

Vigo Primary School

EYFS Curriculum Milestones 2026-2027

Intent

We want the very best for our children and are committed to attuning carefully to their individual needs, interests and starting points so that every child feels safe, valued and ready to learn. Our Early Years curriculum provides a nurturing, language-rich environment where positive relationships are central and all children are supported to flourish academically, socially and emotionally. Through purposeful play, high-quality adult interactions and meaningful experiences, we promote our MIRROR values, enabling children to become motivated, independent, resilient and responsible learners who are open-minded and respectful of others. This curriculum has been carefully developed by our skilled EYFS team using their extensive knowledge of the current cohort and local community, and is informed by the EYFS Educational Programmes, *Birth to Five* and *Development Matters*. It is founded on the safeguarding and welfare requirements of the EYFS framework, ensuring children's wellbeing is at the heart of all we do.

Implementation

Our Early Years curriculum places strong emphasis on the Characteristics of Effective Learning, supporting children to play and explore with curiosity, actively engage in learning, and think creatively and critically. Our curriculum follows the four principles of the Early Years Foundation Stage:

The Unique Child: We recognise every child as a confident, capable learner and implement an inclusive curriculum that responds to individual needs, strengths and interests, ensuring all children are supported to make progress and feel a sense of belonging.

Positive Relationships: Warm, trusting relationships between staff, children and families are at the heart of our practice; practitioners know each child well and use high-quality interactions, sensitive questioning and responsive teaching to extend learning and support wellbeing.

Enabling Environments: Children learn in stimulating, well-resourced environments that promote independence, including extensive school grounds, Forest School provision and the freedom to explore, investigate and learn outdoors.

Learning and Development: Learning is delivered through a balanced approach of purposeful, high-quality adult-directed teaching, including expert teaching in Art and PE as well as rich child-initiated experiences, shaped by children's interests and curiosity.

Impact

The impact of our Early Years curriculum is evident in the strong progress children make from their individual starting points, as a result of carefully planned provision informed by meaningful observation and assessment. Our skilled staff use their deep knowledge of each child to respond precisely to their needs, ensuring appropriate challenge and high expectations for all.

Regular assessment against our curriculum milestones enables us to track progress over time, identify next steps and adapt teaching and provision so that every child continues to thrive. As a result, children develop the knowledge, skills and learning behaviours needed to complete their Foundation Stage successfully, leaving Early Years well prepared to meet the demands of the National Curriculum and equipped with the confidence, curiosity and resilience to become lifelong learners.

Milestones - Antarctica 2026-2027

Milestones	Milestone 1	Milestone 2	Milestone 3
Communication, Language and Literacy	• Knows how to start and continue a conversation with an adult or friend. • Begin to listen and enjoy short stories and simple non-fiction texts. • To engage with shared read by making comments about what they can see or hear. • Understands 'what' 'where' 'when' 'who' questions. • Begin to understand and answer 'why' questions, e.g. 'Why do you think the three bears were cross?' - because she ate their porridge • Listen carefully and follow simple instructions. • Understand an instruction containing one key part e.g. 'Get your coat'. Follow alpha commands. • Begin to express themselves clearly with the support of visuals or Makaton if needed. • Begin to ask questions to help understand and learn new things.	• Use new taught vocabulary. • Understand and begin to ask 'why' and 'how' questions. • Begin to articulate their ideas and thoughts in well-formed sentences, for example using conjunctions (so, because). • Develop empathy that happened to a character by relating it to their own experiences. • • Enjoy and engage in story times asking and answering relevant questions. • Understand an instruction containing two key parts e.g. 'Get your coat and line up by the door.'	• Embed and consistently use new taught vocabulary. • Focus during adult-led tasks and follow instructions well. • Maintain focus during child-initiated play, talking about their plan and reviewing what has worked well or what could be improved upon. • Articulate their ideas and thoughts in well-formed sentences and engage in sustained shared thinking with peers and adults. • Ask questions to find out more or check understanding. • Enjoys listening, telling and reading, reenacting (in detail) stories.
	ELG: 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.		

