

## Our 6 Curricular Goals



**Settle in**

Settle into our school community and become a confident learner

**Read**

Read and review a book

**Observe  
and  
Record**

Observe the growth of your plant and complete a plant diary

**Solve**

Solve mathematical problems to complete games and challenges

**Make**

Make a superhero spoon puppet and appropriate story props to support storytelling

**Build**

Build an obstacle course with your friends

# Children settle in and become confident learners

## (Communication and Language and PSED focus)

	Milestone 1	Milestone 2	Milestone 3
Communication and Language	<ul style="list-style-type: none"> <li>Can answer simple why questions.</li> <li>Can sit and listen for short periods of time.</li> <li>Use sentences of 4-6 words.</li> <li>Can use sentences joined by because, or and and.</li> <li>Can use future and past tense.</li> </ul>	<ul style="list-style-type: none"> <li>Understands how to listen carefully and why listening is important.</li> <li>Can listen to instructions while being engaged in activities.</li> <li>Understands talk about past and future events.</li> <li>Participates in reciting stories, singing rhymes and jingles.</li> <li>Learns new vocabulary linked to learning.</li> <li>Develops social phrases</li> <li>Talks about experiences in school and at home.</li> <li>Engages in storytimes and non-fiction books.</li> <li>Listens carefully to rhymes and songs.</li> </ul>	<ul style="list-style-type: none"> <li>Listens attentively in a range of situations and responds to what they hear.</li> <li>Learns a range of rhymes, poems and songs.</li> <li>Listens and talks about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>Asks questions to find out more and to check their understanding of what has been said to them.</li> <li>Holds a conversation with adults and peers.</li> <li>Speech is fluent and usually phonetically correct except for confusions with the s-f-th group</li> <li>Can act out a familiar story in detail with friends or alone.</li> <li>Uses a range of connectives.</li> <li>Articulates ideas in well formed sentences</li> <li>Can describe events in detail</li> <li>Uses talk to work out problems and organise thinking.</li> </ul>
Personal, social and emotional development	<ul style="list-style-type: none"> <li>Talk about their feelings using words like sad, happy, angry or worried.</li> <li>Show some understanding of how others might be feeling.</li> <li>Listen to the teacher/ TA.</li> <li>Explores the environment, trying new activities with support.</li> <li>Can follow classroom rules.</li> <li>Are reliably dry</li> <li>Can wash and dry hands</li> <li>Plays alongside others.</li> <li>Can talk with others to solve conflicts.</li> <li>Takes part in pretend play e.g. being Mummy or Daddy or a Gruffalo</li> </ul>	<ul style="list-style-type: none"> <li>Can set own target goal, with support from the teacher.</li> <li>Can put hand up and not call out answers during group sessions.</li> <li>Express their feelings and consider the feelings of others.</li> <li>Tries new activities and perseveres with adult support.</li> <li>Can talk about the classroom rules and why we have them.</li> <li>Can put on own coat, shoes etc.</li> <li>Can get own things ready for home.</li> <li>Engage with other children, developing the play together and</li> </ul>	<ul style="list-style-type: none"> <li>Set own target goal independently.</li> <li>Behaviour is sensible, controlled and independent</li> <li>Shows a sense of pride on successful completion of a difficult challenge</li> <li>Thinks about the perspectives of others</li> <li>Confidently tries new activities and perseveres independently.</li> <li>Talks about right and wrong and understands that some behaviour is inappropriate</li> <li>Understands the importance of healthy food choices.</li> <li>Build constructive and respectful relationships.</li> </ul>
Physical Development	<ul style="list-style-type: none"> <li>Washes and dries hands.</li> <li>Can eat with a spoon and fork.</li> </ul>	<ul style="list-style-type: none"> <li>Can put on a coat and do up the zip independently.</li> </ul>	<ul style="list-style-type: none"> <li>Can confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>Can use a knife and fork competently.</li> <li>Can put on and take off fancy dress clothes independently</li> </ul>

