St Philomena's Catholic Primary School EYFS Curriculum Goal Progression 2026 - 2027

EYFS Curriculum Goals		First Milestone	Second Milestone	Third Milestone	Final Milestone	Linked ELGs
Communication and Language	To be a good listener and speak with confidence.	Children will listen attentively in a range of situations. Children will enjoy listening to longer stories Children will pay attention to more than one thing at a time. Children take part in pretend play, communicating and negotiating with their friends. Children will understand a question or instruction that has two parts Children can sing a large repertoire of nursery rhymes Children can talk about familiar books Children can talk about events from the past (may have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.) Children can speak in sentences Children can express a point of view. " I like …." "I don't like…" Children can start a conversation with an adult or a friend.	Children will listen to stories, anticipating key events and respond to what they hear with relevant comments or actions. Children will use a wider range of vocabulary from the stories and topics. Children understand 'why' questions Children give their attention to what others say and respond appropriately, while engaged in another activity Children are able to use multisyllabic words (some may have problems saying: - some sounds: r, j, th, ch, and sh) 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. "I liked it when he ran away." "I am a fireman because I put out fires."	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 can retell a full story. (beginning, middle and end) Children use new vocabulary. Children ask questions to find out more and to check they understand what has been said to them. Children can start a conversation with an adult or friend and continue it for many turns. Children are able to express their views and to debate when they disagree with an adult or a friend, using words as well as actions.	Children use new vocabulary from stories and topics Children can confidently talk in small group and class situations. Children can hold a back and forth conversation with an adult and peers Children can describe events in some detail. Children will use talk to help work out problems and organise thinking and activities Children can explain how things work and why they might happen. Children will articulate their ideas and thoughts in well-formed sentences.	**Listening, Attention and Understanding** 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 conversation when engaged in back-and-forth exchanges with their teacher and peers. **Speaking**- 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.

Personal, Social and Emotional Development	To care for themselves and others.	Children can select and use activities and resources.(with help when needed.) Children can achieve a goal they have chosen, or one which is suggested to them. Children become more outgoing with unfamiliar people, in the safe context of their setting. (happy to talk to the different adult in the unit) Children talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Children do not always need an adult to remind them of a rule. (some occasional reminders may be needed) Children can talk with others to solve conflicts, sometimes needing adult support Children will be becoming increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.	Children have developed a sense of responsibility and membership of a community. Children show confidence in new social situations. Children increasingly follow rules, understanding why they are important. Children play with one or more other children. Children have developed appropriate ways of being assertive in their play. Children manage their own needs *toileting *washing hands *drink and snack *coat *socks and shoes . Children are beginning to understand how others might be feeling. Children will further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes	Children are able to help to find solutions to conflicts and rivalries. For example, accepting that not everyone can have the 'best' car and suggesting other ideas. Children see themselves as a valuable individual and can something positive about themselves. Children play with other children extending and elaborating play ideas. Children can talk about right and wrong and the consequences involved. Children are happy to have a go at a task and understand that we learn from mistakes. Children can make healthy choices about food, drink, activity and tooth brushing. Children have built constructive and respectful relationships.	Children can confidently identify and moderate their own feelings socially and emotionally. Children show resilience and perseverance in the face of challenge. Children can talk about and express their feelings and the feelings of others. Children know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian Children can think about the perspectives of others.	**Self-Regulation** 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. **Managing Self**- 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. **Building Relationships** -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.

