



The Coppice Primary School & Nursery - EYFS Goals

The EYFS framework is structured differently to the national curriculum. Whilst the national curriculum is organised into subject areas, the EYFS framework is organised across seven areas of learning. However, the knowledge and skills taught in EYFS do feed into the national curriculum subjects.

This document demonstrates how the early learning goals match up with national curriculum statements.

Art

Physical Development	Fine Motor Skills	<ul style="list-style-type: none">● Hold a pencil effectively in preparation for fluency writing - using the tripod grip in almost all cases.● Use a range of small tools, including scissors, paint brushes and cutlery.● Begin to show accuracy and care when drawing.
Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none">● 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.

Computing

Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none">● 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.
----------------------------	-------------------------	---



DT

Communication and Language	Speaking	<ul style="list-style-type: none">● Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
Personal, Social and Emotional Development	Self Regulation	<ul style="list-style-type: none">● Set and work towards simple goals, being able to wait for what they want and control their immediate impulses where 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.
Physical Development	Fine Motor Skills	<ul style="list-style-type: none">● Use a range of small tools, including scissors, paint brushes and cutlery.● Begin to show accuracy and care when drawing.
Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none">● 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.



Geography

Understanding the World	People, Culture and Communities	<ul style="list-style-type: none">• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.
	The Natural World	<ul style="list-style-type: none">• 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

Understanding the World	Past and Present	<ul style="list-style-type: none">• 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.
-------------------------	------------------	---



Music

Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none">● 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.
----------------------------	----------------------------------	---

PE

Personal, Social and Emotional Development	Managing Self	<ul style="list-style-type: none">● Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
	Building Relationships	<ul style="list-style-type: none">● Work and play cooperatively and take turns with others.
Physical Development	Gross Motor Skills	<ul style="list-style-type: none">● 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.
Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none">● Perform rhymes, songs, poems and stories with others, and - when appropriate try to move in time with music.



PSHE

Communication and Language	Listening, Attention and Understanding	<ul style="list-style-type: none">● Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
	Speaking	<ul style="list-style-type: none">● Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.● Express their ideas and feelings about their experiences using full sentences.
Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none">● Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
	Managing Self	<ul style="list-style-type: none">● Explain the reasons for rules, know right from wrong and try to behave accordingly.
	Building Relationships	<ul style="list-style-type: none">● Form positive attachments to adults and friendships with peers.
Understanding the World	Past and Present	<ul style="list-style-type: none">● Talk about the lives of the people around them and their roles in society.
	People, Culture and Communities	<ul style="list-style-type: none">● Know some similarities and differences between different religious and cultural communities in this country, drawing upon their experiences and what has been read in class.



RE

Understanding the World	People, Culture and Communities	<ul style="list-style-type: none">• Know some similarities and differences between different religious and cultural communities in this country, drawing upon their experiences and what has been read in class.
-------------------------	---------------------------------	--

Science

Communication and Language	Speaking	<ul style="list-style-type: none">• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
Understanding the World	The Natural World	<ul style="list-style-type: none">• 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.