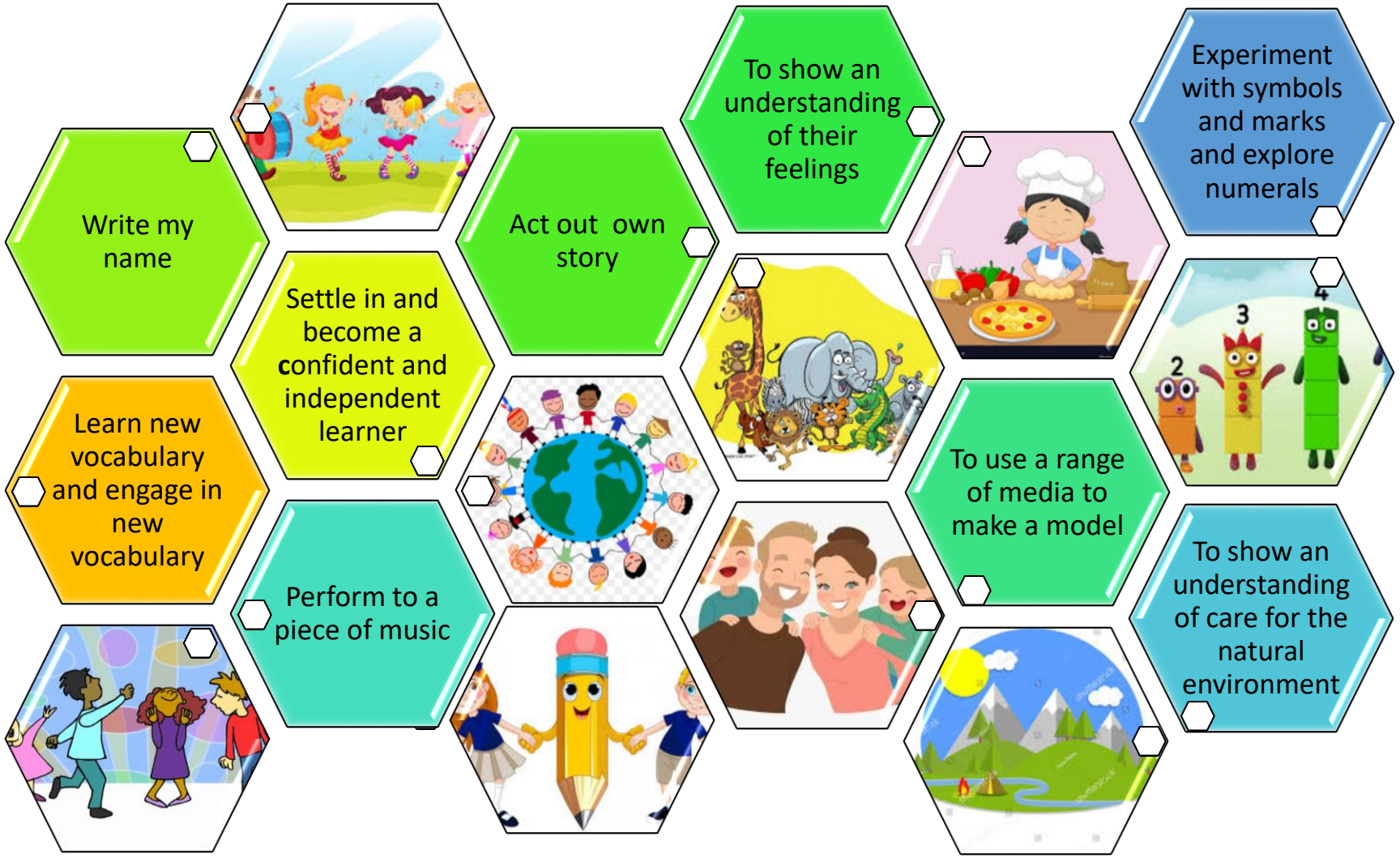
Nursery Curricular Goals



Curriculum Goals	Stepping stone 1 	Stepping stone 2 	Stepping stone 3 	Stepping stone 4 	Stepping stone 5 	Stepping stone 6 	Final stepping stone 7 
Settle in and become a confident and independent learner	Separates from main carer with support and encouragement from a familiar adult To explore new environment with support Begin to imitate each other in their play	To explore environment and play alongside other children To begin to explore activities independently To begin to make their own choices in play	Play with increasing confidence on their own and alongside other children To access a range of resources independently To begin to make their own choices in play	To play collaboratively with other children To talk about the different choices, they make	To take part in pretend play for example being with mummy or daddy or Gruffalo To be confident to think of and share their own ideas with others To learn and apply new vocabulary in their play	Make comments about their learning in their floor books learning journey Extend and elaborate play ideas with their friends To be confident to think of and share their own ideas with others	Talk about their learning and reflect on what helps them to persevere through difficulties and what helps them when they find things hard. Initiate conversations with adults and friends in an intellectual way to solve a problem, clarify a concept, evaluate activities
To show an understanding of their feelings	To explore a range of feelings using visuals/props To manage transitions, for example from parent to practitioner To experiment managing a range of feeling and emotions	Begins to become aware of their emotions To show a variety of feelings, using gestures and vocalisations freely to express their needs Begin to establish their sense of self in their new environment	To talk about their feelings for example I am sad because … To express a range of emotions. Develop and build on friendships with other children	To enjoy the company of other children To explore the feelings of others To show an understanding of class rules	Show different emotions in their drawings and paintings, like happiness, sadness, fear To show sensitively to their own and others needs and feelings Communicate and negotiate with friends	Begin to understand how others might be feeling. To talk about and discuss the feelings of characters in stories To understand why rules are important	Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. Demonstrate the Increasing ability to talk about how the strategies they use to manage their emotions
Write my name	Explore different materials and tools To participate in finger and action rhymes imitating movements and anticipating actions To manipulate objects using both hands, such as squeezing water out of a sponge	Build independently with a range of resources To develop their ability of manipulation and control. Explore rolling and throwing balls	Begin to throw and catch balls Use large and small motor skills to do things independently To make connections between the marks they make	Confident to engage in activities such as throwing and catching balls To explore a range of one-handed tools Use large-muscle movements to mark make, wave flags and streamers	Make marks in a variety of ways using a range of tools. Use tools and objects with increasing control Make marks to represent their name	To recognise their name To independently use a range of tools and equipment in one hand, such as paintbrushes, scissors, spatulas Begin to copy some of the letters in their name	Hold pencil with a comfortable grip To write their names independently To form some letters in their name correctly

