

Reception Goals and Milestones

<p style="text-align: center;">Goal 1 Be confident to know who to go to and how to find help when solving problems</p>	<p style="text-align: center;">Milestone 1</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 style="text-align: center;">Milestone 2</p> <p>Children explore and investigate through play. Through trial and error and repeated difficulties children persevere. They watch strategies the adults use and copy, They ask questions</p>	<p style="text-align: center;">Milestone 3</p> <p>They use strategies learnt to solve problems that may have occurred. Use strategies(steps) taught to help learners deal with if they get stuck with their learning what they need to do. They are please with what they have achieved with support/ without support through perseverance</p>	<p style="text-align: center;">Milestone 4</p> <p>To be a confident learner. To know what strategies to use when facing difficulties. They know what works for them to be an independent learner. They can say how they are feeling as well as their peers. They are able to use the strategies taught to deal with conflicts. Children are happy with the outcomes when they complete the task.</p>
<p style="text-align: center;">Areas of Learning PSED, C&L</p>	<p style="text-align: center;">Core vocabulary</p> <p>Try again, I need to..., I need some...co-operate, change , I tried ..., helped me to..., persisted , eventually. I learnt that .., learning, thinking about</p>	<p style="text-align: center;">Core vocabulary</p> <p>emotions, feelings, investigate, explore, difficulties, copy Can I try? Can I have a go? I learnt that</p> <p>I can, try again,</p>	<p style="text-align: center;">Core vocabulary</p> <p>emotion, feelings, conflicts, arguments, stop I don't like it when you....., I am stuck/ I don't know what I should do. Can you help me please?</p>	<p style="text-align: center;">Core vocabulary</p> <p>I can, I am feeling.... because, I don't like when, Stop I don't like it, Can you please,</p>
<p style="text-align: center;">Goal 2 Be kind, listen and take turns in a conversation with my friends</p>	<p style="text-align: center;">Milestone 1</p> <p>Start a conversation with an adult or friend and continue for many turns. Demonstrate management of feelings and are kind and helpful to friends .Children take part in pretend play, communicating and negotiating with friends. Children can solve conflicts with adult support.</p>	<p style="text-align: center;">Milestone 2</p> <p>Children continue to talk with peers and adults. Through role play they act out conversations from what they have seen and with prompts they are supported with asking questions. They learn new vocabulary. Children participate in turn taking games</p>	<p style="text-align: center;">Milestone 3</p> <p>Children take part in turn taking activities independently. They are involved in group and whole class discussions. They begin to use sentence stems to support conversations in discussions.</p>	<p style="text-align: center;">Milestone 4</p> <p>Children are able to participate and initiate conversations with adults and peers. They are able to listen to and respond to others taking in account of what was said. They are confident</p>

<p>Areas of Learning PSED, C&L</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>Core vocabulary vocabulary, turn taking, role playing, conversation, questions I am sorry..., Ready, Safe, Kind</p>	<p>Core vocabulary Conversation, group, class, turn taking, feelings, sentence stem,respectful, rules, I think... I like...questions</p>	<p>Core vocabulary conversations, Ready, Kind, Respectful, safe, listen, respond, take turns, questions</p>
<p>Goal 3 Talk about what makes them special</p>	<p>Milestone 1 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>Milestone 2 Children are beginning to talk about their likes and dislikes . With support they can say what they are good at and what needs to improve.They are forming good relationships with peers and adults. They begin to share and take turns</p>	<p>Milestone 3 Children are confident to talk about differences, similarities and interests of themselves and others. They can talk about their family experiences (festivals, religion, community) . They understand that there are consequences for not making the right choices and are able to say what those right choices are.</p>	<p>Milestone 4 Children to be able to talk about themselves in a positive manner. To be able to talk about their strengths, achievements and successes in a positive way.</p>
<p>Areas of Learning PSED, C&L, UW</p>	<p>Core vocabulary 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>Core vocabulary likes and dislikes, feelings, similarities and differences, interests, relationship, taking turns</p>	<p>Core vocabulary similarities and differences, interests, relationships, community , family/families, celebrations, choices,</p>	<p>Core vocabulary positive, achievement, I am good at..., I need to improve, I can ... I need to work on</p>
<p>Goal 4 Make up their own story</p>	<p>Milestone 1 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>Milestone 2 Children to use the language needed to sequence a story. With support talk about what is happening</p>	<p>Milestone 3 Children to write the beginning and middle of stories. They think about characters, settings, problems and solutions.</p>	<p>Milestone 4 Children to independently tell and write stories using Tales Toolkit and Talk for Writing as a template in their own writing.</p>
<p>Areas of Learning C&L, EAD, LIT</p>	<p>Core vocabulary character, setting, problem and solution,resources,create, eventually, once upon a time</p>	<p>Core vocabulary Retelling, sequence, stories, role play, character, setting, First, Then Next After Finally,</p>	<p>Core vocabulary story, beginning, middle, characters, setting, problem, role play, small world, familiar</p>	<p>Core vocabulary beginning middle, end, story, characters, setting, problem, solution, actions, storymap,</p>

