



Haringey Early Years Schools Alliance

Woodlands Park and Rowland Hill Nursery Schools and Children's Centre

The Impact of our Curriculum - Curriculum Goals

Our well-balanced curriculum ensures all children make good progress. The school has a clear intent for each child's learning ensuring they have the right skills, knowledge, and dispositions for the next stage in their education. Our curricular goals have been created as an example of what a typical 2,3 or 4-year-old will have learnt through our highly responsive, child led curriculum which focuses on high quality adult/child interactions and adult guided learning opportunities and activities.

Following our teaching and learning and assessment policy, we recognise all children develop at different rates. All children will be taught from their starting point (following a baseline assessment), making progress from the first available opportunity in school. Each curricular goal is loosely based on the statements for 2,3- and 4-year-olds from Development Matters (2021). Children with additional needs and SEND have their own, individual, support plans, these are written in a 'person centred' way with the family, SENCO, and key person and together. The goals for each year group are on the following pages.

Curriculum Goals by 2 Years olds (Up to 24 months)

I separate from my main care giver and I like to be with familiar people. I learn from what adults and peers do. I enjoy being with my peers.

I can express my happiness; I laugh and have fun. I enjoy being soothed by known adults when I need it.

I listen to a familiar adult or friend and can follow a very simple one step instruction that I am familiar with e.g daily routines

I can use up to 50 familiar words and can understand 200 words in a familiar context.

I can walk including up and down a step or slope maintaining balance

I can feed myself holding a spoon and I hold individual items with precision. I am learning to wash my hands and face.

I explore the environment through my senses and respond to stimuli in my learning environment and can make my own choices and decisions with a familiar adult

I am beginning to build my resilience and I learn through trial and error

I explore sounds and enjoys song, stories and rhyme time, I can maintain my attention in short burst for up 2 minutes.

I like making marks in sensory materials and with large objects and implements

I can organise a set of natural or everyday objects in a group or line.

Curriculum Goals by 3 Years olds (Up to 36 months)

I separate from my main care giver. I like to play alongside my peers, and I am beginning to make friends.

I am autonomous, I share my ideas in my play, I ask for help when needed.

I can run, jump and climb with two feet, I am beginning to manage my risks

I am trying to dress and undress independently; I can manage my personal hygiene, with help when needed.

I am developing new vocabulary every week, I have around 300 words. I listen and talk in short sentences of 4 or 5 words in my play.

I am beginning to love books; I can listen to and understand simple stories and songs. I can concentrate but sometimes get distracted.

I like making marks in different media and I am starting to use a range of tools with an increasing use of a pincer grip.

I am beginning to count and know number names to 5. I am showing an awareness to subitise up to three object and I can compare quantities of objects.

I love exploring my learning environments, I am starting to select resources independently and I am learning to put them away with help.

I can concentrate for up to three minutes on an adult guided activity that I may not have chosen.

I can share my experiences in my life and places in the natural world. I respond by taking on roles and express ideas in my creative play.

I am showing an awareness of my cultural heritage through my first-hand experiences and play.

Curriculum Goals by 4 Years olds (before transitioning to Primary School).

I can listen attentively to stories and share my narratives with others and through my play.

I enjoy rhythm and rhyme. I am an active listener; I can hear sounds and I am beginning to blend and segment words orally.

I can talk to my friends, adults and discuss themes taking on options of others. I can express my feelings and resolve conflict.

I am independent, self-directed, can manage my own personal hygiene and understand healthy choices.

I like learning, I keep trying and I don't give up easily.

I can run, jump, ride a balance bike and climb big apparatus, I can challenge myself safely.

I can make art and models. I can self-select from a range of media including reclaimed materials and/or natural object, by problem solving and reviewing my work.

I can hold a pencil (developing a pincer grip) and I can write two or three letters of my name.

I can control one handed tools and I am understanding how to use them safely.

I can master up to 5 and can count 10 objects with 1:1 correspondence.
I have a developing mathematical vocabulary (including size, shape, measure and comparison), and I use it in context in my play.
I can follow simple instructions, design and express my ideas. For example, when I am cooking or in the woodwork area.
I can talk about my family, and I am showing an awareness of past and present including my cultural heritage.
I am aware of my local community, and I can talk about my learning experiences both from home, the natural world and at school.
I can make music (holding instruments appropriately), sing songs and create dances.