



## Reception Curricular Goals

### **To make up own stories**

#### **First milestone**

Develop listening skills to be able to listen and respond to stories and anticipate key events.

Engage and join in with story time.  
 Build familiarity with Big 5 Books.  
 Introduce Talk Through Stories and the associated vocab  
 Use stories on the IWB  
 Join in with favourite phrases.

#### **Second milestone**

Retell a familiar story using vocabulary linked to the story.  
 Know how stories are structured.

Use costumes, props, small world to develop a storyline in pretend play.  
 Role play Rainbow challenge  
 Use recently introduced vocab in their play.  
 Talk about story structure: beginning, middle and end and use visuals for story structure.  
 Ask questions making links to own experiences.  
 Participate in 'Helicopter stories' – retelling familiar stories as an exact repetition or in their own words.

#### **Third milestone**

Develop or change a familiar story using recently introduced vocab.  
 Invent own story using knowledge of other stories.

Dictate own Helicopter story.  
 Act out Helicopter story co-operatively with peers.  
 Write own Helicopter story.  
 Develop knowledge of tenses when retelling stories.  
 Share ideas for storytelling collaboratively with peers.

#### **Final milestone**

**To be confident, in front of others, to tell a story using: new vocab, own experiences and knowledge of stories.**



## Reception Curricular Goals

<b>To know that the world is bigger than where they live</b>	
<p><b>First milestone</b> Understand where I live and talk about my local area Talk about immediate family and community</p>	<p>Discuss relevant celebrations and traditions e.g. at Christmas etc Link own experiences, past and present, to stories Share 'Home news' Class walk to the library / park Discuss questions about local area e.g. How do you get to school? What do you see on the way? What is your house like? What number is on your door?</p>
<p><b>Second milestone</b> Understand how people are similar to and different to me Express feelings and consider other people's feelings.</p>	<p>Compare everyday life with friends in the class, family in the UK and around the world Describe places they have been to that are special to them Discuss people familiar to them linked to jobs in the community - class walk around the local area to The Welcome Cafe Compare relevant celebrations around the world Link to stories and use non-fiction books Learn your address</p>
<p><b>Third milestone</b> Understand that the world is a big place and name places outside their local area Think about the perspectives of others</p>	<p>Look at maps, globe, YouTube videos, photos, Google Maps etc to find out about the world Compare life in the UK and other countries, discuss similarities and differences Share experiences of places you have been including how we travel. Compare journeys past and present.</p>
<p><b>Final milestone</b> <b>To understand people and places are different to themselves and where they live and to show empathy to others.</b></p>	



## Reception Curricular Goals

<b>To confidently understand the composition of numbers to 10</b>	
<p><b>First milestone</b> Count, read and order numbers to 10. Count actions, sounds and objects</p>	<p>Introduce daily Power Maths sessions Introduce independent Power Maths challenge during Power Maths sessions Introduce weekly Maths Rainbow challenge Daily Number rhymes Daily Numberblocks during snack time Introduce counting in daily routines Play games involving number symbols and counting objects Order numeral cards on a washing line Introduce children to numberlines</p>
<p><b>Second milestone</b> Know how to subitise to 5 Explore the composition of numbers to 5 Orally count beyond 10 Find a number 1 more and 1 less to 10</p>	<p>Introduce NumBots and send passwords home Look at visual pattern of spots on dice, dominoes. Quickly reveal numbers of objects e.g. show fingers in response to a number Use objects and numberlines to compare numbers 10 Model mathematical vocab Explore ways of using Numicon</p>
<p><b>Third milestone</b> Explore the composition of numbers to 10 Begin to recognise patterns within numbers up to 10</p>	<p>Use NumBots in the ICT suite Use subitising knowledge to represent larger numbers Explore double facts, halving, odds and evens Use Numicon to support with number bonds</p>
<p><b>Final milestone</b> <b>Recall number bonds to 5 and some bonds to 10.</b> <b>Recognise quantities to 5 without counting.</b> <b>Compare quantities up to 10.</b></p>	



## Reception Curricular Goals

### **To become a confident learner**

#### **First milestone**

Begin to develop self-awareness and see yourself as a valuable individual

Build relationships with the adults and children

Persist when finding things hard

Settle into Reception – surroundings, people, routines

Regulate behaviour and learn the school rules and values

Co-operate with others by taking turns and making friends

Develop independence through the weekly Rainbow challenges

Use the 'PIT' to support you to become resilient and know it is ok to make mistakes

Ask for help when needed.

#### **Second milestone**

Have the confidence to know who you are, what you like and what you can and can't do.

Be respectful of others

Use talk to help work out problems and organise thinking and activities.

Be confident to try new activities

Repeat activities until you can do it

#### **Third milestone**

Be proud of your own achievements

Show empathy towards others.

