



## Nursery 3 Curricular Goals

<b>I can be independent in basic self-care</b>	
<p><b>First milestone</b> Find my peg and put my own coat on – ask for help if I need it. To know where the toilet is.</p>	<p>Show the children their own pegs and where to hang their coats up – by the loop. Show children where to put their wellies and reminders of where their shoes need to go. Model where things need to go. Put the children’s wellies the right way round and give support to put them on. Introduce within the daily routine toileting and hand-washing and use vocabulary to explain systems. Know the children, send at regular times to the toilet. Adults to be present at toileting times. Adults sensitively acknowledge toilet accidents and fully support changing.</p>
<p><b>Second milestone</b> Put my belongings in the right place. I can attempt to take my coat and shoes off and put my coat and wellies back on. I can use the toilet, wash my hands and ask for help if I need it.</p>	<p>Children encouraged to hang up own coat and bag and put their lunchbox away. Adults to model putting own coat on (over heads). Put the children’s wellies the right way round and give support to put them on. Adults to give visual support for toilet and hand-washing. Adults to give constant reminders and repetition to use the toilet correctly. Adults sensitively acknowledge toilet accidents and support changing. Self-help encouraged.</p>
<p><b>Third milestone</b> I can put my own coat on. I can change my footwear with support. I can use the toilet with minimum support. I know why I have to brush my teeth and wash my hands.</p>	<p>Adults to provide modelling and praise for the children’s efforts. Independence encouraged with regard to toileting and hand-washing. Independence promoted. Stickers and ‘out first’ when children are ready first. Reduce help and leave children to do the last step. Teach children why it is so important to wash hands. Link to dentist visit – oral health and healthy eating.</p>
<p><b>Final milestones</b> <b>I am beginning to fasten my own coat</b> <b>I can change my own footwear (for inside and outside)</b> <b>I can use the toilet and wash my hands independently.</b> <b>I know that some foods are healthy and why I need to brush my teeth.</b></p>	



## Nursery 3 Curricular Goals

<b>I can tune into rhythm and rhyme, alliteration and oral blending</b>	
<p><b>First milestone</b> To sit and listen and begin to join in with rhymes and songs.</p>	<p>Rhymes of the week displayed on the working wall song board. Sing songs for routines (weather, circle time) Adults to model and teach actions for songs. Use recommended rhymes from RWI Nursery booklet plus other interest related songs. Focus on 5 rhymes per week.</p>
<p><b>Second milestone</b> To be able to join in with rhymes. Learn the actions and begin to anticipate the missing word.</p>	<p>Organise and sing daily ring games (outside) Children can choose rhyme stones and sing independently or within a group. Co-ordinate a 'Rhyme time challenge' (involve parents) Children begin to develop alliteration through recognising words with the same initial sound. Adults to model 'Fred talk' appropriately throughout the session. Adults to deliberately miss out a word in a rhyme so that the children have to fill it in.</p>
<p><b>Third milestone</b> To be able to join in with confidence to nursery rhymes. To use actions. Oral blend sounds into words – Fred Talk. Begin to recognise RWI picture cards.</p>	<p>Introduce RWI A4 picture cards – emphasize initial sounds. Introduce RWI signals. Link sounds to children's names. Repetition of rhymes with small groups. Model blending during routines i.e. 'c-oa-t'</p>
<p><b>Final milestones</b> <b>To recite 10 or more familiar nursery rhymes in a small group.</b> <b>To be able to orally blend.</b> <b>To recognise and say RWI picture cards.</b></p>	



## Nursery 3 Curricular Goals

<b>I notice things that I see in the Natural World</b>	
<p><b>First milestone</b> To answer questions about their surroundings. Use senses to explore the Natural world.</p>	<p>Plan walks to the Spinney and around the school field using vocabulary to explain what we can see. Arrange visitors in Nursery Plan local walk to the park Have significant events and experiences in class – butterflies, growing plants from seeds.</p>
<p><b>Second milestone</b> Begin to use new vocabulary to talk about what they see. Begin to show care and concern for living things. Notice similarities and differences between plants and animals.</p>	<p>Plan and introduce new vocabulary related to the ongoing topic and encourage children to use it. Ask open ended questions. Link stories to prior learning. Include vocabulary in books – fiction and non-fiction. Recast correct sentence structure and vocabulary to support language development.</p>
<p><b>Third milestone</b> Use relevant vocabulary in appropriate context to answer questions. Talk about and show care and concerns for living things. Talk about similarities and differences between living things.</p>	<p>Help children to build sentences using new vocabulary by modelling and recasting. Discuss why and how we look after living things. Make collections of natural objects to investigate and talk about. Rephrase and expand on children’s phrases by adding to and extending. Ask out loud – ‘I wonder if.....’</p>
<p><b>Final milestone</b> <b>Talk about what they see using a wide vocabulary and link to experiences and stories they have heard.</b> <b>Begin to understand how to look after the environment and living things.</b></p>	



