

St Edmund Campion Foundation Stage Curriculum Goals



EYFS Curriculum goals		Step 1	Step 2	Step 3	Final step	Links to ELG
Investigate	<p>To ask questions and investigate the world around them.</p> <p>To make careful observations and share ideas and reasoning.</p>	<p>I can talk about my life and recognise how I have changed since I was born.</p> <p>I can talk about special times, celebrations and birthdays I remember in my life.</p> <p>I can recognise some objects are old and some are new.</p>	<p>I can talk about different people's jobs and recognise that different people have different roles to play in society.</p>	<p>I can talk about what other people's lives were like in the past and recognise they are different from my life.</p> <p>I can recognise that some objects looked different in the past but did the same thing.</p> <p>I begin to recognise that people invent new things to make things better.</p>	<p>I can begin to recognise (in simple terms) things happen because of other things.</p>	<p>W: PP -Talk about the lives of the people around them and their roles in society. -Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>

St Edmund Campion Foundation Stage Curriculum Goals



	<p>I know that there are different countries in the world and that they are not all the same.</p> <p>I can talk about what it is like where I live.</p> <p>I can begin to talk about different types of weather and how they impact me.</p>	<p>I can follow a simple map of the school environment.</p> <p>I understand what a map, atlas and globe are.</p> <p>I can talk about some of the key features of different environments and how they might be different from each other. E.g. town/country</p> <p>I can recognise there are different countries in the world and that they may have similarities and differences between them.</p> <p>I recognise that some parts of the world are hotter and colder than ours.</p> <p>I can recognise different types of weather and discuss how they</p>	<p>I can talk about where our school is and talk about a simple map showing it.</p> <p>I can talk about what the area is like around our school and recognise some key local features.</p> <p>I can recognise that people have different ways of life in other countries and can talk about similarities and differences between theirs and my own.</p> <p>I can use specific vocabulary to talk about the features of different environments.</p>	<p>I can follow a simple map of the school environment.</p>	<p>UW:PCC -Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps. -Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. -Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p>
--	---	--	--	---	--

St Edmund Campion Foundation Stage Curriculum Goals



	<p>I can explore outside and make some observations about what I see around me.</p> <p>I can begin to ask questions and seek out information about things I observe.</p> <p>I can recognise some familiar animals.</p>	<p>I can recognise the key signs of Autumn and talk about them.</p> <p>I can talk about my five senses and recognise what I can use them for.</p> <p>I can explore water and talk about how it feels, make predictions about objects floating and sinking and begin to develop my own ideas.</p> <p>I can talk about light and dark and recognise how different materials affect it, how shadows are formed and different light sources.</p> <p>I can begin to think of questions based around a prompt and can then engage with research to find out more.</p> <p>I can use some basic scientific vocabulary</p> <p>I can begin to recognise that natural environments can differ.</p> <p>I can identify animals and sort them according to where they live.</p> <p>I can recognise how animals behave as the seasons change.</p>	<p>I can recognise the key signs of Spring and talk about them.</p> <p>I can make predictions about what I think might happen in a given situation and begin to give reasons for those predictions.</p> <p>I can explore the force of magnetism and talk about my observations.</p> <p>I can name different materials and suggest some properties they might have.</p> <p>I can recognise and talk about some changes in materials.</p> <p>I can talk about the life cycles of animals and plants and recognise some key features of these.</p> <p>I understand what seeds need to grow and can talk about how to care for them.</p> <p>I can begin to suggest ways to find out answers to questions I have.</p> <p>I can use some topic related scientific vocabulary.</p>	<p>I can recognise the key signs of summer and talk about them.</p> <p>I can make careful observations and draw pictures of the world around me.</p> <p>I can explore safely during forest schools, making observations about the natural environment.</p> <p>I am confident asking questions about what I want to know about and can suggest some ways to find out the answers to those questions.</p> <p>I can talk about some of the challenges facing the natural world and can recognise that I can contribute to looking after the world.</p> <p>I can make observations about scientific processes I can see happening around me.</p> <p>I can recognise some familiar plants.</p> <p>I am confident using a range of scientific vocabulary.</p> <p>I am confident comparing different environments and can</p>	<p>UW: TNW -Explore the natural world around them, making observations and drawing pictures of animals and plants. - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. -Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>
--	--	--	---	--	---

St Edmund Campion Foundation Stage Curriculum Goals



				<p>I can talk about how environments may differ.</p> <p>I can use some subject specific language to talk about contrasting environments.</p>	<p>talk about similarities and differences between them using subject specific vocabulary.</p>	
--	--	--	--	--	--	--