		beginning, middle, end, repetition	stories, innovate, retelling, feelings, once upon a time, Long long time ago, one day,	once upon a time, One day, .Long long time ago, feelings, happily ever after
Goal 5 Notice and talk about changes	Milestone 1 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.	Milestone 2 Children notice and talk about the changes in the environment. What can they see e.g what is happening to the leaves, Is the weather still hot?	Milestone 3 Children talk about the life cycles of butterflies or plants. What do they notice? What is happening? What changes can they see? (young to old)	Milestone 4 Children talk about the changes that they have seen all around them. They talk about the changes that they have seen in the edible garden. Talk about real life experiences focusing on seeds, plants and food grown and the process involved before reaching our plates.
Areas of Learning C&L, UW	Core vocabulary Investigate, care for, look after, observe, life cycle, grow, change, explore, why, how, what	Core vocabulary environment changes season weather temperature heat cold snow frost ice	Core vocabulary life cycle, babies, young old chrysalis leaf, egg hatch butterfly germination seedling roots shoots	Core vocabulary Changes, weather, season, seed, bulbs stem, roots, leaves flowers, shop, farm, healthy, fruits, vegetables
Goal 6 Children to balance and move with confidence using whole body movements and coordination	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.	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	Milestone 3 Children make obstacle courses that allow them to develop their balancing skills and spatial awareness. To participate in physical running games that allow them to move at different speeds.	Milestone 4 Children are able to develop overall fine and gross motor skills. They need to be able to use apparatus that allows them to climb, jump on and off, pull themselves along and balance.
Areas of learning PD, C&L	Core vocabulary Pull, push, up, down, lift, move,	Core vocabulary balance, steer, jump, walk,	Core vocabulary running, speed, fast, slow, jump,	Core vocabulary climb, jump, pull, balance, run,

	around, stack, obstacle, beat, rhythm, positional and movement language	climb, pedal, movement , beat, hop, pull,	crawl, hop, walk, balance, space, movement, lifting, building, stacking	push, forwards, backwards, slow, fast,
Goal 7 Play simple number game, recognise numbers and patterns	Milestone 1 Can recognise a pattern of 4 without counting	Milestone 2 Children can show you up to 5 objects in different contexts using manipulatives, indoors and outdoors, saying one number for each item in order, recite numbers past 5. Show 'finger numbers' up to 5 and subitising Children to begin to know the names of basic 2d shapes (square, circle triangle, rectangle, pentagon). They include them in their play	Milestone 3 To recognise, order and count to 10 in different contexts whilst using a variety of manipulatives, they compare, sequence, explore mass and capacity through play and investigations. Children begin to recognise and name some 3d shapes (Sphere, cylinder, cube, cuboid, cone, pyramid)	Milestone 4 To have a basic understanding of numbers to 20. Children can recognise, order and count to 20 (beyond as a challenge for higher ability children) Children can use their number knowledge to look at patterns to support understanding.
Areas of Learning C&L, PSED, MD	Core vocabulary see, look, count, pattern/s, match, number/numeral	Core vocabulary count, numbers to 5, difference recite one more one less fingers, subitising number bonds number blocks	Core vocabulary numbers count order recognise sequence explore capacity mass investigate number blocks number bonds to 10	Core vocabulary recognise order count numbers to 20 patterns number blocks number bonds to 20
Goal 8 Make a model out of recycled materials	Milestone 1 Children are able to make a plan, choose materials and create their models, join materials together, problem solve and talk about what they have made	Milestone 2 Children develop their fine motor skills e.g to be able to use scissors through continuous provisions. They begin to experiment with mixing colours and talk about what they did. They begin to join together materials using a variety of techniques e.g glue, string, tape, folding, slotting	Milestone 3 Children begin to plan the model they want to make and think about materials needed and ways to join parts.	Milestone 4 Children through Trial and error are able to plan and construct a finished model using real life tools. They can talk about the process /steps taken to complete the task and how they solved problems that may have occurred

