

Welbourne Nursery Curriculum Goals and Milestones

<p style="text-align: center;">Goal 1</p> <p>Be confident to know who to go to and how to find help when solving problems</p> <p><i>Why: Children have the language of learning and are able to be resilient and keep trying when faced with learning challenges. This supports children in being confident to ask for help when they are in new situations or settings.</i></p>	<p style="text-align: center;">Milestone 1</p> <p>Children are confident to explore the environment. Children are able to express a range of emotions. Children form strong relationships with a key person and other staff.</p>	<p style="text-align: center;">Milestone 2</p> <p>Children are confident to have a go and try new things. Children are able to label emotions such as happy, sad and cross. They are able to tell a person when they do not like something and to stop. They communicate with their friends.</p>	<p style="text-align: center;">Milestone 3</p> <p>Children are able to be confident to ask for help when they are stuck. They persevere at learning that is difficult. They make comments about their learning and play</p>	<p style="text-align: center;">Milestone 4</p> <p>Children repeat things they are finding difficult to master. They reflect on their learning. They are able to reflect on what helps them to persevere through difficulties and what helps them when they find things hard. They show pleasure and pride in what they have done. Children are able to ask others for help. They talk about what they and others are learning and thinking.</p>
<p>Areas of Learning PSED, C&L</p>	<p style="text-align: center;">Core vocabulary</p> <p>Nursery, home, now, later, names of areas of the classroom, key person and staff names, emotions vocabulary</p>	<p style="text-align: center;">Core vocabulary</p> <p>Names of different emotions, stop. I don't like..., Shall we, Can I, We can, Let's go and ..., I want to..., friend, my turn, your turn, share, you be ..., emotions vocabulary, stop, I don't like it when...</p>	<p style="text-align: center;">Core vocabulary</p> <p>Can you help me? I need help/ I need some.... etc, I made a ...First I..., It's a... etc. I am..., next, keep trying, try again, thinking, learning, I like to.....</p>	<p style="text-align: center;">Core vocabulary</p> <p>Try again, I need to..., I need some..., I can..., co-operate, changed, I tried ..., helped me to..., persisted, eventually. I learnt that .., learning, thinking about</p>
<p style="text-align: center;">Goal 2</p> <p>Be kind, listen and take turns in a conversation with my friends</p> <p><i>Why: This supports development of empathy, attention, listening and talking skills, being able to express themselves and supports our behaviour rules.</i></p>	<p style="text-align: center;">Milestone 1</p> <p>Children can respond to a sound or a visual cue by looking, copying, speaking or repeating. Play and settle at activities for a while.</p>	<p style="text-align: center;">Milestone 2</p> <p>Children can notice and attend to one other friend taking turns and offering help with adult support. Children can take turns in a conversation with an adult. Children can say 'stop I do not like that'</p>	<p style="text-align: center;">Milestone 3</p> <p>Children can take turns in a conversation with one other. They can share resources, experiences and ideas with one other. They can listen to others ideas with the support of an adult. Children can respond to a question by giving information on topic. Children are able to play with others sharing what they are using with help and are beginning to show awareness of the feelings of others</p>	<p style="text-align: center;">Milestone 4</p> <p>Start a conversation with an adult or friend and continue for many turns. Demonstrate management of feelings and are kind, helpful and respectful towards friends. Children take part in pretend play, communicating and negotiating with friends. Children can solve conflicts with adult support.</p>

