
- Children take pride in looking after their learning environment.



EYFS Curriculum Goals

2021 - 2022

To be able to work effectively
as part of a small team.

Checkpoint 1

- Children being to understand what makes a good listener (eyes looking, ears listening, lips closed, hands still and feet still).
- With support, children begin to share their thoughts and feelings orally.
- With support, children take turns when playing a game.
- With support, children are able to maintain concentration to finish a short activity.

Checkpoint 2

- Children are able to demonstrate good listening.
- Children begin to share thoughts and feelings using simple sentences.
- Children begin to understand a need for taking turns when working as part of a team (sometimes children will listen sometimes children will talk).
- Children are able to see a group activity through to completion with support.

Checkpoint 3

- Children are able to listen and respond appropriately.
- Children are able to clearly articulate their ideas and feelings to other children.
- Children are able to work towards a common goal
- Children engage in a group activity through to completion with minimal support.



EYFS Curriculum Goals

2021 - 2022

To develop life skills through a broad range of enrichment activities.

Checkpoint 1

Gardening

- Make observations about the natural world.

Woodwork

- Children explore hammering and sawing in a range of ways.

Sewing

- Children understand a running stitch by exploring weaving in a range of ways.

Cooking

- Children understand food hygiene and equipment safety.
- Practise basic food prep skills.

Den Building

- Handle equipment safely.

Checkpoint 2

Gardening

- Children begin to understand what a plant needs to grow.

Woodwork

- Children use hammering and sawing skills with wood.

Sewing

- Children use sewing equipment to practise a running stitch.

Cooking

- Children become confident with a range of food prep skills e.g. slicing, peeling, spreading.

Den Building

- With support, children explore a range of building techniques.

Checkpoint 3

Gardening

- Children are able to plant and care for a seed as it grows.

Woodwork

- Children use materials and tools to create something with purpose.

Sewing

- Children create their own puppet using a running stitch.

Cooking

- Children are able to prepare a healthy snack by themselves.

Den Building

- Children build a working den.



EYFS Curriculum Goals

2021 - 2022

To be able to design, choose, make and review at a creative activity.

Checkpoint 1

- Understand that design means to think about what's being made and what it will look like.
- Understand that choose means to select resources and use techniques for the project.
- Understand that make means to use resources to create a project.
- With support, children learn basic skills e.g. joining techniques using glue, using different media such as block paints.
- Understand that review means to look back and consider possible improvements.

Checkpoint 2

- Children create a simple design they will refer to during the creative process.
- Develop an understanding of the properties of materials and their suitability for a project.
- With support, children will learn advanced skills e.g. joining techniques using paper fasteners, using different media such as powder paints.
- With support, children talk about ways in which they can improve their project.

Checkpoint 3

- Children create a more complex design including labels and captions.
- Children choose the most appropriate materials and method when at a creative activity.
- Children regularly review their project and make adjustments to ensure it is done to the best of their abilities.



EYFS Curriculum Goals

2021 - 2022

To be able to tell their own short story.

Checkpoint 1

- Children are able to listen during story times.
- Children actively participate in story times e.g. join in with repeated refrains, make simple predictions about what might happen.
- Children will be familiar with the following terminology: character, setting, beginning, middle and end.

Checkpoint 2

- Children draw upon their knowledge of stories to begin to develop their own ideas.
- With support, children begin to form simple sentences to communicate their ideas.
- Children will begin to use the features of storytelling in their imaginative play.

Checkpoint 3

- Children form their own ideas when telling a story.
- Children use story vocabulary to enhance their storytelling.
- Children are able to use the features of a story in their storytelling e.g. characters, settings, beginning, middle and end.