

Waveney Valley Partnership Early Years Curricular Goals

Confident Communicator To be able to use a variety of vocabulary including new words to retell a familiar story - To hold a dialogue explaining something familiar to them; family, an interest, a story			
Wellbeing Master To be independent and comfortable entering and accessing the environment and to develop relationships - To show an understanding of their own and others feelings through interactions with others	Movement Maestro To design, create and complete an obstacle course - Take part in sports day activities inc skipping, jumping, running, egg and spoon with confidence and control	Writing Superhero To recognise and begin to write my name - To write for a purpose creating lists, captions, sentences, stories	Reading Wizard To have a love for books and reading - To create own story and record it in a book
Maths Megastar Experiment with marks and symbols and explore numerals - To think mathematically engaging with maths in everyday activities	UtW: Ingenious Investigator To explore and investigate scientific themes - To discuss using new and appropriate vocabulary 'why things happen'	UtW: History Champ To be able to discuss events in own immediate past, present and future - To make observations linked to images from the past	UtW: Exceptional Explorer To observe and explore the world around us - To show an understanding of caring for the natural environment and living creatures
Captain Creative To use own creations in play based situations ie models as props, made up stories, song and dance. - To take part in and perform, sing, dance, act, in school performances; Harvest, Nativity, Easter	PI: Community Warrior To take responsibility for learning, the environment and own actions and be a respectful, active citizen . - To participate in community tasks and events. Understanding how these help us to have a sense of place within the community. - To engage with debate but at the same time have a basic understanding and respect for equality and diversity .	PI: Personal Improver To be determined and resilient , not giving up and trying again. - To be resourceful , finding alternative ways to approach situations and being reflective and self-improving in my own learning. - To be a risk taker , having a go, even if something appears challenging. - To be both a collaborative and independent learner , working with others and alone.	PI: Creative Me To be imaginative and creative , ask questions and be curious learners. - To be purposeful in play based situations and adaptive in the way that problems are solved. Building links between current and previous learning. - To be an independent thinker , not be reliant on adults and think of ways to approach situations independently.

A Confident Communicator can:

Hold a conversation responding with relevant questions and comments

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Listen carefully and follow instructions

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Uses the correct vocabulary to discuss events, feelings and ideas

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Uses vocabulary to describe environments, places, people in their play

Milestone	Nursery	Reception
1	Communicates using a range of objects and gestures	Uses new vocabulary in their play
2	Forms positive relationships and feels confident enough to talk to familiar adults	Children give their attention to what others say and respond appropriately
3	Listens and respond to simple instructions	Responds to instructions with more than one part
4	Confidently uses sentences to engage the listener	Understands how to listen, why listening is important Holds a two way conversation with another person taking account of the listener
Curriculum Goal	<p>To be able to use a variety of vocabulary including new words to retell a familiar story</p> <p>To hold a dialogue explaining something familiar to them; family, an interest, a story</p>	
ELG links	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>Speaking</p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. <p>Managing Self</p> <ul style="list-style-type: none"> Explain the reasons for rules, know right from wrong and try to behave accordingly <p>Comprehension</p> <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play <p>Past and Present</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society <p>Creating with Materials</p> <ul style="list-style-type: none"> Share their creations, explaining the process they have used <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher 	
Links to KS 1	<p>Children will be able to:</p> <ul style="list-style-type: none"> Listen during inputs without interrupting Join in with partner talk tasks and share their ideas with the rest of the class 'think, pair, share' Hands up & cold calling/answering questions during discussions 	

A Wellbeing Master can:

Form positive relationships

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Be confident to try new activities and to express own views

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Understands ways to stay safe including online

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Regulate own emotions, thoughts and behaviour to act in a positive way

Milestone	Nursery	Reception
1	Separates from adults with support until confident to settle independently	Understands own emotions and, sometimes, what made them feel like this
2	Shows independence in accessing the environment	Chooses resources to support own learning
3	Interacts with peers and initiates play situations	Knows how to challenge others but can also regulate and be kind
4	Begins taking turns with others	Talks about the effect behaviour has on others
Curriculum Goal	<p>To be independent and comfortable entering and accessing the environment and to develop relationships</p> <p>To show an understanding of their own and others feelings through interactions with others</p>	
ELG links	<p>Speaking</p> <ul style="list-style-type: none"> Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. <p>Self-Regulation</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing Self</p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Building Relationships</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. 	
Links to KS 1	<p>Children will be able to:</p> <ul style="list-style-type: none"> Be focused during learning tasks Are willing to embrace new things Have an awareness of the needs of other children Able to talk about emotions and feelings Identifies when other children are feeling certain emotions Time spent focusing on an activity whilst involving brain breaks 	

