

Our 7 Curricular Goals – Lingfield Reception

1. Plan, reflect and improve their work	
<p>First milestone: Children express their ideas and discuss plans with their friends. They take pride in their achievements and accept difficulties arise and solutions need to be found.</p>	<p>Adults support children when difficulties arise building confidence in knowing things don't always work the first time they try.</p>
<p>Second milestone: Children record ideas through drawings. They talk about materials and tools needed for the task with support. Talk about what worked well and difficulties they encountered. They persevere with support and begin to look for solutions to problems.</p>	<p>Adults support children in thinking about different approaches which could help them succeed. They use questions to scaffold reflections. Children show pride in their accomplishments.</p>
<p>Third milestone: Children record ideas through drawings and some writing with support. They talk about materials and tools needed for the task. They persevere and look for alternative solutions to solve problems and begin to draw on their experiences.</p>	<p>Children begin to show pride in solving problems, as well as reaching their final goal. They begin to reflect on their own work.</p>
<p>Final milestone: Children independently talk about and record their ideas in drawings and writing. They think about the materials and tools needed. They draw on previous experience and other children's ideas. They persevere through difficulties and find solutions to problems. They reflect on their learning and suggest ways to improve.</p>	

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2. Plan and create your own show	
First milestone: Perform familiar nursery rhymes, poems or songs in front of a group of children. Develop confidence and pride in their performance.	Children build on their knowledge of nursery rhymes, poems and songs. Adult reassurance and support in developing confidence in performing.
Second milestone: Children act out a traditional tale with their friends. They select roles to play with adult support. They create props and select appropriate costumes and preform their show in front of their friends.	Children develop their skills using Talk for Write in listening and retelling traditional stories, using story language and a wider range of vocabulary. Children develop their knowledge of the costumes needed to match characters.
Third milestone: Children create their own story with their friends. They begins to negotiate roles independently. They make props and begin to make their own costumes e.g. crown, mask. With adults support they create sounds effects using sound makers and percussion instruments. They perform their show in front of the class.	Children develop their skills in using Tales Toolkits to create their own stories. Children begin to use their knowledge of sounds makers and percussion instruments and match these to create appropriate effects.
Final milestone: Create their own show to be performed in front of the Nursery children. They work together with their friends to create a story, props, costumes and sounds effects.	

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3. Draw a map of Middlesbrough	
<p>First milestone: Children recognise places in the local area that are important to them - school, home, Tesco, Stewart park, Parkway centre. They know we live in a town called Middlesbrough and that places are connected by roads. Children choose materials and create representation of our local area.</p>	<p>Children develop their knowledge of the local area by looking through photos of places of interest that are close in proximity to school. Children talk about their features, purposes and own experiences. Children create maps using a range of materials- blocks, small construction, sand and workshop materials. They talk about the different places they have made and adults support children in creating simple labels for their models.</p>
<p>Second milestone: With adult support children create simple maps of Middlesbrough including places that are important to them - school, home, Tesco, Stewart park, Parkway centre. They draw roads connecting places to each other and talk about journeys they make. They write labels with adult support.</p>	<p>Children build on their knowledge of the local area by using google maps. They explore different angles (birds eye view/street view) to find places of interest in their locality.</p>
<p>Third milestone: Children extend their knowledge of Middlesbrough through google maps and drone footage. They explore local landmarks that may/may not be familiar- Roseberry Topping, Captain Cook's monument, Transporter bridge.</p>	<p>Adults support children in identifying the similarities and differences between the different landscapes found in our locality. Children name the different landmarks independently and create their own version, looking closely at the features and landscape.</p>
<p>Final milestone: Children draw and label a map of Middlesbrough, including places which are important to them such as home and school, roads and a variety of local landmarks. EG Roseberry Topping, the Transporter bridge. Children can talk about how the landmarks are similar and different, which they have visited or would like to visit and why and which landmarks are important to them and why.</p>	

