

Spring Bank Nursery Curriculum Goals

*Successful learners who enjoy learning, make progress and achieve their full potential. Confident individuals who are able to live safe, healthy and fulfilling lives.
Responsible citizens who make a positive contribution to society.*

We learn and explore together, we create and achieve together and we celebrate together.

<p style="text-align: center;">Confident Communicator</p> <ul style="list-style-type: none"> - Talk about what they are doing and things they remember. - Start a conversation with familiar friends and adults and ask questions. - Use some new vocabulary and listen when they are in a group with other children. 	<p style="text-align: center;">Independent Individual</p> <ul style="list-style-type: none"> - Increasingly follow and remember the shared rules. - Are confident to have a go and try new things. - Be increasingly independent in managing their own care and personal needs. - Begin to make healthy choices. 	<p style="text-align: center;">Fantastic Friend</p> <ul style="list-style-type: none"> - Play with others. - Share what they are using with help. - Find solutions to conflicts and rivalries in an appropriate way. - Begin to recognise their own feelings. - Begin to recognise the feelings of others. 	<p style="text-align: center;">Amazing Athlete</p> <ul style="list-style-type: none"> - Explore moving in a variety of ways. - Develop skills in: <ul style="list-style-type: none"> - balancing; - riding; - using a ball. - Use a range of equipment and apparatus safely.
<p style="text-align: center;">Talented Tool User</p> <ul style="list-style-type: none"> - Hold a pencil using a comfortable grip. - Use a pencil with good control. - Use one-handed tools and equipment with some control. - Show preference for a dominant hand. 	<p style="text-align: center;">Brilliant Bookworm</p> <ul style="list-style-type: none"> - Enjoy looking at books. - Has some favourite stories/books. - Retell a familiar story using language from stories. - Recognise familiar print in the environment, including their name. 	<p style="text-align: center;">Wow Writer</p> <ul style="list-style-type: none"> - Write some or all of their name with some accuracy. - Begin to use their growing knowledge of letters in their emergent writing. - Talk about their drawings. 	<p style="text-align: center;">Master of Maths</p> <ul style="list-style-type: none"> - Subitise to at least 3. - Say number names to at least 5 in order. - Say how many items altogether in a small set ('cardinal principle'). - Begin to show understanding of numbers to 5.
<p style="text-align: center;">Exceptional Explorer</p> <ul style="list-style-type: none"> - Show curiosity about -themselves; - their families; - the world around them. - Use all of their senses to explore. - Notice similarities and differences as they explore. - Talk about what they see using a wide range of vocabulary. 	<p style="text-align: center;">Compassionate Citizen</p> <ul style="list-style-type: none"> - Begin to help to look after their community and care for the environment. - Know some reasons why Pudsey is special. - Develop positive attitudes about the differences between people. 	<p style="text-align: center;">Proud Performer</p> <ul style="list-style-type: none"> - Sing nursery rhymes and songs (see OMAT expectation). - Play some percussion instruments with increasing control. - Move to music with increasing confidence and coordination. - Retell simple stories within provision. - Make up own stories. 	<p style="text-align: center;">Dynamic Designer</p> <ul style="list-style-type: none"> - Draw with increasing detail, use their own ideas. - Paint with increasing detail, using their own ideas. - Decide what resources to use. - Begin to talk about what they have made. - Begin to talk about how they made it.

A prime area of learning: personal, social and emotional development is woven across the curriculum goals. See goals in bold.