A Movement Maestro can:

Negotiate space and obstacles safely

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Use a range of tools effectively

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Ride a bike or other wheeled toys

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Run, jump, balance

Milestone	Nursery	Reception
1	Has awareness of own body and the space needed for moving	To move freely showing balance and coordination on a range of equipment
2	Moves in different ways, eg. climbing, running, jumping, etc.	Uses climbing equipment safely and competently
3	Copies dance moves and moves to different kinds of rhythms	Handles tools, objects, construction and malleable materials safely and with increasing control
4	Shows good control and coordination in large movements	Shows good control and coordination in small movements
Curriculum Goal	<p>To design, create and complete an obstacle course</p> <p>Take part in sports day activities inc skipping, jumping, running, egg and spoon with confidence and control</p>	
ELG links	<p>Managing Self</p> <ul style="list-style-type: none"> ● Be confident to try new activities and show independence, resilience and perseverance in the face of challenge <p>Gross Motor Skills</p> <ul style="list-style-type: none"> ● Negotiate space and obstacles safely, with consideration for themselves and others ● Demonstrate strength, balance and coordination when playing ● Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> ● Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases ● Use a range of small tools, including scissors, paint brushes and cutlery ● Begin to show accuracy and care when drawing. <p>Writing</p> <ul style="list-style-type: none"> ● Write recognisable letters, most of which are correctly formed. ● Write simple phrases and sentences that can be read by others. <p>Creating with Materials</p> <ul style="list-style-type: none"> ● Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 	
Links to KS 1	<p>Children will be able to:</p> <ul style="list-style-type: none"> ● Navigate the classroom safely especially when other children are on the carpet ● Move confidently around obstacles ● Participate in PE lessons involving a range of movements ● Holds a pencil confidently in a comfortable grip ● Take part in competitive and collaborative physical activity 	

A Writing Superhero can:

Form most letters correctly

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Use phonetic knowledge to spell words

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Compose a short phrase or sentence for writing

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Write in a way that can be read by others

Milestone	Nursery	Reception
1	Makes marks and copies different patterns	Identifies sounds on a sound mat and to use this when writing
2	Learns about different fine motor activities, eg. threading, cutting, using tools, holding a pencil, mark making, etc..	Forms recognisable letters which are mostly formed correctly
3	Mark makes with a purpose and is able to talk about the marks	Thinks of, verbalises and writes a short, simple sentence
4	Finds and identifies familiar letters correctly, eg. letters in their name	Checks written work and makes any changes where necessary
Curriculum Goal	To recognise and begin to write my name To write for a purpose creating lists, captions, sentences, stories	
ELG links	<p>Fine Motor Skills</p> <ul style="list-style-type: none"> ● Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases ● Use a range of small tools, including scissors, paint brushes and cutlery ● Begin to show accuracy and care when drawing <p>Writing</p> <ul style="list-style-type: none"> ● Write recognisable letters, most of which are correctly formed ● Spell words by identifying sounds in them and representing the sounds with a letter or letters ● Write simple phrases and sentences that can be read by others. 	
Links to KS 1	Children will be able to: <ul style="list-style-type: none"> ● Form letters independently ● Spell words using their phonic knowledge ● Write short phrases and are ready to write sentences and then short narratives ● Has an increasing knowledge of phonics 	

A Reading Wizard can:

Read for pleasure

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Talk about and understands what they have read

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Uses the sounds they have learnt to read

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Learn new vocabulary from books