<p>Areas of Learning PSED, C&L</p>	<p>Core vocabulary Look, ready to listen, wait , your turn, my turn, watch, pay attention,</p>	<p>Core vocabulary Become more secure in vocab in the previous milestone, its time to listen, it's turn to talk, good waiting, good listening, Can you help?</p>	<p>Core vocabulary Can I have a turn? We can share....., I like....., I think that... What, When, How, Which, Who.....?,..... is feeling upset etc. I feel, Are you happy about that?</p>	<p>Core vocabulary Ready, kind, safe, respectful, Shall I help you? Do you need help?How can we sort this out? Can you make a suggestion?</p>
<p>Goal 3 Talk about what makes them special</p> <p><i>Why: We want children to talk about themselves in a positive way and have an appreciation of diversity and a growing understanding of the wider world</i></p>	<p>Milestone 1 The children can make a choice based on their interests, likes, and dislikes. They might say no. They can identify their family.</p>	<p>Milestone 2 Children can act out family experiences that are familiar to them. e.g. cooking in pretend play, They are beginning to make sense of their own life-story e.g. when I was a baby I..."</p>	<p>Milestone 3 Children can notice differences and similarities such as skin colour , gender, types of hair, special needs and disabilities in picture books and within the setting. and in the wider community. They begin to talk about their family's history .e.g. cultural, religious and community events and experiences.</p>	<p>Milestone 4 Children can recognise the difference and similarities between themselves and their peers. Children care for others and know how to make them feel better. Children can talk about what they are good at , what they are an expert in and what makes them unique.</p>
<p>Areas of Learning PSED, C&L, UW</p>	<p>Core vocabulary I like... I don't like My favourite is I don't want to play with that/go outside etc. mum, dad, sister, brother etc.</p>	<p>Core vocabulary Home , house, kitchen, shopping, holidays, visits etc. family baby, bother, sister etc younger, older, When I was a baby I.....Now I am, Now I can</p>	<p>Core vocabulary Different , same, notice, I have ... eyes, You have brown hair etc. I am a girl/boy, celebration, family, religious/cultural custom/practices</p>	<p>Core vocabulary As in previous section, names of feelings, help. I like to .../you like to.../ I can/ I like to/ I am good at.../I know how to I am special because ...</p>
<p>Goal 4 Make up their own story</p> <p><i>Why: We want children to be able to speak in a logical sequence when expressing themselves and develop understanding of the structure of books and stories</i></p>	<p>Milestone 1 Children take part in pretend play, making up or developing a sequenced story/ story based on own life experiences. Listen and pay attention by using gestures like pointing and facial expressions.</p>	<p>Milestone 2 Children take part in shared reading. They respond to the features of the story using 2 words together object and action word. Children engage in familiar stories and rhymes with props and join in with the actions using gestures and words</p>	<p>Milestone 3 Children take part in telling a story using Tales Toolkit with adult help or can create their own story of their day using a visual timetable. They begin to become familiar with the way stories are structured</p>	<p>Milestone 4 Children use the Tales Toolkit materials to develop the character, setting, problem and solution for their story. They tell their story to one or more people.</p>
<p>Areas of Learning C&L, EAD, LIT, MD</p>	<p>Core vocabulary Home corner, role play familiar/known characters e.g mummy, baby etc</p>	<p>Core vocabulary Join in, pretend, dressing up e.g superhero, people who help us etc, small world resources</p>	<p>Core vocabulary Beginning, middle, end, start, finish, tell story, questions-why, what, how etc</p>	<p>Core vocabulary character, setting, problem and solution,resources.create, eventually, once upon a time</p>

<p>Goal 5 Notice and talk about changes</p> <p><i>Why: We would like children to notice, value and investigate the natural world around them</i></p>	<p>Milestone 1 Children will be able to notice and be fascinated by what they find or experience. They can name living things in the environment such as a worm or snail.</p>	<p>Milestone 2 Children will be able to notice and talk about materials using the language of wet, dry, or the texture rough, soft. Children will be able to notice and talk about the features of minibeasts e.g. wings, legs, shell</p>	<p>Milestone 3 Children can notice the similarities and differences between living things, materials and growth.</p>	<p>Milestone 4 Children can notice and talk about the similarities and differences between living things, materials and growth. They might predict what may happen and why. They observe and talk about different changes.</p>
<p>Areas of Learning C&L, UW</p>	<p>Core vocabulary Interest, explore, find, same, different, natural material /living things names e.g. leaves/bark/ worm snail</p>	<p>Core vocabulary Descriptive language of texture, characteristics e.g. shape, number, colour of natural objects/living things,how many,</p>	<p>Core vocabulary Collection, group, same, different, comparative language,</p>	<p>Core vocabulary Investigate, care for, look after, observe, life cycle, grow, change, explore, why, how, what</p>
<p>Goal 6 Climb, balance and move with confidence and coordination using whole body movements</p> <p><i>Why: We believe that the development of a child's strength, coordination and positional awareness through large physical activity is vital in children's all-round development.</i></p>	<p>Milestone 1 Children move confidently around the indoor and outdoor environment, avoiding obstacles in their path. They can sit on a trike with good balance and scoot along.</p>	<p>Milestone 2 Children can 'have a go' at balancing along a low bench/ stepping stones with help. Children can pedal and steer their trike. They walk confidently, climbing steps with one foot and together. They jump with two feet together</p>	<p>Milestone 3 Children can transfer their weight over an A frame. They climb steps using alternate feet. They sit on a balance bike with good balance, with both feet on the ground. They skip, hop, stand on one leg and hold a pose for a game like musical statues.</p>	<p>Milestone 4 Children can pull themselves up on the climbing frame independently. They engage in opportunities to lift and move large equipment with others. They take part in movement games and activities related to music and rhythm. Make decisions for which movements to use for tasks</p>
<p>Areas of learning PD, C&L</p>	<p>Core vocabulary Move, sit, balance, around, along</p>	<p>Core vocabulary Try, keep going, steps, pedal, steer, left, right, straight ahead, turn, fast, slow, back, forward, jump</p>	<p>Core vocabulary Over, up, down, climb, first, second etc, sit, straight, balance, ground, skip, hop, jump, move, hold, still</p>	<p>Core vocabulary Pull, push, up, down, lift, move, around, stack, obstacle, beat, rhythm, positional and movement language</p>

