



CHALLENGE **ACHIEVE** **RESPECT** **ENJOY**

Our Curriculum goals are **unique** to the needs of the current cohort. We design them as a result of a **consultation with parents**, during our home visits in September. Their clarity, with the definition of a clear achievable **final goal** helps parents to get involved and support learning at home.

The first four goals reflect our schools **CARE curriculum** which also underpins the **characteristics of effective learning**. The first milestone within these curriculum goals forms the end goals of the nursery curriculum. The goals also have a British value and local history element to them.

At Godshill we want our curriculum to **‘create aspirational and purposeful learning opportunities which develop independence, curiosity and creativity’**

Curriculum goals for 2022/2023		
	Nursery (milestone one)	Reception class (Final Milestone)
Challenge	To listen to a whole short story	To be able to play with other children whilst on the playground and in class (without adult intervention)
Achieve (create)	To cut own soft fruit snack	Make a model from recyclable items
Respect (care)	Use the feeling words	To make a map about how to walk safely around the Godshill
Enjoy (Investigate)	To act out an event during play	To investigate and ask questions about the world around them
Imagine	Play out a simple story with toys	To make up their own story
Write	Find their name from a selection of names	Write a card to their friend using their own name and a sentence
Make	Mix 2 substances using a tool (Pretend cooking in the mud/sand/ water kitchen)	To follow a recipe to make a traditional british food (scone)
Count	Play a simple game with adult support, such as colour rolling race game, or bingo	To use a dice to play a simple board game



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Challenge	
To be able to play with other children whilst on the playground and in class (without adult intervention)	
First Milestone	Listen attentively in a range of situations Enjoy listening to whole stories Take part in pretend play, communicating and negotiating with friends Understand a question and a 2 part instructions Talk in sentences of up to 4 words Express a viewpoint Start a conversation with an adult or a friend
Component	Listen to the whole story from a short book such as 'Dear Zoo' and 'The hungry caterpillar' Children will follow an instruction such as 'get your coat and wait by the door'
Second Milestone	Listen to stories anticipating key events Respond with actions and comments Understand 'why' questions Use multisyllabic words such as 'investigation' 'celebration' Use talk to organise themselves and play Use longer sentences of up to 6 words
Component	Children can talk about what will happen next in a traditional story After listening to a NEW story about a familiar event such as a birthday, or Christmas or a shopping trip, children can predict what will happen next. (for example, after shopping the little boy will eat the banana)
Third Milestone	Children understand how to listen carefully and why it is important Children will retell a full story (beginning, middle and end) Children can ask questions to find out more and to check they understand Children can express their viewpoints and debate when they disagree
Component	Children can retell a traditional story Children can talk about a character choice from within a story
Final Milestone	Children are using new vocabulary from the stories and topics Children can confidently talk in small groups and class situations Children can describe events in details Use talk to work out problems and organise thinking and activities Articulate their ideas and thoughts in well-formed sentences.
Component	To be able to play with other children whilst on the playground and in class (without adult intervention)



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Achieve (create)	
Make a model from recyclable items	
First Milestone	Use one handed tools such as scissors, knives, spoons, hammers
Component	Use scissors to cut in a straight continuous line Use a knife to cut soft fruit such as banana
Second Milestone	Confidently use one handed tools to create changes in materials
Component	Use scissors to cut out a shape like a star or a face Use a knife to cut harder fruits such as pears Use a knife to spread butter on toast/bread
Third Milestone	Children to think about what they want to make before they make it Combine more than 2 elements together - such as boxes to make robot shape (some details may be missing)
Component	Draw a plan of their model and follow it most of it.
Final Milestone	Children decide on the model they want to make, Materials are chosen for a reason for their model A variety of connection techniques are used to join 3D elements together Children can talk about the shapes within their model, the materials used
Component	Independently make a model from recyclable items



