

Our Curricular Goals

1. Settle in and become an effective learner

<p><u>Stage 1:</u> Children make a strong relationship with their key person. Increasingly, they separate confidently from their parent at the start of the session and become involved in their play. They use their key person as a 'secure base' throughout the session, 'touching base' as/when needed.</p>	<p>Where children need individualised and additional help, this will be offered promptly. Help includes: individual meetings with parents to map a way forward; Early Help support.</p> <p>As children grow in confidence, their involvement in nursery activities deepens. They explore a wider range of activities. They play for longer periods of time. They play alongside friends. They play collaboratively. They develop their 'pretend play'.</p>
<p><u>Stage 2:</u> Children take part in pretend play, communicating and negotiating with their friends. Children start to plan their play and may add narrative to extend their ideas.</p>	<p>As children's engagement and perseverance grows, they either challenge themselves with more difficult activities, or they respond positively to adults challenging them.</p>
<p><u>Stage 3:</u> children persevere with difficulties. They make comments about their learning and play in their Special Books and show pleasure/pride in what they have done.</p>	<p>As children play and learn more collaboratively, over longer time periods, and taking part in more challenging activities, they talk about and reflect on their learning.</p>

2. Follow a recipe to make a bread roll

Stage 1:

With adult support, children mix different ingredients, including: sand and water, and flour and water to make simple playdough. They use the following tools: wooden spoons, sieves, scoops, rolling pins, cookie cutters and knives. They combine mud, water and other natural materials in the mud kitchen. They follow simple recipe cards.

As children take part in these activities, they become more precise in using scoops (filling the scoop carefully to the top); they count the scoops as they tip them out; they use a wide range of different-sized buckets, tins and other containers. Children become confident in using tools at the snack table to prepare their own snack e.g. spreading butter on toast.

Stage 2:

In a small group, children follow the steps in making a bread roll with an adult using a packet mix for measurements. They develop the skills of turn taking and sharing resources. They learn to sequence their actions. With adult help, children use measures (teaspoon, tablespoon, cup etc) and tip in the ingredients. The children's attention is drawn to the key steps of kneading and proving the bread before cooking. The children can experiment with bread roll shape and size or with seeds and toppings.

As children become more familiar with cooking, the adult reduces their support for the group.

Children also mix other substances together carefully, with adult guidance, e.g. cornflour and water, bicarbonate of soda and vinegar, flour and baby oil, hot chocolate, angel delight.

Stage 3:

In small group cooking activities, children follow the steps in making a bread roll with an adult. The adult draws children's attention to the recipe card. They independently fill measures carefully to the top (teaspoon, tablespoon, cup etc). They recognise the numerals in the recipe card. When they count out quantities (e.g. 3 teaspoons of salt) they say the numbers in the correct order (1-2-3) and they know that the last number they say (3) is the total number of spoonfuls they have added. Children will use child's knife to chop chosen toppings.

As children become more independent, there is minimal adult support as they follow recipe cards.

3. Ride a balance bike

<p><u>Stage 1:</u> Children sit on a trike or ride on toy with good balance and scoot along.</p>	<p>As children become more confident at scooting, they will develop more control through steering and stopping/starting. They will not crash into so many things.</p>
<p><u>Stage 2:</u> Children sit on a Balance Bike with good balance, with both feet on the ground.</p>	<p>As children become better at coordinating and steering, they will be able to navigate challenges e.g. riding in and out of cones, or over a set of hollow blocks. Children notice and avoid obstacles and other children when moving.</p>
<p><u>Stage 3:</u> Children ride a Balance Bike, balancing with both feet off the ground, and maintaining control by steering and being able to slow down or speed up. They can ride a Balance Bike safely along the pavement.</p> <p>Children begin to communicate their understanding of the behaviours they will require to become and remain safe whilst riding outside of the setting.</p>	<p>Once children become confident at balancing, they scoot slowly along keeping one or both feet on the floor. They begin to use the handlebars to avoid obstacles and other children. Adults will slowly raise the seat to encourage balancing.</p> <p>To understand what they have to do remain safe whilst riding the balance bike eg adjust speed, check the road, listen carefully to environment (road safety skills), wear a helmet, ensuring they can be seen by an adult.</p>