Areas of Learning C&L, UW, EAD, MD, PD	Core vocabulary Plan, choose, materials, model, shape, explain, make, create, talk, measure, estimate, design, change, technique, about, complete, finish, show	Core vocabulary mixing, colours, join, joining, cutting, materials, create, make, design,	Core vocabulary plan, materials, join, bend, fold, glue, tape, technique	Core vocabulary construct plan model steps, tools materials measure design explain technique refine ideas
Goal 9 Follow a simple picture recipe/instructions	Milestone 1 Children to make a sandwich using pictorial instructions	Milestone 2 In groups and with support children make biscuits. Children will be using some pictorial information and talking about steps to complete the task. (Introduce bossy verbs to the children).	Milestone 3 Children can independently make playdough by following pictorial instructions. Children to talk about how they made the playdough	Milestone 4 Children to make fruit kebabs and write their own instructions on what they had to do to make their kebabs, (children to include bossy verbs learnt)
Areas of Learning C&L, UW, PD, MD	Core vocabulary Ingredients, healthy, sandwich, plan, choose, equipment, spread, knives, pictures	Core vocabulary pictures instruction verbs mix stir cut sift biscuits ingredients	Core vocabulary playdough recipe pictures instructions ingredients verbs mix, pour stir knead	Core vocabulary fruits cut chop wash skewers knives/ knife thread halves/half
Goal 10 To write a simple sentence	Milestone 1 Children can hold their pens or pencils with tripod grip. They write the first two letters of their name clearly with correct directionality	Milestone 2 Children use their phonics knowledge to write labels and captions (Welbourne sound map) They attempt to write simple cvc words using their phonics knowledge.	Milestone 3 With support children to begin to write a simple sentence using Welbourne;s sound map for support	Milestone 4 To begin to write simple sentences using phonics knowledge independently.
Areas of Learning C&L, LIT, PD	Core vocabulary hold, grip, write letters name form	Core vocabulary hold, grip, phonics, letter sounds, sound map	Core vocabulary phonics, tricky words, high frequency words, sentences, finger spacing	Core vocabulary sentences, finger space, full stop, capital letters, tricky words, High frequency words

<p>Goal 11 Grow a plant from a seed or bulb</p> <p><i>Why:</i> <i>Mention edible garden on site</i></p>	<p>Milestone 1 Explore and talk about seeds e.g. in fruit at snack time and in the plants seen outside</p>	<p>Milestone 2 Know that some plants are grown from seeds or bulbs. Know how to be gentle and caring towards living things</p>	<p>Milestone 3 Know the things that we plant needs to grow. Begin to use vocabulary related to the the life cycle of plants</p>	<p>Milestone 4 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.</p>
<p>Areas of Learning UW, C&L, PD, MD</p>	<p>Core vocabulary change grow rot decay plants seed root shoot plant flower fruit bulb</p>	<p>Core vocabulary flower stem plant seed soil bulb roots petals</p>	<p>Core vocabulary plants, light, water, sun. life cycle, seeds, roots, leaves, flower, soil, air, warmth</p>	<p>Core vocabulary decay plant life cycle, seed bulb environment</p>
<p>Goal 12 Perform a dance, song or piece of music to an audience</p>	<p>Milestone 1 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>Milestone 2 Children listen to a variety of music that represents our local community. They learn about and respond to rhymes, songs, beats and rhythm. They repeat and tap out simple repeated rhythms and learn about the changes that happen.</p>	<p>Milestone 3 Children begin to make up simple songs, beats and rhythms and dances. They explore the different sounds of instruments and begin to implement them in their dances. They begin to explore pulse and pitch</p>	<p>Milestone 4 Children to create their own music/dance/song independently. They talk about the steps and techniques they have used in their performances to peers and adults.</p>
<p>Areas of learning EAD, PD, C&L, PSED</p>	<p>Core vocabulary Instruments, control, play, instruments, control, feelings ideas, perform sequences</p>	<p>Core vocabulary music rhymes, rhythm, beat, tap, pulse, change, songs, beat, music perform feelings movements copy rhymes, rhythms songs patterns</p>	<p>Core vocabulary beat explore instruments pitch pulse songs dance rhythm</p>	<p>Core vocabulary create, steps techniques perform performance style music dance songs sing</p>
				<p>Children are able to talk about their local environment. They can say what they can see on the way to school.</p>

				They can talk about a person from the past and what role they played (inventor)
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