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Respect (care)	
To understand how to walk around the village of Godshill safely	
First Milestone	Achieve a goal they have chosen or one which is suggested to them Become more outgoing with unfamiliar people in a safe context Talk about their feelings using words like 'happy' 'sad' 'angry' 'worried' Not always needing an adult to remind them of a rule
Component	Use the feeling words
Second Milestone	Develop a sense of responsibility and membership to the school community Show confidence in social situations Increasingly follow rules and understand why they are important Managing their own needs like: toileting, drinks and snacks, coat, socks and shoes Begin to understand others feelings Develop the skills they need to manage the school day such as lining up, mealtimes
Component	Use the zones of regulation to express what zone they are in Move around the school in a sensible manner Reception children have increasing exposure to assemblies and whole school activities
Third Milestone	Children can find solutions to conflict Children see themselves as a valuable individual and can say something positive about themselves Children are happy to have a go at a task and understand that we learn from mistakes Children can make healthy choices about food, drink, activity and tooth brushing Children have built constructive and respectful relationships
Component	Use the zones of regulation to help identify the feelings of their friends Children are taken on trips around Godshill
Final Milestone	Children can moderate their own feelings Children show resilience and perseverance in challenging situations Children can talk about their feelings and those of others Children can think about the perspectives of others Children know and can talk about their overall health and well being: <ul style="list-style-type: none"> - Regular physical activity, healthy eating, toothbrushing, sensible about screen time, how to be a safe pedestrian.
Component	Children explain (and carry out) a walk around the local area with help of maps and pictures for visual cues.



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Enjoy (Investigate)	
To investigate and ask questions about the world around them	
First Milestone	<p>Talk about special times and celebrations</p> <p>Understand that some places are important to members of the communities</p> <p>Discuss and experience religious stories</p> <p>Share and record occasions when things have happened in their lives that made them feel special</p> <p>Show an interest in different occupations</p> <p>Use senses to explore the world around them</p> <p>Tell someone what they have seen</p> <p>Tell someone about somewhere that they live</p> <p>Explore how things work</p> <p>Talk about how the weather has changes and how that impacts them</p>
Component	To act out an event during play
Second Milestone	<p>Develop positive attitudes about the differences between people</p> <p>Recognise and celebrate certain events because what had happened years ago (e.g. bonfire night)</p> <p>Children recognise that religious people have special places they meet</p> <p>Talk about what they like about their immediate environment</p> <p>Recognise 2 or more local feature (e.g. model village and local church)</p> <p>Explore the world around them</p> <p>Recognise that people have different beliefs and celebrate in different ways</p>
Component	To talk about similarities and differences in people and places after a story
Third Milestone	<p>Comment on images of familiar situations in the past</p> <p>Talk about about religious stories</p> <p>Identify their own feelings in stories they hear</p> <p>Talk about how children and adults are different</p> <p>Know that there are different counties and talk about the differences and similarities of different countries</p> <p>Recognise that different plants and animals can be found in different parts of the world</p> <p>Recognise and name common polar and african animals</p> <p>Name some of the UK based animas</p>
Component	Talk about where a story may be located based on the animals, weather and landscapes in a book
Final Milestone	<p>Sort objects and images into old and new</p> <p>Discuss why Gods is important to Christians</p> <p>Compare and contrast characters from stories</p> <p>Talk about the local environment using words like hill, farm, house, shop, church</p> <p>Use geographical words such as forest, beach, soil, hill, mountain and weather</p> <p>Record what they see in the natural world through pictures</p> <p>Know that a plant is a living thing</p> <p>Understand what plants need to grow</p> <p>Notice changes that happen to plants as they grow</p> <p>Understand what they can do to help the environment</p>
Component	To investigate and ask questions about the world around them



