



Micklefield C of E Primary Academy

EYFS Curriculum

Our 9 Curricular Goals

Present	Present information and ask/answer questions about a topic of interest
Instigate	Instigate and continue a game with peers
Make	Make a model independently
Sew	Sew using a running stitch
Make up	Make up your own story
Identify	Identify your role in the community
Create	Create and play using outdoor materials
Lead	Lead a prayer circle
Reflect	Reflect on learning using floor books

Communication & Language

Goal: Present

Goal: The children can present information and ask/answer questions about a topic of interest.

Progression point:
Ask questions to find out more and to check that they understand what has been said.

Progression point:
Settling in. Sitting, listening and attending during circle time.

Collaborative Play

Goal: Instigate

Goal: The children can instigate and continue a game with their peers.

Progression point:
problem-solving and conflict resolution (social interactions), coming up with and expressing own ideas, extending play ideas, begin to take risks in their play, engage with adult-guided game/play and continue with different levels of scaffolding,

Progression point:
Begin to express preferences, choice-making, beginning to understand turn-taking, trying things, planning and thinking ahead about how they will use a resource/game

Independent Learners

Goal: Make

Goal: Children independently decide on the model they will make. They choose the materials they want to use, shape materials with tools, and join materials together.

Progression point:
Thinking purposefully about what they are creating and how they want it to look. Introduced to more tools.

Progression point:
Begin to explore with one-handed tools for pouring, stirring, spreading, cutting, mark making

Fine Motor

Goal: Sew

Goal: Sew using a running stitch. They begin to show awareness of reduce, reuse, recycle.

Progression point:
Become more confident and independently thread the needle

Progression point:
With adult support, children can weave ribbons in the fence panels. They thread beads and pasta onto a string and use weaving shapes.

Love of Reading

Goal: Make up

Goal: The children are confident, creative and imaginative story-tellers and can make up their own story

Progression point:
Children engage with nursery rhymes, small world, props and actions

Progression point:
Children engage with role play and imaginative play

Community

Goal: Identify

Goal: The children are active members of the classroom, school and village community. They identify the importance of their role as citizens within their community.

Progression point:
The children understand and take responsibility for a classroom job. They can identify important people in the community. They visit the memorial garden and understand that this is a sacred space to remember important people in the community.

Progression point:
The children begin to engage with familiar routines and transitions. They put away their belongings at the beginning of the day (coats, lunchboxes, drink bottles etc.)

Outdoor Learning

Goal: Create

Goal: Grow and harvest their own vegetable independently

Progression point:
Plant, water and nurture with adult support. They take pride in the outdoor environment at school.

Progression point:
Plant and observe the growth of a seed

Church Values

Goal: Lead

Goal: The children can confidently lead a prayer circle. They actively participate in the religious life of the school. The children make personal connections between key bible stories and their own life.

Progression point:
Children begin to show reverence and respect for sacred items. They participate in prayer and share ideas about the different reasons for prayer. They begin to make personal connections between bible stories and their own life.

Progression point:
Children understand that prayer circle is a time to be quiet and still

Resilience, Self-regulation & Executive Function

Goal: Reflect

Goal: Children reflect on their learning through floor books. They comment on their thinking and the ways they go about their learning. They reflect on what helps them to persevere through difficulties and what helps them when they find things hard. They can describe their own emotions and the feelings of others. Children show they are developing their metacognition.

Progression point:

They begin to develop their emotional literacy and describe their own emotions and the impact on others

Progression point:

They are beginning to use the language of emotions and attempt to identify a range of basic emotions.

