



“Together we learn, Together we succeed”

Early Years Foundation Stage Policy

This policy has been written to ensure that the school's ethos, curriculum, and practices promote shared values. It also encourages staff, children and other members of the Welbourne community to understand others and to value diversity, irrespective of gender, race, belief and sexual orientation.

As a Rights Respecting School, we put the United Nations Convention on the Rights of the Child at the heart of our planning, policies, practice and ethos.

Policy Agreed	Reviewed by	Ratified on	Approved by	Signature on behalf FGB	Next Review
February 2018	J Stone	9/3/2020 7/3/2022 1/7/2024	FGB	Andrew Dowell	July 2026

WELBOURNE PRIMARY SCHOOL AND CHILDREN CENTRE

EARLY YEARS FOUNDATION STAGE POLICY

Statement of Intent

At Welbourne we recognise and value the importance of the EYFS in providing a secure foundation for future learning and development and understand our responsibilities in ensuring that children learn and develop well and are kept healthy and safe.

We aim:

- ❖ To give each child a happy, positive and fun start to their school life in which they can establish solid foundations on which to expand and foster a deep love of learning;
- ❖ To offer each child a wide range of new and exciting experiences and give them the opportunity to consolidate, explore and test them out along with their own, individual experiences;
- ❖ To enable each child, through encouragement and high expectations, to develop, to the full, socially, physically, intellectually and emotionally.
- ❖ To offer a structure for learning that has a range of starting points and unlimited opportunity for development;
- ❖ To encourage children to develop independence within a loving, secure and friendly atmosphere;
- ❖ To support children in building relationships through the development of social skills such as cooperation and sharing;
- ❖ To help each child to recognise their own strengths and achievements through experiencing success and developing the confidence to work towards personal goals.

Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\) \[2023\]](#)

Structure of EYFS at Welbourne

At Welbourne Primary our 2 year old Nursery (situated in Welbourne Children Centre) 3-4 Year old Nursery and Reception classes all follow the Early Years Foundation Stage (EYFS) curriculum.

EYFS hours:

Free for Twos Nursery	15 hours funded from 9:00-12:00
Nursery	30 hours funded from 9:00 – 3:30 15 hours funded am from 9:00-12:00 15 hours funded pm from 12:30-3:30 Additional hours non funded £12 per session
Reception	8:55-3:25

The Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework [2023].

The EYFS framework includes seven areas of learning and development, all of which are seen as important and interconnected but three prime areas are seen as particularly important for igniting children's curiosity and enthusiasm for learning, for building their capacity to learn and form relationships and thrive.

Learning and development is categorised into three prime areas:

- **Communication and Language**
- **Physical Development**
- **Personal, Social and Emotional Development**

And four specific areas of learning;

- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**

Characteristics of Effective Learning

The EYFS also includes the characteristics of effective teaching and learning. They highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them.

The three characteristics are;

- **Playing and Exploring** – children investigate and experience things, and 'have a go'
- **Active Learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **Creating and Thinking Critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Teaching and Learning

At Welbourne Primary we ensure there is a balance of adult led and child initiated activities across the day. Although much of the time is spent with children self-selecting tasks in continuous provision, during this time the interaction between the adult and child is essential as the adult's response to children builds understanding and therefore guides new learning. The adult's role is to continually model, demonstrate and question what the child is doing. In some cases the adult will ask a child to come and complete a task or game with them; at other times they will participate in a child's game, extending it where possible. The adult's role in scaffolding children's learning is crucial to the child's development.

By the Summer term in Reception the children will experience many more adult directed tasks as they prepare for their transition to year 1.

Learning through play is an important part of our Early Years learning environment. We believe children learn best from activities and experiences that interest and inspire them. Using children's interests as a starting point, we provide children with stimulating, active play experiences in which they can explore and develop their learning to help them make sense of the world. They have opportunities through their play to think creatively and critically alongside other children as well as on their own. They are able to practise skills, build upon and revisit prior learning and experience at their own level and pace. Play gives our children the opportunity to pursue their own interests and inspire those around them. The children learn to adapt, negotiate, communicate, discuss, investigate and ask questions. We believe it is important that adults take an active role in child initiated play through observing, modelling, facilitating and extending their play. Getting the balance

right between child initiated play, which is controlled, and adult led activities is very important to us.

Communication and language is vital for children to interact and form relationships. This area of the curriculum is an integral part of the teaching and learning that takes part in all planned activities. And those that occur spontaneously.

Reading and story play an important part of the day. We want to make sure our children have a love of books and will leave the EYFS with a bank of stories they know well, both traditional and modern classics. We make sure there is always time for a whole class story at the end of the session, but also that there are many opportunities to enjoy books at other times. In Reception classes, children have a designated day when they will have a guided reading session with their teacher. The Teacher will also select a levelled phonics book for children to take home each week. In Nursery, (children have a reading book folder and choose their own book and) parents are upskilled to choose, change and record their chosen book in the designated reading folder. This continues in Reception.

Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas (Two Year Old Nursery). In Nursery and Reception the prime and specific areas are covered.

Staff also take into account the individual needs, interests, and stage of development of each child. They incorporate this in the weekly planning, particularly when the child is a focus key child and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate. (See SEND Policy)

We base planning on a mixture of Welbourne Goals and Milestones, picture book focused learning and following children's interests.

Planning takes into account children with individual needs in line with the SEND Policy Staff plan in detail on a weekly basis using daily notes, observations and interactions with children to inform the learning journey.

In Nursery and Reception the teams hold a weekly planning meeting, class teachers then finalise the weekly plans in PPA. In Ff2 Nursery the EY practitioners create the following weeks planning using active planning based on the children's interests and needs identified through observation

Learning Environment

The school recognises that the physical and emotional environment play an important role in supporting, enabling, and extending pupils' learning and development.

The school will provide a safe and stimulating environment that values active learning, exploration, and play, where children feel free to create, make links and develop critical thinking skills.

Early years practitioners will ensure that learning environments are well-organised and suitable for group, individual and whole class learning, with interactive displays and easily accessible resources utilised to encourage independence.

At all times, children will have access to indoor and outdoor learning environments. Staff will plan provision to ensure that there are a range of learning opportunities available, and that the learning opportunities available in the outdoor environment build on and develop those inside.

Independent learning will be encouraged through planned continuous provision where children can make their own selection from a variety of resourced areas.

As a unit, Reception classes will have a writing area, maths area, creative area, book corner, role play area, construction/small world area, outdoor area and carpeted teaching area. All activities are planned for and set up in the different areas each day.

Assessment

Assessment plays an important part in helping the school to recognise children's progress, understand their needs, plan activities, and assess the need for support.

In line with statutory requirements, the school will undertake a summative assessment of each child's development at certain stages. These are:

- Progress check at age two – jointly with community NHS staff. *
- Reception Baseline Assessment – a short assessment which is taken within the first six weeks of a child starting Reception.
- The EYFS Profile – a comprehensive assessment completed at the end of the EYFS to provide a well-rounded picture of a child's knowledge, understanding and abilities, attainment against the early learning goals (ELGs), and their readiness for Year 1.

The school will ensure that teachers actively engage children, their parents and other adults who have significant interaction with specific children in the assessment processes to provide a well-rounded picture of their development and attainment.

When undertaking assessment activities, all staff members will have due regard to the school's Assessment Policy, any advice from the LA, and the 'Early Years Foundation Stage Profile Handbook' and the 'Assessment and Reporting Arrangements' (ARA) for that year.

On-going formative assessment is at the heart of our effective early years practice. Assessment is an essential part of the learning and development of children in the EYFS. It involves practitioners observing children and carrying out focused work with individuals /groups to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those findings. We focus on identifying and providing opportunities that help narrow the gap for children who are not at age expectations.

Focus children are identified each week and through the weeks observations we gather individual next steps for children's learning. These next steps are discussed by the EYFS team in informal meetings after the day and in the weekly planning meetings, these next steps inform planning for the next week ahead. When assessing whether an individual child is at the expected level of development, practitioners will draw on their knowledge of the child and their own expert professional judgement and are not be required to prove this through collection of physical evidence.

Parents will be kept up-to-date with their child's progress and development, through Tapestry and also formal parent meetings twice a year and a written report at the end of the year. Parents have access to 'Tapestry' through an individual login. They are encouraged to contribute by adding photos or videos of specific events that happen at home or comments on a particular piece of their child's work.

After settling in all Early Years children we will assess children against the Welbourne Goals and allocate them a milestone. This will be reassessed each term to display the child's progress through the Milestones.

All Nursery children will be assessed using LEEP [Language Enhancement & Empowerment Project] assessment. Their language development will be tracked and intervention and referrals will be put in place.

* For children attending the Free for Twos Nursery provision, when a child is aged between two and three, practitioners must review their progress, and provide parents and/or carers with a short written summary of their child's development in the prime areas, these are undertaken with community NHS staff. This progress check must identify the child's strengths, and any areas where the child's progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, practitioners should develop a targeted plan to support the child's future learning and development involving parents and/or carers and other professionals (for example, the Special Educational Needs Co-ordinator (SENCO) or health professionals) as appropriate.

We ensure our end of EYFS assessments are reliable through:

- Our knowledge of the child gained through observation and interaction
- Our environment enables the child to flourish to their full capacity
- Our assessments ensure range of contributors eg. parents and other relevant adults
- Moderation across the EYFS team
- Moderation with Year 1 teachers, Local Authority, NLC

These assessments support the child into Year One.

