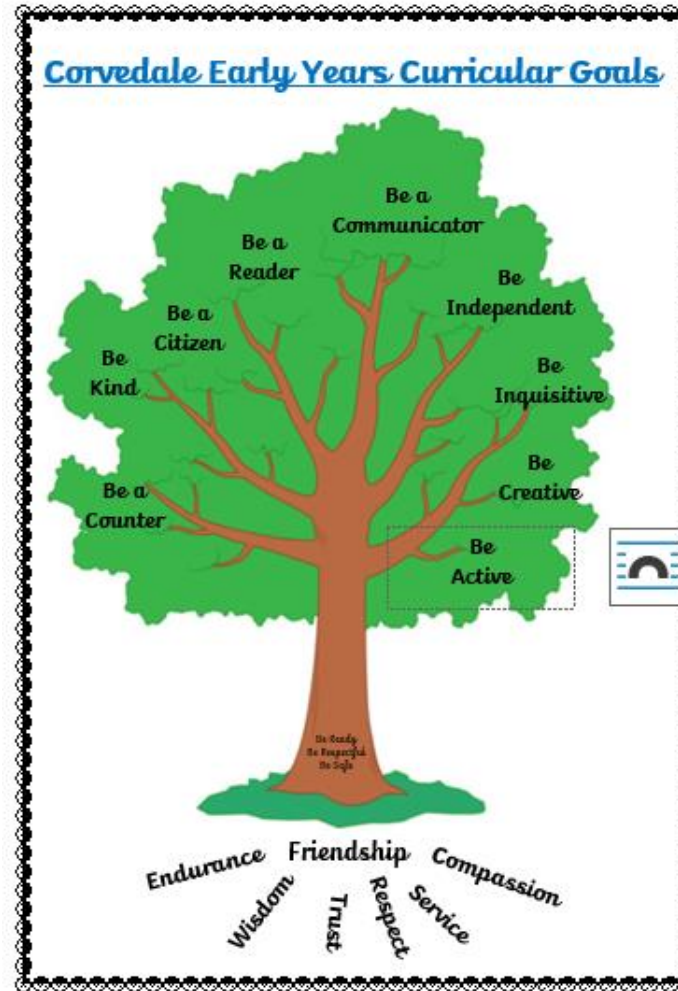


# Corvedale Curricular Goals

- Be a reader
- Be a communicator
- Be kind
- Be independent
- Be active
- Be a counter
- Be a citizen
- Be inquisitive
- Be creative



## Curricular Goal: Be a Reader

**First Milestone:** Children engage and enjoy stories shared in the nursery

Children join in and pay attention to songs and rhymes, copying sounds, rhythms, tunes and tempo saying some of the words and copying some of the finger movements and gestures. They enjoy listening to simple stories and understand what is happening, with the help of the pictures. Children have favourite books and seek them out, to share with an adult, with another child, or to look at alone. They are beginning to repeat words and phrases from familiar stories.

**Second Milestone:** Children understand and want to share books and enjoy rhymes, poems and songs together in the nursery repeating stories rhymes and vocabulary in self-initiated play

Children understand that print has meaning and can have different purposes and that we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing

- spot and suggest rhymes
- count or clap syllables in a word
- recognise words with the same initial sound, such as money and mother

(phase 1 activities)

**Final Milestone:** Children enjoy sharing books and reading. They can say a sound for each letter in the alphabet and at least 10 digraphs and are reading words consistent with their phonic knowledge by sound-blending. Children can read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Children engage can demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. They can 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.

## Curricular Goal: Be a Communicator

*First Milestone: Children are starting to develop conversation skills particularly with their key worker. They attempt to use a wide range of tools to mark make/write in directed and child initiated sessions.*

*Children are beginning to listen to other people's talk with interest, however, can easily be distracted by other things. They are beginning to make themselves understood and are starting to say how they are feeling, using words as well as actions. They develop pretend play using key words.*

*Children engage with a variety of mark making tools inside and out.*

*Second Milestone: Children are becoming confident listeners and communicators with their key worker and other adults They begin to want to and attempt to write their name with recognisable letters.*

*Children understand how to listen carefully and why listening is important. They learn new vocabulary and use it in their play. Children ask questions to find out more and to check they understand what has been said to them, sharing their ideas and thoughts throughout the day with well-formed sentences.*

*Children are becoming more confident in their writing and choose to write more with conventional implements.*

*Final Milestone: Children are confident listeners and communicators and enjoy sharing with others verbally and in writing. They listen attentively and respond to what they hear with relevant questions, comments, and actions. Children make comments about what they have heard and ask questions to clarify their understanding. They are confident talkers and can hold conversations and discuss with their teacher and peers. 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 in the class.*

