

Kiveton Park Infant School Curriculum Goals

Communicate	To be a good listener and a confident talker
Care	Care for themselves and others
Follow	Follow a recipe to make ... Bread, Soup etc
Imagine	Make up stories, songs and rhymes
Turn take	Follow rules to play a game (including board games/puzzles)
Create	Move their bodies with control (including cutlery)
Design	Make a model at the woodwork table
Physical	Sew using simple stitches

Communication	First Milestone	Second Milestone	Third Milestone	Final Milestone	Links to ELG
<p>To be a good listener and a confident talker.</p>	<p>-They listen in a range of situations including for longer stories. Beginning to pay attention to more than one thing at a time.</p> <p>-Begin to take part in pretend play, communicating and negotiating with their friends.</p> <p>-Talk about familiar books and past events.</p> <p>-Talk in sentences up to 4 words.</p>	<p>-Anticipating key events and respond to what they hear in stories</p> <p>-Use new vocabulary from stories.</p> <p>-Use multisyllabic words such as 'pterodactyl', 'investigation' 'terrible' or 'celebration' (some may have problems saying: - some sounds: r, j, th, ch, and sh)</p> <p>-Use talk to organise ideas in play.</p> <p>-Use longer sentences of six words or more.</p>	<p>- understand how to listen carefully and why listening is important.</p> <p>Retell a familiar story. (beginning, middle and end)</p> <p>Children are learning new Tier 2 vocabulary and ask questions about their meaning.</p> <p>-start a conversation with an adult or friend and continue it for many turns.</p> <p>- Understand and respond to why questions</p>	<p>-Use new vocabulary from stories and topics taught throughout the day</p> <p>-Talk in small group and class situations confidently.</p> <p>-Hold a back and forth conversation with an adult and peers</p> <p>-Articulate their ideas and thoughts in well-formed sentences.</p>	<p>C&L: LAU -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> <p>C&L: S -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> <p>PSED: SR: -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>

Care	First Milestone	Second Milestone	Third Milestone	Final Milestone	Links to ELG
<p>Care for themselves and others-link to KUW</p>	<ul style="list-style-type: none"> -Select activities. (With help when needed.) -Talk about their feelings using words like 'happy', 'sad', and 'angry' or 'worried'. -Begins to follow rules (some occasional reminders may be needed) -Solves conflicts, sometimes needing adult support -Becoming increasingly independent in meeting their own care needs. (teeth, toilet, washing) -curious to explore the natural environment. (mud, puddles etc) 	<ul style="list-style-type: none"> -Likes to help with jobs -Makes new friends and play with more than one friend. -Tells others what they do and don't like. - Manages their own needs including zips and beginning to use buttons -Uses cutlery and beginning to cut with a knife -Beginning to understand how others might be feeling. -Notices features of the environment and nature. 	<ul style="list-style-type: none"> -help to negotiate with the support of an adult and begin to understand consequences -Happy to have a go at a task and understand that we learn from mistakes. -Make healthy choices about food, drink, activity and tooth brushing with adult encouragement. -Building positive and respectful relationships with adults and peers. 	<ul style="list-style-type: none"> -Aware of and can moderate own feelings. -Resilience and perseverance in the face of challenge. -Children know and talk about how to be healthy: - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian -Can think about how others may feel -shows care towards the environment. 	<p>PSED: SR -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> <p>PSED: MS -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> <p>PSED:BR -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>

Follow	First Milestone	Second Milestone	Third Milestone	Final Milestone	Links to ELG
<p>Follow a recipe to make Bread, Soup etc.</p>	<p>-With adult support, children mix different ingredients, including: sand and water, and flour and water to make simple playdough.</p> <p>-They use the following tools: wooden spoons, sieves, scoops, rolling pins, cookie cutters and knives.</p> <p>-They follow simple recipes in areas such as the mud kitchen.</p>	<p>-In a small group, children follow the steps in a recipe with an adult. The adult draws children's attention to the recipe card.</p> <p>-With adult help, children use measures (teaspoon, tablespoon, cup etc) and tip in the ingredients.</p> <p>-With adult help, they participate in the steps of the recipe</p> <p>They help to cook these and reflect on the process.</p>	<p>-In small group cooking activities, children begin to follow the steps with an adult.</p> <p>-They independently fill measures carefully to the top (teaspoon, tablespoon, cup etc).</p> <p>-They recognise the numerals in the recipe card. When they count out quantities (e.g. 3 teaspoons of salt)</p> <p>-They say the numbers in the correct order (1-2-3) and they know that the last number they say (3) is the total number of spoonfuls they have added.</p>	<p>-They follow the steps of a recipe independently.</p> <p>-They measure ingredients, mix them and create their own bread roll by placing the mixture onto a greaseproof tray ready to be baked.</p> <p>-They adapt the recipe adding new ingredients. (Eg broccoli to the soup)</p>	<p>C+L- (LU&A) Listen attentively and respond to what they hear with relevant questions, comments and actions. Make comments about what they have heard and ask questions to clarify their understanding; (S) Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</p> <p>PSED (SR) Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; show an ability to follow instructions involving several ideas or actions. (MS) Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - understanding the importance of healthy food choices. (MR) Work and play cooperatively and take turns with others;</p> <p>PD (FM) Use a range of small tools, including scissors, paint brushes and cutlery;</p> <p>L (R) Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>