Physical Development	To develop control and coordination	Children will continue to develop their movement, balancing, riding (scooters, trikes and bikes) and basic ball skills (large). Children can go up steps and stairs, or climb up apparatus, using alternate feet. Children use large-muscle movements to wave flags and streamers, paint and make marks. Children match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank/ in a tunnel. Children can skip, hop, stand on one leg and hold a pose for a game like musical statues Children will use one-handed tools and equipment, for example, making snips in paper with scissors. Children will be eating independently and learning how to use a knife and fork.	Children can collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Children will start taking part in some group activities in their play, which they make up for themselves, or in teams. Children can choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Children can experiment with different shapes and jumps Children will experiment with different ways of rolling in shapes Children can move long the floor in different ways like sliding, rolling, stretching etc Children will show a start shape, roll and finishing shape (beginning of a sequence) Children will use a comfortable grip with good control when holding pens and pencils. Children will show a preference for a dominant hand. Children will be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Children will use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	Children will progress towards a more fluent style of moving, with developing control and grace. Children can move in time to happy and sad music. Children will experiment with different ways of moving and with actions at different levels. Children will experiment with different ways of balancing Children are increasingly able to use and remember sequences and patterns of movements, which are related to music and rhythm. Children will experiment with different ways of moving (agility) Children will experiment with different ways of throwing a moving a ball with different body parts (co-ordination) Children will begin working with friends in a team – taking turns with adult support. Children will develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.	Children will develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Children will march/run for coordination Children will experiment with different ways of throwing under/overarm Children will experiment with different ways of jumping- measuring with various objects Children will work with friends in a team – taking turns effectively. Children will confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Children will develop overall bodystrength, balance, co-ordination and agility. Children will develop the foundations of a handwriting style which is fast, accurate and efficient.	**<u>Gross Motor</u>** -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 and climbing. **Fine Motor** 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.

Understand the World	To investigate and ask questions about the world around them.	Science	Ask simple questions Show curiosity about the world around them and ask simple questions. Explore familiar objects, materials, plants and animals through play and first-hand experiences. Talk about what they can see, hear, smell, taste and feel using their senses. Notice similarities, differences and changes in the natural world. Begin to recognise changes in weather and the seasons. Explore how familiar objects work through simple actions	Identify and name familiar body parts and describe the senses. Explore light and dark and recognise that light helps us to see. Recognise that plants need water and suitable conditions to grow. Identify familiar materials and describe their properties, including hard, soft, rough, smooth and bendy. Notice similarities and differences between familiar animals and plants. Explore how pushes and pulls affect the movement of objects.	Identify and classify Identify and describe familiar animals, comparing their body parts and features. Recognise that familiar animals live in different habitats Make observations and drawings of familiar plants and animals. Observe how plants grow and know that they need water, light and suitable conditions. Explore where familiar foods come from	Perform simple tests Identify objects that are magnetic. Investigate and compare materials Explore how pushes and pulls affect the movement of objects. Investigate how shadows change Observe seasonal changes Explore simple changes of state, including ice melting and water freezing. Communicate observations and findings through talk, drawings and simple records	**Past and Present** -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. **People, Culture and Communities**- 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. **The Natural World** 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
		History	Children will show interest in different occupations and the roles people have in society. Remember and talk about significant events in their own experiences. Recognise similarities and differences between themselves, their families and others. Recognise that they were younger in the past and that people and places change over time.	Begin to recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago Develop understanding of time, distinguishing between yesterday, recent memory and long ago. Understand life was different for Grandparents Children will continue to develop positive attitudes about the differences between people.	Sequence photographs and familiar events to show the passing of time. Describe an event, family member or significant person from the past. Explore historical photographs and objects to identify similarities and differences between past and present. Recognise that stories can tell us about people, places and events from the past.	Sort and compare objects and images from different periods, using vocabulary such as past, present, old, new and long ago. Talk about how everyday life has changed, including homes, gardening, cooking, technology and transport. Talk about the lives and achievements of significant people encountered through the curriculum. Ask and answer simple how and why questions about the past, using stories, photographs, objects and experiences.	