## Nursery 3 Curricular Goals

<b>I can retell a familiar story</b>	
<p><b>First milestone</b> I am interested and can sit and listen to a story read by an adult.</p>	<p>Have a half-termly Big 5 – interest or quality fiction based. Use for daily story-time. Have an enticing and well-resourced story corner with quality texts and puppets. Children have a weekly library book choose – adult reads books to take home. Small world setup linking to texts. Ask questions and use vocabulary linked to own experiences. Introduce concepts of print – i.e. holding the book the correct way and turning the pages.</p>
<p><b>Second milestone</b> I am beginning to respond to books and stories with some repeated refrains.</p>	<p>Use vocabulary linked to the stories. UKS2 children to become ‘Reading Buddies’. Mystery reader (parents) Use puppets/story sacks – model in small groups then leave in continuous provision. Introduce the ‘Reading Bear’ for children to take home (weekly).</p>
<p><b>Third milestone</b> I know and join in with favourite phrases from books. I can talk about the elements of the story. I know about the concepts of print.</p>	<p>Adults to ask appropriate questions about the story: Characters, setting, plot, structure. Introduce drama – Freeze Frame. Share and discuss non-fiction books linked to the main text or interest. Consolidate understanding of concepts of print – i.e. holding the book the correct way and turning the pages. Introduce Helicopter stories and model how we tell them.</p>
<p><b>Final milestone</b> <b>To choose a familiar story and talk about what is happening in the pictures.</b></p>	



## Nursery 3 Curricular Goals

<b>I can hold and use basic tools effectively</b>	
<p><b>First milestone</b></p> <p>To use hand-eye co-ordination to explore and manipulate tools and resources.</p> <p>To make random marks with a range of tools – brushes and pencils.</p>	<p>Adults model how to use tools correctly and safely using vocabulary to discuss and explain.</p> <p>Include in weekly planning: Dough Disco, Playdough, painting, ‘Funky Fingers’</p> <p>Make marks on dotty name cards.</p> <p>Model using ball tweezers.</p> <p>‘Draw a man’ termly to show progress.</p>
<p><b>Second milestone</b></p> <p>Make more controlled movements with mark-making tools such as lines and circles.</p> <p>Hold scissors and open and close them.</p>	<p>Encourage tweezer work and provide opportunities to pick up small objects such as pea gravel, ‘jewels’, etc.</p> <p>Use dotty name cards to trace over daily. Threading and peg activities.</p> <p>Use a range of mark-making resources for free use in the mark-making area.</p> <p>Model holding scissors correctly (hand over hand)</p> <p>Encourage writing for a range of purposes – cards, lists, envelopes – include in role-play.</p> <p>Have a wide range of stationary for free use.</p>
<p><b>Third milestone</b></p> <p>Develop pincer grip and form some letters from their name.</p> <p>Use scissors and attempt to cut paper.</p>	<p>See resources for first and second milestone.</p> <p>Use the language of up, down, round and back.</p> <p>Reduce help with scissor work.</p> <p>Use name cards to copy name – reduce as needed and introduce surnames.</p> <p>Practice cutting skills with ‘hair people’.</p>
<p><b>Final milestone</b></p> <p><b>To hold and use a range of tools with a comfortable grip.</b></p> <p><b>To write most letters from their name accurately and snip with scissors.</b></p>	



## Nursery 3 Curricular Goals

### **I am confident to play and learn in Nursery**

#### **First milestone**

Make strong relationships with adults in Nursery.  
 Children begin to show willingness to explore the nursery environment.  
 I know the name of some friends.  
 I know that I am a boy/girl.

