

## **End of Pre-School Goals**

Our activities, routines and practice are planned to support children to make progress and develop as individuals during their time with us. Every child is different and progresses at their own pace and in their own way, however, by the time your child makes the transition to school our aim is for them to be making good progress towards the following goals, and our curriculum is planned to support this.

### **Communication and Language:**

#### ***Speaking:***

- \* Articulate and speak clearly enough for non-family members to understand them
- \* Speak in 4 to 6 word sentences
- \* Explain feelings in simple terms eg "I am sad because..."
- \* Express their wants and needs, such as asking for particular resources
- \* Use conjunctions to connect ideas, such as "and" and "because"
- \* Use some positional language to explain, rather than just pointing
- \* Retell a familiar story or event (not always in the correct order)
- \* Use language to describe

#### ***Listening:***

- \* Respond to questions and instructions directed to them
- \* Respond to own name at Registration
- \* Take turns in conversation, listening and responding to another person's words
- \* Follow simple two-part instructions

### **Personal, Social & Emotional Development:**

#### ***Developing a sense of self:***

- \* Be aware that they belong to different communities eg Pre-School and their family
- \* Name and talk about their feelings, using age appropriate terms or pointing to pictures
- \* Talk about their likes and dislikes

#### ***Working within rules and boundaries:***

- \* Follow our Pre-School Golden Rules eg tidying up when prompted
- \* Follow simple two-part instructions eg put on your coat and then line up for the garden

#### ***Building relationships:***

- \* Work and play co-operatively with others eg building a simple role play in the home corner

- \* Show empathy for others eg comforting another child when they're upset
- \* Take turns in activities with some support and usually share resources appropriately

## **Physical Development:**

### ***Gross Motor Skills:***

- \* Put on and take off their coat independently; manage their shoes with a little support
- \* Manage own basic hygiene (toileting, washing hands)
- \* Run in a straight line
- \* Gallop (pre-skipping)
- \* Balance on one foot for a short time
- \* Be able to throw a large ball, and make good attempts to catch it
- \* Be able to climb the climbing frame with support
- \* Be able to make large up & down and circular arm movements from the shoulder

### ***Fine Motor Skills:***

- \* Use resources to dig, scoop, pour
- \* Be able to feed self with a spoon and drink from a cup
- \* Use a range of equipment comfortably with developing coordination, including bilateral coordination (both hands performing different tasks to complete the task), including pencils, paintbrushes, scissors, playdough tools, threading toys, large tweezers and construction toys
- \* Be making progress towards a three-finger pencil grip
- \* Shows preference for a dominant hand

## **Literacy**

### ***Pre-reading, spelling and writing skills:***

- \* Listen for and identify a range of environmental sounds such as an aeroplane, and be able to attempt an imitation
- \* Be able to copy a simple clapped repeating rhythm
- \* Hear and identify the initial sounds in words
- \* Have experienced activities based around identifying rhyming words and around segmenting and blending the sounds in simple words
- \* Hear and use new vocabulary from stories, rhymes and non-fiction books
- \* Enjoy stories and be able to talk about characters and significant events in familiar stories

- \* Be familiar with a range of traditional tales and core texts and be able to retell aspects
- \* Begin to predict what might happen next
- \* Show an interest in making marks and give meaning to their marks
- \* “Write” for a range of purposes, eg their name on a picture, a shopping list (not always using correct letters)
- \* Developing physical skills (see Physical Development above)

## **Maths**

### ***Numbers & Counting***

- \* Subitise small amounts up to 3
- \* Count reliably to 5 items and beginning to count beyond 5
- \* Verbally rote count to 10
- \* Show “finger numbers” up to 3
- \* Say one number name for each item in order 1,2,3,4,5
- \* Know that the last number reached when counting a set of objects tells you how many there are (“cardinal principle”)
- \* Solve real world mathematical problems up to 3
- \* Knows and sings some simple number rhymes
- \* Begin to recognise some numerals

### ***Number Patterns:***

- \* Extend and create simple AB repeating patterns
- \* Talk about and identify patterns eg stripes on cloth
- \* Spot and explore errors in simple repeating patterns
- \* Begin to describe a simple sequence of events and use words such as “then”

### ***Comparing:***

- \* Be able to sort objects by self-chosen criteria, such as colour, size, shape
- \* Describe similarities and differences
- \* Compare quantities by “more than”, “less than”, “the same”

### ***Shape and Space:***

- \* Talk about and explore 2D and 3D shapes, using informal language: “sides”, “corners”, “flat”, “round”
- \* Select appropriate shapes eg a triangular prism as a roof when building with blocks

- \* Understand and use positional language, such as “under”, “behind”
- \* Make comparisons between objects relating to size, length, weight and capacity

## **Understanding the World**

### ***Past and Present (History):***

- \* Able to say who they are and who they live with
- \* Able to talk about some family members or pets
- \* Can sequence some family members by height/age and identify them as baby, child or grown-up
- \* Show awareness that eg Mummy was once a child
- \* Comment on pictures of experiences in their own life eg pictures from home or in our Floor Books
- \* Take part in group discussions about story illustrations and similarities or differences with our lives now

### ***The Natural World (Science & Geography):***

- \* Demonstrate a growing awareness of the world around them: seasonal change, growth, simple life cycles, plants and animals
- \* Know that weather changes and that different places have different weather
- \* Show respect and care for the pre-school environment, inside and outside
- \* Talk about what they see in their own environment
- \* Talk about their own house/flat
- \* Use their senses to explore and find out
- \* Identify similarities and differences in collections of materials and objects
- \* Explore and talk about “how things work” and some properties of familiar materials, eg sand, water

### ***Culture and Community (RE and Geography):***

- \* Talk about themselves and their family/community and special events in their own life
- \* Know that different families celebrate different things, and identify some similarities in a range of festivals (presents, special food etc)
- \* Show a positive attitude to differences between people
- \* Know that there are other countries, and other towns than Olney

## **Expressive Art and Design**

- \* Express their own ideas in a variety of ways – through music and dance, drawing, painting, making models, pretend play and more
- \* Work independently to develop skills and ideas
- \* Work cooperatively with a friend to copy ideas and develop skills/work together

### ***Exploring Materials and Techniques:***

- \* Recognise colours and choose colours for a purpose
- \* Begin to use primary colours to mix secondary colours
- \* Be able to explore and talk about texture and colours
- \* Add further materials to models to make features
- \* Manipulate play dough in different ways (roll, squash, pinch, cut)
- \* Mark-make for a creative purpose eg to represent objects or experiences, to explore colour, space or shape

### ***Music:***

- \* Respond to music, either verbally or through movement
- \* Copy basic movements in response to music eg song actions
- \* Be able to use percussion instruments to explore fast, slow, loud, quiet
- \* Play a given instrument with a simple beat
- \* Know a range of nursery rhymes
- \* Sing in a group and keep in time
- \* Know names a range of instruments (drum, tambourine, triangle, maraca, claves, bells)

### ***Imaginative Play***

- \* Engage in imaginative play based on their own knowledge and experiences
- \* Develop simple narratives and storylines
- \* Use props and small-world figures to explore and retell familiar stories/themes
- \* Use small-world figures and sets to tell own “stories”