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Imagine	
To make up their own story	
First Milestone	Children take part in pretend play Children develop a story within play Use items and costumes to enhance their play
Component	Play out a simple story with toys
Second Milestone	Take part in shared reading Respond to features of the story Engage in rhymes with props and join in with actions Move in time with music
Component	Play out a story based on a book or a story they have heard
Third Milestone	Children take part in telling stories to each other Children retell their day/activity using photos or a visual timetable
Component	Children use the vocabulary from the Godshill curriculum to make up their own stories
Final Milestone	Children's stories have a setting, characters, a problem and a solution. They can tell their story to one or more people.
Component	Make up a story with characters, setting, beginning, middle and end



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Write	
Write a card to their friend using their own name and a sentence	
First Milestone	<ul style="list-style-type: none"> Recognise their name Make marks to represent their name Write some letters in their name Hear and identifies initial and final sounds in a word Orally blends sounds
Component	Find their name from a selection of names
Second Milestone	<ul style="list-style-type: none"> Use some letter knowledge for pretend play Use core muscle strength to achieve a good posture at a table or sitting on the floor Develop fine motor skills to use a range of tools confidently Write most of their name including a capital letter Identifies words in spoken sentence Links letters to sounds Correctly identifies and write initial sounds in words
Component	Write some of their name
Third Milestone	<ul style="list-style-type: none"> Begin to develop handwriting style that is fast accurate and efficient Talks about the different marks they makes Form SOME letters correctly Writes cvc words in correct order Begin to write longer words Write labels for drawings and diagrams
Component	During phonics sessions write CVC words
Final Milestone	<ul style="list-style-type: none"> Re-read what they have written Form lower case letters correctly Form some capital letters correctly Attempts to write simple sentences Puts spaces between words Sometimes uses a full stop
Component	Write a card to their friend using their own name and a sentence



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Make	
To Follow a recipe to make a traditional British food	
First Milestone	With adult support mix different ingredients together such as sand and water, flour and water, paint and sand Use different tools during play such as sieves, spoons, rolling pins, cookie cutters and knives Mix substances within the mud kitchen, sand pit and water areas
Component	Mix 2 substances using a tool (Pretend cooking in the mud/sand/ water kitchen)
Second Milestone	In small groups follow simple steps in making playdough Children understand that they are following a recipe card Adults use scaffolding to knead flour until it is soft and able to form balls
Component	Follow instructions on a recipe card to make playdough
Third Milestone	Individually follow recipe card to make playdough independently Recognise the numerals on the card and the order to carry out the steps Use measures independently to make the playdough
Component	Use measures rather than pre-measure ingredients to make the playdough
Final Milestone	Follow instructions to make an item of British food such as Pancake on pancake day or scones for a tea party Filling the measures themselves
Component	Follow a recipe to make a traditional British food (cake, pancake, scone, bread)



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Count	
To use dice to play a simple board game (maths element)	
First Milestone	<p>Say a number for each item in order 1,2,3,4,5 Know that the last number reached when counting tells you how many there are (cardinal property) Experiment with symbols and numerals for recording Understand positional language (front, back, beside) Make comparisons Select shapes appropriately Combine shapes to make new shapes Extend an ABAB pattern</p>
Component	Play a simple game with adult support, such as colour rolling race game, or bingo
Second Milestone	<p>Fast recognition of up to 3 items without counting them Recit numbers past 5 Shoe finger numbers to 5 Solve real world maths problems Count objects, actions, sounds Join in with number rhymes Notice errors in patterns</p>
Component	Play a game of snap/ pairs with a friend
Third Milestone	<p>Confidently subitise to 5 Link the number symbol with its cardinal number up to 10 Explore and understand pairs Compare numbers within 10 Use a number line to show more or fewer Understand one more and one less Count beyond ten verbally Recall number bonds to 5 Compare length, capacity and weight</p>
Component	Use dice to quickly say the number and move a counter that many spaces
Final Milestone	<p>Explore the composition of numbers to 10 Automatically recall number bonds to 5 Recall some number bonds to 10 Remember double facts</p>
Component	Play a more complex game with a 6 or 10 sided dice (such as snakes and ladders)