**Wren’s Nursery Curricular Goals and Milestones**

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| **1** | **Confident to know who to go to and how to find help.** | | |
| 1. To be confident to know who to go to and how to find help.   Why: Children have the language of learning and are able to be resilient and keep trying when faced with learning challenges. This supports children in being confident to ask for help when they start school | | | |
| **Milestones** | | | |
| First Milestone | Children are confident to explore the environment. Children demonstrate emotion. Children are able to express a range of emotions. | | |
| Second Milestone | Children are confident to have a go and try new things. Children are able to label emotions such as happy, sad and cross. They are able to tell a person when they do not like something and to stop. | | |
| Third Milestone | Children are able to be confident to ask for help when they are stuck. They persevere at learning that is difficult. | | |
| Fourth Milestone | Children reflect on their learning.  They are able to reflect on what helps them to persevere through difficulties and what helps them when they find things hard. They show pleasure and pride in what they have done. Children are able to ask for help. | | |
| **2** | **Play a simple number game recognising numbers.** | | |
| Why: This supports recognition of patterns, coding, patterning and turn taking | | | |
| **Milestones** | | | |
| First Milestone | Children are interested in the numbers in the environment and show an interest in counting and joining in with number rhymes | | |
| Second Milestone | Children can count up to 5 in a sequence | | |
| Third Milestone | Children can show you up to 5 objects | | |
| Fourth Milestone | Children can recognise a pattern of 4 without counting | | |
| **3** | **Plan and create a model or picture.** | | |
| Why: Children can plan and explain their choices taking about what they have made and how they have made it. | | | |
| **Milestones** | | | |
| First Milestone | Children can explore, find and know how to use one-handed tools. | | |
| Second Milestone | Children can confidently know how to use one-handed tools to create changes in materials. | | |
| Third Milestone | Children can use tools safely and correctly. For example scissors. They can think about their constructions and have an idea of what they want to make and how they want it to look. | | |
| Fourth Milestone | Children are able to make a plan, choose materials and create their models, join materials together, problem solve and talk about what they have made. They are able to think about what they want to create and how they want it to look – I am making a fire engine it has a ladder. | | |
| **4** | **Write the letters in their name.** | | |
| Why:  Children enjoy owning their name, it is part of their identity and they will have an awareness of letters and sounds and print | | | |
| **Milestones** | | | |
| First Milestone | Children can use the muscles in their hands and arms to make big movements. | | |
| Second Milestone | Children can make random marks with their fingers and some tools. They give meaning to their marks- that’s mummy, it’s a pig. | | |
| Third Milestone | Children can make more small and controlled movements and can draw circles, lines and zig zags.  They use the language of directionality up, down, round  Children can find their name card and look at it when attempting to write their name. | | |
| Fourth Milestone | Children can hold their pen or pencil with a comfortable grip. They write the first two letter of their name clearly with correct directionality. | | |
| **5** | | | **Be kind, listen and take turns in a conversation with my friends** |
| Why:  This supports development of empathy, talking skills and being able to express themselves | | | |
| **Milestones** | | | |
| First Milestone | | | Children can respond to a sound or a visual cue by looking, copying, speaking or repeating  Play and have fun |
| Second Milestone | | | Children can notice and attend to one other friend taking turns and offering help with adult support.  Children can take turns in a conversation with an adult  Children can say’ stop I do not like that’ |
| Third Milestone | | | Children can take turns in a conversation with one other.  They can share resources, experiences and ideas with one other.  They can listen to others ideas with the support of an adult. Children can respond to a question by giving information on topic.  Children are able to play with others sharing what they are using with help and show awareness of the feelings of others. |
| Fourth Milestone | | | Start a conversation with an adult or friend and continue for many turns  Demonstrate management of feelings and are kind and helpful to friends  Children take part in pretend play, communicating and negotiating with friends.  Children can solve conflicts with adult support. |
| **6** | | | **Talk about what makes them special** |
| Why:  We want children to have an appreciation of diversity and the wider world | | | |
| **Milestones** | | | |
| First Milestone | | | I can make a choice based on my interests, likes, and dislikes I might say no. I can identify my family. |
| Second Milestone | | | Children can act out family experiences that are familiar to me. |
| Third Milestone | | | Children can notice differences and similarities  such as skin colour , gender, types of hair special needs and disabilities in picture books and within the setting and wider community. |
| Fourth Milestone | | | Children can recognise the difference and similarities between themselves and their peers. Children care for others and know how to make them feel better. I can talk about what I am good at , what I am an expert in and what make me unique. |
| **7** | | **Make up their own story** | |
| Why:  We want children to be able to speak in a logical sequence when expressing themselves | | | |
| **Milestones** | | | |
| First Milestone | | | Children can sequence their play when taking on a role from their everyday experiences. |
| Second Milestone | | | Children can retell a familiar story. |
| Third Milestone | | | Children can select their own resources to tell a story it has a beginning, middle and end. |
| Fourth Milestone | | | Children make up their own story using the language of character, setting, problem and solution. |
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| **8** | **Able to notice and talk about changes of materials** |
| Why:  We would like children to notice, value and investigate the natural world around them | |
| **Milestones** | |
| First Milestone | Children will be able to notice and be fascinated by what they find or experience. They can name living things in the environment such as a worm or snail. |
| Second Milestone | Children will be able to notice and talk about materials using the language of wet, dry, or the texture rough, soft. Children will be able to notice and talk about the features of minibeasts e.g. wings, legs, shell. |
| Third Milestone | Children can notice the similarities and differences between living things, materials and growth. |
| Fourth Milestone | Children can notice and talk about the similarities and differences  between living things, materials and growth. They might predict what may happen and why. |
| **9** | **Able to complete an obstacle course including: balancing, running and jumping.** |
| Why:  We believe that children grow in confidence through reaching physical milestones | |
| **Milestones** | |
| First Milestone | Children can ‘have a go’ at balancing along a low bench with help. |
| Second Milestone | Children can transfer weight over an A frame. |
| Third Milestone | Children can pull themselves up on the climbing frame independently. |
| Fourth Milestone | Children can come down the firefighters’ pole with confidence. |
| **10** | **Able to follow a simple picture recipe to make a bread roll** |
| Why:  We want children to be confident in working independently and following instructions left to right | |
| **Milestones** | |
| First Milestone | Children will be able to pour their own drink.  They will be able to mix different ingredients such as sand and water or flour and water.  They use a range of tools such as spoons rolling pins etc. Children can spread butter on their own toast. |
| Second Milestone | Children will be able to select the appropriate tool for cutting a vegetable.  Children will with adult help use measures and make familiar recipes such as bread dough, Children mix other substances together such as powder paint and flour and water changing consistency. |
| Third Milestone | With support, children will be able to count spoonful’s and follow a pictorial recipe with support Children can recognise the numerals on the recipe card.  They know the last number that they say is the total number.  Children can follow paint mixing recipe cards. |
| Fourth Milestone | Children will be able to follow a simple picture recipe independently. They measure the ingredients, mix them and create their own bread roll ready to be baked. |