Physical development	- Join in with group activities or team games such as brain gym, PE lessons etc. - Use upper body strength to climb the trim trail, large PE wall bars or trees etc. - Show some control when moving or balancing. - Use large muscle movement, i.e. wave a streamer, use a spade). - Begin to develop co-ordination and negotiate space safely. - Experiment with travelling in different ways. - Jumping off an object and landing safely. - Can stand on one leg. - Kick or throw a large ball with some control. - To lie on their tummy, back, up on knees and sit comfortably for short periods of time. - Work with others to move or arrange large loose parts. - Ride a scooter or balance bike. - Be increasingly independent with dressing, i.e. put coat on. - Begin to use one or two handed tools e.g tape dispenser, scissors. - Improve hand-eye coordination and pincer grip by engaging in a range of 'Funky Fingers' activities such as using tweezers, threading beads or 'Dough Disco'. - Use writing tools to draw and mark make on a large scale.	- Move confidently and safely in a variety of ways with good co-ordination and control, for example travelling at different speeds. - Throw and catch a large ball. - Kick a ball to a target (i.e. goal). - Follow rules when playing games. - Show awareness and work safely with others when engaged in large construction play such as den building. - Learn and use the skills required for a variety of physical movements e.g. rolling, hopping and skipping. - Show increasing control and precision when using one or two handed tools e.g. cutting with scissors and be able to cut a range of materials or do own zip up. Widen the range of tools they can competently use. - Use cutlery and writing tools with increased skill, forming some letters correctly. - Use writing tools to draw, make marks and make letter shapes on a smaller scale. - Understands the importance of a healthy lifestyle, engages in activities where they get out of breath several times a day. - Remembers a sequence of movements, i.e. a simple dance routine. - Displays a good posture when sitting (demonstrate a good core stability).	- Create their own games using a variety of physical skills with rules. - Shows good control when moving around obstacles on a balance bike or scooter. - Revise and refine movements and skills they have already required e.g. rolling, hopping and skipping. - Demonstrates improved accuracy during games involving balls such as basketball. - Uses increasing smaller equipment with control (i.e. tennis balls). - Begin to show agility, style and grace in a range of situations e.g. dance, athletics, discovery time and lunchtime. - Develop their confidence and skill and be independent in using a range of tools e.g. scissors, hole punches, staplers, split pins and treasury tags. - Hold a pencil and use it effectively to draw and form most letters correctly. - To give examples of how they keep themselves healthy.
	ELG: Gross Motor Skills: - 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 Skills: - 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.		

Personal, Social and Emotional Development	• Seek out familiar adults for comfort and reassurance, using them as a secure base to independently explore the environment and manage challenges. • Know there are rules in the classroom and begin to follow the rules with minimal support. • Separate confidently from their parent/carer at the start of the day with support from school adult if needed. • Join in their morning routine and tasks. • Build strong relationships with adults and peers in class. • Use their class adults as a 'secure base' throughout the day. • Can make simple choices. • Use strategies to calm when distressed. • Being to recognise and name feelings and emotions. • Aware of and follows daily routines e.g. lining up and tidying up. • Begin to Follow 'Vigo High 5'. • Shows interest in others' play and begins to take turns and share. • Manage their own self care and personal hygiene with growing independence. • Show some independence when dressing and undressing. • Take part in pretend play in small groups • Become more confident around other adults in school, i.e. Deputy head teacher, PPA teachers.	• Continue to build positive relationships. • Develop their sense of responsibility and membership in the school community, i.e. by achieving an Owlet award. • Have the ability to acknowledge a setback and attempt a simple, new strategy or solution before giving up. • Showing an emerging capacity for perseverance, persistence and growth mindset. • Show an increasing awareness of the school rules and why they are important. • Taking responsibility for an area of the classroom (tidy teams). • Follow school rules without frequent reminders • Recognise, name and express needs or feelings in appropriate ways. • Begin to show an awareness of others feelings and respond to these appropriately. • Play cooperatively and collaboratively with others. • Begin to resolve minor conflicts with minimal adult support through bargaining, compromise and reconciliation. • Further develop independence when managing self care e.g. with washing hands. • Take part in pretend play and communicate with and begin negotiating with friends and adults. • Co-operate with peers working towards a shared goal. • Tolerates simple changes to the day such as 'wet play'.	• Is secure and independent with class routines with minimal support. • Persevere when faced with challenges. • Talk about their play and learning and show pride in what they have achieved. • Have secure relationships in class with both their peers and adults. • Share with others. • Resolve minor conflicts with minimal adult support through bargaining, compromise and reconciliation more consistently. • Demonstrates strong learning behaviours, such as finding a way to overcome a challenge or solve a problem. • Manages emotions more independently. • Works with others, for example on a small group task. • Shows care and concern for others such as class pets, the classroom environment.
---	---	---	---

ELG:

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.

