

Children 1st EYFS Curriculum Ambitions Skill Flight Paths:





Curriculum Ambitions: At Children 1st we have created a set of Curriculum Ambitions which outline the skills that we are aiming for children to develop by the time they leave Reception. We have used our knowledge of the children and our assessment data to decide upon these, whilst also using key statutory and non-statutory documents to support our decisions.


These flight paths outline a *suggested* pathway of how these skills may develop from Nursery through to Reception. Each term we look at our planning to ensure we are providing opportunities for children to develop these skills during adult-led time and Play and Learn.

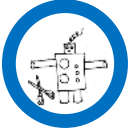
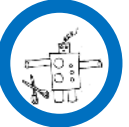

Start of
Nursery



End of
Reception

<p>Wonderful Writers To confidently use a tripod or a comfortable grip to draw pictures with detail and to form most letters accurately.</p> 	<p>Make lines, circles and other marks.</p>	<p>Creates simple representations, including by making continuous lines of shapes and early symbols.</p>	<p>Can form some or all of the letters of their name.</p>	<p>To independently write their name.</p>	<p>To draw anti-clockwise circles and retrace vertical lines.</p>	<p>To confidently use a tripod or a comfortable grip, to draw pictures with detail and to form most letters accurately.</p>
<p>Awesome Authors To use a wide and varied vocabulary when writing sentences for different purposes.</p> 	<p>Sings familiar nursery rhymes and songs.</p>	<p>To retell familiar stories using some story phrases/language.</p>	<p>To engage in discussions about stories using a wider vocabulary.</p>	<p>Begins to be aware of how stories are structured and tells their own stories orally.</p>	<p>To be able to write a story using a simple structure; what happens at the beginning, middle and end.</p>	<p>To use a wide and varied vocabulary when writing sentences for different purposes.</p>

<p>Resilient Risk-takers To be able to take appropriate risks and to be open to try new things.</p> 	<p>Can independently explore some areas of the environment.</p>	<p>Shows confidence in asking familiar adults for help.</p>	<p>Can independently explore all areas of the environment, showing understanding of how to use equipment safely.</p>	<p>Is able to use the support of a familiar adult to help them to persevere with a task that they find challenging- working together to find solutions.</p>	<p>Shows resilience and perseverance in the face of a challenge- Beginning to take steps independently to solve or persevere when they find something tricky.</p>	<p>To be able to take appropriate risks and to be open to try new things.</p>
<p>Confident Communicators For all children to be able to use language to explain and justify their thoughts and ideas to a range of audiences.</p> 	<p>Uses talk or words to connect ideas and recall and relive past experiences.</p>	<p>Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how.</i></p>	<p>Beginning to use more complex sentences to link thoughts and share ideas (e.g. <i>using and, because</i>).</p>	<p>Uses talk during activities and is able to explain how things work, why they might happen and make some simple predictions.</p>	<p>Connects one idea or action to another using a range of connectives e.g. "I knew it was cold outside because I could see the frost on my Mummy's car".</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas and explanations for why things might happen, making use of recently introduced vocabulary.</p>
<p>Natural Nurturers To be able to understand and articulate emotions and feelings and take the necessary steps to regulate.</p> 	<p>I can talk about my feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>	<p>Seeks support from familiar adults when feeling overwhelmed by big emotions e.g. anger, scared, anxious.</p>	<p>I can talk about how others are feeling and begin to say why.</p>	<p>I can co-regulate when I have 'big' feelings and can start to use some of the strategies in place.</p>	<p>I can explain what happens when I am experiencing different emotions e.g what physical changes to our bodies.</p>	<p>To be able to understand and articulate emotions and feelings and take the necessary steps to regulate.</p>
<p>Imaginative Inventors</p>	<p>To understand the purpose of different tools and use them for</p>	<p>To join different materials together using</p>	<p>To be able to talk about what they have made, identifying the</p>	<p>To plan what they are going to create ahead of time and carefully</p>	<p>To explore a range of joining techniques</p>	<p>To independently plan and create a 3D model with more</p>

<p>To independently plan and create a 3D model with more than one component/section or joining technique.</p> 	<p>their purpose e.g. glue stick for spreading glue, scissors for cutting.</p>	<p>simple techniques such as tape or glue.</p>	<p>different parts to the model.</p>	<p>select the materials and shapes needed.</p>	<p>when attaching materials together.</p>	<p>than one component/section or joining technique (such as using flaps, split pins etc).</p>
<p><u>Imaginative Inventors (REC)</u> To use their imagination to invent, innovate and sustain a storyline collaboratively with others.</p> 	<p>To begin to imitate first hand experiences in their play.</p>	<p>To play alongside others who are engaging in a similar theme.</p>	<p>To begin to engage in imaginative play outside of their first hand experiences and begin to share and respond to others ideas.</p>	<p>To develop a narrative in their play.</p>	<p>To take on a variety of roles in play, and be willing to take turns in those roles.</p>	<p>To use their imagination to invent, innovate and sustain a storyline collaboratively with others.</p>
<p><u>Environment Explorers</u> To understand, respect and look after our environment and the world.</p> 	<p>To show an interest in exploring natural materials and phenomena, both indoors and outside.</p>	<p>To use all their senses in hands-on exploration of the natural world and be able to talk in detail about what they have observed.</p>	<p>To begin to understand growth, change and decay through caring for living things.</p>	<p>To show care and concern for living things and the environment, and begin to understand the effect their behaviour can have on the environment.</p>	<p>To understand some important processes and changes in the natural world around them, including life cycles and the seasons.</p>	<p>To recognise similarities and differences between contrasting environments in the natural world, including habitats and why animals live in different conditions.</p>