Our 8 Early Years Curricular Goals

Ride a two-wheeled bike	• Planned time to use the bikes, trikes and scooters on the main playground • Selection of bikes available • 'Bikeability' in Reception, Spring Term • Adults to use resources such as cones, hoops, coits to support children to develop spatial awareness/negotiating space
Talk about the local area near our school	• Planned Understanding the World topics: Autumn 1 (My Family/Home), Autumn 2 (Jobs in the Local Community), Spring 1 (The Past), Spring 2 (Our Local Area - this includes map drawing and a walk to visit key places) • Photos of shops and other notable buildings in the local area displayed in the home corner • Extended periods of continuous provision, to allow children time to talk to each other / adults • Forest School • External visitors • Dojo - parents are also able to share photographs/videos from home / of things that the children have done • Exploring Google Maps
Look after ourselves and our own belongings	• Role play fabrics and pegs available • Adults to encourage self-help and independence during all aspects of the school day • Children to have access to their own peg, to promote independence with bags, coats, etc • Specific children identified as struggling with independence/over-reliance on adults - parents informed and discussions had surrounding independence and the importance of this • Parent meeting in the Summer to highlight the importance of labelling all belongs / allowing their child to practice caring for their own belongings over the holiday
Name some of our favourite stories/books and to retell the main events	• Literacy teaching to include planned texts to support sequencing, retelling, alongside Drawing Club and Helicopter Stories • Extended periods of continuous provision, allowing for talk with both adults and children • Range of texts available in the classroom, which are rotated based on child interest • Sharing/Library books taken home once a week • Worldless (Foundation) books available in the classroom for children to develop oracy, practice holding books and turning the pages
Develop strong relationships with the people around me	• Home Visits prior to all N and R children starting school • Dojo used for whole class, small group and individual posts for parentsDojo messaging feature utilised • Large periods of uninterrupted play, to allow staff to play and talk to the children

In addition to the Early Learning Goals outlined in the EYFS Framework, we have outlined 8 Curriculum Goals that we have chosen for the children in our school community.

	• Snuggle/reading corners to promote calm, quality time • 10 Key PSED texts chosen - 2 for use in N and R, 8 for each individual class • Chatterlogs to ensure all children are getting high quality time with an adult • In person drop offs and pick ups • Whole Early Years team work with both N and R children, ensuring a wide range of adults utilised
Identify the common animals and features of a farm	• Phase 1 Phonics to focus on farm animal sounds in Autumn 1 - both N and R • Tuff spots/books used with farm themes to encourage discussion and address misconceptions • End of year R trip - Wellington Country Park has a farm on site • Little Red Hen Story in Reception Autumn 1 - lends itself to learning about a farm and its key features
Develop a positive relationship with writing/mark making	• Range of materials available- different sized paper, chalk, pens, pencils, crayons, paint, water, powder paint **(mixture available indoors and outdoors)** • Phonics formation rhymes taught with enthusiasm - displayed for children to see • Pre-writing shapes used with all children • FIne motor activities for all children • Drawing Club used to encourage confidence with making a range of marks • Helicopter Stories (improve oracy, writing flows on a sea of talk)
Resolve problems and disagreements with others	• Problem scaling used to support children with scaffolding when they need help and to what level, discourage overreliance on adults • PSED inputs planned in Autumn 1 that focus on naming emotions / exploring what makes us feel each way / navigating big emotions **(use of the Colour Monster - key PSED book)** • Parents spoken to if their child consistently struggles with regulating their emotions / has frequent disagreements with others. • **Our House - key PSED book -** used to navigate the language of sharing, turn taking and realising/admitting when we have made a mistake • Adults to use questioning and observation to support/intervene when necessary - professional judgements made carefully

