

Croscombe C of E and Stoke St Michael Nursery and Primary School Federation

Our Early Years Foundation Stages Nursery Curriculum Goals

In moving to Foundation Stage 2 we will give our **Nursery** children the opportunity to have achieved the following curriculum goals, based on Development Matters 2021, in readiness for the next stages of their learning.



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<p>Communication & Language: Listening, Attention & Understanding:</p> <p>Listen to longer stories with increasing attention and re-tell simple events.</p> <p>Understand simple instructions and some 'who', 'what' and 'where' questions.</p> <p>Converse in talk with peers and adults, with some conversational turn-taking.</p>	<p>Communication & Language: Speaking:</p> <p>Be confident to start conversations with familiar people.</p> <p>Use talk to organise their pretend play.</p> <p>Express own feelings and ideas.</p> <p>Talk in longer sentences with some accuracy with tenses.</p>	<p>Physical Development Fine Motor Skills:</p> <p>Begin to show control of one-handed tools: scissors, pencil, and paintbrush.</p> <p>Enjoy mark making on large scale.</p> <p>Show a preference for a dominant hand.</p> <p>Develop control of a range of fine motor resources in play.</p>	<p>Physical Development Gross Motor Skills:</p> <p>Refine fundamental movement skills such as skipping, hopping, climbing, and balancing.</p> <p>Ride a 3 wheeled trike using pedals to control travel and speed.</p> <p>Be confident and controlled with large, gross motor movements.</p> <p>Work collaboratively to manage large items such as wooden blocks.</p>
<p>Personal, Social & Emotional: Building Relationships:</p> <p>Develop friendships with peers and children within our school community.</p> <p>Invite peers and adults to be part of their play.</p> <p>Resolve conflict by suggesting new ideas with some adult support.</p> <p>Consider the feelings of others around them.</p>	<p>Personal, Social & Emotional: Self-Regulation:</p> <p>Talk about their own feelings with some adult support.</p> <p>Regulate with some adult support.</p> <p>Show self-control by turn taking, waiting for adult attention, and controlling their immediate impulses.</p>	<p>Personal, Social & Emotional: Managing Self:</p> <p>Remember class promises and behave accordingly.</p> <p>Confident to try to do things independently and know when to ask for support from peers and adults.</p> <p>Independent in meeting own care needs; toileting, washing and drying hands and putting coat on/off.</p> <p>Responsible for tidying away belongings and resources with some adult support.</p> <p>Awareness of safe and healthy choices: including food, hydration, fitness, and oral health.</p> <p>Develop more confidence in new situations and with new activities at school/home.</p>	<p>Mathematics Number:</p> <p>Count in everyday contexts to 10.</p> <p>Recite numbers beyond 5.</p> <p>Subitise to 3.</p> <p>Develop cardinality with manipulatives.</p>
<p>Literacy Comprehension:</p> <p>Understand what is happening in simple stories with the help of pictures.</p> <p>Re-tell well-loved stories orally with props and pictures.</p> <p>Explore stories, poems and non-fiction books with peers and adults, in both group and 1:1 situations.</p>	<p>Literacy Word Reading:</p> <p>Recite some key refrains from a well-known book.</p> <p>Share the love of reading with family, peers, and adults, seeking out favourite books.</p> <p>Recognise their own name.</p> <p>Handle books with care and turn pages independently.</p> <p>Develop phonological awareness through phase 1 phonics.</p> <p>Access introduction to RWI scheme</p> <p>Build a wider range of vocabulary through shared book reading which is used in own play.</p> <p>Understand print has meaning.</p>	<p>Literacy Writing:</p> <p>Form some recognisable letters of significance, such as their name.</p> <p>Contextualise their mark making within the learning environment.</p> <p>Mark make with meaning in play.</p>	<p>Mathematics Numerical Pattern:</p> <p>Compare size, weight and capacity in play using everyday language.</p> <p>Manipulate resources independently linked to their own mathematical fascinations.</p> <p>Recognise some number patterns through song and rhyme.</p> <p>Create patterns (ABAB) in play.</p> <p>Name some 2D shapes in the environment.</p>

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<p>Understanding the World Past and Present:</p> <p>Talk about their own family and local community.</p> <p>Explore familiar situations in the past, such as homes, schools, and transport.</p> <p>Recall their own/family experiences.</p>	<p>Understanding the World People, Culture and Communities:</p> <p>Develop positive attitudes about differences between people, families, and communities.</p> <p>Know there are different countries in the world through their own experiences, fiction and non-fiction books and photos.</p>	<p>Understanding the World The Natural World:</p> <p>Care for all living things, including growing a plant.</p> <p>Explore the natural world with 'hands on' exploration.</p> <p>Discuss their investigations using a widening vocabulary.</p> <p>Understand the main features of a life cycle of a plant and an animal.</p> <p>Respect our community and our planet!</p>	<p>Expressive Arts and Design Creating with Materials:</p> <p>Ascribe meaning to their drawings.</p> <p>Explore colour mixing.</p> <p>Create artwork in response to identified stimuli, art, and artists.</p> <p>Use a range of materials to create based on their own interests.</p> <p>Handle and manipulate clay, sand, and dough to create sensory experiences.</p>
<p>Characteristics of Effective Teaching and Learning:</p> <p>Playing and Exploring</p> <p>Children investigate and experience things, and 'have a go'.</p>	<p>Characteristics of Effective Teaching and Learning:</p> <p>Active Learning</p> <p>Children concentrate and keep on trying if they encounter difficulties and enjoy achievements.</p>	<p>Characteristics of Effective Teaching and Learning:</p> <p>Creating and Thinking Critically</p> <p>Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.</p>	<p>Expressive Arts and Design Being Imaginative and Expressive:</p> <p>Sing rhymes and familiar songs in a group.</p> <p>Express themselves confidently in time to music.</p> <p>Explore a range of percussion instruments making a steady beat.</p> <p>Engage in imaginative role play and make up games with peers.</p>