4. Make up a story

<p>Stage 1: Children have an increasing interest and recall of stories and texts. Children can predict what might happen in a story and discuss characters and plot.</p>	<p>Children will sit and listen to an adult read stories. They may have a favourite book or ask staff to read to them for comfort.</p> <p>Children will handle books with care and are beginning to look at them independently. Children can join in with repeated words and phrases and are able to fill in missing words in stories that they know well. They use vocabulary from stories in their own play eg Huff and Puff. Children will be able to recall what happens in a story and to remember key features of the plot. They will be able to order the events in the story and talk about what happened using a range of tenses.</p>
<p>Stage 2: Children take part in modelled and highly scaffolded Helicopter Story sessions. They respond to the features of the story and begin to make movements or react to the words. Children engage in number rhymes and join in with the actions.</p>	<p>Children may begin by pretend-playing on their own with toys like farm animals, wild animals, dinosaurs or Duplo people. They may put on a costume to become a superhero or another character. Over time, their play becomes more complex. They are able to play with other children, developing the play together (e.g. deciding who will play what role in the home corner, or telling a story with the Duplo people where different Duplo people have different characters).</p> <p>As children become more used to Helicopter Stories, they ask questions and make links between what happens in the story and their own experiences. Children play with props to retell/make up their own stories, including use of the 'Helicopter Story' approach.</p>
<p>Stage 3: Using the Helicopter Story technique children will make up their own story. They will be confident in choosing characters and detailing the plot of their own story. They will act out their story with peers.</p>	<p>As children more used to Helicopter stories they will increasingly take over the story telling process. They will direct the adult to scribe their story and assist in directing their peers to re-enact their story.</p>

5. Attempt to write name

<p><u>Stage 1:</u> Children can use the muscles in their hands and arms to make big movements and bring together hand and eye movements to fix on and make contact with objects. Children will increasingly become confident in engaging in activities such as: threading, loose parts, throwing and catching balls, pushing the wheelbarrow, exploring a musical instrument, playdough and paint.</p>	<p>As children build up their large and fine motor skills they engage in activities for a longer period of time. They can grasp objects and can focus on what they are doing e.g. hold arms out and wait to catch a ball, thread beads on to a piece of string, complete a shape puzzle, build a stable tower of up to 10 blocks etc</p>
<p><u>Stage 2:</u> Children will engage in a variety of ways to make marks e.g. making marks in dough/clay/sand, holding a paint brush to make marks or using chalk on the ground in the garden etc.</p>	<p>As children become more confident in making marks they begin to talk about their marks with others and give meaning to these e.g. "That's mummy" or "It's a dinosaur."</p> <p>Children will begin to notice text in the environment eg signs and labels. They may ask an adult to scribe for them and have a clear idea of what they would like to be written.</p>
<p><u>Stage 3:</u> As children's mark making develops they make more small controlled movements and can draw lines and circles. They can distinguish between these marks e.g. 'line, circle, zig zag' etc. They begin to use anticlockwise movements and retrace vertical lines. Children are familiar with language of directionality such as 'up, down, round and round.' Children can find their name card and can look at it when attempting to write their name.</p>	<p>As children use their name cards repeatedly and becoming familiar with them they become more confident in attempting to form letters. Some children will begin to form recognisable letters.</p>

6. To 'perform' a dance/song

<p><u>Stage 1:</u> Children respond by moving their whole bodies to sounds they enjoy, such as music or a regular beat.</p> <p>Children enjoy joining in with dancing and ring games. They can follow simple instructions such as "Clap your hands" or "Let's turn around."</p>	<p>They explore different ways of moving their bodies and can follow an adult's lead.</p> <p>Children can tap out a simple repeated beat using percussion.</p>
<p><u>Stage 2:</u> They explore different ways of moving their bodies and can follow an adult's lead. Children explore a wide range of music and can describe what they hear e.g. Loud, fast, slow, high, low Children can inhibit their desire to bang and crash with instruments and adapt their playing according to an adults instructions.</p>	<p>As children's interest and understanding of music develops, they begin to move rhythmically and in response to the music they hear. They can use props such as ribbons or pom poms to create different actions. As children become more confident in themselves and the space, they can follow a simple dance routine led by an adult.</p> <p>Children will explore the different sounds that instruments make. They will begin use words that describe sounds.</p>
<p><u>Stage 3:</u> Choose a piece of music and create movements in response that reflect the mood and feeling of the music. To use a chosen instrument to create a melody/song.</p>	<p>They can perform their dance or song in front of an adult or peer.</p>

7. To manage toileting and changing

<p><u>Stage 1:</u> Children with support will access snack eg picking up own food and feeding themselves with their hands. They will drink from an open cup with minimal spilling.</p> <p>Children will be supported to participate in toileting routines.</p>	<p>Children will begin to assist with nappy changing routines. They will collect their bag for changing of clothes and may begin to assist with removing shoes and clothes.</p> <p>Put on a hat and take off boots to prepare and return from the garden area.</p>
<p><u>Stage 2:</u> Children will be able to pull up a zip on a coat when started by an adult.</p> <p>Children will tell an adult when they need toilet or potty. Sitting on the toilet or the potty by themselves.</p> <p>They begin to wash and dry hands independently.</p>	<p>Children will be able to collect their own belongings for home time and recognise what is theirs or a friends.</p> <p>They will recognise how to keep their belongings together and secure on their own peg or in their own bag.</p> <p>Children will be taught how to put on a coat using 'Flip Flop over the top' method.</p>
<p><u>Stage 3:</u> Remain dry for most of the day and take care of their toileting needs independently.</p> <p>Wash and dry hands independently.</p>	<p>Children will explain their understanding of the need for personal hygiene eg washing hands, brushing teeth and having a bath and the impact it may have on their health.</p>