Milestone	Nursery	Reception
1	Enjoys listening to adults read and tell stories, poem and rhymes	Can tell a story using the pictures
2	Enjoys joining in with adults reading stories	Recalls facts from familiar stories and anticipates what will happen next
3	Makes up own stories based on real life events	Developing knowledge of phonic sounds for segmenting and blending to read
4	Begins to develop an awareness of phonological strategies: rhythm, rhyme, alliteration, initial sounds, voice sounds, oral blending and segmenting	Reads aloud simple sentences and can talk about what they have read
Curriculum Goal	<p>To have a love for books and reading</p> <p>To create own story and record it in a book</p>	
ELG links	<p>Speaking</p> <ul style="list-style-type: none"> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate <p>Comprehension</p> <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Anticipate – where appropriate – key events in stories Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>Word Reading</p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with their phonic knowledge by sound-blending Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Past and Present</p> <ul style="list-style-type: none"> Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <p>The Natural World</p> <ul style="list-style-type: none"> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher Sing a range of well known nursery rhymes and songs; perform songs, rhymes, poems and stories with others. 	
Links to KS 1	<p>Children will be able to:</p> <ul style="list-style-type: none"> Read common exception words by sight 	

- Read HFW by sight and segment and blend more difficult words using their phonic knowledge
- Read short phrases without the need to segment and blend
- Has an increasing knowledge of phonics

A Maths megastar can:

Has a deep understanding of numbers to 10

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Recalls number bonds to 5

-
Recognises number and shape patterns

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Compare quantities

Milestone	Nursery	Reception
1	Can complete a simple jigsaw	Subitises with quantities up to 10
2	Knows the names of 2D shapes and creates simple patterns	Knows the names of 2D and 3D shapes and can talk about their properties
3	Sequences time events and routines	Talks using positional and ordinal language
4	Compares quantities and begins to link to digits	Can verbalise calculation problems including bonds to and within 5 & 10
Curriculum Goal	Experiment with marks and symbols and explore numerals To think mathematically engaging with maths in everyday activities	
ELG links	Number <ul style="list-style-type: none"> ● Have a deep understanding of number to 10, including the composition of each number ● Subitise (recognise quantities without counting) up to 5 ● Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Numerical Patterns <ul style="list-style-type: none"> ● Verbally count beyond 20, recognising the pattern of the counting system ● Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity ● Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally 	
Links to KS 1	Children will be able to: <ul style="list-style-type: none"> ● Identify number bonds within ten ● Work with numbers up to 20 including some addition and subtraction within 20 ● Verbalise calculation facts up to and within 10 ● Name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces 	

An Ingenious investigator can:

Show curiosity about the world around them

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Understand changing processes inc seasons and states of matter

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Understand how our bodies can react to physical and environmental factors

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Can use simple coding methods

Milestone	Nursery	Reception
1	Makes observations and comments about the natural world	Observes the natural world and talks about what they see using new vocabulary
2	Investigates force ie sink, float, push, pull	Uses appropriate resources to explore coding
3	Uses new vocabulary to discuss what they can see, hear, taste, touch and smell	Knows how to keep themselves healthy; hygiene, oral health, healthy eating, exercise
4	Talks about changes ie freezing, melting, development, lifecycles	Understands how the changing seasons can affect them and the changing environment/animals
Curriculum Goal	To explore and investigate scientific themes To discuss using new and appropriate vocabulary 'why things happen'	
ELG links	People, Culture and Communities <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps The Natural World <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	
Links to KS 1	Children will be able to: <ul style="list-style-type: none"> Demonstrate developing key skills, such as observation, prediction, and simple experimentation. Use basic coding equipment. Demonstrate a developing knowledge of change in everyday situations; The seasons, freezing and melting, cooking, life cycles. Talk about ways that they keep themselves healthy. 	

A History Champ can:

Talk about past events from the same day

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Show curiosity about historical artefacts

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Talk about past events in their own and others lives

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Understand differences between the past and present

Milestone	Nursery	Reception
1	Talks about events that have already happened in their lives	Notices historical features and characters in stories
2	Identifies similarities and differences between themselves and peers	Identifies some similarities and differences between present and past events and environments
3	Talks about their birthday, knows that everyone has a birthday	Knows that birthdays are usually celebrated in a similar manner around the world
4	Begins to talk about significant events in their life	Knows that their own experiences differ to those of others
Curriculum Goal	<p>To be able to discuss events in own immediate past, present and future</p> <p>To make observations linked to images from the past</p>	
ELG links	<p>Past and Present</p> <ul style="list-style-type: none"> ● Talk about the lives of the people around them and their roles in society ● Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class ● Understand the past through settings, characters and events encountered in books read in class and storytelling 	
Links to KS 1	<p>Children will be able to:</p> <ul style="list-style-type: none"> ● Talk about historical changes in their own living memory. ● Identify similarities and differences between modern and historical artefacts. ● Knows some significant historical events, people and places. 	