<p>Goal 7 Play a simple number game recognising numbers and patterns on a dice</p> <p><i>Why: This supports children in counting, recognition of number, patterns, coding and turn taking.</i></p>	<p>Milestone 1 Children are interested in the numbers in the environment and show an interest in orally counting and joining in with number rhymes and songs</p>	<p>Milestone 2 Children can count up to 5 in a sequence. Begin to develop fast recognition of up to 3 objects, without having to count them individually</p>	<p>Milestone 3 Children can show you up to 5 objects in different contexts using manipulatives, indoor and outdoors, saying one number for each item in order, recite numbers past 5. Show 'finger numbers' up to 5</p>	<p>Milestone 4 Children can recognise a pattern of 4 or more without counting, recognises different ways of arranging the number of items Notice patterns and arrange things in patterns. Link numerals to amounts to 5</p>
<p>Areas of Learning C&L, PSED, MD</p>	<p>Core vocabulary Number names, count, songs rhymes</p>	<p>Core vocabulary Number names to 5 in order, look, count, say how many, one, two, three</p>	<p>Core vocabulary Number names to 5 plus, count, counting objects, Can you count the?how many?</p>	<p>Core vocabulary see, look, count, pattern/s, match, number/numeral</p>
<p>Goal 8 Make a model out of recycled materials independently</p> <p><i>Why: Children can plan and explain their choices talking about what they have made and how they have made it.</i></p>	<p>Milestone 1 Children can explore, find and know how to use one-handed tools such as knives to spread and cut, wooden spoons to stir, glue sticks, hole punch</p>	<p>Milestone 2 Children can confidently know how to use one-handed tools to create changes in materials. E.g. scissors</p>	<p>Milestone 3 Children can use tools safely and correctly. For example scissors. They have repeated experience at the model making areas. They can think about their constructions and have an idea of what they want to make and how they want it to look.</p>	<p>Milestone 3 Children are independently able to make a plan, choose materials and create their models, using appropriate tools for shaping and joining materials together, problem solving and talking about what they have made. They are able to think about what they want to create and how they want it to look e.g. I am making a fire engine, it has a ladder here.</p>
<p>Areas of Learning C&L, UW, EAD, MD, PD</p>	<p>Core vocabulary Explore, use, tools e.g knives, spoons, stir, glue stick, etc. spread, etc. scoop, make</p>	<p>Core vocabulary use, names of tools, change, materials, scissors etc. cut, stick, snip, arrange, layer</p>	<p>Core vocabulary Safe, safely, holding, open, shut, cut, model, construct, make, join, plastic, tape, glue, measure, long, short</p>	<p>Core vocabulary Plan, choose, materials, model, shape, explain, make, create, talk, measure, estimate, design, change, technique, about, complete, finish, show</p>

