

Curriculum Goals

Chestnut playgroup

Updated 2025

Prepare and follow a recipe

Goal: Children will be able to create a recipe by following instructions, show an awareness of good hygiene and safety. Can use a variety of techniques to complete a recipe including weighing, measuring, cutting and mixing.

- ▶ The children to become comfortable with exploring and showing curiosity with messy play resources such as mud, gloop, mushy peas, shaving foam, dried pasta, cereals etc.
- ▶ Children to use one handed tools safely such as jugs, spoons, sticks, cups, knives and scissors to build hand and eye co-ordination and to develop fine and gross motor skills.
- ▶ To persist on building their technique of stirring, whisking, mashing, scooping, cutting.
- ▶ Children to select their own resources and equipment to carry out their own ideas for creating recipe's e.g. in play at the mud kitchen.
- ▶ Children to follow visual and verbal instructions.
- ▶ Children to seek new experiences while participating in food preparation including snack. Show an awareness of good hygiene.
- ▶ Children to notice differences and changes to materials when different substances are added. Looking at grouping, sequence, cause and effect by the different materials with the children.
- ▶ Children to count, measure and compare quantities of 'ingredients'. Make predictions to quantities and checking these to see if they need to be amended or changed.
- ▶ Children will reflect their creation and will review and adjust their technique where needed.

Children to be able to dress themselves Independently.

Goal: The children will have the gross and fine manipulative skills to enable them to become more independent.

- ▶ Children to participate in fine motor and co-ordination activities and using manipulative materials such as playdough, gloop, stacking, threading and using tweezers.
- ▶ Children to challenge themselves in gross motor skills such as balancing, dancing ribbons, throwing items such as balls/ bean bags to enable children to develop core and upper strength.
- ▶ To recognise where items belong through sorting and problem solving activities that are brought into everyday play and tidying up
- ▶ Children to feel proud of their achievements, and to have a self belief that they can bounce back and try again.
- ▶ Children to have a 'can do' attitude to put their coats on by flipping it over their heads. (hood by your toes, flip it over your nose).
- ▶ Children to then move on and put their coats on through their arms.
- ▶ For children to be able to zip or button their coat.
- ▶ Children to be able to change into their welly boots from their shoes and vice versa.

Have a sense of belonging in community

Goal: The children will feel valued and cared for. Which will give them a sense of purpose and have confidence with who they are.

- ▶ Keyworker to help with settling in by working with the parents/carers to build a positive relationship.
- ▶ Making relationships with both peers and other adults at the setting.
- ▶ Make connections of features between their families and other families.
- ▶ Notice differences between people
- ▶ Re-enacting their own experiences through play
- ▶ Talk about their own environment and wider community.
- ▶ Have visitors into the setting to talk and compare and learn about the lives of others
- ▶ Go on walks around the local community and talk discuss what we observe.

To have a lifelong love of stories and rhymes.

Goal: To understand the five key concepts about print:

-print has meaning

-print can have different purposes

-we read English text from left to right and from top to bottom

-the names of different parts of a book

-page sequencing

- ▶ Participate and recite favourite songs or stories, joining in with repetitive words.
- ▶ Recite and act out stories in their play, with the support of using props and resources.
- ▶ To look at pictures and tell a story from what they see.
- ▶ To make up and create their own songs.
- ▶ To notice signs in the environment and begin to show an understanding of what they mean.
- ▶ To be supported by different signs and print in play, such as having recipe cards out along side playdough and in the mud kitchen area, having menu's out when creating cafes/restaurants and having signs out in the garden.
- ▶ To be able to handle books correctly.
- ▶ To be able to identify at least some of the key parts of a book.

Getting ready to write

Goal: Having good gross and fine motor skills will give the children the core foundations to be able to write.

- ▶ Climbing up and down hills, builds up core strength and challenges children to climb
- ▶ Climbing trees and structures. Again to build on co-ordination and muscle strength and grip.
- ▶ Children to participate in painting activities with large strokes for example large painting brushes (decorating brushes are good for big strokes), To build muscle strength in their shoulders, elbows and wrists.
- ▶ Drawing on vertical surfaces, hanging items from trees, walls and fences, to paint, glue and create using a range of materials.
- ▶ To focus and explore, playing with malleable materials and use a range tools to build strength, co-ordination and control.