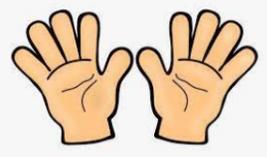


# Stottesdon C of E Primary School and Nursery - Early Years Curricular Goals

	Nursery 1	Nursery 2	Reception
 Care	To settle into a new environment To play alongside a peer To wave goodbye to parents and carers	To greet and interacts with others, sharing thoughts and resources patiently; valuing self and others and willing to persist and not be daunted by failure. To dress to go outside independently	To become a 'Kind and Confident Cookie' who shows empathy to others, determination to complete a goal, resilience in the face of challenges and shows curiosity about the world around them.  To become a 'Positive Reflector' who reflects with confidence, knows how people celebrate different religious festivals including those from other faiths.
 Communicate	To listen to a short story or rhyme with a key adult To comment on the world around them. (2-3 words)	To listen and join in with a favourite story in a group. To talk in everyday play and focussed sessions, showing the ability to follow instructions, concentrate, think through and extend ideas and real and imaginary thoughts with others. (4-6 words) To ask key adults for help	To become a 'Curious Communicator' who can listen to others in order to ask relevant questions, make comments and discuss back and forth with friends and adults, expressing ideas and feelings with confidence.
 Move	To move around the setting independently safely e.g. inside, outside, steps	To develop body strength when climbing up, across and down various parts of the climbing frame, whizzing around the track on the trike and digging and building various items to construct.	To become a 'Leaping Lizard' who can use strength, balance and co-ordination to run, jump, hop, skip, climb and dance confidently and safely.  To become a 'Talented Tool user' who holds a pencil effectively and uses cutlery with confidence.
 Read	To develop play around favourite stories	To become a book enthusiast and readily access them for pleasure, turning pages individually, describing characters, scenes and outcomes in illustrations and recognising some symbols and letters of personal interest in their environment including digital material.	To become a 'Fabulous Phonics Extraordinaire' who can read books containing words they can decode (which are made up of single sounds {g, c} and digraphs {ee, igh}) and they can chat about what they have read.
 Write	To explore making a range of marks freely	To build up hand and whole-body strength through adventurous play, to be able to enjoy mark making readily and confidently with a good grip. To make marks to represent their name	To become 'Sentence Superstar' who can write sentences (with words containing single sounds and digraphs) and who can also write a simple story for a friend to read.
 Count	To enjoy and join in with action number rhymes	To use mathematical knowledge and language naturally in everyday play. Subitising, counting and representing marks to at least 5 and matching, measuring and comparing all sorts.	To become a 'Deep Sea Number Diver' who has a deep understanding of numbers to 10, who can recognise the pattern of the counting system, compare quantities and who can recall number bonds to 5 in a flash!
 Investigate	To explore small word play. To add noises and speech to their play To use their senses to explore.	To talk about their own experiences in the world To investigate challenges with an inquiring mind and uses a breadth of vocabulary and investigative tools to observe, remember, explain and predict. To recognise some differences in places, people, past and now.	To become an 'Exceptionally Eager Explorer' who understands how to read a simple map, knows their own family tree, shows care to living creatures and understands similarities and differences in places, people, past and now.
 Create	To anticipate actions in rhymes and songs. To explore musical instruments.	To role play building upon their own experiences in life. To create different sounds with musical instruments, attempt to play them loudly, softly, fast and slowly whilst developing an ear for rhythm. To use the creative area independently to develop new ideas and skills,	To become an 'Amazing Artist' who can: <ul style="list-style-type: none"> <li>perform a story, a song, a poem or a rhyme,</li> <li>build models that has multilayers of purposefully positioned pieces and spaces between,</li> <li>create and develop ideas using embedded skills, techniques and knowledge of experiences and artists to represent and complete their dreams.</li> </ul>