# Children read a book and give a book review

## (Reading Focus)

	Milestone 1	Milestone 2	Milestone 3
Communication and Language	<ul style="list-style-type: none"> <li>Can sit and listen for short periods of time.</li> </ul>	<ul style="list-style-type: none"> <li>Understands how to listen carefully and why listening is important.</li> <li>Learns new vocabulary linked to learning.</li> </ul>	<ul style="list-style-type: none"> <li>Asks questions to find out more and check understanding of what has been said to them.</li> <li>Uses talk to work out problems and organise thinking.</li> </ul>
Literacy	<ul style="list-style-type: none"> <li>Spot/suggest rhymes</li> <li>Recognise words that have the same initial sound</li> <li>Segment words into syllables</li> <li>Know a few letter sounds and names, such as the initial letter of their name.</li> </ul>	<ul style="list-style-type: none"> <li>Read individual letters of the alphabet by saying the sounds for them.</li> <li>Blend sounds into words</li> <li>Reach Tortoise level 5</li> <li>Read books from Phase 2/Red level</li> </ul>	<ul style="list-style-type: none"> <li>Say a sound for each letter of the alphabet and at least 10 digraphs</li> <li>Blend sounds, including some letter groups, into words</li> <li>Tortoise level 8</li> <li>Read books from phase 3/Yellow level</li> </ul>
Final Milestone	<p>The children are able to read a level 4 book independently. They are able to participate in small group discussions offering their own ideas, using recently introduced vocabulary and express their ideas and feelings in full sentences about the book they have read. They will be able to explain what they liked and didn't like about the book and decide whether or not to recommend the book to their peers.</p>		

# Children complete a plant diary

## (Writing/Understanding of the world focus)

	Milestone 1	Milestone 2	Milestone 3
Communication and Language	<ul style="list-style-type: none"> <li>Can sit and listen for short periods of time.</li> <li>Use sentences of 4-6 words.</li> <li>Can use sentences joined by because, or and and.</li> <li>Can use future and past tense.</li> </ul>	<ul style="list-style-type: none"> <li>Understands how to listen</li> <li>Learns new vocabulary linked to learning.</li> </ul>	<ul style="list-style-type: none"> <li>Asks questions to find out more and to check their understanding of what has been said to them.</li> <li>Listens and talks about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>Articulates ideas in well formed sentences</li> <li>Can describe events in detail</li> <li>Uses talk to work out problems and organise thinking</li> </ul>
Personal, social and emotional development	<ul style="list-style-type: none"> <li>Listen to the teacher/TA.</li> <li>Can follow classroom rules.</li> </ul>	<ul style="list-style-type: none"> <li>Can talk about the classroom rules and why we have them.</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour is sensible, controlled and independent</li> </ul>
Physical Development	<ul style="list-style-type: none"> <li>Use a comfortable grip with good control when holding pens and pencils.</li> <li>Show a preference for a dominant hand.</li> </ul>	<ul style="list-style-type: none"> <li>Colours pictures neatly, staying within the outlines.</li> </ul>	<ul style="list-style-type: none"> <li>Can draw and paint with good control.</li> <li>Can write letters, most of which are correctly formed.</li> </ul>
Literacy	<ul style="list-style-type: none"> <li>Write pretend shopping lists, cards etc. making marks or using some recognisable letters.</li> <li>Write some or all of their name,.</li> </ul>	<ul style="list-style-type: none"> <li>Write most lower-case letters correctly</li> <li>Write own name correctly</li> <li>Write simple words by segmenting words into sounds.</li> <li>Names and labels pictures</li> </ul>	<ul style="list-style-type: none"> <li>Write most lower and upper case letters correctly.</li> <li>Spell some common exception words.</li> <li>Write simple phrase and sentences.</li> <li>Begin to use a capital letter and full stop.</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>Count up to 5 objects using 1:1 correspondence</li> <li>Link some numerals to amounts</li> <li>Verbally count to 5</li> </ul>	<ul style="list-style-type: none"> <li>Count up to 10 objects accurately</li> <li>Link numerals 0-8 to amounts</li> <li>Understands one more</li> <li>Verbally counts to 10</li> </ul>	<ul style="list-style-type: none"> <li>Link numerals 0-10 to amounts</li> <li>Understands one more and one less</li> <li>Verbally counts to 20</li> </ul>
Understanding the world	<ul style="list-style-type: none"> <li>Show care and respect for the natural environment and living things.</li> <li>Talk about differences between materials and changes that they notice e.g. floating, sinking, melting</li> </ul>	<ul style="list-style-type: none"> <li>Explore the school environment and the local woods.</li> <li>Can talk about the changes in seasons—Autumn and Winter</li> <li>Discuss what they see, hear, smell etc. in the world around them. Using new vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Draw pictures of the natural world: plants and animals</li> <li>Describe what they can see and hear in our school environment</li> </ul>
Expressive Arts and Design	<ul style="list-style-type: none"> <li>Can draw a recognisable house and a person with head, legs, trunk, arms and fingers.</li> <li>Matches and names 4 colours correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Explores colour mixing and can mix red, yellow and blue to make secondary colours.</li> </ul>	<ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic affects to express their ideas and feelings.</li> </ul>

