

# Primrose Hill Nursery Curriculum Goals

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

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