		Geography	Observe the immediate environment, noticing familiar physical and human features. Recognise that some places are special to members of their family and community. Talk about familiar places and places that are important to them. Begin to recognise that people live in different places and communities.	Notice similarities and differences between familiar places, landscapes and neighbourhoods. Listen to stories and explore non-fiction texts to develop understanding of places and their surroundings. Explore photographs, atlases and globes to discover different places around the world. Recognise and name familiar features of the local area. Explore the natural world through outdoor learning and Forest School.	Recognise the United Kingdom on a globe or atlas. Understand that maps represent places and can help us find locations. Describe similarities and differences between places, landscapes and communities. Recognise London as the capital city of England. Explore contrasting environments, including the Arctic and Antarctica, and places in Asia. Notice changes in weather and their effects on the local environment.	Describe the local environment using geographical vocabulary. Follow and create simple maps to locate objects and familiar features around school and the local area. Describe similarities and differences between the local area and contrasting places. Talk about routes, journeys and familiar local features Recognise how people use and care for their local environment. Develop an understanding of cultural similarities and differences between communities.	
		Religious Education	Children will experience and discuss religious stories making connections with personal experiences Children will participate in a Mass Use a variety of materials, tools and techniques to express religious stories Children confidently speak in a familiar group and talk about their ideas Children listen, talk about and role play similarities and differences in relation to themselves and others	Children begin to recognise that some religious people have places which have special meaning for them. Children talk about the things that are special and valued in a place of worship. Children will recognise that people have different beliefs and celebrate special times in different ways. Children celebrate festivals including Diwali, Christmas, Holi, Easter, CNY, Eid and learn that they link to religious beliefs Children listen and talk about key figures in the history of the People of God.	Children will talk about some religious stories Children will begin to recognise some religious words Children will identify some of their own feelings in the stories they hear. Children listen and talk about religious signs and symbols used in worship.	Children will begin to discuss why the word God is important to Christians Children listen to and talk about religious stories and respond to what they hear with relevant comments. Children answer 'how' and 'why' questions about their experience and in response to religious stories and events. Read and understand simple sentences from scripture or from their own religious stories	

Mathematics	To develop mathematical knowledge and apply confidently	Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Experiment with their own symbols and marks as well as numerals. Compare quantities using language: 'more than', 'fewer than'. Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Make comparisons between objects relating to size, length, weight and capacity Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones - an arch, a bigger triangle etc. Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns – stick, leaf, stick, leaf.	Fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Solve real world mathematical problems with numbers up to 5. Count objects, actions and sounds Join in with Number rhymes and counting activities supporting composition of 5 Compare groups of objects identifying more, fewer and the same (numbers to 6) Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; straight', 'flat', 'round'. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	Confidently subitise up to 5 Link the number symbol (numeral) with its cardinal number value up to 10. Explore and understand pairs. Compare numbers within 10. Use a number track to support identifying more or fewer. Understand the 'one more than/one less than' relationship between consecutive numbers. Count beyond ten verbally Explore different ways to make 5, 6, 7, 8 and 9 – using tens frames and objects/ numicon. Begin to spot doubles. Understand composition of 5 and start to recall number bonds to 5 Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Continue, copy and create repeating patterns. Compare length, weight and capacity.	Explore the composition of numbers to 10. Automatically recall number bonds to 5 Recall some number bonds to 10 Begin to count beyond 20 verbally. Remember some double facts. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.	**<u>Number</u>** -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 subtraction facts) and some number bonds to 10, including double facts. **<u>Number Pattern</u>** -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 and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally **<u>Shape, Space and Measure (Not ELG)</u>** Use everyday language to talk about size, weight, capacity, position, distance, time and money. Compare quantities and objects and solve problems. Recognise, create and describe patterns. Explore the characteristics of everyday objects and shapes and use mathematical language to describe them