<p>Goal 9 Follow a simple picture recipe/instructions to make a healthy sandwich.</p> <p><i>Why: Children will have to follow precise instructions from adults, plan, use talk to organise, order and clarify what they are doing.</i></p>	<p>Milestone 1</p> <p>With adult support, children can use /mix 2 substances together in areas such as the mud kitchen, they can pour and fill containers in areas such as sand / water. They can manipulate playdough by applying pressure. They can make simple choices about what they want to eat at snack time.</p>	<p>Milestone 2</p> <p>Children can use simple tools/ hands to spread/ can roll and flatten playdough balls. Children can stack 4 blocks. spreading with glue and glue sticks layering collage materials Fingers are strengthened by manipulating clay.</p>	<p>Milestone 3</p> <p>Children follow simple instructions and to organise themselves to be ready for an activity, e.g. for group time. Small group cooking activities following simple steps. For example: simple steps on recipe card to make a sandwich, to make playdough.</p>	<p>Milestone 4</p> <p>Children can select the ingredients to make a healthy sandwich of their choice and can plan the sequence of the steps to make a sandwich independently. They manage their own risks; hygiene, knives etc.</p>
<p>Areas of Learning C&L, UW, PD, MD</p>	<p>Core vocabulary</p> <p>Mix, pour, fill, containers, materials - sand, water,, soil, playdough</p>	<p>Core vocabulary</p> <p>Tools, spread, roll flatten, shape, stack, layer collage, materials, clay, cornflour</p>	<p>Core vocabulary</p> <p>Instructions, cooking, ingredients, measure recipe, first, then, finally at the end, sandwich, playdough</p>	<p>Core vocabulary</p> <p>Ingredients, healthy, sandwich, plan , choose, equipment, , spread, knives, pictures</p>
<p>Goal 10 Grow a plant from a seed or bulb</p> <p><i>Why: It is important to build knowledge and develop vocabulary that supports understanding across domains through observing and make sense of the physical and natural world,</i></p>	<p>Milestone 1</p> <p>Explore and talk about seeds e.g. in fruit at snack time and in the plants seen outside</p>	<p>Milestone 2</p> <p>Know that some plants are grown from seeds or bulbs. Know how to be gentle and caring towards living things. Engage in opportunities to observe growing in out edible garden</p>	<p>Milestone 3</p> <p>Know the things that plants need to grow. Begin to use vocabulary related to the life cycle of plant. Engage in planting seeds and bulbs and care of plants in the edible garden</p>	<p>Milestone 4</p> <p>Begin to understand the key features of growth change and decay in plants. Begin to understand the need to respect and care for the natural environment Explain the life cycle of a plant from a seed or a bulb in simple terms</p>
<p>Areas of Learning UW. C&L, PD, MD</p>	<p>Core vocabulary</p> <p>Talk, seeds, (types of) fruit, veg, flowers</p>	<p>Core vocabulary</p> <p>Plants, seeds, bulbs, care, careful, gentle, living</p>	<p>Core vocabulary</p> <p>Water, sunlight, soil, seed, root, shoot, plant, flower, fruit</p>	<p>Core vocabulary</p> <p>Change, grow, rot, decay, plants, seed, root, shoot, plant, flower, fruit bulb</p>
<p>Goal 11 Write the first two letters of their name.</p> <p><i>Why: Children enjoy owning their name, it is part of their identity and</i></p>	<p>Milestone 1</p> <p>Children can use the muscles in their hands and arms to make big movements, 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:</p>	<p>Milestone 2</p> <p>Children can make random marks with their fingers and some tools. They may give meaning to their marks- that's mummy, it's a pig. Children will engage in a variety of ways to make marks e.g. making marks in dough/clay/sand, holding a</p>	<p>Milestone 3</p> <p>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</p>	<p>Milestone 4</p> <p>Children can hold their pen or pencil with a comfortable grip. They write the first two letters of their name clearly with correct directionality Correct formation is more important than appearance.</p>

<p><i>they will have an awareness of letters and sounds and print</i></p>	<p>throwing and catching balls, pushing buggies,, exploring a musical instrument, playdough and paint.</p>	<p>paint brush to make marks or using chalk on the ground in the garden /finger gym activities etc</p>	<p>familiar with the language of directionality such as 'up, down, round and round.' Children can find their name card and are look at it when attempting to write their name</p>	
<p>Areas of Learning C&L, LIT, PD</p>	<p>_Core vocabulary Muscles,hands, arms, move, movements,hand, eye, throw, catch, push, pull, explore, stretch, pat, press etc.</p>	<p>Core vocabulary Make, marks, hands fingers tools, dough ,clay, sand, paint, draw, pencils, markers, chinks etc</p>	<p>Core vocabulary Move, draw, lines, circles, line, circle, zig zag, up, down round, direction, name, name card</p>	<p>Core vocabulary Hold, grip, write, letters, name, form</p>
<p>Goal 12 Perform a dance, song or piece of music to an audience</p> <p><i>Why: Children need opportunities to explore and play with a wide range of media and materials, to develop their understanding, self-expression, vocabulary and communication through the arts.</i></p>	<p>Milestone 1</p> <p>Respond by moving their whole bodies to sounds they enjoy such as music, songs or a regular beat.</p>	<p>Milestone 2</p> <p>Children enjoy joining in with action/movement songs and can copy a simple clapping pattern. They can play a percussion instrument to accompany the music. They begin to express moods through the instruments they choose.</p>	<p>Milestone 3</p> <p>Remember and sing entire songs Sing the pitch of a tone sung by another person. Play a wide range of percussion instruments, Listen to different types of music from different cultures and genres. Express themselves through music,movement & dance opportunities</p>	<p>Milestone 4</p> <p>Create their own songs or improvise a song around one they know. Play instruments with increasing control. Use these to express feelings and ideas. Use and remember sequences and patterns of movements to perform for others</p>
<p>Areas of learning EAD, PD, C&L, PSED</p>	<p>Core vocabulary Music, songs, beat, body, move</p>	<p>Core vocabulary Actions, songs, clap, pattern, instruments, music, play</p>	<p>Core vocabulary Songs sing, pitch, tune, instruments, music, movement, dance</p>	<p>Core vocabulary Instruments, control, play, instruments, control, feelings ideas,perform sequences</p>