The children are able to carefully observe the growth of their plant. They are able to look after them and discuss what they observe. The children are able to record their observations in a plant diary with accurate and careful pictures and by writing labels.

# Children solve mathematical problems to complete games and challenges

## (Maths Focus)

	Milestone 1	Milestone 2	Milestone 3
Communication and Language	<ul style="list-style-type: none"> <li>Can answer simple why questions.</li> <li>Can sit and listen for short periods of time. Use sentences of 4-6 words.</li> <li>Can use sentences joined by because, or and and.</li> <li>Can use future and past tense.</li> </ul>	<ul style="list-style-type: none"> <li>Can listen to instructions while being engaged in activities.</li> </ul>	<ul style="list-style-type: none"> <li>Listens attentively in a range of situations and responds to what they hear.</li> <li>Asks questions to find out more and to check their understanding of what has been said to them.</li> <li>Uses talk to work out problems and organise thinking.</li> </ul>
Personal, social and emotional development	<ul style="list-style-type: none"> <li>Listen to the teacher/TA.</li> <li>Explores the environment, trying new activities with support.</li> <li>Can follow classroom rules.</li> </ul>	<ul style="list-style-type: none"> <li>Tries new activities and perseveres with adult support.</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour is sensible, controlled and independent</li> <li>Shows a sense of pride on successful completion of a difficult challenge</li> <li>Confidently tries new activities and perseveres independently.</li> </ul>
Literacy	<ul style="list-style-type: none"> <li>Understand that print has meaning and is read from left to right.</li> <li>Recognise words that have the same initial sound</li> <li>Know a few letter sounds and names, such as the the initial letter of their name. Write pretend shopping lists, cards etc. making marks or using some recognisable letters.</li> <li>Write some or all or of their name,.</li> </ul>	<ul style="list-style-type: none"> <li>.Blend sounds into words</li> <li>Reach Tortoise level 5</li> <li>Read books from Phase 2/Red level</li> <li>Write own name correctly</li> </ul>	<ul style="list-style-type: none"> <li>Respond to what they have read/what has been read</li> <li>Use and understand an increasing range of vocabulary</li> <li>Say a sound for each letter of the alphabet and at least 10 digraphs</li> <li>Blend sounds, including some letter groups, into words</li> <li>Tortoise level 8</li> <li>Read books from phase 3/Yellow level Write most lower and upper case letters correctly.</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>Count up to 5 objects using 1:1 correspondence</li> <li>Link some numerals to amounts</li> <li>Verbally count to 5</li> <li>Compare quantities using language more than/fewer than</li> <li>Understand position through words alone</li> <li>Make comparisons between objects relating to size, length, weight and capacity</li> <li>Select shapes appropriately e.g. prism for a roof</li> <li>Extend and create ABAB pattern and notice any errors.</li> <li>Describe as sequence of events using first, then, after, before</li> </ul>	<ul style="list-style-type: none"> <li>Count up to 10 objects accurately</li> <li>Children can represent numbers up to 8 in different ways, including adding 2 groups</li> <li>Link numerals 0-8 to amounts</li> <li>Subitise to 5</li> <li>Recall number bonds to 5— addition facts</li> <li>Understands one more</li> <li>Verbally count to 10 forwards and backwards</li> <li>Recognise equal and unequal groups Compare mass using mathematical language, heavier, lighter etc.</li> <li>Compare capacity using mathematical language full, empty etc.</li> <li>Name circle, triangle, rectangle and square and begin to describe their properties.</li> <li>Compose and decompose squares, rectangles and triangles to discover shapes within.</li> <li>Continue, copy and create repeating patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Children can represent numbers to 10 in different ways.</li> <li>Link numerals 0-10 to amounts</li> <li>Recall addition and subtraction facts for number bonds to 5</li> <li>Recall some number bonds to 10</li> <li>Recall doubling facts</li> <li>Understands one more and one less Verbally count to 20 forwards and backwards</li> <li>Compare height and length using mathematical language (taller, shorter, longer)</li> <li>Measure height and time.</li> <li>Describe time using tomorrow, today, yesterday and the days of the week.</li> <li>Select, rotate and manipulate shapes (children copy increasingly complex 2D pictures and patterns)</li> <li>Find 2D shapes within 3D shapes.</li> <li>Compose and decompose shapes so that the children recognise a shape can have other shapes within it.</li> </ul>