Create	First Milestone	Second Milestone	Third Milestone	Final Milestone	Links to ELG
<p>Make up stories, songs and rhymes</p>	<ul style="list-style-type: none"> -Take part in simple pretend play, using an object to represent something else. -Take part in small world play -Sing familiar songs. -Move to music at different speeds -Make their voice/singing loud and quiet -Explore instruments. 	<ul style="list-style-type: none"> -Make imaginative and complex 'small worlds' Exploring ideas from books. -Play instruments with increasing control. -Sing their own songs or improvise a song around one they know. -Move in time to a steady beat (pulse) -Taps out a repeated rhythm (using voice and untuned instruments/ body percussion through copy-back and answer games, etc.) 	<ul style="list-style-type: none"> -Watch and talk about dance and performance art, expressing their feelings and responses. -Develop storylines/ story language in their pretend play. -Move in time to the pattern of a song (rhythm) -Sing and play an instrument along with a song -Share their ideas and perform their work to others with adult support 	<ul style="list-style-type: none"> -Tell stories that have a clear beginning middle and end. -Sing in a group or on their own, increasingly matching the pitch and following the melody. -Explore and engage in music making and dance, performing solo or in group sharing ideas, resources and skills. 	<p>C&L (S) Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</p> <p>L (C) Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems during role-play.</p> <p>EAD: CM Share their creations, explaining the process they have used. -Make use of props and materials when role playing characters in narratives and stories.</p> <p>EAD: BIE -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.</p>

Turn-Take	First Milestone	Second Milestone	Third Milestone	Final Milestone	Links to ELG
<p>Follow rules to play a game (including board games/puzzles)</p>	<ul style="list-style-type: none"> -Build relationships with special people. --Begins to follow rules (some occasional reminders may be needed) -Shows a interest in games and puzzles -Enjoys playing alone and alongside others. -They play a simple game with an adult following my turn your turn. 	<ul style="list-style-type: none"> -Becoming more cooperative with their peers, making compromises and beginning to understand their feelings. -Is able to ask for adult help when it is needed. -In a small group they play simple games that involve turn-taking following the adult lead. -They beginning to understand the rules of games with adult support. 	<ul style="list-style-type: none"> -Help to negotiate with the support of an adult and begin to understand consequences -Has positive relationships with adults and peers -Within a small group children play games with the adult present but they are beginning to take more control of how the game is played fairly. 	<ul style="list-style-type: none"> -They are respectful towards others and are able to understand the simple feelings of others. -They play turn taking games independently. -They are able to create their own games understanding the need for basic rules and compromise. 	<p>PSED: SR -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. show an ability to follow instructions involving several ideas or actions.</p> <p>PSED: MS - Explain the reasons for rules know right from wrong and try to behave accordingly. -</p> <p>PSED:BR -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> <p>C&L (S) Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</p> <p>C& L: LAU -Listen attentively and respond to what they hear with relevant questions, comments and actions - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p>