Settle into Nursery surroundings, people and routines.  
 Learn the rules and expectations of Nursery.  
 Introduce friends and their names. Support children to play alongside and with how to share with each other.  
 Introduce the Nursery Charter and Behaviour Chart – discuss making good choices and doing the right thing.

#### **Second milestone**

I can engage with a peer or adult in the same activity and develop play and exploration through communication and negotiating.  
 Developing a 'can do' attitude towards their learning.  
 I am beginning to play and co-operate with others in groups.

Share learning journeys and floor books and talk about what they have previously done in Nursery using talk and vocabulary to discuss and explain.  
 Model and engage in collaborative and co-operative play to develop sharing and turn-taking.  
 Adults to positively challenge children's play – 'I wonder if....' – model being a thinker.

#### **Third milestone**

Talk about their learning and play and showing pleasure and pride in what they have done.  
 Can persevere and not give up too easily when they find things hard.  
 Develop strong friendships and can play in groups with other children.

Share learning journeys and floor books and encourage children to talk about and reflect on their learning, making links and thinking about new ideas.  
 Adults model and suggest appropriate ways of being assertive through talk.  
 Adults to talk about what to do to help them if they find things hard.

#### **Final milestone**

**Children are motivated to engage independently in their environment and with their peers and think about doing things in different ways.**  
**Children have a strong sense of right and wrong and try to make the right choices.**



## Nursery 3 Curricular Goals

<b>I can communicate effectively</b>	
<p><b>First milestone</b>            I am beginning to share toys            I can shift my attention by using my name.            I can use a simple sentence.</p>	<p>Take part in daily group time and circle games            Talk about friends and what makes a good one.            Children to help with simple jobs in Nursery. (Tidy up time, Star of the Day).            Adults to introduce Concept Cat and vocabulary words weekly.            Adults to ensure 'thinking time' is given to children and be sensitive to children who need more of this.            WellComm screening to be made termly and activities carried out where understanding is</p>
<p><b>Second milestone</b>            I am beginning to follow instructions with 2 parts.            I understand 'why' questions without support.            I can start a conversation.            I can listen to a story and understand what is happening.</p>	<p>Use vocabulary during Circle time to talk about our learning in Nursery and activities available.            Display a Family wall with pictures of their own family members and talk about immediate family members and home life.            Encourage talk about feelings, how we are able to express them and how others feel at different times.</p>
<p><b>Third milestone</b>            I can talk about my favourite things and what I do with my family.            I can listen to what other people have to say and respond to them.            I can take on a role in play and continue a narrative.</p>	<p>Adults to model language and conversation skills at every opportunity.            Adults model language that promotes children's positive thinking and attitude to differences.            Children to be exposed to a variety of vocabulary rich books and texts throughout the year.</p>
<p><b>Final milestone</b>  <b>I can hold a conversation.</b>  <b>I can understand multiple part instructions.</b>  <b>I can maintain attention, listen and sit quietly.</b></p>	



## Nursery 3 Curricular Goals

<b>I understand numbers to 5</b>	
<p><b>First milestone</b>            I am able to say some numbers in sequence.            I can count objects 1:1</p>	<p>Number rhymes            Adult to model counting in everyday contexts – group time, lining up.            Counting at snack time – how many orange segments, etc.</p>
<p><b>Second milestone</b>            I can recite numbers past 5.            I can count objects beyond 3            I know that the final number means the number in a set.            I can match the correct number of objects to a numeral.</p>	<p>Demonstrate finger numbers up to 5 – encourage children to match their fingers.            Sing number rhymes – 5 little ducks, etc.            Counting children at group time and finding on the number line.            Play number games at appropriate level of understanding.            Ask children to find a specific number of things.            Count objects with children and repeat the last number.</p>
<p><b>Third milestone</b>            I can subitise to 3            I know that the final number is 5            I can match the numeral to the correct number (5)            I can reliably count 5 objects</p>	<p>Model and repeat matching numbers to numerals – games and activities.            Play dice and dominoes games and focus on subitizing.            Compare quantities to 5 in different contexts.            Use the language of more or fewer.</p>
<p><b>Final milestones</b>  <b>I can solve mathematical problems with numbers up to 5.</b>  <b>I can recognise numbers to 5.</b></p>	