





















## Nursery Curriculum Goals

 <b>Personal, Social and Emotional Development</b>	 <b>Communication and Language</b>	 <b>Physical (Gross Motor)</b>	 <b>Early Writing</b>	 <b>Reading</b>
<ul style="list-style-type: none"> <li>• Share with others and take turns in a small group.</li> <li>• Engage in cooperative play with limited adult support.</li> <li>• Form positive relationships with adults and peers.</li> <li>• Begin to regulate their emotions with support from an adult.</li> <li>• Understand and follow school rules and routines most of the time.</li> <li>• Begin to show independence in putting on and fastening clothing; coat, wellies, shoes.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen carefully to a story.</li> <li>• Follow a simple two-step instruction, e.g. Put the book away and sit on the carpet.</li> <li>• Speak using simple sentences of at least 5 words.</li> <li>• Use a range of tenses.</li> <li>• Hold a simple conversation, listening to others carefully and taking turns.</li> <li>• Answer simple who, what and where questions.</li> <li>• Develop their vocabulary by experimenting with new words.</li> </ul>	<ul style="list-style-type: none"> <li>• Jump and land with two feet together.</li> <li>• Ride a balance bike.</li> <li>• Climb with some awareness of safety.</li> <li>• Move in a range of ways, avoiding obstacles e.g. running, chasing etc.</li> <li>• Catch a large ball with two hands.</li> <li>• Kick a large ball.</li> </ul>	<ul style="list-style-type: none"> <li>• Use one hand consistently when writing and mark making.</li> <li>• Begin to use a tripod grip and one-handed tools.</li> <li>• Copy their name.</li> <li>• Draw a simple person and represent real objects with marks.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise their own name and familiar logos.</li> <li>• Show an interest in sharing stories with others.</li> <li>• Turn pages individually and treat books with care.</li> <li>• Talk about characters, settings and stories that interest them, repeating some key phrases.</li> </ul>
Nursery Curriculum Goals				
 <b>Phonics</b>	 <b>Maths (Number)</b>	 <b>Maths (Shape, Space and Measure)</b>	 <b>Understanding the World</b>	 <b>Expressive Arts and Design</b>
<ul style="list-style-type: none"> <li>• Secure with aspects 1 to 6 of Phase 1 phonics</li> <li>• Listen attentively and discriminate between different sounds.</li> <li>• Begin to orally blend CVC words with support.</li> </ul>	<ul style="list-style-type: none"> <li>• Count in sequence, giving each item one number name and saying how many objects are in a set to 10.</li> <li>• Recognise numerals to 5.</li> <li>• Count everyday objects and actions.</li> <li>• Subitise to 3.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete a simple jigsaw.</li> <li>• Create models and pictures using shapes.</li> <li>• Demonstrate an understanding of weights and measures within their play.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and accept the differences between themselves and others.</li> <li>• Talk about their immediate family.</li> <li>• Demonstrate an awareness of how they have changed over time.</li> <li>• Show care and concern for living things.</li> <li>• Show an awareness of seasonal changes.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in pretend play alongside others.</li> <li>• Explain what they have created.</li> <li>• Experiment with ways of joining materials.</li> <li>• Explore with their senses and talk about their experiences.</li> <li>• Join in with singing and dancing.</li> <li>• Know at least 10 Nursery Rhymes.</li> </ul>

## Reception Curriculum Goals

 <b>Personal, Social and Emotional Development</b>	 <b>Communication and Language</b>	 <b>Physical (Gross Motor)</b>	 <b>Writing</b>	 <b>Reading</b>
<ul style="list-style-type: none"> <li>Recognise and name their feelings, and have strategies to enable them to regulate their emotions.</li> <li>Form and maintain relationships with a range of adults and peers.</li> <li>Manage conflicts with limited adult support.</li> <li>Understand and follow school rules and routines.</li> <li>Understand the impact their actions have on themselves and others.</li> <li>Show increasing levels of resilience and the ability to persist with challenges.</li> <li>Tolerate a delay.</li> <li>Manage their own needs independently.</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively, offering relevant comments and asking relevant questions.</li> <li>Follow and understand more complex instructions.</li> <li>Engage in conversations by speaking in full sentences and awaiting a response.</li> <li>Speak clearly using a range of tenses and newly introduced vocabulary.</li> <li>Develop their vocabulary by experimenting with new words.</li> </ul>	<ul style="list-style-type: none"> <li>Confidently move in a range of ways (including hopping and skipping), safely negotiating space and avoiding obstacles.</li> <li>Begin to show some control when throwing, catching, bouncing and kicking a ball.</li> <li>Confidently ride a balance bike, demonstrating the ability to change direction, avoid obstacles and stop safely.</li> </ul>	<ul style="list-style-type: none"> <li>Use a tripod grip with control.</li> <li>Form recognisable letters that can be read by themselves and adults.</li> <li>Write simple sentences containing phase 2 and 3 graphemes and some 'tricky words'.</li> <li>Spell some 'tricky words' correctly (phase 2 and 3).</li> <li>Make phonetically plausible attempts when spelling words.</li> </ul>	<ul style="list-style-type: none"> <li>Accurately retell stories using newly introduced vocabulary.</li> <li>Read simple sentences containing phase 2 and phase 3 graphemes, and 'tricky words'.</li> </ul>
 <b>Phonics</b>	 <b>Maths (Number)</b>	 <b>Maths (Shape, Space and Measure)</b>	 <b>Understanding the World</b>	 <b>Expressive Arts and Design</b>
<ul style="list-style-type: none"> <li>Secure with phase 1, 2 and 3, phonics and working within phase 4.</li> </ul>	<ul style="list-style-type: none"> <li>Count to at least 30.</li> <li>Have an in-depth understanding of numbers to 10.</li> <li>Subitise arrangements of objects to 5.</li> <li>Know number bonds to 5.</li> <li>Know doubles within 10.</li> <li>Identify patterns within the number system such as odds and evens.</li> </ul>	<ul style="list-style-type: none"> <li>Complete age appropriate jigsaws.</li> <li>Create repeating patterns.</li> <li>Use everyday language in relation to money and time.</li> <li>Demonstrate an understanding of weights and measures within their play.</li> <li>Name and select the main 2D and some 3D shapes.</li> </ul>	<ul style="list-style-type: none"> <li>Respect and value other cultures, communities and beliefs.</li> <li>Describe and observe key features, including seasonal changes in their immediate environment.</li> <li>Name the town, city and country in which they live.</li> <li>Understand simple scientific processes such as melting, freezing, sinking and floating.</li> <li>Describe some events that have occurred in their past.</li> </ul>	<ul style="list-style-type: none"> <li>Work collaboratively to develop a narrative in their imaginative play.</li> <li>Plan, adapt, improve and explain their creations.</li> <li>Understand and select the best methods to join materials.</li> <li>Know and perform a variety of songs and dances.</li> </ul>