Final Milestone

The children are able to complete mathematical puzzles and games made and organised by the

# Children make a puppet and appropriate props to support storytelling.

## (Expressive Arts and Design focus)

	Milestone 1	Milestone 2	Milestone 3
Communication and Language	<ul style="list-style-type: none"> <li>Can answer simple why questions.</li> <li>Can sit and listen for short periods of time.</li> <li>Use sentences of 4-6 words.</li> <li>Can use sentences joined by because, or and and.</li> <li>Can use future and past tense.</li> </ul>	<ul style="list-style-type: none"> <li>Understands how to listen carefully and why listening is important.</li> <li>Can listen to instructions while being engaged in activities.</li> <li>Learns new vocabulary linked to learning.</li> <li>Engages in storytimes and non-fiction books.</li> </ul>	<ul style="list-style-type: none"> <li>Asks questions to find out more and to check their understanding of what has been said to them.</li> <li>Holds a conversation with adults and peers.</li> <li>Articulates ideas in well formed sentences</li> <li>Can act out a familiar story in detail with friends or alone..</li> <li>Uses talk to work out problems and organise thinking.</li> </ul>
Personal, social and emotional development	<ul style="list-style-type: none"> <li>Listen to the teacher/TA.</li> <li>Explores the environment, trying new activities with support.</li> <li>Takes part in pretend play e.g. being Mummy or Daddy</li> <li>Takes part in pretend play with different roles e.g. Gruffalo</li> </ul>	<ul style="list-style-type: none"> <li>Tries new activities and perseveres with adult support.</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour is sensible, controlled and independent</li> <li>Shows a sense of pride on successful completion of a difficult challenge</li> <li>Confidently tries new activities and perseveres independently.</li> </ul>
Physical Development	<ul style="list-style-type: none"> <li>Use one handed tools and equipment e.g. make cuts with scissors</li> <li>Show a preference for a dominant hand.</li> </ul>	<ul style="list-style-type: none"> <li>Colours pictures neatly, staying within the outlines.</li> <li>Can cut a strip of paper neatly.</li> </ul>	<ul style="list-style-type: none"> <li>Can cut out shapes.</li> <li>Can draw and paint with good control.</li> </ul>
Literacy	<ul style="list-style-type: none"> <li>Engage in extended conversations about stories.</li> </ul>	<ul style="list-style-type: none"> <li>Join in with predictable phrases</li> <li>Retell parts of key stories with some story language using props e.g. stick puppets</li> <li>Can sequence the key events of a story Read individual letters of the alphabet by saying the sounds for them.</li> </ul>	<ul style="list-style-type: none"> <li>Respond to what they have read/what has been read</li> <li>Retell stories using their own words and appropriate story language</li> <li>Use and understand an increasing range of vocabulary</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>Understand position through words alone</li> <li>Make comparisons between objects relating to size, length, weight and capacity</li> <li>Select shapes appropriately e.g. prism for a roof</li> </ul>	<ul style="list-style-type: none"> <li>Compose and decompose squares, rectangles and triangles to discover shapes within.</li> </ul>	<ul style="list-style-type: none"> <li>Select, rotate and manipulate shapes (children copy increasingly complex 2D pictures and patterns)</li> </ul>
Understanding the world	<ul style="list-style-type: none"> <li>Know there are different countries in the world and talk about the differences they have seen in photos or experienced.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss what they see, hear, smell etc. in the world around them. Using new vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that some environments are different from the one in which they live.</li> </ul>
Expressive Arts and Design	<ul style="list-style-type: none"> <li>Makes imaginative small worlds</li> <li>Matches and names 4 colours correctly Takes part in pretend play, using objects to represent something else.</li> </ul>	<ul style="list-style-type: none"> <li>Explore colour mixing and can mix red, yellow and blue to make secondary colours.</li> <li>Explore a variety of artistic effects.</li> <li>Develop storylines in their pretend play.</li> <li>Use a range of vocabulary to discuss features in the natural world, such as colours, textures and smells.</li> </ul>	<ul style="list-style-type: none"> <li>Mix own paints</li> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Children are able to discuss what they see and smell in their own words.</li> </ul>