Role of Staff and Key Person

The class teachers are the named people who have overall responsibility for the children in their class and all adults within the Early Years setting actively seek to form positive respectful relationships with the children and parents. At Welbourne Primary a key person system is followed. The role of the key person is to help ensure that every child's care is tailored to meet their individual needs and to help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents/cares. The formation of healthy relationships between adults and children is essential in enabling children's well-being now and for their future successes.

CPD

Qualifications, training, support, and skills

The school will ensure that:

- It follows its legal responsibilities under the Equality Act 2010.
- All staff receive induction training to help them understand their roles and responsibilities. This will include information about emergency evacuation procedures, safeguarding, child protection, and health and safety issues.
- All staff are trained to:
 - Identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way.
 - Understand the school's safeguarding policy and procedures.
 - Ensure they have up to date knowledge of safeguarding issues.
 - Know who the DSLs are.
 - Complete CPOMs [online recording system for safeguarding, parental contact, behaviour monitoring, first aid]
- All staff undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves.
- It puts appropriate arrangements in place for the supervision of staff who have contact with children and families.
- At least one person who has a current paediatric first aid (PFA) certificate is always on the premises and available when children are present and accompanies them on any outings - the certificate must be for a full course consistent with the criteria set out in Annex A of the EYFS framework.

- PFA training is renewed every three years and is relevant for people caring for young children.
- All staff who have obtained a level 2 and/or level 3 qualification since 30 June 2016 obtain a PFA qualification within three months of starting work in order to be included in the required staff:child ratios at level 2 or level 3.
- The list of staff who hold PFA certificates can be found in the main medical room, the Nursery changing room, the CC changing station.

Child: Staff Ratios

The school will adopt the following staffing ratios:

For children aged two:

- There will be one member of staff for every five children.
- At least one staff member will hold an approved level 3 qualification.
- All the other staff members will hold a minimum of an approved level 2 qualification.

For children aged three and over: (In nursery classes in maintained schools)

- There will be at least one member of staff for every 13 children.
- At least one member of staff will be a school teacher, as defined by section 122 of the Education Act 2002.
- All other member of staff will hold an approved level 3 qualification.

For children in Reception classes:

Class sizes will be limited to 30 children per school teacher, as per infant class size legislation.

Partnership with Parents and Carers

We believe that parents and carers are a child's first educator and therefore work very closely to ensure they are involved in what we do with their child at school. We want parents to feel they can speak to us about their child at any time and feel comfortable in our setting. As well as the Nursery and Reception termly individual parents meetings we offer a Welcome meeting at the beginning of the school year and offer parenting workshops and other sessions for parents relating to guided reading, phonics and mathematics.

Health & Safety and Safeguarding

At Welbourne, we believe Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.

Safeguarding

The Welbourne Safeguarding Policy is to be implemented in the Early Years. It is important to note that members of staff do not use their mobile phones or personal handset devices in the classroom and are prohibited from taking photographs with their personal handsets. This is in line with our Safeguarding Policy. Members of staff do, however, use school cameras and tablets to take photographs and videos as evidence to support the regular observation and assessment cycle in the EYFS. These photographs and videos are used on 'Tapestry', in class displays and on the school website. All parents are asked to state if they give permission for their child's image to be used on the school website on admission. Children will only be dismissed to named adults, we use a password if a new adult collecting a child.

Food and drink

We are a nut free school and our children receive free fruit and milk each day. Welbourne is working with Healthy Early Years London and currently has a silver award. We cater for and support children with a range of allergy and medical conditions. All staff undertake Food

Awareness online training. We ensure that those responsible for preparing and handling food are competent to do so, with all staff involved in preparing and handling food receive online training in food and hygiene.

We encourage all children to have a labelled water bottle.

Toileting

There is an expectation that children will be out of nappies when they start Welbourne Nursery. There are exceptions for children with additional needs: we expect this to be shared with us at transition or on the home visit.

We acknowledge that young children often have 'accidents' (i.e. wet themselves!) and have a small amount of spare clothes to change anyone who needs it. We ask parents to help staff by returning anything their child has borrowed. We also ask parents/carers to bring a bag with a set of their child's labelled clothes from home. Children attending the two Year Old Nursery will not be expected to be toilet trained, parents are asked to provide a bag with their nappies in for the week. Staff will support and advise on toilet training to prepare children for moving up into Nursery.

Childrens Centre staff are able to support parents and carers with toilet training.

Health and safety

All large climbing equipment is checked by our site officer and fire alarms are held regularly in line with whole school policy. There is an annual external check of PE equipment.