An Exceptional Explorer can:

Create and draw simple information from maps

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Describe their immediate environment

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Understand some differences between a range of environments

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Know about different religious and cultural communities

Milestone	Nursery	Reception
1	Uses sense to explore the world around them	Talks about features of own immediate environment and how environments may vary from one another
2	Explores different jobs and people who help us	Draws information from a simple map
3	Begins to understand the importance of looking after our environment	Identifies and engages with ways that we can support our planet (saving electricity, recycling)
4	Knows that there are many countries and languages around the world	Begins to understand that people have different religious and cultural beliefs
Curriculum Goal	<p>To observe and explore the world around us</p> <p>To show an understanding of caring for the natural environment and living creatures</p>	
ELG links	<p>People, Culture and Communities</p> <ul style="list-style-type: none"> ● Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps ● Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class ● Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <p>The Natural World</p> <ul style="list-style-type: none"> ● Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class 	
Links to KS 1	<p>Children will be able to:</p> <ul style="list-style-type: none"> ● 	

A Captain Creative can:

Perform, sing and dance

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Tell a story and act it out

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Play an instrument with rhythm

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Create with materials and can talk about their creation

Milestone	Nursery	Reception
1	Listens to and join in with Nursery rhymes and moves in response to music	Watch and discuss performance art and listen to music and talk about how it makes them feel
2	Explores a variety of different materials ie paint, loose parts, doughs, construction toys	Designs and creates construction models using a variety of materials and joining techniques
3	Makes up own stories in play	Expands and develops stories in play by taking account of others suggestions
4	Sings familiar songs and listens to music. Creates movements to different beats	Explore singing at different speeds and pitch to create moods and feelings
Curriculum Goal	<p>To use own creations in play based situations ie models as props, made up stories, song and dance.</p> <p>To take part in and perform, sing, dance, act, in school performances; Harvest, Nativity, Easter</p>	
ELG links	<p>Fine Motor Skills</p> <ul style="list-style-type: none"> ● Use a range of small tools, including scissors, paint brushes and cutlery. ● Begin to show accuracy and care when drawing. <p>Creating with Materials</p> <ul style="list-style-type: none"> ● Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function ● Share their creations, explaining the process they have used ● Make use of props and materials when role playing characters in narratives and stories. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> ● Invent, adapt and recount narratives and stories with peers and their teacher ● Sing a range of well-known nursery rhymes and songs ● Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. 	
Links to KS 1	<p>Children will be able to:</p> <ul style="list-style-type: none"> ● Use simple tools ● Make some secondary colours ● Use a variety of joining techniques ● Use a variety of musical instruments to create a simple rhythm. 	

Pi: Community Engagement
A Community Warrior can:

Take part in whole school and community events

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Knows the special places in our community

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Builds respectful relationships

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Understands that people have different opinions

	<p>Manages their own needs. Identifies and moderates their own feelings socially and emotionally.</p>
	<p>Share their ideas in whole-class and small group work. Build constructive and respectful relationships. Engage in open-ended activities.</p>
	<p>Talk about members of their immediate family and community. Understand that some places are special to members of their community.</p>
	<p>Think about the perspectives of others. Be involved and concentrate during group discussions. Have their own ideas.</p>
	<p>Recognise that people have different beliefs and celebrate special times in different ways. Show curiosity about objects, events & people.</p>
	<p>See themselves as a valuable individual. Express their feelings and consider the feelings of others.</p>
<p>Curriculum goal</p>	<p>To take responsibility for learning, the environment and own actions and be a respectful, active citizen.</p> <p>To participate in community tasks and events. Understanding how these help us to have a sense of place within the community.</p> <p>To engage with debate but at the same time have a basic understanding and respect for equality and diversity.</p>
<p>ELG links</p>	<p>Managing Self</p> <ul style="list-style-type: none"> ● Explain the reasons for rules, know right from wrong and try to behave accordingly <p>Building Relationships</p> <ul style="list-style-type: none"> ● Work and play cooperatively and take turns with others ● Form positive attachments to adults and friendships with peers ● Show sensitivity to their own and to others' needs <p>Past and Present</p> <ul style="list-style-type: none"> ● Talk about the lives of the people around them and their roles in society ● Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class

