

Curriculum Goals



The Prime Areas

Communication & Language

Listening, Attention & Understanding

- To be able to listen to and follow 2-part instructions
- Understand 'why' questions e.g. "why do you think the caterpillar had a stomachache?"
- Enjoy listening to longer stories and able to recall much of what happened



Speaking

- To be able to express needs, feelings and wishes and ask for help if needed
- To learn a large repertoire of songs and rhymes
- To be able to hold a back-and-forth conversation with an adult or peer
- Use a wide range of vocabulary and sentences of 4-6 words
- To be able to talk about familiar books
- Use talk for a purpose, for example, in role play; "let's make a bus, you sit there, and I'll be the driver"

Personal, Social & Emotional Development

Self-Regulation

- Talk about their feelings using words such as happy, sad, angry or worried
- Show understanding of how to manage feelings
- Demonstrate understanding of how others may be feeling
- Confidence to separate from parent/carer
- Solve conflicts, or seek help to solve conflicts, with others through communication

Building Relationships

- Play co-operatively alongside and with others; developing and sharing ideas in play
- Sit alongside others at the table for snack and at lunch time
- Show care and concern for others



Managing Self

- Remember the pre-school rules, willingness to follow them and understand why they are important
- Select and use activities and resources, with help if needed
- Manage my own clothing; put on/take off my coat, put on/take off my shoes, pull up/down clothing to use the toilet, pull up sleeves for handwashing
- Independent in meeting own care needs; washing and drying hands, using the toilet, wiping own nose
- Make healthy choices about food, drink, activity & toothbrushing
- Confidence to freely explore the environment



Physical Development

Gross Motor Skills

- Demonstrate strength, balance and co-ordination
- Be able to throw, catch and kick a ball
- Negotiate space and obstacles safely with consideration for themselves, others and the environment; using ride-on's, running, in games
- Move in a range of ways; running, jumping, hopping, climbing
- Learn, enjoy and move body to a range of music & movement activities such as; ring games, 'shake your sillies out', What's the time Mr Wolf?



Fine Motor Skills

- Use a comfortable grip with good control when mark making
- Manage packaging, wrappers, containers in my lunch box
- Use a range of small tools such as scissors, tweezers, cutlery and mark making implements, safely and with control



Curriculum Goals



The Specific Areas

Literacy

Comprehension

- Listen to stories with increasing attention and recall; anticipate key events, talk about what has happened, identify main characters, discuss the story setting and story sequence
- Enjoy listening to a range of fiction and non-fiction texts, rhymes and short poems
- Know what an author and a poet is

Word Reading

- Recognise when words start with the same sound
- Develop rhyme awareness and identify some rhyming strings
- Recognise my first name without a visual clue



Writing

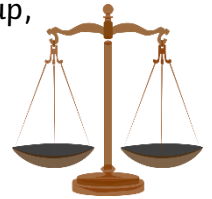
- To develop an enjoyment and enthusiasm for mark making for different purposes; lists, menus, maps, labels
- Increasing control using pens and pencils
- Write some letters from my name



Mathematics

Number & Numerical Patterns

- Recite numbers past 5
- Show an interest and talk about numbers and counting
- Count up to 5 objects – one number for each object – and say the total number in the group, understanding that the final number said, is the total
- Match numeral and quantity up to 5
- Count forwards and backwards and begin to subitise numbers to 3
- Demonstrate understanding of 0
- Know what is one more and one less than a number, using objects to support, up to 5
- Compare quantities
- Talk about 2D and 3D shape using mathematical language; sides, corners, straight, flat, round
- Demonstrate understanding of positional language without gestures; under, on, off, between, in, up, down
- Make comparisons between objects relating to; size, length, weight and capacity
- Use construction materials to build; selecting appropriate shapes & sizes
- Talk about, identify and create simple patterns
- Use descriptive words in sequencing such as; first, then, after, before, every morning, night-time
- Experiment with symbols and marks as well as numbers



Understanding The World

Past and Present / People, Culture and Communities / The Natural World

- Talk about how I have grown and changed
- Talk about my family and people who are important to me
- Notice changes in the seasons and weather and talk about what I have observed
- Use all my senses to explore and talk about natural resources
- Show respect and care for the natural environment and all living things
- Talk about differences in materials as they change from one state to another; ice play, making playdough, messy play reactions
- Explore and talk about different occupations



-Plant seeds/bulbs and care for growing plants/flowers in the pre-school garden; demonstrate understanding of growth and decay

-Explore the lifecycle of a Caterpillar

-Explore different forces such as; magnets and floating & sinking

-Show understanding and a positive attitude of similarities and differences linked to; me, my family, the World, objects and materials

-Join in with a range of festivals and celebrations; Easter, Christmas, Chinese New Year, Eid



Expressive Arts and Design

Creating with Materials

-Explore different materials

-Use my own ideas to create, join and build with a wide range of resources and materials

-Talk about my creations

-Explore and talk about textures

-Explore colour and colour mixing

-Use a range of tools safely; scissors, child-safe knives



Being Imaginative and Expressive

-Enjoy small world play and use my own ideas to create and extend play sets

-Play instruments with increasing control

-Take part in pretend / imaginative play

-Enjoy a range of role-play and sometimes plan my own role-play ideas

-Share favourite songs, rhymes, games and dances with others

-Explore rhythm through instruments, song and movement

Summary

Our curriculum goals are structured around our **6 aspirations** for each and every child;

1. **To be effective communicators** – we recognise that children communicate in different ways and we will support children to express their feelings, wishes and needs
2. **To develop creatively and to be critical thinkers** – supporting children to be active learners, inquisitive and curious, in order to learn new skills and acquire new knowledge.
3. **To be respectful and form positive relationships** –treat others with kindness, thoughtfully, fairly and without discrimination.
4. **To be resilient and recognise that they are unique** –to develop children's confidence so they can freely explore, and not be afraid to make and learn from mistakes.
5. **To take risks** – enjoy new experiences and adventures, embrace challenge and independently make their own choices.
6. **To work as an individual and as part of a group to actively solve problems** – developing their confidence and independence and taking pride in what they do with a real sense of accomplishment