

Curriculum goal	Aims
To settle and be a confident and independent learner	<ul style="list-style-type: none"> • Separate from main carer with encouragement from a familiar adult. • Explore new toys and environments, 'checking in' regularly with a familiar adult • Express their own preferences and interests • Select and use activities and resources with help. • Make their own choices within the boundaries and rules of the setting
To develop personal, social and emotional awareness	<ul style="list-style-type: none"> • Respond to a few appropriate boundaries with support • Interested in others play and begin to join in • Respond to the wishes and feelings of other and inhibit their own actions/behaviours • Play in a group, extending and elaborating play, initiating play and ideas • Initiating play offering cues for others to join them
To be a confident communicator	<ul style="list-style-type: none"> • Use gestures and non-verbal methods of communication • Use simple sentences and beginning to ask a variety of questions • Express their own feelings • Use more complex sentences using word endings and plurals, and building up vocabulary • Use talk in pretend play e.g. this box is my castle • Use positional language
To count 1-10 and recognise numerals, shapes and colours	<ul style="list-style-type: none"> • Take part in singing and rhymes with numbers • Show an interest in counting and beginning to use number vocabulary • Show an interest in shapes and colours in the environment • Use the language of size • Know that a group of things changes in quantity when something is added or taken away
To develop a sense of self and an understanding of the world	<ul style="list-style-type: none"> • Have a sense of their own immediate family and relations • Beginning to accept the needs of others. • Take turns and share • Remembering and talking about significant events in their own experience • Looking closely at similarities, differences, patterns and change
To become independent in selfcare and hygiene	<ul style="list-style-type: none"> • Hold a cup without spilling • Dress with help e.g. holds arms up for a coat, pull up trousers • Manage washing and drying hands independently • Clearly communicating the need for the toilet
To sit and listen to a story, contributing when invited	<ul style="list-style-type: none"> • Listen with interest to the noises adults make when they read stories • Look at a book with an adult for 5 mins/look at books independently. • Have favourite stories/songs, listens with increased interest and able to repeat words from familiar stories • Engage in extended conversations about stories characters etc.
To explore the environment, learning	<ul style="list-style-type: none"> • Explore materials such as sand, water, playdough and manipulate them

<p>through play, using a variety of senses and imagination</p>	<ul style="list-style-type: none"> • Respond to sound and participate in movement such as dancing and singing • Use various construction materials • Start to develop pretend play using imagination and props, imitating everyday actions from their family and culture
<p>To develop the physical skills required to experiment and explore the world.</p>	<ul style="list-style-type: none"> • Run, squat and climb confidently. • Enjoy tipping and pouring different materials • Hold a pencil/mark making tool confidently and with control • Imitate drawing simple shapes e.g. circle and line
<p>To develop pre-writing skills</p>	<ul style="list-style-type: none"> • Develop hand strength using a variety of different malleable materials, e.g. play dough • Show an interest in holding a pencil and making marks • Use one-handed tools and equipment • Use 3 fingers to hold writing tools • Imitate drawing simple shapes such as lines and circles • Copy some letters from their name