*Children communicate through writing using recognisable letters, most of which are correctly formed. They Spell words by identifying sounds in them and representing the sounds with a letter or letters and write simple phrases and sentences that can be read by others.*

## Curricular Goal: Be Kind

*First Milestone: Children are beginning to have an awareness of others and enjoy positive relationships and company.*

*Children are beginning to be interested in others' play and starting to join in. They are seeking out others to share experiences and can show affection and concern for people who are special to them. They may begin to form a special friendship with another child. They safely explore emotions beyond their normal range through play and stories and begin to talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".*

*Second Milestone: Children are keen to be with their friends and form clear peer relationships showing some emotional understanding and sensitivity.*

*Children can play with one or more other children, extending and elaborating play ideas e.g. building up a role-play activity with other children. They initiates play, offering cues to peers to join them. •Keeps play going by responding to what others are saying or doing. Children demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. They begin to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Children are increasingly following rules, understanding why they are important. They talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' and understand gradually how others might be feeling.*

*Final Milestone: Children are confident with each other and adults around them and work and play cooperatively and take turns with others. The demonstrate that they can form positive attachments to adults and friendships with peers and show sensitivity to their own and to others' needs. They are beginning to know and value the school values and can say the three school rules.*

## Curricular Goal: Be Independent

**First Milestone:** Children are beginning their journey of self-regulation and managing self.

Children begin to establish their sense of self. They express preferences and decisions. They also try new things and start establishing their autonomy. Children engage with others through gestures, gaze and talk and use that engagement to achieve a goal. They begin to manage transitions, for example from their parent to their key person and thrive as they develop self-assurance. Children look for clues about how to respond to something interesting and play with increasing confidence on their own and with other children, because they know their key person is nearby and available. They feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person. The Children feel strong enough to express a range of emotions and grow in independence, rejecting help ("me do it"). They begin to show 'effortful control' and are increasingly able to talk about and manage their emotions.

**Second Milestone:** Children are developing their self-regulation and managing of self which underpins their personal development

Children can select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. They are developing their sense of responsibility and membership of a community. The children are becoming more outgoing with unfamiliar people, in the safe context of their setting and are showing more confidence in new social situations. They now play with one or more other children, extending and elaborating play ideas and are increasingly independent in meeting their own care needs, and making healthy choices about food, drink, activity and toothbrushing.

**Final Milestone:** Children show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. They set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Children 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. They are confident to try new activities and show independence, resilience and perseverance in the face of challenge. Children explain the reasons for rules, know right from wrong and try to behave accordingly and manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

## Curricular Goal: Be Active

**First Milestone:** Children are developing their gross motor skills and beginning to develop their fine motor skills.

Children can climb and run well and walks up and down stairs, with one foot on each step. They can jump with both feet and may hop on one foot and pedal tricycle or three-wheel bike. Children begin to use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks showing an increasing desire to be independent, such as wanting to feed themselves and dress or undress. They start eating independently and learning how to use a knife and fork and are developing manipulation and control especially when exploring different materials and tools.

**Second Milestone:** Children actively use their gross motor skills in play inside and out and show more control in fine motor skills.

Children continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. They go up steps and stairs, or climb up apparatus, using alternate feet and skip, hop, stand on one leg and hold a pose. They use large-muscle movements to wave flags and streamers, paint and make marks. Children start taking part in some group activities which they make up for themselves, or in teams and increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. They collaborate with others to manage large items and use one-handed tools and equipment. The children are beginning to use a comfortable grip with good control when holding pens and pencils and show a preference for a dominant hand. They are increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips..

**Final Milestone:** Children can negotiate space and obstacles safely, with consideration for themselves and others and demonstrate strength, balance and coordination when playing. They move energetically, such as running, jumping, dancing, hopping, skipping and climbing and are progressing towards a more fluent style of moving, with developing control and grace. They develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. The children hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases and use a range of small tools, including scissors, paintbrushes and cutlery. They begin to show accuracy and care when drawing.



## Curricular Goal: Be a Counter

**First Milestone:** Children engage and enjoy number base and counting games activities. They explore sizes and space around them and spot patterns and shapes shared in the nursery (3Years)

Children combine objects and put objects inside others and take them out again. Take part in finger rhymes with numbers. They react to changes of amount in a group of up to three items and compare amounts, saying 'lots', 'more' or 'same'. The children develop counting behaviour and count everyday contexts. They explore different types and sizes of spaces, build with a range of resources and complete puzzles. Children compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'. They notice patterns and arrange things in patterns.

**Second Milestone:** Children is beginning to grasp number relationships and can use some number names and words such as 'more than' and 'fewer than' when playing. They are interested in numbers, can say them in order from 1-10 and will talk about them and ask you questions.