The children are able to design a puppet and appropriate props to use as they invent, adapt or

# Children work collaboratively to make an obstacle course

## (Physical focus)

	Milestone 1	Milestone 2	Milestone 3
Communication and Language	<ul style="list-style-type: none"> <li>Can sit and listen for short periods of time.</li> <li>Use sentences of 4-6 words.</li> <li>Can use sentences joined by because, or and and.</li> <li>Can use future and past tense.</li> </ul>	<ul style="list-style-type: none"> <li>Understands how to listen carefully and why listening is important.</li> <li>Can listen to instructions while being engaged in activities.</li> <li>Understands talk about past and future events.</li> <li>Learns new vocabulary linked to learning.</li> <li>Develops social phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Listens attentively in a range of situations and responds to what they hear.</li> <li>Asks questions to find out more and to check their understanding of what has been said to them.</li> <li>Holds a conversation with adults and peers.</li> <li>Speech is fluent and usually phonetically correct except for confusions with the s-f-th group</li> <li>Uses a range of connectives.</li> <li>Articulates ideas in well formed sentences</li> <li>Uses talk to work out problems and organise thinking.</li> </ul>
Personal, social and emotional development	<ul style="list-style-type: none"> <li>Talk about their feelings using words like sad, happy, angry or worried.</li> <li>Show some understanding of how others might be feeling.</li> <li>Listen to the teacher/TA.</li> <li>Can talk with others to solve conflicts.</li> </ul>	<ul style="list-style-type: none"> <li>Express their feelings and consider the feelings of others.</li> <li>Tries new activities and perseveres with adult support.</li> <li>Can engage with other children, developing their play together.</li> </ul>	<ul style="list-style-type: none"> <li>Behaviour is sensible, controlled and independent</li> <li>Thinks about the perspectives of others</li> <li>Confidently tries new activities and perseveres independently.</li> <li>Builds constructive and respectful relationships.</li> </ul>
Physical Development	<ul style="list-style-type: none"> <li>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>Collaborate with others to move large items e.g. a long plank or a large hollow block.</li> <li>Shows increasing skill in ball games.</li> </ul>	<ul style="list-style-type: none"> <li>During P.E. sessions, children continue to develop body strength, balance and agility.</li> </ul>	<ul style="list-style-type: none"> <li>Throws and catches a ball (catches with 2 hands), Kicks, passes and aims a ball.</li> <li>Can combine different movements with ease and fluency.</li> <li>Can confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>Link some numerals to amounts</li> <li>Verbally count to 5</li> </ul>	<ul style="list-style-type: none"> <li>Count up to 10 objects accurately</li> <li>Link numerals 0-8 to amounts</li> <li>Verbally counts to 10</li> </ul>	<ul style="list-style-type: none"> <li>Link numerals 0-10 to amounts</li> <li>Verbally counts to 20</li> </ul>
Expressive Arts and Design	<ul style="list-style-type: none"> <li>Can draw a recognisable house and a person with head, legs, trunk, arms and fingers.</li> <li>Matches and names 4 colours correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Explore colour mixing and a variety of artistic effects.</li> </ul>	<ul style="list-style-type: none"> <li>Create collaboratively, sharing ideas, resources and skills.</li> </ul>
Final Milestone	<p>The children are able to listen to the ideas of others and participate in small group discussions, offering their own ideas in order to design an obstacle course. They are able to express their thoughts and feelings using full sentences. The children are able to solve conflicts and work cooperatively with others. They can negotiate space and obstacles safely and demonstrate strength, balance and coordination. The obstacle course will provide opportunities to run, jump, skip, hop and climb.</p>		