

# Our 7 Curricular Goals – Lingfield Nursery

<b>1. Happy, secure, confident learners</b>	
<p>First milestone: Children make a strong relationship with the adults. Increasingly, they separate confidently from their parent at the start of the session and become involved in their play. They use the adults as a 'secure base' throughout the session, 'touching base' as/when needed.</p>	<p>Where children need individualised and additional help, this will be offered promptly. Teachers will talk with parents to map a way forward. As children grow in confidence, their involvement in nursery activities deepens. They explore a wider range of activities. They play for longer periods of time. They begin to seek out the company of others and play alongside their friends.</p>
<p>Second milestone: Children confidently take part in a wide variety of play activities. They are willing to take risks and try new activities. They begin to develop friendships with others and play cooperatively - talking, listening and responding to each other.</p>	<p>As children's engagement and perseverance grows, they either challenge themselves with more difficult activities, or they respond positively to adults challenging them.</p>
<p>Third milestone: Children think of their own ideas. They persevere with difficulties and work together with their friends to solve any problems they encounter. They make comments about their learning and play and show pleasure/pride in what they have done.</p>	<p>As children play and learn more collaboratively, for longer time periods, they begin to take part in more challenging activities.</p>
<p>Final milestone: Children express their own ideas. They work together with their friends extending their thinking and solving problems. They talk about what they are learning. They talk about difficulties and how they overcame them. They show pride in working hard to achieve their goal.</p>	

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<b>2. Make up your own stories</b>	
<p>First milestone: Children take part in pretend play. Adults model familiar scenarios and children recreate them. Over time the children begin to use talk while pretending. They make comments about what is happening and what will happen next.</p>	<p>Over time, their play becomes more complex. They are able to play with other children, developing the play together (e.g. deciding who will play what role in the home corner, or telling a story with the Duplo people where different Duplo people have different characters).</p>
<p>Second milestone: Children take part in interactive story sessions. They listen with understanding and joining in with missing words or repetitive phrases. They answer what, why and how questions and begin to predict what will happen next. Children take part in Talk for Write. They rehearse stories, order them, retell them and change them.</p>	<p>As children become more used to interactive reading, they ask questions and make links between what happens in the story and their own experiences. Children use toys like farm animals, wild animals, dinosaurs or Duplo people to retell stories. They begin to act out stories using props together with other children.</p>
<p>Third milestone: With adult support children take part in tell stories using Tales Toolkit. They begin to become familiar with the way stories are structured and begin to make up their own stories.</p>	<p>As children become more used to using Tales Toolkit, they can increasingly take over and use the symbols and the props with little prompting from the adult.</p>
<p>Final milestone: 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>	

## Our 7 Curricular Goals – Lingfield Nursery

<b>3. Create your own dance to a piece of music</b>	
<p><b>First milestone:</b> Children respond by moving their whole bodies to sounds they enjoy, such as music or a regular beat. As children join in with repeated experiences they grow in confidence and begin to join in with repeated words or actions e.g. “If you’re happy and you know it clap your hands.”</p>	<p>Children develop their spatial awareness and enjoy moving to music, listening to rhymes/songs and join in.</p>
<p><b>Second milestone:</b> Children enjoy joining in with dancing and ring games. They can follow simple instructions such as “Clap your hands” or “Let’s turn around.”</p>	<p>As children’s interest and understanding of music develops, they begin to move rhythmically and in response to the music they hear. They can use props such as ribbons or pom poms to create different actions.</p>
<p><b>Third milestone:</b> Children explore a wide range of music from different cultural backgrounds and can describe the sudden changes they hear e.g. Loud, fast, slow etc. They explore different ways of moving their bodies and can follow an adult’s lead.</p>	<p>As children become more confident in themselves and the space, they can follow a simple dance routine led by an adult. They can then perform their dance routine in front of a small group.</p>
<p><b>Final milestone:</b> Children choose a piece of music individually or in a small group. They create their own dance routine, moving in time to the pulse of the music being listened to and physically responding to changes in the music, e.g. jump in response to loud/sudden changes in the music.</p>	

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<b>4. Follow a recipe to make shortbread</b>	
<p>First milestone: With adult support, children mix different ingredients, including: sand, water, flour, soil, etc. They use the following tools: wooden spoons, sieves, scoops, rolling pins, cookie cutters and knives. They follow simple recipes in areas such as messy play.</p>	<p>As children take part in these activities, they become more precise in using scoops (filling the scoop carefully to the top); they count the scoops as they tip them out; they use a wide range of different-sized buckets and other containers. Children become confident in using tools at the snack table to prepare their own snack e.g. spreading butter on toast.</p>
<p>Second milestone: In a small group, children follow the steps in icing biscuits. The adult draws children's attention to the recipe cards. With adult help, children use measures (teaspoon, cup etc) and tip in the ingredients. They model counting out quantities and encourage the children to join in. With adult support children mix the icing and spread it onto the biscuits using a knife.</p>	<p>As children become more used to cooking, the adult reduces their support for the group. Children begin to count out quantities. Children also mix other substances together carefully, with adult guidance, e.g. mixing water and powder paint.</p>
<p>Third milestone: In small group cooking activities, children follow the steps in making shortbread with an adult. They independently fill measures carefully to the top (tablespoon, cup etc). They recognise the numerals in the recipe card. When they count out quantities (e.g. 3 cups) they say the numbers in the correct order (1-2-3) and they know that the last number they say (3) is the total number of cups they have added.</p>	<p>As children become more independent, there is minimal adult support as they follow recipe cards and follow paint mixing cards.</p>
<p>Final milestone: Children follow the steps of a recipe independently. They measure ingredients, mix them and create their own shortbread mixture. They roll it and use the cutters to make the biscuit shapes and place them on the baking tray to cook.</p>	