Control	First Milestone	Second Milestone	Third Milestone	Final Milestone	Links to ELG
<p>Move their bodies with control (including cutlery)</p>	<ul style="list-style-type: none"> -Develop their movement, balancing, riding (scooters, trikes and bikes) and basic ball skills (large). -Climb, using alternate feet. - match their developing physical skills to tasks and activities -skip, hop, stand on one leg and hold a pose for a game like musical statues -Use one-handed tools and equipment, for example, making snips in paper with scissors. -Use a knife and a fork 	<ul style="list-style-type: none"> -Collaborate with others to manage large items, -Choose the right resources to carry out their own plan. -Experiment with different shapes and jumps -Use a comfortable grip with good control when making marks. Showing a preference for a dominant hand. -Put coats on and doing up zips. -use their core muscle strength to achieve a good posture when sitting on the floor or table. -Begin to use a Knife and fork correctly. 	<ul style="list-style-type: none"> -Become more fluent in moving. -Experiment with different ways of moving and balancing at different levels. -Become more able to use and remember sequences and patterns of movements to music. -Experiment with different ways of throwing and moving a ball with different body parts.. -Use a range of tools competently, safely and confidently. -Uses cutlery correctly 	<ul style="list-style-type: none"> -Develop confidence, competence, precision and accuracy with a ball. Throwing both under and over arm. -Use a range of large and small apparatus indoors and outside. -Develop overall body strength, balance, co-ordination and agility. -Hold a pencil in a comfortable position that allows them to become fluent in mark making. 	<p>P: GM -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> <p>P:FM 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, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p>

Design	First Milestone	Second Milestone	Third Milestone	Final Milestone	Links to ELG
<p>Make a model using a variety of resources. (inc Woodwork)</p>	<p>-Explore different materials to develop their ideas about how to use them.</p> <p>-Join different materials using glue sticks and PVA and begin to understand which is best..</p> <p>-Understanding different objects can be used to draw – pencil, pens, chalk.</p> <p>-Explore using one-handed tools such as: one-handed scissors, knives to spread/cut and wooden spoons to stir/pour.</p> <p>-Explore hammers and nails using playdough, foam and balsa</p> <p>uses hammers and nails to make simple</p>	<p>Understanding that paint brushes are used to paint and begin to show some control.</p> <p>-Join with different resources such as: tape begins to understand which tape are best, paperclips, blue tac, stapler and folding.</p> <p>Explore how red, blue and yellow paint can be mixed to make different colours.</p> <p>Exploring materials and beginning to understand different materials can be used in different ways.</p> <p>-Confidently use one-handed tools to create changes in materials including a claw hammer.</p>	<p>Using particular colours to paint pictures – e.g. Green for a tree, brown for certain animals etc.</p> <p>-Joining materials with hole-punch, split pins, treasury tags, sewing and complex folds.</p> <p>-Understand how to mix paints to make certain colours.</p> <p>-Choosing and Using different materials for different effects.</p> <p>-Children have repeated experiences at the woodwork bench.</p> <p>-They think about what they are creating and how they want it to look e.g. “I’m making a car, it has four wheels.”</p>	<p>Evaluate and adapt their buildings with support, refining ideas and developing their ability to represent them.</p> <p>-They decide on the model they will make.</p> <p>-They choose the materials they want to use, shape materials with tools, and join materials together</p> <p>-They use tools safely and independently.</p>	<p>EAD: CM -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</p> <p>C&L (S) Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</p> <p>C& L: LAU -Listen attentively and respond to what they hear with relevant questions, comments and actions - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>P:FM Use a range of small tools, including scissors, paintbrushes and cutlery.</p>

	models with pre-cut wood	- Uses a hand-drill and wooden doweling to make models.	- Is introduced to more tools (saw, Screwdriver, screws)		
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Sew	First Milestone	Second Milestone	Third Milestone	Final Milestone	Links to ELG
Sew using a simple stitch	<p>-Use upper body strength to hang on A frame or ropes etc.</p> <p>-Children weave ribbons in and out of a large frame outdoors on a large scale with adult support.</p> <p>-As they grow in confidence, they begin to weave independently on a smaller scale.</p>	<p>-They begin their interest in sewing by looking at examples and designs.</p> <p>-Adults will model the process and they will observe.</p> <p>-Children will select their colour of thread and continue practising threading the thread through the eye of the needle</p> <p>-Adults model a running stitch</p>	<p>-children will thread the needle through the binka cloth using the desired coloured thread.</p> <p>-Children will think about the size of the binka cloth that they need as part of the design and can cut it out themselves.</p> <p>-They use running-stitch to create their pattern or design on binka.</p> <p>-They are introduced to other stitches such as whip stich and back stitch.</p>	<p>- They thread the needle independently.</p> <p>-Use a running stitch independently to sew a design</p> <p>-begin to use other stitches for other purposes, such as using whip stitch to join two pieces to make a bag.</p>	<p>EAD(CM) Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p>PD (GM) Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>(FM) Use a range of small tools, including scissors, paint brushes and cutlery</p> <p>PSED: SR - -Set and work towards simple goals, show an ability to follow instructions involving several ideas or actions.</p> <p>PSED: MS -Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p>