Literacy	Comprehension: • Listen focus on listening sounds and activities • Be able to follow simple instructions • Demonstrate understanding through communication, actions and responses • Begin to ask and answer questions to develop their understanding (what, where, who) Word Reading: • Listen to stories in small groups and as a class. • Enjoys songs and rhymes, and joins in with them • Can hear initial sounds in words. • Begins to blend sounds, i.e. can tell you what a word is after hearing it in 'Fred Talk'. • Begin to join in with repeated phrases. • Have some favourite stories that they can recall key events from and will recognise characters from it. ? • Begin to show interest in illustration and print in the environment. • Look at, share and enjoy books independently. • Recognises their own name . Writing: • Mark-make using a range of resources. • Have some control over the marks they create, • Shows preference for a writing hand • Begin to form some identifiable letters within their play and learning, use of different sized paper, writing materials • Begin to form some letters in their name • Starts to write initial sounds to represent a word • Beginning to identify the dominant sounds within words	Comprehension: • Listen and engage in conversations about what they have heard. • Begin to anticipate some key events in stories. "I predict" • Ask and answer questions to develop and show understanding- who, what, where, when, why, how • Learn new vocabulary and begin to use it within their play supported by adults • Use stem sentences throughout their play and during input • Begin to understand the sequencing of stories • Develop an understanding of character, setting Word Reading: • Enjoy listening to a range of stories and non-fiction texts. • Begins to recognise more sounds when they are reading, in books, the environment. • Shows letter sound correspondence for all set 1 sounds. • Begin to segment and blend CVC words with taught phonemes. • To begin recognise some set 2 'special friends' • Begin to read common exception words that are matched to the Readwriteinc scheme Writing: • Able to write their name • Spell CVC words using taught sounds, can use sound mats to help them • Begin to write simple phrases, e.g. cat on mat, which can be read by themselves and others. • Begin to hear dominant sounds in longer words • Begin to use finger spaces between words • Use a range of tools and resources with increasing control, pencils, pens, scissors, paint brush • Able to start labelling their pictures or models, using their taught sounds	Comprehension: • Listen attentively and recall main events and discuss a variety of texts. • Link stories to their favourites or ones they are familiar with • Learn, use and apply new vocabulary independently in their play and learning. • Understand how a story is sequenced (beginning, middle and end) • Follows instructions involving several ideas or actions Word Reading: • Continue to enjoy stories and engage with a range of fiction and non-fiction texts- independently • Show a love for reading • Show good phonological awareness. • Recognise taught sounds in isolation and in words. • Identify, recognise and apply knowledge of Set 2 'special friends' • Show more confidence when segmenting and blending phonetically decodable words. • Read simple sentences. • Read most common exception words that are matched to the Readwriteinc scheme Writing: • Continue to show increasing pencil control. • Form recognisable letters most of which are correctly formed. • Write for a range of purposes, start to understand that writing has different purposes • Show evidence of letter-sound correspondence in their independent play and learning. • Begin to use digraphs correctly in words using a sound mat. • Begin to write some common exception words within their writing.
-----------------	---	---	--

			• Write a simple sentence/caption which can be read by themselves and others.
--	--	--	---

	ELG: 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. Word 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. 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.		
Maths	Number • Identify, match, sort and compare objects and pictures. • Joins in with number rhymes and can talk about how amounts have changed. • Find, subitise, compose and represent	Number - Find 1 more and 1 less to 10. - Match numerals to amounts (to 10). - Combine 2 groups to make a number up to 10. - Make arrangements of 10.	Number - Automatic recall of number bonds to 5 (nd sometimes to 10). - Build numbers and continue patterns beyond 10 (to 20). - Verbally count beyond 20.

	numbers 1 to 5. - Count to 5 with 1:1 correspondence. - Count aloud to at least 10. - Match numerals to amounts (1-5). - Know that the last number you say when counting objects represents the amount there are. - Compare amounts saying which amount is more or the least. Use language such as fewer, same etc. - Uses number language in their play. - Beings to represent amounts. Numerical Pattern - Identify and continue an AB pattern. - Talk about and explore concepts such as size and mass. - Compare size, mass, capacity and length. - Investigate shapes such as circles, triangles and 4 sided shapes - describing properties and naming those shapes. - Select shapes for a purpose. - Understands positional language such as up, down, forward, backwards, on top of.	Explore the composition of numbers up to 10. Including in other ways. Numerical Pattern - Talk about, order and sequence events/time. - Compare mass, find a balance and explore and compare capacity. - Make odd and even pairs. - Explore and compare length, mass and height. - Investigate 3D shapes - describing properties and naming those shapes. - Select shapes for a purpose. - Find 2D shapes within 3D shapes. - Match silhouettes of 3D shapes to 2D outlines (i.e. block area). - Identify, copy and continue more complex patterns (ABC, ABBABB patterns). - Describe the position of an object, i.e. the teddy is next to the chair. - Begin to create maps.	Understands vocabulary 'add' and can add two amounts. Understands vocabulary 'take away' and can take away a smaller amount from a larger amount. Find and make some doubles to 10. Begin to find halves. Numerical Pattern - Rotate and manipulate shapes. - Compose and decompose shapes. - Explore sharing and grouping. - Explore mapping. - Create own maps from familiar places and plans from story situations. - Replicate and build scenes and constructions. - Visualise and describe from different positions. - Give instructions to build. - Create and explore own patterns.
ELG: Number - 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. Numerical patterns - 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.			