Learn new vocabulary and engage in new vocabulary	Identify familiar objects Begin to listen to others with interest Begin to understand a simple instruction	Use objects and gestures to explain what I mean when I am talking. . Understand and act on longer sentences, such as 'find your coat' To copy simple gestures and words modelled by the adult	Understanding a question or instructions that has two parts Enjoy listening to longer stories and recalling some events To use simple sentences with confidence	To listen attentively in a range of situations. To begin to understand some why questions, such as, why did the little pigs house fall down? To use a wide range of vocabulary	Confidently uses sentences up to 4 words Enjoy listening to stories – recalling what happens To initiate conversations with adults and their friends	Talk about stories and explain what is happening and for them to give their own ideas Learn new weekly key vocabulary To show confidence in expressing their point of view such as " I like this story because …." "I don't like…"	Learning to use new vocabulary in their play. To talk about and begin to ask questions about stories to build familiarity and understanding
Act out own story	To show interest in books Begin to develop pretend play: 'putting the baby to sleep Begin to take part in nursery rhymes	Engage in nursery rhymes Begin to say some of the words in songs and rhymes Copy some finger movements and other gestures.	Use props to act out nursery rhymes Sing some songs and repeat rhymes independently during their play To share books with an adult and their friends	To begin to understand and take part in pretend play. To use props for a purpose to support and extend their play To talk about the different characters and setting in stories	Listen to simple stories and understand what is happening, with the help of the pictures. To repeat some words or phrases from familiar stories To develop their play around their favourite stories using props.	Begin to become familiar of the way stories are structured To use story language in their play To independently sing a repertoire of songs	Make up their own stories (Helicopter story) To confidently act out familiar stories To engage in extended conversations about their favourite stories, applying new vocabulary
Experiment with symbols and marks and explore numerals	Takes part in finger rhymes with numbers Explore changes in amounts, for example stacking blocks-removing one To listen to and explore number related action rhymes	Shows interest in counting To enjoy songs and action rhymes relating to numbers Begin to say some counting words	Count in everyday contexts sometimes skipping numbers Experiment with number in a range of contexts Spontaneously use some number names and number language within their play	To notice changes in an amount for example by adding more bricks to a tower Begin to use their fingers to count Experiment with their own symbols and marks as well as numerals.	Say one number for each item Beginning to recognise some numbers Know that the last number reached when counting a small set of objects tells you how many there are in total	To recognise of up to 3 objects, without having to count them individually (subsisting) Match the correct number of objects to numeral, up to 5. Solve mathematical problems up to 5	To record their findings in their own way Show confidence in counting objects, actions, and sounds To create their own mathematical problems

To show an understanding of care for the natural environment	Explore the natural world by looking for worms or minibeast, splashing in puddles	Use all their senses in hands-on exploration of natural materials.	To explore the natural world around them such as plants, flowers	Notices detailed features of objects in their environment	To talk about the natural world around them such as plants, flowers	Explain the concepts of growth To use new vocabulary to discuss their findings and ideas	Talk about how to care for and look after pets
