

Long Term Goals – Nursery



PSED To be able to happily greet and interact with others, share thoughts and resources patiently; valuing self and others, and willing to persist and not daunted by failure. Be able to self-regulate; and manage and understand expectations and consequences.	**C&L and Roleplay** To become a confident chatter in everyday play and focussed sessions. Showing ability to follow instructions, concentrate, think through and extend ideas, using full sentences and asking questions. Using vocabulary that reflects real experiences and their imagination. To learn and love a range of well known songs and rhymes.	**PD and Gross Motor Skills** To be confident to take risks, and develop body strength to move in a variety of ways and on climbing equipment, including on bikes and trikes. To dig and build using various items to construct. Explore gross motor mark making. To be able to recognise and express their personal needs, such as being thirsty, hot or tired. Make healthy choices, and be able to attend to their own self care needs.
Reading To develop a love and enthusiasm for books, readily accessing them for their own enjoyment and to share with others. Turning pages individually, and being able to describe characters and scenes, predict outcomes, and repeat phrases from well know stories. Recognising symbols and letters for personal interest in their environment, including digital material.	**Phonics** To become confident with Phase 1 phonics, with radar hearing, remembering, sequencing and creating dynamic sounds in everyday play, with awesome rhyme awareness and an enjoyment of Fred games to segment and blend orally.	**Pre-writing Skills** To enjoy and access a variety of busy finger activities. Building up hand and whole-body strength and co-ordination, to be able to enjoy mark making readily; use some of their print and letter knowledge to write some or all of their name and in early writing, with a confident grip.
Maths To be able to use the embedded mathematical knowledge and language naturally in everyday play. Subitising, counting and representing marks to at least 5 and matching, measuring and comparing, recognising and using patterns and shapes. Understand and use positional language.	**UW** To become an adventurous explorer, to be able to use resources currently to explore their environment independently. Using a breadth of vocabulary to help them to observe, remember, explain and predict.	**EAD** To be able use resources and tools safely and appropriately to create purposeful models and structures, and meaningful creations using a variety of skills and techniques. To be able to express themselves through movement and sound, exploring the instruments and developing their own rhythms, drawing on their own experiences and imaginations.



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