Show developing recognition of up to 3 objects, without having to count them individually ('subitising') and recite numbers past 5. Children say one number for each item in order and know last number reached when counting is total ('cardinal principle'). Begin to show 'finger numbers' up to 5 and link numerals and amounts. They begin to experiment with marks as well as numerals and begin to solve real world mathematical problems with numbers up to 5. Children compare quantities using language: 'more than', 'fewer than' and explore 2D and 3D shapes using simple informal and mathematical language. They begin to understand some position and direction vocabulary and make comparisons between objects relating to size, length, weight and capacity. They talk about and identifies the patterns around them. Extend and create ABAB patterns - stick, leaf, stick, leaf and notice and correct an error in a repeating pattern. Also begin to describe a sequence of events, real or fictional, using words such as 'first', then...'

**Final Milestone:** Children have a deep understanding of number to 10, including the composition of each number. They subitise (recognise quantities without counting up to 5. Children 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.

Children verbally count beyond 20, recognising the pattern of the counting system. They compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Children explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

## Curricular Goal: Be a Citizen

**First Milestone:** Children become aware of others and themselves.

Children make connections between the features of their family and other families. They notice differences between people and begin to make sense of their own life-story and family's history.

**Second Milestone:** Children are embarking on understanding the world and their community. The frequency and range of children's personal experiences increases and a sense of the world around them grows.

Children begin to make sense of their own life-story and family's history and show interest in different occupations, sequence of events, real or fictional, using words such as 'first', then. They are continuing developing positive attitudes about the differences between people and know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

**Final Milestone:** Children can talk about members of their immediate family and community and name and describe people who are familiar to them. They can comment on images of familiar situations in the past and compare and contrast characters from stories, including figures from the past in the local community and wider. Children can draw information from a simple map and understand that some places are special to members of their community. They can recognise that people have different beliefs and celebrate special times in different ways and can recognise some similarities and differences between life in this country and life in other countries. They very much explore the natural world around them describing what they see, hear and feel whilst outside. They can recognise some environments that are different to the one in which they live and understand the effect of changing seasons on the natural world around them.



## Curricular Goal: Be Creative

*First Milestone: Children join in and enjoy creating with all materials, media and objects music and songs.*

*Children show attention to sounds and music, respond, move and dance to it and anticipate phrases and actions in rhymes and songs, exploring their voices and enjoy making sounds. They explore a range of sound-makers and instruments and play them in different ways. Children notice patterns with strong contrasts and start to make marks intentionally. They explore paint, using fingers and other parts of their bodies as well as brushes and other tools expressing ideas and feelings through making marks, and sometimes give a meaning to the marks they make. The children enjoy and take part in action songs and start to develop pretend play. They explore different materials, using all their senses to investigate them and using their imagination as they consider what they can do with different materials. Children make simple models which express their ideas.*

*Second Milestone: Children enjoy opportunities to engage with the arts, enabling them to explore and play with a wide range of media, materials songs and music.*

*Children take part in pretend play and begin to develop complex stories in play sometimes making imaginative and complex 'small worlds'. They explore different materials freely and then decide which materials to use to express them joining different materials and explore different textures. Children begin to use these shapes to represent objects and draw with increasing complexity and detail, such as representing a face with a circle and including details. They use drawing to represent ideas, showing different emotions in their drawings and paintings and explore colour and colour-mixing. Children listen with increased attention to sounds and respond to what they have heard, expressing their thoughts and feelings sometimes remembering and singing entire songs. They can create their own songs or improvise a song around one they know and play instruments with increasing control to express their feelings and ideas.*

*Final Milestone: Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They can share their creations, explaining the process they have used and make use of props and materials when role playing characters in narratives and stories. The children invent, adapt and recount narratives and stories with peers and their teacher. They enjoy singing a range of well-known nursery rhymes and songs and perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.*

## Curricular Goal: Be Inquisitive

**First Milestone:** Children explore their environment with curiosity beginning to ask questions and noticing.

Children repeat actions that have an effect and notice outcomes. They explore materials with different properties and natural materials, indoors and outside. They explore and respond to different natural phenomena in their setting and on trips. They make connections between the world around them and the features of their family and other families noticing differences and similarities and commenting on them.

**Second Milestone:** Children are interested and inquisitive about the world around them asking questions about how and why and noticing similarities and differences.

Children ask questions about the world around them and use all their senses in hands-on exploration to explore identifying similarities and/or differences and talking about what they see, using a growing vocabulary. They explore how things work and their environment, being curious about animals and planting seeds and caring for plants. They are beginning to understand the key features of the life cycle of a plant and an animal. And begin to understand the need to respect and care for the natural environment and all living things.

**Final Milestone:** Children talk about the lives of the people around them and their roles in society and begin to know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. They understand the past through settings, characters and events encountered in books read in class and storytelling.

Children explore the natural world around them, making observations and drawing pictures of animals and plants. They 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. The Children understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.