Literacy	To talk about a favourite story.	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 text from left to right and from top to bottom - the names of the 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 that it makes sense. Children confidently use story telling language such as - Once upon a time -One day - Suddenly -Then/ Next -Finally -They all lived happily ever after.	**Comprehension** -Demonstrate 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 and during role play.
	To read a book independently	Children develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word , recognise words with the same initial sound -	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. Children will be able to read a red level book	Children can read digraphs from set 2 RWI. Children can read a few common exception words matched to the school's phonic programme. Children can read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary,a few exception words. Children will be able to read a green, purple, pink, orange and yellow books.	Children can read alternative digraphs and trigraphs from set 3 RWI. Children can read a common exception words matched to the phonic programme. Children will be able to read a blue and grey level book	**Reading** -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 simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Literacy	To write a simple sentence	Recognise name and make marks to represent it. Gives meaning to the marks they make when drawing, painting or writing. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Identifies separate words in spoken sentences.	Writes most or all of their name with a Capital letter at the beginning (not all formed correctly) Orally blends and segments the sounds heard in words. Links letters to sounds. Correctly identifies and writes initial sounds heard in words. Hears and identifies medial and end sounds in words. Writes the sounds in CVC words in the correct order	Begin to develop the foundations of a handwriting style, which is fast, accurate and efficient. Talks about the different marks they make. Forms some letters correctly. Spells words by identifying the sounds and then writing the sound with letter/s Writes words containing digraphs and trigraphs using phonic knowledge. Begins to write short sentences Beginning to put finger spaces between some words. Writes some non decodable words correctly. Writes a label or caption.	Writes sentences that can be read by self and others. Uses finger spaces and full stops. Re-reads what they have written to check that it makes sense. Forms lower-case and capital letters correctly. Writes for a range of purposes including stories, posters, fact sheets, recipes, diaries, descriptions and poems. Sometimes uses a capital letters for a sentence.	**Writing** -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.

Expressive Arts	To share or perform a creation of theirs to others.	Art and Design and Design Technology	Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Understand that they can draw shapes/ marks to represent objects/people. Understanding different objects can be used to draw – pencil, pens, chalk. Exploring paint using different objects – finger paint/ sponges/ Free choice of junk box modelling to create own representations of objects/people. Taste and describe foods	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Representing familiar objects (family, themselves, animals etc.)through independent drawing painting playdough play Draw a representation of themselves understanding they need a head, arms, legs etc. Understanding that tools are used for artistic effect and begin to show some control. Understand that they can paint shapes/ marks to represent objects/people. Explore how red, blue and yellow paint can be mixed to make different colours. Exploring materials and beginning to understanding different materials can be used in different ways. Talk about what the materials look and feel like Using objects/ tools to print with to create a pattern or image with support. Combine ingredients to make recipe	Using particular colours to paint pictures – eg. Green for a tree, brown for certain animals etc. Joining materials using, Sellotape, glue and split pins with support Learn and understand how to mix paints to make certain colours. Choosing and Using different materials for different effects. Explain processes used giving reasons to justify choices Follow and adapt recipe, justifying choices	Have a go at drawing an object from observation Printing independently to create a pattern or image Evaluate and adapt their creations with support, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills. Demonstrate skills and knowledge in textiles, sculpture, print, collage, drawing and painting Demonstrate skill and knowledge in digital design, mechanisms, structures, nutrition. Understand healthy diet Follow a recipe demonstrating skill in a range of techniques	**<u>Creating with Materials</u>** 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.

		Performing Arts and Music	Take part in simple pretend play, using an object to represent something Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Listen with increased attention to sounds. Sing their own songs or improvise a song around one they know. Listening and responding to different styles of music Move appropriately to music at different speeds e.g. running, crawling (tempo) Beginning to recognise repetition Sing along with nursery rhymes and action songs. Make their voice/singing loud and quiet Sing and recognise high and low pitch	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Play instruments with increasing control to express their feelings and ideas Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Respond to what they have heard, expressing their thoughts and feelings Use drawing to represent ideas like movement or loud noises. Recognise that sounds are made in a variety of ways (timbre) Move in time to a steady beat (pulse) Taps out a repeated rhythm (using voice and untuned instruments/ body percussion through copy-back and answer games, etc.) Explore performing with different instruments	Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Develop storylines/ story language in their pretend play. Move in time to the pattern of a song (rhythm) Sing and play an instrument along with a song Share their ideas and perform their work to others	Tap a beat/ clap in time to a piece of music/simple song. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups Choreograph and perform routines	**Being Imaginative and Expressive** -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.