






Our Curriculum Ambitions

	Comfortable Communities 	Confident Communicators 	Incredible Independence 	Terrific with Tools 	Super Story Tellers 
N U R S E R Y	<p>Know who mummy, daddy and immediate family are.</p> <p>Feel comfortable in class e.g separate from parents with ease, play alongside others.</p> <p>Know the names of their classmates and teachers.</p> <p>Know some stories about God and Jesus, and understand that they look after us.</p> <p>Begin to learn about other cultures and begin to develop a sense of belonging.</p>	<p>Welcome and greet each other and say please and thank you. (In variety of home languages)</p> <p>Listen to stories and simple instructions. Follow simple instructions.</p> <p>Learn how to ask for something e.g. help. E.g. labelling objects</p> <p>Begin to structure talk in sentences.</p> <p>Begin to converse with friends.</p>	<p>To change shoes themselves.</p> <p>To go to the toilet independently.</p> <p>To roll up sleeves and wash hands independently.</p> <p>To pick up and put back resources that they need independently.</p>	<p>Make large, controlled movements using upper arms e.g. painting on large paper, pulling up on a climbing frame.</p> <p>Hold a pen to mark make.</p> <p>Hold a paint brush to mark make, and clean between each colour.</p> <p>Use a glue stick by themselves.</p> <p>Make snips with scissors or cut out a shape.</p> <p>Hold a variety of tools and operate with control e.g. tweezers, fishing rod, hole punchers.</p>	<p>Listen to stories with interest.</p> <p>Look at books independently.</p> <p>Join in with familiar refrains.</p> <p>Begin to retell parts of a story.</p> <p>Begin to include narrative in their play.</p>
R E C E P T I O N	<p>Know who their wider family is.</p> <p>Feel comfortable in their school.</p> <p>Know the names of their classmates, teachers, and people in the wider school and community.</p> <p>Understand what a church is and who are priest is. Know stories about God and Jesus and begin to engage with their faith.</p> <p>Know about different cultures, customs, traditions and languages.</p>	<p>Initiate, sustain, or join in conversation with known and new people.</p> <p>Listen to stories, descriptions, and multi-step instructions.</p> <p>Speak in full sentences, descriptions, explanations or ask questions.</p> <p>Use subject specific vocabulary in play.</p> <p>Know a variety of words in different languages. Hear stories in other languages.</p>	<p>To try something themselves first, then ask a friend for help before relying on an adult.</p> <p>To select and decide upon resources or activities themselves, including tidying up when finished.</p> <p>Organise snack by serving themselves and tidying away.</p> <p>Change shoes, coats and look and organise belongings themselves.</p> <p>Undress, and dress themselves, storing their clothes safely.</p>	<p>To be able to feed themselves.</p> <p>Hold a pen with a tripod grip to mark make or write.</p> <p>Hold a brush with a tripod grip and paint between the lines, thinking of colour.</p> <p>Use scissors to cut along a line, whilst turning the page.</p> <p>Use a range of resources that require good fine motor skills e.g hole punchers, split pins or treasury tags.</p>	<p>Retell known stories.</p> <p>Answer questions about stories - feelings, characters, settings, predict what's next.</p> <p>Look at books and discuss ones they like.</p> <p>Make up their own stories and narratives.</p> <p>Sequence stories.</p> <p>Write their own stories or books.</p>

