**Nursery Long Term Goals Hexham First School 2021**

|  |
| --- |
| **Long Term Nursery Goals** |
| **PSED**To become a ‘happy member’ of Hexham First School, who happily greets and interacts with others, sharing thoughts and resources patiently, valuing self and others and willing to persist and not be daunted by challenge. Develop an awareness of what makes them unique and label some of their emotions.Demonstration: Play a simple board game with others.  | **Physical Development**To become a ‘confident risk taker’ and develop body strength when climbing up, across and down various equipment, negotiating and rolling down the hill. Using bikes and scooters to whizz around and construct masterpieces on a large scale. Demonstration: Undertake a challenging obstacle course and make a suggestion for an additional element.  | **Reading**To become a ’bookworm enthusiast’ accessing books for pleasure, turning pages and describing characters, scenes and outcomes in illustrations. Recognising some symbols and letters of significance. Enjoy the experience of choosing a library book to share at home. To access small world resources in storytelling.Demonstration: Choose a book to look at for pleasure and retell it using story/small world resources.  | **Phonics**To become a ‘pre phonics superhero listener’ with radar hearing, discerning, remembering, sequencing and creating dynamic sounds in every day play, with awesome rhythm and rhyme awareness, blending and segmenting orally.Demonstration: Engage with oral blending and segmenting games successfully.  |
| **Pre Writing Skills**To become a regular visitor to the ‘funky finger’ table and other equipment that builds up hand and whole body strength through adventurous play, to be able to enjoy mark making and confidently demonstrate a proficient grip. Demonstration: Mark make for an independently decided purpose e.g. drawing a map, writing a shopping list using a proficient grip.  | **Communication and Language**To become a ‘happy chatter’ in every day play and focussed sessions, showing the ability to follow instructions, concentrate, think through and extend ideas with real and imaginary thoughts with others. To use learnt, meaningful vocabulary in a wide variety of contexts. Demonstration: Hold to and fro conversations with others, use learnt vocabulary.  | **Maths**To be able to use their ‘maths toolbox; of embedded mathematical knowledge and language naturally in every day play. Subitising, counting and representing marks to at least 5 and matching, measuring and comparing all sorts.Demonstration: Use their maths tools and language in child initiated play. e.g. “I see one welly, I need one more to have two” |
| **Construction**To build a crafty construction model, having their own idea, completing it independently, using mixed media to proudly share their masterpiece. Demonstration: Make a model based on their own interests.  | **Understanding of the world**To become an ‘curious explorer’ who investigates challenges with an enquiring mind and uses a breadth of vocabulary and investigative tools to observe, remember, explain and predict. Demonstration: For example: The natural phenomenon of ice. Observe a piece of ice, explain their understanding of what it is, predict what might happen to it. Learn and use associated vocabulary.  | **Art and Design**To become a ‘creativity expressor’ who develops ideas using embedded skills, techniques and knowledge of experiences to represent and complete their dreams. Demonstration: Make something of their own design using cutting and joining.  | **Music and Dance**To become a ‘music jiver’ who can discern a few instruments, attempt to play them loudly, softly, fast and slowly, whilst developing an ear for rhythm. Demonstration: Use rhythm sticks to play along to a song using various tempo, hard and soft.  |