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	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
Ride a two-wheeled bike with confidence (with or without stabilisers)	**Familiarisation and control:** Can mount and dismount a trike/bike safely, hold the handlebars and move the bike.	**Starting and stopping**: Can start moving, pushing with feet/pedal forwards and stop in a controlled manner.	**Balance and gliding**: Can glide forwards for several metres while maintaining balance and looking ahead.	**Steering and changing direction**: Can steer in both directions, negotiate a simple course and maintain control	**Independent pedalling and balance**: Can start, push/pedal and ride independently for a short distance continuously.	**Independent riding and safe stopping:** Can ride a two-wheeled bike independently, maintain balance, steer, negotiate turns and stop safely.
Talk about the local area near our school	Talk about Nursery settings (once settled) and navigate the indoor/outdoor spaces.	Recognise and name familiar places in the wider school - e.g. the playground, the secret garden, the hall.	Use simple words and short phrases to describe familiar places near the school, saying what they see and where they have been. Photographs, pictures and experiences drawn upon to support this.	Name and describe a range of places and features in the local area, such as shops, parks, roads and buildings.	Talk about the local area in more detail, describing what places are like, what people do there and how places are similar or different.	Talk confidently about the local area near our school, describing familiar places and features, explaining what they are used for and sharing personal experiences of visiting them.
Look after ourselves and our own belongings	Begin to develop independence in everyday routines, such as putting on a coat, washing hands and recognising their own belongings.	Begin to take responsibility for personal belongings with adult support, such as finding their bag, hanging up their coat and tidying away toys.	Show growing independence in self-care routines and take responsibility for their belongings by putting items away and keeping them safe, with occasional reminders.	Manage familiar self-care routines with increasing independence, such as dressing, toileting and washing hands, and look after personal belongings.	Take responsibility for personal hygiene, dressing appropriately and organising belongings, following daily routines with minimal adult support.	Manage everyday self-care routines, keeping belongings organised and safe, and taking responsibility for our personal needs with confidence.
Name some of our favourite stories/books and to retell the main events	Enjoy sharing familiar stories and books with adults, showing interest in pictures, characters and repeated phrases.	Recognise and name some familiar stories and books, identify favourite characters and talk about what they can see in the illustrations.	Talk about favourite stories, name key characters and retell some familiar events using pictures, props and simple phrases.	Name favourite stories and books, describe the main characters and recall key events with adult support.	Retell familiar stories in sequence, describing the main events using story language, illustrations and key details.	Name favourite stories and books and confidently retell the main events in the correct sequence, including key characters, settings and important events, using appropriate story language.

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Develop strong relationships with the people around me	Separates from carer at drop off, with some support if needed. Begins to build relationships through shared play, interactions and daily routines.	Shows growing trust in familiar adults and begin to play alongside and interact with other children.	Develop friendships by sharing resources, taking turns and engaging in simple, shared play with other children.	Build positive relationships with a wider range of children and adults, showing kindness and consideration towards others.	Develop friendships by co-operating with others, listening to different ideas, resolving simple disagreements and showing empathy.	Develop strong, positive relationships with the people around me, demonstrating trust, kindness, respect, empathy and co-operation, and maintaining friendships through effective communication and problem-solving.
Identify the common animals and features of a farm	Notice and explore familiar farm animals through stories, songs, toys and pictures, beginning to recognise animals such as cows, sheep and pigs.	Name some common farm animals and recognise their features, such as their appearance, sounds and body parts.	Identify common farm animals and recognise familiar farm features, such as barns, fields, tractors and animal pens.	Name a wider range of farm animals and identify where they might live on a farm, such as sheep in fields and chickens in coops.	Describe the features of common farm animals and identify how farm features, such as barns, tractors and fences, are used.	Identify and describe common farm animals and features of a farm, recognising key animal characteristics and explaining the purpose of familiar farm features and structures.
Develop a positive relationship with writing/mark making	Explore a range of mark-making materials and enjoy making marks through sensory play, scribbling and creative activities.	Make marks with increasing confidence and control, beginning to understand that marks, drawings and symbols can have meaning.	Enjoy mark making for different purposes, such as drawing pictures, making marks to represent writing and talking about what their marks mean.	Show enthusiasm for writing activities and begin to use marks, drawings, letters and familiar symbols to communicate ideas.	Use writing and mark making for different purposes, such as writing lists, creating labels and cards, and attempting to write recognisable letters and words.	Develop a positive and confident relationship with writing and mark making, choosing to write for different purposes, expressing ideas through marks and words, and showing pride and enjoyment in their efforts.
Resolve problems and disagreements with others	Begin to recognise when they feel upset or frustrated during play and seek help from a familiar adult when problems arise.	Begin to share resources and take turns with adult support, learning simple ways to manage disagreements with others.	Use simple words to express feelings and needs, begin to listen to others and accept adult support to resolve minor disagreements.	Recognise when problems or disagreements occur and use words to explain their feelings and needs, seeking adult help when necessary.	Begin to resolve simple disagreements by listening to others, taking turns, sharing ideas and suggesting fair solutions with decreasing adult support.	Resolve problems and disagreements with others calmly and respectfully, expressing feelings and needs, listening to different viewpoints, negotiating solutions and seeking adult support when

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