# Our 7 Curricular Goals – Lingfield Nursery

<b>5. Make a model in the Workshop Area</b>	
<p>First milestone: Children explore using one-handed tools such as: glue sticks, scissors, knives to spread/cut and wooden spoons to mix, jugs to pour, spades to scoop.</p>	<p>With adult support, children learn how to use these tools correctly and understand their use. Children begin to understand how to use tools safely and are supported to do so by the adults. Children take part in cutting, gluing and sticking activities</p>
<p>Second milestone: Children explore the texture and shape of various materials. They explore how objects can be changed e.g. cutting, joining, bending, squashing. They use a range of one-handed tools such as scissors, tape machine, hole punch</p>	<p>With adult support, children talk about materials. They learn how to use tools correctly and safely and understand their use.</p>
<p>Third milestone: Children have repeated experiences at the Workshop Area. They think about what they are creating and how they want it to look and the shapes they will need e.g. "I'm making a car, it has four round wheels." They are introduced to more tools and how to use these safely.</p>	<p>With support children use tools such as the glue gun safely and with increasing confidence. They construct in 2D and 3D. Adults encourage the children to support each other in achieving their goal. E.g. One hold the mast, while the other uses tape to stick the sail.</p>
<p>Final milestone: Children decide if they want to make a 2D or 3D model. They choose the materials they want to use, shape materials with tools, and join materials together. They persist when facing difficulties and think about ways to solve problems.</p>	

# Our 7 Curricular Goals – Lingfield Nursery

<b>6. Build an obstacle course</b>	
<p>First milestone: Children have repeated experiences climbing - pushing up with their hands, feet and knees. Adults support the children in moving in different ways e.g. running, crawling, side stepping, tiptoeing and balancing on one leg.</p>	<p>With support children strengthen their arms, legs and core muscles. Children become confident in climbing, balancing and moving in different ways. Adults support them in ensuring they use equipment safely.</p>
<p>Second milestone: Children are encouraged to balance on planks and benches, jump down from objects, crawl through tunnels, jump on stepping stones etc. With adult support they begin to help each other move large equipment safely during water play and role-play activities. They are encouraged to talk about how they moved equipment safely.</p>	<p>Children may seek help if they feel unsafe at first. Over time they will confidently balance and jump down independently. When transporting equipment adults encourage the children to support each other in safely achieving their goals. E.g. Carrying crates to make a car.</p>
<p>Third milestone: Children are encouraged to create an obstacle course. They are encouraged to express their ideas and support each other in transporting equipment safely. With adult support the children test the equipment to ensure it is safe and make any adjustments accordingly. The children confidently balance and move in different ways as they use the equipment safely. With adult support they are encouraged to improve their design.</p>	<p>Over time the children begin to confidently support each other in safely transporting equipment. They develop their knowledge about how to ensure equipment is safe and begin to use this independently.</p>
<p>Final milestone: The children work together to make their own obstacle course. They express their ideas, work together to transport equipment safely and test it to ensure it is safe to use. They confidently balance and move in different ways as they use the equipment safely. They review their work and take steps to improve their design.</p>	

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<h2>7. Make a book all about themselves and their family</h2>	
<p><b>First milestone:</b> Children use the muscles in their hands and arms to make big movements and 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: throwing and catching, exploring musical instrument, playdough and paint.</p>	<p>As children build up their large and fine motor skills they engage in activities for a longer period of time. They grasp objects and focus on what they are doing e.g., hold arms out and wait to catch a ball, thread beads on to a piece of string or build a stable tower of up to 10 blocks etc</p>
<p><b>Second milestone:</b> Children make random marks with their fingers and some tools. They make marks in a variety of ways e.g., play dough, sand, paint, chalk, pens etc. As children's mark making develops, they make more smaller controlled movements and draw dots, lines and circles. They distinguish between these marks and they begin to plan and draw over simplified representations of people e.g., head, arms and legs. Children go on sounds walks. They listen and identify sounds in the environment. They make body percussion sounds and talk about how musical instruments sound different.</p>	<p>As children become more confident in making marks they begin to talk about their marks with others and give meaning to these e.g. "That's mummy" or "It's a dinosaur." With adult support they find their name card and observe adults writing their name. They may begin to trace over it. Adults support the children in listening and identifying sounds. As the children grow in confidence they will begin to copy and making sound patterns.</p>
<p><b>Third milestone:</b> Children plan what they would like to draw. They create more detailed drawings including figures with a body. Children are familiar with language of directionality such as 'up, down, round and round.' They begin to participate in emergent writing, giving meaning to the marks they make. Children can find their name card and look at it when attempting to write their name. Adults support children in making their drawings and writing into books using treasuring tags. Children begin to play games identifying rhyming and alliterative words. They begin to orally blend and segment the sounds in some simple words.</p>	<p>As children use their name cards repeatedly and becoming familiar with it, they become more confident in attempting form recognisable letters, both in their name and in their emergent writing. They also begin to develop their knowledge of writing left to right. Children will be supported with pictures and objects when beginning to orally blend and segment. These prompts will gradually be removed as the children grow in confidence.</p>
<p><b>Final milestone:</b> Children decide what they would like to include in a book all about themselves and their family. They draw pictures of themselves, family members, pets, their favourite toys etc. They use emergent writing with marks and letter shapes to label their drawings, while adults scribe any words they segment orally. They find their name card and use it to write their name with recognisable letters. Some children may write their name without the aid of a name card. They attach all their work together with treasury tags to make a book. They read their book to the adults in Nursery and their friends.</p>	