

Brookfield Community Primary School Milestones: Our Strong Foundations



EYFS Curriculum Goals		On Entry Milestone 1	Autumn Milestone 2	Spring Milestone 2	Summer Milestone 3	Linked ELG's
		Progression towards Foundational skills	Progression towards Foundational skills	Progression towards Foundational skills	Foundational skills	
Communication & Language	To be a good listener & a confident speaker.	Children will listen attentively in a variety of situations. Children will enjoy listening to longer stories. Children begin to pay attention to more than one thing at once. Children take part in pretend play, communicating & negotiating with their friends. Children will understand a question or instruction that has two parts such as: "Get your coat and wait at the door". Children can sing a large repertoire of nursery rhymes. Children can talk about events from the past. Children can confidently talk in sentences up to four words. Children can express a point of view. Children can start a conversation with an adult or friend.	Children will listen to stories, anticipating key events and respond to what they hear with relevant comments or actions. Children are beginning to use a wider range of vocabulary from stories read so far. Children give their attention to what others say and respond appropriately, while engaged in another activity. Children will use talk to organise themselves and their play: "Let's go on a bus... You sit there... I'll be the driver." Children can use longer sentences of six words or more. "I liked it when he ran away." "I am a firefighter because I put out fires". Including connectives because, and. End of Autumn: Children can usually follow simple instructions, listen for short periods, and begin to express themselves.	Children understand how to listen carefully and why listening is important. Children will listen to, talk about and ask questions about stories to build familiarity and understanding. Children understand 'why' questions, like: "Why do you think the animals are sad?" "Why are the pigs scared?" Children can retell a full story. (beginning, middle and end) Children learn new vocabulary. Children ask questions to find out more and to check they understand what has been said to them. "What does that mean?" Children can start a conversation with an adult or friend and continue it for many turns. Children will develop social phrases: "Please may I have a turn?" "Thank you..." End of Spring: Children can listen more attentively, follow two-step instructions more consistently, and speak in longer sentences to share ideas and experiences, whilst beginning to hold simple back-and-forth conversations.	Children use new vocabulary from stories and topics taught throughout the year. Children can speak confidently in small group and class situations. Children can hold a back and forth conversation with an adult and friends. Children can describe events in some detail. Children will use talk to help work out problems and organise thinking and activities. They can explain how things work and why they might happen. Children will articulate their ideas and thoughts in well-formed sentences. End of Summer: Children can listen attentively in a range of situations, follow instructions, and confidently take part in back-and-forth conversations using full sentences and a growing vocabulary. Overall, they can clearly express their ideas, explain events, and interact effectively with adults and peers	C & L: LAU - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. - Make comments about what they have heard and ask questions to clarify their understanding. - Hold a conversation when engaged in back-and-forth exchanges with their teacher and peers. C & L: S - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. PSED: SR - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

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Personal, Social & Emotional Development	To care for themselves and others.	Children can select and use activities and resources - with help when needed.	Children have developed a sense of responsibility and membership of a community.	Children are able to help to find solutions to conflicts and rivalries. E.g. accepting that not everyone can be first and suggesting other ideas.	Children can confidently identify and moderate their own feelings socially and emotionally.	PSED: SR - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. PSED: MS - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. - Explain the reasons for rules, know right from wrong and try to behave accordingly. - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. PSED:BR - Work and play cooperatively and take turns with others. - Form positive attachments to adults and friendships with peers. - Show sensitivity to their own and to others' needs.
	To be a good friend who shows kindness and inclusivity.	Children can achieve a goal they have chosen, or one which is suggested to them.	Children show confidence in new social situations.	Children see themselves as a valuable individual and can say something positive about themselves.	Children show resilience and perseverance in the face of challenge.	
	To be a resilient learner, who shows increasing independence within their learning.	Children become more outgoing with unfamiliar people, in the safe context of their setting.	Children increasingly follow rules, understanding why they are important.	Children play with other children extending and elaborating play ideas.	Children can talk about and express their feelings and the feelings of others.	
	To be a respectful member of the school community.	Children talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	Children play with one or more other children.	Children can talk about right and wrong and the consequences involved.	Children know and talk about the different factors that support their overall health and wellbeing:	
		Children do not always need an adult to remind them of a rule - occasional reminders may be needed.	Children have developed appropriate ways of being assertive in their play.	Children are happy to have a go at a task and understand that we learn from mistakes.	- regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian	
		Children can speak with others to solve conflicts - sometimes needing adult support.	Children manage their own needs e.g. toileting and washing hands.	Children can make healthy choices about food, drink, activity and tooth brushing.	Children can think about the perspectives of others.	End of Summer: Children can manage their own needs independently, build positive relationships, regulate their behaviour and emotions, and work and play cooperatively with others.
		Children are increasingly independent meeting their own care needs.	Children are beginning to understand how others might be feeling.	Children have built constructive and respectful relationships.		
			Children will further develop the skills they need to manage the school day successfully, e.g. lining up and queuing.	End of Spring: Children are becoming more confident in social situations and better able to manage their feelings and behaviour. They can play cooperatively, follow rules more consistently, and show growing independence in daily routines and self-care.		
			End of Autumn: Children are starting to settle into routines, form relationships with adults and peers, and show increasing independence, though they may still need support with sharing, turn-taking, and managing emotions.			

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Physical Development	To move with confidence and control, helping to navigate the body.	Children will continue to develop their movement, balancing, riding (scooters, trikes & bikes) & basic ball skills (large).	Children can collaborate with others to manage large items, such as moving a long plank safely & carrying large hollow blocks.	Children will progress towards a more fluent style of moving with developing grace and control.	Children will develop confidence, competence, precision and accuracy when engaging in activities which involve a ball.	P: GM - Negotiate space and obstacles safely, with consideration for themselves and others. - Demonstrate strength, balance and coordination when playing. - Move energetically, such as running, jumping, dancing, hopping, skipping & climbing. P: FM - Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. - Use a range of small tools, including scissors, paintbrushes and cutlery. - Begin to show accuracy and care when drawing.
	Core Strength & Posture: The foundation for all movement. It helps children sit upright and stand steady.	Children can go up steps and stairs, or climbing apparatus, using alternate feet.	Children will take part in some group activities in their play, which they make up themselves, or in teams.	Children can move in time to happy & sad music.	Children will march/run for coordination.	
	Balance & Coordination: The ability to keep steady while moving or still. It helps children avoid obstacles.	Children use large-muscle movements to wave flags & streamers, paint and make marks.	Children can choose the right resources to carry out their own plan. E.g. choosing a spade to enlarge a small hole they dug with a trowel.	Children will experiment with different ways of moving, e.g. characters or animals to music.	Children will experiment with different ways of throwing under/overarm.	
	Locomotor Skills: Moving from one place to another, e.g. running, hopping.	Children match their developing physical skills to tasks and activities. E.g. they decide whether to crawl, walk or run across a plank / in a tunnel.	Children can experiment with different shapes and jumps.	Children will experiment with different ways of balancing.	Children will experiment with different ways of jumping-measuring with various objects.	
	Object Control: Using items like balls. Examples include throwing, catching, kicking, and batting.	Children can skip, hop, stand on one leg and hold a pose for a game like musical statues.	Children are increasingly able to use & remember sequences and patterns of movements, which are related to music & rhythm.	Children are increasingly able to use & remember sequences and patterns of movements, which are related to music & rhythm.	Children will work with friends in a team - taking turns effectively.	
	Navigation: Moving around obstacles safely and with increasing agility while being aware of other people.	Children will use one-handed tools & equipment - e.g. making snips in paper with scissors.	Children can move in different ways - sliding, rolling, stretching, crawling, walking, jumping, hopping, skipping etc.	Children will experiment with different ways of throwing a moving ball with different body parts (co-ordination).	Children will confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	End of Summer: Children can use a variety of tools and items, such as pencils, scissors, paintbrushes, threading, building work, and cutlery. These tools can be manipulated in a variety of ways showing varying hand-eye coordination skills.
		Children will use a range of tools independently and learn how to use a knife and fork.	Children will create simple sequences of 3 movements.	Children will begin working with friends in a team - taking turns with adult support.	Children will develop overall body strength, balance, co-ordination and agility.	
		Children will eat independently and learn how to use a knife and fork.	Children will show a preference for a dominant hand.	Children will develop their small motor skills so that they can use a range of tools competently, safely & confidently.	Children will develop the foundations of a handwriting style which is fast, accurate and efficient.	
			Children will be increasingly independent as they get dressed & undressed.	Children will use a comfortable grip with good control when holding pens and pencils.		
			Children will use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	Children will use a comfortable grip with good control when holding pens and pencils.		
			End of Autumn: Children are developing basic physical skills.	End of Spring: Children can move confidently and handle tools with increasing accuracy.		

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Literacy - Reading	Talk about stories we enjoy.	Children understand the key concepts about print: - Print has meaning - Print can have different purposes Children engage in extended conversations about stories, learning new vocabulary.	Children understand the key concepts about print: - We read English from left to right and from top to bottom - The names of different parts of a book - Page sequencing	Children can talk about a story and are able to identify: - Main characters - Settings - Main events Children begin to use the vocabulary and story language from previous texts.	Children can re-read what they have written to check it makes sense. Children confidently use story telling language such as : - Once upon a time - Suddenly - Then/next - Finally - They all lived happily ever after	Lit: Comp - Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. - Anticipate (where appropriate) key events in stories. - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play.
	To read a range of books with fluency and accuracy.	Children develop their phonological awareness so they can: - Spot and suggest rhymes - Count or clap syllables in a word - Recognise words with the same initial sound, such as money and mother	Children can read individual letters by saying the sounds for them. Children can blend sounds into words, so that they can read short words made up of known letter - sound correspondences. Children can read a few common exception words matched to the school's phonic programme- I, no, go, to, into, the. End of Autumn: Children can read CVC words and the following HFW's- I, no, go, into, the, to.	Children can read some letter groups that each represent one sound and say sounds for them. Children can read a few common exception words matched to the school's phonic programme- I, no, go, to, into, the, he, she, we. Children can read simple phrases made up of words with known letter - sound correspondences and, where necessary, a few exception words. Children are able to re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. End of Spring: Children read labels and captions with increasing confidence, fluency and comprehension.	Children can read some letter groups from phase 4 - consonant blends Children can read a few common exception words matched to the school's phonic programme, alongside I, no, go, to, into, the, he, she, we, you, they. Children can read simple phrases and some simple sentences. End of Summer: Children can read simple phrases and sentences that sometimes include higher frequency words. They can read these with increased fluency and comprehensive skills.	Lit: WR - Say a sound for each letter in the alphabet and at least 10 digraphs. - Read words consistent with their phonic knowledge by sound-blending. - Read aloud books that are consistent with their phonic knowledge, including some common exception words.

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Literacy - Writing	To write a simple sentence independently and read it to an adult. <i>These sentences do not have to have capital letters, finger spaces or full stops, and can have some dictated prompts from an adult.</i> Fine Motor Strength: Before picking up a pencil, children need hand and finger strength. Use activities like playdough, threading beads, and using safety scissors. Pencil Grip: Encourage the "tripod grip" (holding the pencil between the thumb, index, and middle fingers).	Children can recognise their name and make marks to represent this. Sometimes gives meaning to their drawings and paintings Children can distinguish between the different marks that they make. Children engage in and enjoy the sensory experience of making marks. Children enjoy drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology. Children can hear and identify initial sounds in words. Children can hold and begin to manipulate a range of tools and malleables. Children are able to identify and write initial sounds heard in words.	Children write some or all of their name, including the use of a capital letter at the beginning. Children use some of their print and letter knowledge in their early writing. E.g. writing a pretend shopping list that starts at the top of the page: write 'm' for mummy. Children talk about the different marks they make and give meaning to these. Children develop their fine motor skills so that they can use a range of tools competently, safely and confidently. Children include mark making in their early play. Imitates adults' writing by making continuous lines of shapes and symbols (early writing) Children show a preference for a dominant hand. End of Autumn: Children can write CVC words. End of Autumn: Children begin to form recognisable letters.	Children form some letters correctly. Children use their core muscle strength to achieve a good posture when sitting at a table or on the floor. Children create stories, play scenarios, early writing and drawings in response to experiences, e.g. school trip, shopping list from ASDA trip. Children are able to identify and write final & medial sounds heard in words. Children write the sounds in CVC words in the correct order. Children spell words by identifying the sounds then writing them. Children write some tricky words correctly. (Phase 2) Children use their developing phonic knowledge to write things such as labels and captions End of Spring: Children write labels and captions that are phonetically plausible. End of Spring: Children write from left to right.	Children are able to re-read what they have written to an adult. Children form lower case and capital letters correctly. Children enjoy creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books. Children use their developing phonic knowledge to write sentences. Children can write a range of higher frequency words, also known as 'red words'. End of Summer: Children can write simple sentences that sometimes include higher frequency words.	Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.