Understanding the World	Show awareness of immediate family; talk about them with prompts; share “All About Me” bag/family photos. Recall key events from past; birthdays and familiar celebrations; explore festival stories through books and pictures. Talk about similarities between school and home (i.e. describe where you live). Observe weather; talk about seasonal changes; explore leaves, sticks, soil, water; sensory trays. Use all senses to explore natural materials: touch, smell, sound; taste with food experiences. Talk about familiar people and people within the school community and what they do (parents, carers, teachers). Notice differences in people: hair, eye color, family setup. Explore technology, i.e. use cameras, tablets, simple story telling equipment. Recall key events in their own life with prompts; discuss photos.	Talk confidently about familiar members of family and community; recall key events from photos. Recall events and share stories with peers; begin using sequence words (first, next, then). Recall events including Diwali, Eid, Christmas, birthdays; role-play simple celebrations Identify features of local environment (parks, shops). Observe changes in nature in more detail; compare materials; grow seeds; simple experiments (i.e. floating/sinking or melting). Explore differences in textures, materials; investigate how things change when mixed, heated, cooled. Show interest in different occupations (such as Police, Fire Service, doctor etc). Discuss and respect similarities and differences; explore stories from different cultures; simple cooking or music from other countries. Record observations: draw what they see, take photos of plants growing or weather; use simple educational apps. Explain what they have observed; link observations to caring for the environment. Order key events from own life, e.g. baby photo, toddler and child.	Explain experiences and events of their family; discuss similarities/differences with other families. Understand that people have different beliefs; show respect; discuss festivals from other countries. Recognise similarities/differences between UK and other countries. Understand roles in the community. Understand importance of sustainability; discuss recycling, caring for plants/animals; explain why we must care for environment. Show awareness and respect of things special to people; explore different countries and beliefs; discuss why diversity matters. Use technology to explore or present learning; create mini video diaries of plants/animals or community trips. Confidently narrate past events; explain experiences and lessons learned. Create simple timelines. Order photographs of changes to a place in the locality (e.g. Andover High Street).
	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, 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, non-fiction 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.		

Expressive Arts and Design	• Begin to use a range of tools and materials safely (paint brushes, scissors, mark-making tools, playdough tools). • Follow ideas initiated by adults; begin to think of own ideas. • Make imaginative models with blocks and construction. • Begin to talk about things they have created. • Begin to develop control when drawing; simple mark-making to represent ideas. • Be proud and share work with familiar adults and peers. • Take part in simple pretend play; use objects symbolically. • Remember and sing simple songs; explore music and dance. • Begin exploring materials to see what happens (mixing colours, textures, building). • Represent	• Continue to develop skill using tools safely and confidently. • With support, collaborate and share ideas; experiment with colour, texture, design. • Create a model for a purpose; explore form and function. • Know and use an increasing range of joining techniques. • Share creations, explaining the process with adult support. • Draw with increasing detail and accuracy; represent objects and ideas. • Share and explain creations; work with peers collaboratively. • Begin to develop simple stories; use small world and props. • Watch and talk about dance and performance art; perform solo or in groups. • Decide which materials to use for creative purpose; experiment and explore.	• Explore and use a range of materials, tools, and techniques safely and effectively for a planned purpose. • Make a plan for what to create; manipulate materials independently; experiment confidently. • Use taught skills to manipulate materials independently; plan and build with intention. • Evaluate creations; make amendments to improve outcome; explain thinking. • Apply taught skills to plan and execute drawings independently; refine and improve work. • Collaborate while working; perform or present to an audience; respond to feedback. • Develop more complex stories; collaborate with peers to create narratives. • Respond to music/dance expressing thoughts and feelings; create simple performances. • Evaluate creations and make amendments to improve outcome; plan next steps.
ELG: 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. Creating with materials • 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.			