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4. Read and follow a recipe to make your favourite flavoured muffins	
<p>First milestone: Children explore a variety of different flavours. E.g. fruits, chocolate, jam, honey etc. They talk about their findings using new vocabulary. They develop skills in cutting, chopping, peeling, snapping, squeezing.</p>	<p>Children have the confidence to try new things. They develop knowledge of healthy choices, likes and dislikes.</p>
<p>Second milestone: Children adapt the familiar shortbread recipe to create a new flavour. They record their ideas in drawings and talk about where it fits into the recipe. They make the shortbread, taste it and reflect on their work and ways to improve.</p>	<p>Adults support children in using their knowledge of flavours and how they can be incorporated into the shortbread recipe.</p>
<p>Third milestone: Children read and follow the recipe in making muffins with an adult. They measure and mix the ingredients and place the mixture in muffin cases ready to bake. They taste and reflect on how they could make their muffins taste even better.</p>	<p>As children become more independent, there is minimal adult support as they follow read and follow the recipe cards. Children also experience reading recipes in the mud kitchen, potion area and play dough.</p>
<p>Final milestone: Children adapt the familiar muffin recipe to create a new flavour. They record their ideas in drawings and writing and talk about where it fits into the recipe. They measure and mix the ingredients, select and prepare their favourite flavours and place the mixture in muffin cases ready to bake. They taste their muffins and their friends and reflect on their work.</p>	

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5. Plan and create a salt dough 3D sculpture	
<p>First milestone: Children experience using playdough. They explore mark marking with refined tools and shapes. They begin to make patterns including repeating patterns by pressing objects into the dough.</p>	<p>Children experience finger muscle strengthening activities in dough disco.</p>
<p>Second milestone: Children use shape cutters to make a 2D shapes from playdough and salt dough. E.g. Christmas decoration. They press tools and objects to create texture and simple patterns. They reflect on ways in improve their work.</p>	<p>Adult support children in creating basis patterns, repeating patterns and symmetrical patterns.</p>
<p>Third milestone: Children talk about their ideas and make 2D objects using playdough or saltdough. They use various shaped cutters to create, people, animals, objects etc. They add purposeful materials, e.g. eyes.</p>	<p>Adult support children in learning how to attach dough together. Children develop independence as skills improve.</p>
<p>Final milestone: Children talk about their ideas for a salt dough 3D sculpture of a person, object or animal. They draw on their experiences of how to manipulate the dough and use tools to create the desired effects. E.g. eyes, legs etc. Children select appropriate colours to paint their sculpture. Children talk about their sculpture and reflect on ways to improve.</p>	

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6. Build a den.	
First milestone: Build a simple structure with crates and attach a fabric covering to create a roof. Use pegs and giant pegs to attach materials together. They reflect on how safe their den is.	Children learn how to safely transport and tidy equipment with adult support.
Second milestone: Talk about their ideas with their friends. Begin to use string, Velcro and wire to tie crates and tarpauling to create a stronger structure with adult support. Reflect on why structures are stronger.	As children's skills develop they begin to explore more materials and investigate their different uses.
Third milestone: Children plan their ideas in drawings and writing. They develop their skills in safely placing canes/poles vertically in crates to make a taller structure. They use pegs and giant pegs to attach a fabric roof and seek help with string, Velcro and wire. They reflect on how they could improve their den for its purpose. E.g. bigger, stronger etc.	Children begin to use Velcro, string and wire to attach materials with greater independence.
Final milestone: Create a plan in drawings and writing for a den. Create a basic shape using the materials available. Materials are stacked and balanced and poles/canes are placed vertically. All materials are secure and safe. Materials are attached using pegs and giant peg independently and using string and Velcro with increasing independence. Children use their den in role-play. They talk about their work and reflect on ways to improve.	

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7. Make a book about something you love	
<p>First milestone: Explore attaching paper together with support. Use treasury tags, cello tape, paperclips and staples. Master using the hole punch and tape machine. Experiment with folding paper. Write their first name.</p>	<p>As children become increasingly confident adult support can be reduced.</p>
<p>Second milestone: Experiment with making books about a particular theme. Select appropriate materials to make the book and add illustrations. Begin to add words E.g. labels. Write their first name and use their name card to copy their second name.</p>	<p>Use knowledge of Sound-write to write words. Children could use books, events, experiences, objects etc. as a stimulus for themes with support.</p>
<p>Third milestone: Make a book about a particular theme. Select appropriate materials to join the book together. With adult support create a title and write the name of the author. Write some simple sentences linked to the theme with adult support. Draw pictures to illustrate their writing.</p>	<p>Use knowledge of Sound-write to write sentences. Children should draw on their own ideas to create themes.</p>
<p>Final milestone: Decide on a theme to make a book about. Select the materials needed to create a book and attach them together. Create a front cover including the title and full name of the author. Write some sentences about something you love. Include some capital letters, spaces and full stops. Draw pictures to illustrate their writing.</p>	