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Mathematics	To have a deep understanding of numerals to 10, including cardinality, subitising, problem solving and composition.	Children can say one number for each item in order: 1, 2, 3, 4, 5. Children can compare quantities using language more than, fewer than. Children understand position through words alone. E.g. "The ball is under the table" - with no pointing. Children can describe a familiar route. Discuss routes & locations, using words like 'in front of' and 'behind'. Children can select shapes appropriately: flat shapes for building, a triangular prism for a roof etc. Children can combine shapes to make new ones - an arch, a bigger triangle. Children can talk about & identify patterns around them. E.g. stripes on clothes, designs on rugs & wallpaper. Children can use informal language like pointy, spotty, blobs etc. Children can extend & create ABAB patterns, stick leaf stick leaf.	Children have fast recognition of up to 3 objects, without having to count them individually. (Subitising) Children experiment with their own symbols & marks as well as numerals. Children can recite numbers beyond 5. Children can show 'finger numbers' up to 5. Children can link numerals & amounts. E.g. showing the right number of objects to match the numeral, up to 5. Children can solve real world mathematical problems with numbers up to 5. Children count objects, actions & sounds. Children can join in with number rhymes & counting activities supporting composition of 5. Children can compare groups of objects identifying more, fewer, & the same. Children can talk about & explore 2D & 3D shapes. E.g. circles, rectangles, triangles & cuboids. Using informal and mathematical language: sides, corners, straight, flat, round. End of Autumn: Children can count small quantities of objects, explore simple patterns and recognise numbers around them.	Children can confidently subitise up to 5. Children can link the number symbol (numeral) with its cardinal number value up to 10. Children can compare numbers within 10. Children can make comparisons between objects relating to size, length, weight and capacity. Children understand 1 more than/1 less than relationship between consecutive numbers. Children can explore different ways to make 5, 6, 7, 8 & 9 using tens frames & objects. Children are beginning to spot doubles. Children understand composition of 5 & start to recall number bonds to 5. Children can continue, copy and create repeating patterns. Children can compare length, weight and capacity. End of Spring: Children can count more reliably, compare quantities, recognise numbers to 10, and begin to engage in problem solving.	Children can explore the composition of numbers to 10. Children can recall numbers bonds to 5. Children can recall some number bonds to 10. Children are beginning to count beyond 20. Children can remember some double facts. Children recognise some odd and even numbers. Children can share quantities equally. Children can name a variety of 2D and 3D shapes. End of Summer: Children can confidently count to and beyond 20 both forwards and backwards, compare numbers to 10, recall simple number facts, and solve basic problems including addition, subtraction and patterns.	M: N - Have a deep understanding of number to 10, including the composition of each number. - Subitise (recognise quantities without counting) up to 5. - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including some subtraction facts) and some number bonds to 10, including double facts. M: NP - Verbally count beyond 20, recognising the pattern of the counting system. - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. - Explore & represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

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Understanding the World	To be curious about the world around them, investigate & ask questions.	Children can talk about special times, celebrations, birthdays they remember in their life. (Hist)	Children begin to make sense of their own life story and family's history. (Hist)	Children will experience looking at Atlases and world globes. (Geog)	Compare and contrast characters from stories, including figures from the past.	UW: 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. UW:PCC -Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction 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. 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.
	To be knowledgeable about the environment around them and understand where they come from.	Children understand that some places are special to members of their community.	Children can sort objects/images into old and new and begin to use vocabulary link to history topic. (Hist)	Children can sort objects/images into old and new and begin to use vocabulary link to history topic. (Hist)	Children will know that London is the capital city of England. (Geog)	
	To tolerate others.	Children will show interest in different occupations.	Children will continue to develop positive attitudes about the differences between people.	Children understand and talk about parts of the world being hotter or colder. (Geog)	Children will use geographical words when looking at physical features of different landscapes. (Geog)	
		Children will use all their senses in hands on exploration of natural materials. (Sci)	Children can talk about and describe members of their immediate family and community.	Children know that there are different countries, recognising and talking about some similarities and differences they have experienced or seen in photos about these. (Geog)	They understand what maps can be used for and why we have maps.(Geog)	
		Children will be able to tell someone about what they see.	Begin to recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago. (Hist)	Children recognise that different plants and animals grow in different parts of the world. (Geog/Sci)	Children will record what they see in the natural world around them through drawings or diagrams.	
		Children can tell you something about where they live. (Geog)	Children can comment on images of familiar situations in the past. (Hist)	Comment on images of familiar situations in the past. (Hist)	Children will know that a plant is a living thing. (Sci)	
		Children will explore how things work.	Children will draw information from a simple map. (Geog)	Children will explore and talk about different forces they can feel. (Sci)	Children begin to understand how to look after plants. (Sci)	
		Children will talk about what they notice about the weather on a daily basis and how this impacts them (need a coat, gloves, sunhat etc.) (Geog)	Children will talk about what they like about their own immediate environment and how environments might vary from one another. (Geog)	Children will talk about the differences between materials and changes they notice. (Sci)	Children notice and talk about the changes that happen to plants as they grow. (Sci)	
		Children will describe what they see, hear & feel whilst outside.	End of Autumn: Children show curiosity about people, places and can begin to talk about their own experiences.	Children will know that certain materials can be hard/ solid/ soft. (Sci)	Children begin to understand what they can do to help the environment. (Sci)	
		Children will explore the natural world around them. (Sci)		End of Spring: Children have a growing awareness of the environment around them.	End of Summer: Children will confidently be able to talk about the environments around them. They can describe, talk about similarities and differences, understand past and present concepts and use simple technology with purpose.	

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Understanding the World	To be curious about the world around them, investigate & ask questions.	Children can ask questions about the world and environments around them.	Children can recognise and name two or more local features (E.g. Church/ School) (Geog)	Children will explore how and begin to understand why certain materials are better to use for different things. (Sci)	Children will recognise some environments that are different to the one in which they live. (Geog/Sci)	-Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter
		Children can talk about the people they live with.	Children will recognise that people have different beliefs and celebrate special times in different ways.	Children will be able to match clothing/ objects to hot and cold weather. (Geog)	Children can identify that certain UK animals live in certain habitats/environments (woodland/ farm/sea/ponds) (Geog and Sci)	
		Children can recognise their home and school.	Children will talk about what they see, using a wide vocabulary.	Children begin to understand how magnets work and use this to sort what is or isn't metal. (Sci)	Children can identify and sort animals according to where they live. (Sci)	
		Children are curious about the outdoors.	Children will talk about how they have changed from being a baby.(Hist)	Children understand the effect of changing seasons on the natural world around them. They will identify key signs/images for each season. (Geog)	Children begin to understand what impact humans have had on animals and their environments. (Sci)	
			Children will talk about how children and adults are different. (Hist)	Children will notice and talk about what happens to puddles when it's cold. (Sci)	Children can identify and sort different materials to be recycled. (Sci)	
			Children will begin to understand the need to respect and care for the natural environment and all living things. (Sci)	Children will begin to understand that when water gets cold enough it freezes and becomes ice. (Sci)	End of Summer: Children demonstrate a secure understanding of people, places and communities including place of religious significance, personal importance and places they have learnt about, e.g. London, Antarctica. Children explore and talk about the natural world and seasonal changes, compares similarities and differences, such as hot and cold countries. Children use technology confidently and appropriately.	
			Children can describe themselves, other objects and landmarks using relative positions (next to, in front, behind etc.) (Geog)	Children will begin to understand that when ice warms up it melts and changes back to water. (Sci)		
			End of Autumn: Children explore the world around them with curiosity, notice changes in seasons, talk about their family and community, recognise similarities and differences between people and places, and begin to use simple technology with confidence.	End of Spring: Children show growing understanding of the world by talking about people, places of interest and communities, recognising seasonal changes, exploring nature, comparing similarities and differences, and using technology confidently for a purpose.		