Talk about own learning - What are you good at? What do you need help with? What do you take pleasure in? Enjoy celebrating other children's achievements

Use Learning Journey books to review own learning and that of others

#### **Final milestone**

**Develop resilience to challenge their own learning. Show determination to complete a goal.**



## Reception Curricular Goals

<b>To ask a relevant question and make a relevant comment</b>	
<p><b>First milestone</b>            Understand question words – who, where, when, what in a variety of contexts            Know how to listen</p>	<p>Answer questions through modelling – MTTT            Learn new vocab relating to the ongoing topic            Use question dice as a question opener            Introduce concepts through ‘Concept Cat’            Use questions from ‘Talk Through Stories’ to explore stories            Answer directed questions about ‘Home News’, linking to : family members and places visited in the recent past            Children to explore the natural world and make comments about their observations</p>
<p><b>Second milestone</b>            Answer open ended questions including ‘why’ questions            Begin to ask questions</p>	<p>Model thinking out loud, use relevant tenses            Children to ask questions during ‘Home news’ and circle time e.g. about family members and places visited in the recent past            Children to comment on similarities and differences in the natural world            Explore resources to increase curiosity            Use recently introduced vocab throughout the day in different contexts            Share interesting pictures on the snack table to stimulate comments and questions            Encourage recently learnt vocab in answers</p>
<p><b>Third milestone</b>            Ask questions            Explain how things work and why they might happen</p>	<p>Articulate ideas in questions - I wonder if.....            Engage in conversation and connect ideas            Describe events            Explore objects e.g. toys, using relevant language, and ask questions about objects from the past</p>
<p><b>Final milestone</b>  <b>Understand questioning words to answer with relevant comments.</b>  <b>Be confident and curious to question their surroundings to learn new knowledge and skills.</b></p>	



## Reception Curricular Goals

<b>To hold a pencil effectively and write recognisable letters &amp; numbers</b>	
<p><b>First milestone</b>            Develop pincer grip and fine motor skills so that they can use a range of tools            Begin to form letters using the RWI handwriting verse</p>	<p>Build physical strength through activities e.g. Dough gym, snip with scissors, threading, building a tower, jigsaws, 'Busy Fingers'            Draw lines, circles, zigzags, anti-clockwise movements, retrace vertical lines, up, down, round and round e.g. through 'Squiggle whilst you wiggle', 'Dancing numbers'            Become familiar with the RWI handwriting verse</p>
<p><b>Second milestone</b>            Co-ordinate two things at the same time            Use tools effectively            Form letters using the RWI handwriting verse</p>	<p>Use and know the RWI handwriting verse to write letters            Start letters in the right place            Practice and repeat            Draw a person            Cut along a line with scissors</p>
<p><b>Third milestone</b>            Use tools correctly            Hold a pencil with effective grip</p>	<p>Cut around a shape            Ensure letters are positioned correctly on the page</p>
<p><b>Final milestone</b>            Use a tripod grip to write letters and numbers that are correctly orientated and equal in size.            Writing is accurate and efficient.</p>	



## Reception Curricular Goals

### **To read and write a simple sentence**

#### **First milestone**

Orally blend sounds into words

Recognise and begin to write Set 1 RWI sounds

Orally repeat a sentence

Learn and say Nursery rhymes, introduce Big 5 Rhymes daily – pay attention to how they sound.

Introduce Fred Talk to orally blend words

Daily Phonics sessions – begin with whole class then split into ability groups

Introduce RWI handwriting verse for each letter

Children to be assessed at RWI Set 1C

Introduce magnetic boards so children can segment and blend cvc words

Introduce Bookworm Rainbow challenge and Writing Rainbow challenge

#### **Second milestone**

Recognise and write Set 1

Sounds including Set 1

Special Friends

Read and write cvc words

Read some red RWI words

Hold a sentence & write a pre modelled sentence

Introduce Fred Fingers for spelling

Model reading a simple sentence and know that words go from left to write

Model writing a simple sentence and know that writing goes from left to write. Use finger spaces in writing

Children to be assessed at Ditty then Red

#### **Third milestone**

Recognise and write RWI Set 2 sounds

Read a simple phrase

Write some red RWI words

Hold and sentence and write it

When writing, think out loud of what you are writing and model reading back from the beginning of the sentence

Show children how to re-read sentence to check it makes sense

Children to think of a sentence and write it

Children to be assessed at Green / Purple

#### **Final milestone**

**Read RWI green/purple books and build up confidence and fluency.**

**Write a simple sentence and read it back**



## Reception Curricular Goals

### **To care for themselves**

#### **First milestone**

Begin to organise themselves

Use the toilets independently

Try to meet own needs first before asking for help

Choose a healthy snack

Teach the children the routine of where to put things (coat, reading folder, water bottle, homework book, snack etc) each morning

Discuss the importance of washing hands regularly - when they come into school, before eating, after going to the toilet

Children sanitise hands after each playtime

Children get used to using the hand dryer

Children to use toilet bands independently

Teach children how to fasten coat

Teach the children that they can ask for help if they need it but they need to try first

Model how to get dressed & undressed for PE

Explore choices for snack linked to free fruit scheme for afternoon snack

Share texts about healthy snacks & oral health

#### **Second milestone**

Dress and undress for PE

Persevere to meet own needs before asking for help

Model and encourage good manners

Children to use cutlery with more independence at lunchtimes

Discuss the PIT – explore self-help strategies

Children to organise their uniform when taking it off and putting it on for PE

Children to recognise when they are hot / thirsty etc and meet their own needs, including independent use of the snack table

#### **Third milestone**

Understand the need to keep themselves clean and have a healthy lifestyle

Talk about how to lead a healthy lifestyle – exercise, drink water, sleep, eat healthy food, brush teeth, wash, shower/bath, sensible amount of screen time

Whilst taking part in physical exercise understand the changes to your body

#### **Final milestone**

**Develop basic self-care skills**





## Reception Curricular Goals

<b>First milestone</b>	
<b>Second milestone</b>	
<b>Third milestone</b>	
<b>Final milestone</b>	