Links to KS 1	Children will be able to: <ul style="list-style-type: none"> ● Work more independently ● Take responsibility for their immediate environment ● Contribute in class ● Respect others differing opinions
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Pi: Personal Development A Personal Improver can: Keeps trying when things get tough using a range of strategies - Reviews progress to correct mistakes - Takes risks to test their ideas - Works as part of a group sharing ideas	
	Keep on trying when things are difficult. Show resilience and perseverance in the face of challenge. Maintain focus on the activity for an appropriate period of time.
	Use a range of strategies to reach a goal they have set themselves. Find new ways to do things and solve problems.
	Review their progress as they try to achieve a goal. Begin to correct their mistakes themselves. Shows satisfaction in meeting their own goals.
	Take supported risks, appropriate to themselves and the environment. Test their ideas. Engage in new experiences and learn by trial and error.
	Create collaboratively, sharing ideas, resources and skills. Express their feelings and consider the feelings of others. Act out experiences with other people.
	Make independent choices. Do things independently that they have been previously taught. Initiate activities
Curriculum goal	To be determined and resilient , not giving up and trying again. To be resourceful , finding alternative ways to approach situations and being reflective and self-improving in my own learning. To be a risk taker , having a go, even if something appears challenging. To be both a collaborative and independent learner , working with others and alone.

ELG links	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> ● Hold conversation when engaged in back and forth exchanges with their teacher and peers. <p>Speaking</p> <ul style="list-style-type: none"> ● Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary. <p>Self-regulation</p> <ul style="list-style-type: none"> ● Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. <p>Building Relationships</p> <ul style="list-style-type: none"> ● Work and play cooperatively and take turns with others. ● Form positive attachments to adults and friendships with peers. ● Show sensitivity to their own and to others' needs. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> ● Invent, adapt and recount narratives and stories with their peers and their teacher. ● Perform songs, rhymes, poems and stories with others.
Links to KS 1	<p>Children will be able to:</p> <ul style="list-style-type: none"> ● Identify appropriate resources ● Have a go at a new challenge ● Self-correct small mistakes ● Share opinions with others ● Work independently for short periods

<p>Pi: Creative Development A Creative Me can: Builds links between things I know and am learning - Finds own way to do things - Finds ways to solve problems - Explores more deeply</p>	
	<p>Take part in simple pretend play representing their experiences. Use their imagination as they consider what they can do with different materials. Take on a role in play</p>
	<p>Ask questions to find out more. Pay attention to details. Show high levels of energy and fascination. Use their senses to explore the world around them.</p>
	<p>Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions. Solve real problems</p>
	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them. Change strategy when needed.</p>

	<p>Make more links between ideas and notice patterns. Connect one idea or action to another. Make predictions.</p>
	<p>Children find their own way to do things and explain their reasoning. Seek challenges. Choose to find out more and explore further.</p>
<p>Curriculum goal</p>	<p>To be imaginative and creative, ask questions and be curious learners.</p> <p>To be purposeful in play based situations and adaptive in the way that problems are solved. Building links between current and previous learning.</p> <p>To be an independent thinker, not be reliant on adults and think of ways to approach situations independently.</p>
<p>ELG links</p>	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> ● Make comments about what they have heard and ask questions to clarify their understanding. <p>Speaking</p> <ul style="list-style-type: none"> ● Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary. ● Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. <p>Managing Self</p> <ul style="list-style-type: none"> ● Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. <p>Creating with Materials</p> <ul style="list-style-type: none"> ● Make use of props and materials when role playing characters in narratives and stories.
<p>Links to KS 1</p>	<p>Children will be able to:</p> <ul style="list-style-type: none"> ● Develop their own ideas ● Ask questions ● Have a go and adapt if necessary ● Make connections between ideas and learning ● Make predictions