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Expressive Arts & Design – Art & Materials	To explore, create & evaluate their own master pieces.	Children explore different materials freely, in order to develop their ideas about how to use them and what to make.	Children explore, use and refine a variety of artistic effects to express their ideas and feelings.	Children can use particular colours to paint pictures – eg. Green for a tree, brown for certain animals etc.	Children have a go at drawing an object from observation including simple details	EAD: CM - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - Share their creations, explaining the process they have used. - Make use of props and materials when role playing characters in narratives and stories.
		Children develop their own ideas and then decide which materials to use to express them. Children join different materials and explore different textures. Children understand that they can draw shapes/ marks to represent objects/people. Children understand different objects can be used to draw – pencil, pens, chalk. Children explore paint using different objects – finger paint/ sponges. Children enjoy free choice of junk box modelling to create own representations of objects/people.	Children can represent familiar objects (family, themselves, animals etc.) through independent – Drawing, painting and playdough play Children draw a representation of themselves understanding they need a head, arms, legs etc. Children understand that they can paint shapes/ marks to represent objects/people. Children explore how red, blue and yellow paint can be mixed to make different colours. Children explore materials and beginning to understanding different materials can be used in different ways. Children can use objects/ tools to print with to create a pattern or image with support. End of Autumn: Children explore a range of materials and media, experiments with colour, texture and shape, and creates simple representations to express ideas and experiences.	Children can join materials using, selotape, glue and split pins with support. Children learn and understand how to mix paints to make certain colours. Children show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Children can choose and use different materials for different effects. Children can use different cut of materials / papers to make a simple image. End of Spring: Children select and use a range of materials and techniques with increasing control, combines colours, shapes and textures purposefully, and creates artwork to represent ideas and experiences.	Children can print independently to create a pattern or image. Children can evaluate and adapt their creations with support, refining ideas and developing their ability to represent them. Children create collaboratively sharing ideas, resources and skills. Children explore, use and refine a variety of artistic effects to express their ideas and feelings. End of Summer: Children use a wide range of materials, tools and techniques with confidence and control to create detailed artwork, selecting colours, textures and resources for a purpose (e.g. observational drawings, paintings, collages, printing or model-making), and explains the choices they have made.	

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EYFS Curriculum Goals		On Entry Milestone 1	Autumn Milestone 2	Spring Milestone 2	Summer Milestone 3	Linked ELG's
		Progression towards Foundational skills	Progression towards Foundational skills	Progression towards Foundational skills	Foundational skills	
Expressive Arts & Design - Movement & Music	To perform & share their creations.	Children take part in simple pretend play, using an object to represent something else even though they are not similar. Children begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Children listen with increased attention to sounds. Children sing their own songs or improvise a song around one they know. Children listen and respond to different styles of music. Children move appropriately to music at different speeds e.g. running, crawling (tempo). Children sing along with nursery rhymes and action songs. Children make their voice/singing loud and quiet Children sing and recognise high and low pitch - high like a mouse, low like a lion.	Children play instruments with increasing control to express their feelings and ideas Children remember and sing entire songs. Children sing the pitch of a tone sung by another person (pitch match). Children respond to what they have heard, expressing their thoughts and feelings. Children use drawing to represent ideas like movement or loud noises. Children recognise that sounds are made in a variety of ways (timbre). Children move in time to a steady beat (pulse). Children can tap out a repeated rhythm (using un-tuned instruments/ body percussion through MTYT games). Children explore performing with different instruments. End of Autumn: Children join in with songs, rhymes and music, explores movement to music, uses imaginative role play to act out familiar experiences, and begins to perform confidently with others.	Children make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Children listen attentively, move to and talk about music, expressing their feelings and responses. Children watch and talk about dance and performance art, expressing their feelings and responses. Children develop storylines/ story language in their pretend play. Children move in time to the pattern of a song (rhythm). Children sing and play an instrument along with a song. Children share their ideas and perform their work to others with adult support. End of Spring: Children can perform songs with actions, keeps a simple beat, use imaginative role play to develop stories and characters, and perform confidently using movement, props and expression.	Children can tap a beat/ clap in time to a piece of music/simple song. Children can sing in a group or on their own, increasingly matching the pitch and following the melody. Children explore and engage in music making and dance, performing solo or in groups. End of Summer: Children can perform a wide repertoire of songs, rhymes and dances with confidence, keeping a steady beat and responding to changes in tempo and dynamics. Children creates and develop imaginative stories through role play, taking on different characters and collaborating with others (e.g. acting out traditional tales, creating their own performances, using small world resources or dressing up). Children perform to an audience with confidence, using movement, facial expressions, voice and props to communicate ideas and feelings.	EAD: BIE -Invent, adapt and recount narratives and stories with peers and their teacher. -Sing a range of well-known nursery rhymes and songs. -Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.