	Begin to use their senses to engage in hands-on experiences	To explore new and familiar experiences in nature: grass, mud, plants, animal life	To be curious and interested to explore new and familiar experiences	Explore changes, and show an understanding of why things happen, such as the weather	Talk about what they see, using a wide vocabulary	Understand and discuss the key features of the life cycle of a plant and an animal	To talk about similarities and differences in relation to places, objects, materials and living things
	Explore with streamers, bubbles to investigate effects, such as wind	Begin to notice and identify things they have observed such as animals and natural objects	To talk about some of the things they have observed such as plants, animals, natural and found objects	Explore and investigate a range of materials with similar and/or different properties	Plant their own seeds and plan how to care for growing plants	To show an understanding of the need to respect and care for the natural environment and all living things	To talk about similarities, differences, patterns and change in nature
	To explore the members of their family using photographs, books	To begin to name immediate family members	To talk about family and relations and look at similarities and differences	To talk about and explore what makes us unique	To share our own experiences, celebrations, and cultures	Talk about past and present events in their own life and in the lives of family members	To understand and talk about the similarities and differences between families, communities, cultures and traditions
Perform to a piece of music	Explore musical instruments	Enjoy moving to music, listening to rhymes/songs and join in.	Happy to join in with dancing and ring games.	Can follow simple instructions for example “Clap your hands and stamp your feet “	Explore different ways of moving their bodies and can follow an adult’s lead.	Play, share, and perform a wide variety of music and songs from different cultures and historical periods.	Create their own dance routine by using different musical instruments.
	To experiment with a range of sound and whole-body movement -- through multi-sensory exploration	To enjoy using their voices to make different sounds	To experiment with different ways of playing instruments	To listen to and respond to different styles of music	To enjoy playing instruments to a wide range of music	To express their thoughts and ideas through music	To create their own sounds, movements, art, and drawings to accompany stories
	To expresses themselves through physical actions and sound	To listen to a range of music from diverse cultures	To explore rhythmical and repetitive sounds	To explore and learn how sounds and movements can be changed	To explore poetry	To independently talk about and recite some poems	To show confidence in sharing their ideas and perform to others

To use a range of media to make a model	Explore one-handed tools. Experiment with a range of media	Begin to understand how to use tools safely Use everyday materials to explore, their ideas, interests, and fascinations To notice and become interested in the transformative effect of their action on materials and resources	Explore different materials and textures To show some control when operating tools and	Join different materials and explore different textures. To show an understanding that different materials/tools can be used in a range of ways	Choosing and using different materials for different effects. Develop their own ideas, such as deciding the materials they might use	To create collaboratively sharing ideas, resources, and skills To confidently use and talk about chosen tools for a purpose	Learning to evaluate and adapt their models with support Build on previous learning to refine ideas and develop their ideas To use their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking