

Ganneys Meadow Nursery School and Family Centre



CURRICULAR GOALS

Introduction

At Ganneys Meadow Nursery School and Family Centre, we follow the Early Years Statutory Framework for the Early Years Foundation Stage, 2021.

A vital aspect in the development of essential knowledge and skills is the use of continuous provision. This means children are using and developing certain skills throughout the year on a daily/weekly basis. Continuous provision practice and principles begin in Early Years Foundation Stage and support children to develop key life long learning skills such as independence; innovation; creativity, enquiry; analysis and problem solving. Our EYFS staff members teach and support the children, making sure that the activities taking place are suited to each child's unique needs. It is designed to be flexible so that the EYFS staff members can follow the children's needs and interests.

Our curricular goals reflect the needs of our children and help them to access the next phase of the EYFS with confidence and competency. The curricular goals identify the children's current milestone development and provide a curricular pathway to develop meaningful, and the best possible outcomes for all. The curricular goals can be read alongside our progression maps.

Our curricular goals are founded in the concept of Face, Body and Voice. Children communicate and learn through the face, body and voice and practitioners must respond with their face, body and voice to provide an accessible curriculum.

Our curricular goals are:

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| <ul style="list-style-type: none">• I can communicate. |
| <ul style="list-style-type: none">• I can make a request. |
| <ul style="list-style-type: none">• I can play cognitively. |
| <ul style="list-style-type: none">• I can play socially. |
| <ul style="list-style-type: none">• I can show my feelings. |
| <ul style="list-style-type: none">• I can use my body. |

Our Curricular Goals - Pathway

Curricular goal	First		Then	After that	Later	Next	And then...
I can communicate using	Crying	face	body	voice	word	One/ two words	sentences
I can make a request using	Face		body	voice	word	one/ two	sentences
I can play	using my senses		using actions	with purpose	creatively	and link my play to words	extend my play independently
I play	by noticing		by responding	on my own	alongside another	in a group	by sharing ideas and responding to others
I can show my feelings using	crying	face	body	sounds	word	one/ two words	talk about how I am feeling using sentences
I can use my body to	move		reach	grasp	Move with intent	Move with some control	Move in a controlled way
<i>Refer to progression maps to further support key skill development</i>							

Area of Learning Curricular Goals	Milestones/Key Skill Development	INTENT	IMPLEMENT	IMPACT
<p>COMMUNICATION and LANGUAGE</p> <p>I Can Communicate..... I Can Request ...</p>	<p>I know that I exist.</p> <p>I have a message that you need to know.</p> <p>I wait for your response.</p> <p>I can show a preference through my actions.</p> <p>I can listen and gain your attention.</p> <p>I can show shared attention and that I can listen to you.</p> <p>I can maintain my listening and attention skills.</p> <p>I can evaluate if your response is what I need.</p> <p>I can repeat and/or continue with the conversation.</p> <p>I can extend my vocabulary.</p> <p>I can achieve my goals.</p>	<p>For children to be able to :</p> <p>Become confident and fluent communicators. For some children this will be through the use of communication aids.</p> <p>Plan and present their thoughts to those around me.</p> <p>Extend their learning through the use of communication and language.</p> <p>Access a curriculum by being able to use both expressive and receptive language.</p>	<p>Total Communication Approach.</p> <p>Tune into children's interest to create a motivating learning environment to communicate and request.</p> <p>Staff model non- verbal and verbal communication to children at appropriate level.</p> <p>Provide areas for talking in different group sizes.</p> <p>Use continuous provision to tune into children's interest and extend their vocabulary.</p> <p>Assess level of need accurately through WellComm to identify those children falling behind.</p>	<p>Children can:</p> <ul style="list-style-type: none"> • Demonstrate they are confident and effective communicators. • Listen intently to adults. • Can plan and organise their communication and request behaviours through communication aids, words, sentences. • Use language effectively to share their thoughts to extend their learning. • Demonstrate a range of age appropriate vocabulary. • Demonstrate sustained shared thinking.

			<p>Access Speech and Language therapy to support those children requiring additional intervention.</p> <p>Follow the graduated approach to explore obstacles to communication and language development.</p>	<ul style="list-style-type: none">• Respond positively to both adults and their peers.• Have their needs met effectively to support their special educational need/disability.• Including those from the disadvantaged backgrounds, do well.• Children with Special educational needs achieve the best possible outcomes.• Parents and children have high aspirations. <p><i>Children are ready to listen with intent and for longer periods, communicate effectively and understand language to secure new concepts as they begin primary school.</i></p>
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<p>COGNITIVE DEVELOPMENT</p> <p>I Can Play.....</p>	<p>I know that I exist.</p> <p>I know that an object exists. It is separate to me.</p> <p>I know that an object exists when I cannot see it.</p> <p>I know that I can use my body to do something to that object.</p> <p>I can repeat my actions.</p> <p>I can watch and notice patterns in how I explore the object. (Cause and Effect)</p> <p>I can anticipate what will happen next.</p> <p>I can link objects together in my play e.g. banging together.</p> <p>I can post objects</p> <p>I can match and/or seek out objects which are the same.</p>	<p>For children to be able to: Know that they are separate to the environment around them and that they can impact upon that environment through their actions.</p> <p>Demonstrate object permanence.</p> <p>Use cause and effect as a thinking tool.</p> <p>Have a range of play skills they can use to develop their creativity and critical thinking.</p> <p>Plan and organise their thoughts to identify a goal.</p> <p>Sequence actions to complete a goal.</p>	<p>Total Communication Approach.</p> <p>Tune into children's interest to create a motivating learning environment to communicate and request.</p> <p>Staff model individual play skills at appropriate level.</p> <p>Staff sequence play skills.</p> <p>Use continuous provision to tune into children's interest to extend their cognition/thinking.</p> <p>Staff scaffold children's play.</p> <p>Staff planning identifies the zone of proximal development as they achieve new skills,</p>	<p>Children can:</p> <ul style="list-style-type: none"> • Demonstrate sustained shared thinking. • Plan and organise their thoughts to achieve their goals through play. • Use language effectively to support and extend their play. • Link play skills together. • Recall skills to learnt experiences to achieve their goals. • Including those from disadvantaged

	<p>I can build, stack and show that I know how to knock e.g. a tower down and repeat this play.</p> <p>I can use objects in different ways for symbolic play.</p> <p>I can create stories through role play about what I already know.</p> <p>I can try something that I have not done before and choose if I want to repeat this again.</p>		<p>knowledge and understanding.</p> <p>Follow the graduated approach to explore obstacles to play development.</p> <p>Use appropriate assessment materials e.g. Venturing into Play.</p>	<p>backgrounds, do well. Children with SEN and/or disabilities achieve the best possible outcomes. Our children develop detailed knowledge and skills across the seven areas of learning, with particular reference to the prime areas of learning, in an age-appropriate, child and play led curriculum way.</p> <ul style="list-style-type: none"> • Children and parents have high aspirations. <p><i>Children are ready to learn, recall, sequence and plan their thoughts in a cognitively challenging learning environment as they begin primary school.</i></p>
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<p>SOCIAL DEVELOPMENT</p> <p>I Play by:</p>	<p>I know that I exist.</p> <p>I know that I am separate from you.</p> <p>I can notice you as you.</p> <p>I can copy you and wait for you to copy me.</p> <p>I know when you have stopped interacting with me.</p> <p>I know when you have started to interact with me.</p> <p>I can communicate that I want you to stop/ start interacting with me.</p> <p>I can play on my own in a peer group.</p> <p>I can play on the edge of a play space.</p> <p>I can allow you to play on the edge of my play space.</p>	<p>For children to be able to: Have a sense of self so that they can develop interaction and self- regulation skills.</p> <p>Develop awareness of another child and to use them as a source of knowledge.</p> <p>To sequence their social skills so that I can develop my thinking skills.</p> <p>To interpret the behaviours of others as they reflect upon their own and know that their actions can impact upon their social and learning experiences.</p> <p>To adapt their social communication and interaction skills to accommodate another.</p>	<p>Total Communication Approach.</p> <p>Tune into children's interest to create a motivating learning environment to interact, communicate and request.</p> <p>Staff model individual social play skills at appropriate level.</p> <p>Use continuous provision to tune into children's interest to extend their cognition/thinking.</p> <p>Staff scaffold children's social play by increasing social tolerance of others.</p> <p>Staff get into play and model social play behaviours.</p>	<p>Children can:</p> <ul style="list-style-type: none"> Interact effectively with adults to achieve their goals and extend their learning. Interact effectively with their peers to achieve their goals and extend their learning. Including those from disadvantaged backgrounds can develop emotional skills to engage effectively with their peers. Children with special educational

	<p>I can allow you to get in on my play.</p> <p>I can turn take.</p> <p>I can watch what you are doing and use your ideas in my play.</p> <p>I can play with another child and interpret their action as I play e.g. run away and turn round to see if they are following me.</p> <p>I can use language to engage with you.</p> <p>I can remember what I am doing and let you know what I want to achieve.</p> <p>I can negotiate and allow you to shape my play so that I can extend my ideas.</p>		<p>Staff sabotage play to increase social challenge.</p> <p>Follow the graduated approach to explore obstacles to play development.</p> <p>Use appropriate assessment materials e.g. Venturing into Play.</p>	<p>needs achieve their best possible outcomes.</p> <ul style="list-style-type: none"> • Children and parents have high aspirations. <p><i>Children are ready to learn in a wider range of social group settings and use their social skills effectively to access the curriculum as they begin primary school.</i></p>
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<p>PERSONAL, SOCIAL and EMOTIONAL DEVELOPMENT</p> <p>I Can Show My Feelings.....</p>	<p>I know that I exist.</p> <p>I know if my emotional needs are being met by calming down, seeking out an adult for comfort.</p> <p>I can show a preference through my emotions.</p> <p>I can show different emotions through my communicative behaviours e.g., smile, cry, laugh, snuggle.</p> <p>I can notice another child through their emotions e.g., turn to look at a child crying, smile at a child laughing.</p> <p>I can apply words to my emotions.</p> <p>I can tell you how I feel through my words.</p> <p>I can language to tell you what I am feeling, and link an event or action of another to how I am feeling.</p>	<p>For children to be able to:</p> <p>Respond to their emotions by using another person.</p> <p>To notice when the emotion has changed.</p> <p>To develop emotional regulation through another.</p> <p>To notice emotions in another person and to be able to respond appropriately.</p> <p>To know that emotions can be described through words and that language can be used to communicate my feelings to begin to emotional regulate.</p> <p>Use language to ask another person how they are feeling as I recognise their emotions in myself.</p>	<p>Total Communication Approach.</p> <p>Tune into children's interest to create a motivating learning environment to develop emotional awareness.</p> <p>Staff respond appropriately to emotions to develop child's multiple attachments, trust and emotional awareness.</p> <p>Differentiated separation and reunion strategies to support children's emotional development</p> <p>Use continuous provision to tune into children's interest to extend their cognition/thinking.</p>	<p>Children can:</p> <ul style="list-style-type: none"> • Feel safe and secure as they develop emotionally. • Self-regulate to enable learning to continue. • Manage frustration effectively with support to remove emotional obstacles to learning and tackling challenge in their play. • Show resilience. • Interact effectively with an adult to develop their sense of security.

			<p>Staff model emotions and use gestures and words to label emotions.</p> <p>Follow the graduated approach to explore obstacles to play development.</p> <p>Use appropriate assessment materials e.g. Boxall Profile, WellComm,</p>	<ul style="list-style-type: none">• Including those from disadvantaged backgrounds can develop emotional skills to engage effectively with their peers. Children with special educational needs achieve their best possible outcomes.• Children and parents have high aspirations. <p><i>Children are ready to learn in a wider range of social group settings with a greater emotional confidence as they begin primary school.</i></p>
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<p>PHYSICAL DEVELOPMENT</p> <p>PERSONAL SOCIAL and EMOTIONAL DEVELOPMENT</p> <p>I Can Use My Body.....</p>	<p>I know that I exist.</p> <p>I know when I have skin to skin contact.</p> <p>I can make random movements with my body.</p> <p>I can notice when I am uncomfortable.</p> <p>I can notice when I am comfortable.</p> <p>I can notice my body move e.g. feet, hands. I can register when I am touching them.</p> <p>I can link my body movements to an object e.g., kicking my legs to move an object on my mobile.</p> <p>I can visually track the movement of an object.</p>	<p>For children to be able to:</p> <p>Use their body with intent.</p> <p>Link their body movements with their thoughts and intentions for prolonged periods of time.</p> <p>Maintaining a comfortable sitting position when engaging in adult led /group activities.</p> <p>Control gross motor skills to ensure balance and coordination and body position to access creatively challenging learning environments.</p> <p>Control fine motor skills to develop age appropriate pencil and tool grips.</p> <p>Manage self-help and develop a growing independence.</p>	<p>Total Communication Approach</p> <p>Staff tune into children's interest to create a motivating physical learning environment to develop gross and fine motor skills development.</p> <p>Tummy time activities to develop a strong core to support the control of large and small muscles.</p> <p>Staff model skills to enable me to watch and practise.</p> <p>Staff use continuous provision to tune into children's interest to extend their physical development, independence and self-help skills.</p>	<p>Children can:</p> <ul style="list-style-type: none"> • Use their gross and fine motor movements to follow their agenda and achieve their goals. • Adapt their body position to accommodate the learning environment. • Use their physical development to plan and organise their creative thinking. • Maintain listening, focus and attention. • Self- regulate to manage their

	<p>I can link my visual tracking skills, hand eye coordination to accurately reach and grasp for an object.</p> <p>I can make movements as my core develops.</p> <p>I know when I am balanced as I move. I know when I am unbalanced as I move and can stop and correct my body position.</p> <p>I can control my muscles near to my core strength.</p> <p>I can control my muscles in my arms, hands and finger, legs, feet and toes.</p> <p>I can plan and organise my movements to achieve my goals.</p> <p>I can repeat a set of movements to achieve my goals accurately.</p> <p>I can change a sequence of movements to achieve my goals with a greater accuracy and speed.</p>	<p>Self- awareness of toileting needs and to respond appropriately.</p> <p>Use refined gross and fine muscle control to develop oral and physical health and well-being.</p>	<p>Follow the graduated approach to explore obstacles to physical, vestibular and proprioception development.</p> <p>Provide sensory circuits to develop internal sensory systems.</p> <p>Use appropriate assessment materials e.g. physiotherapy materials, early years developmental and coordination assessment materials</p>	<p>emotions through movement.</p> <ul style="list-style-type: none"> • Begin to make healthy choices about their physical well-being. • Including those from disadvantaged backgrounds can develop emotional skills to engage effectively with their peers. Children with special educational needs achieve their best possible outcomes. • Children and parents have high aspirations. <p><i>Children are ready to show independence, listen,</i></p>
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	<p>I can use my muscles to develop my independence, self- help and personal and oral hygiene.</p> <p>I can access eating and exercise as I play to help my body stay healthy</p>			<p><i>focus, give and maintain attention and use a range of learning tools by controlling gross and fine motor skills to develop their creative thinking, express their thoughts so they can access a cognitively challenging learning environment as they begin primary school.</i></p>
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