Staff will undertake online training in fire awareness, fire warden and health and safety essentials. A record is kept of this training. Ensure that premises, both indoor and outdoor,

are fit for purpose and suitable for the age of children cared for and the activities provided.

Welbourne ensures we comply with health and safety legislation, including fire safety and hygiene requirements; have an emergency evacuation procedure; take reasonable steps to ensure the safety of children and others on the premises in the event of emergency.

Risk assessment

The school will:

- Take all reasonable steps to ensure staff and children are not exposed to risks and be able to demonstrate how they are managing risks.
- Determine where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice and to demonstrate how they are managing risks if asked by parents or inspectors.

Transition

Transition into Nursery [Two Year Old and Main Nursery]

Parents who have expressed an interest in the nursery will be invited to bring their child to visit. The school may also arrange individual visits, subject to appointment. They complete a pre-admission form at this point.

Admission letters are issued termly with start dates.

We undertake a home visit for all Ff2 Nursery children and also all new Nursery children before their admission. On this visit staff and parents share information about the child. Parents will also come in to complete an admission form and meet with the Office Manager.

The Office Manager will also contact previous settings to share learning records and obtain information about children, particularly those with SEND. This will be followed up by SENCO.

Practitioners will support both parents and children where possible to help ease the separation anxiety that can often occur.

For the first two weeks of their first term, children will attend the nursery for a staggered settling to ensure their individual transition needs are met. This will be extended if required by the child.

Areas will be available for parents to meet and interact with practitioners, each other and their children as they enter the nursery.

For the first two weeks of the first term, the key practitioners will set aside time to spend with children in small groups.

Children who transfer from Two Year Olds to the Nursery will undertake visits to the Nursery with their key worker over a few weeks prior to the term they transfer.

Transition into Reception

During the summer term, before entry to Reception:

- Nursery children will spend a series of sessions in the Reception classroom with the Reception teacher and TA.
- Nursery children will be allowed time to explore the Reception spaces supervised by a member of staff.
- Children from outside the Welbourne Nursery will have a home visit and be invited to a child/ parent admission session in the Reception classroom.

Prior to the children entering Reception:

- The nursery practitioners will complete assessments on each child based on the early years outcomes and provide these to the Reception staff during Transition staff meetings.
- The nursery practitioners will advise the Reception teacher on favourable groupings for children.
- Parents will be invited to attend an information session with the headteacher and their child's Reception class teacher in July.

During the first term of reception:

- Children will undertake the Reception Baseline Assessment (RBA) within the first six weeks of entering Reception. Children will not be required to prepare for the assessment and, in most cases, children should not be aware that they are being assessed. Children with SEND or EAL will be included in the assessment. The RBA will not be used as a formative or diagnostic assessment.
- Children will stay in school for a settling period, Reception children will attend for the full school day when they are ready to do so, this may be an individual arrangement.
- A Learning Cafe for parents will be held in the classroom in the first half term.
- A parents' evening will be held to provide parents with information about the curriculum and give them the opportunity to reflect on the transition process, as well as address any questions or concerns.

Throughout the year, parents will be encouraged to share any information, concerns or successes with staff.

Transition into KS1

The EYFS profile will provide an outline of each child's progress, assessed against the ELGs and their readiness for Year 1.

For each ELG, teachers will judge whether a child is:

- Meeting the level of development expected at the end of the EYFS – expected.
- Not yet reaching this level – emerging.

During the summer term, prior to entry into Year 1, reception children will:

- Have opportunities to join KS1 on the playground during break and lunchtime, supported by a member of Reception staff.
- Begin to attend assemblies with the main school.

- Have a session in the Year 1 classroom with their Year 1 teacher and TA.

Prior to the children entering Year 1:

- Reception teachers will complete assessments on each child and provide information to the Year 1 teacher during Transition staff meetings.
- Tapestry, phonics assessments, examples of writing and suggested pupil groupings will be passed on from the Reception teacher to the Year 1 teacher.
- Reception teachers will pass on the EYFS profile for each child, including additional information for children who have had an outcome of 'emerging' for one or more ELGs.

During the first term:

- The Year 1 timetable, in terms of provision, planning and child-led learning, will remain similar to Reception, including free choice opportunities, sand, water and malleable play, and morning and afternoon outdoor play, as far as possible.
- Children will continue to be assessed on the EYFS profile, if appropriate.
- Consideration will be given to the links between the seven areas of learning in the EYFS and the national curriculum subjects.
- The more formal teaching of Year 1 will be introduced gradually.

Children's Centre

Welbourne Children's Centre is a welcoming community resource – children and families are at the heart of our work. It is here to help local families with young children by providing information, advice and a range of services. As well as our weekly Stay and Play Drop-ins sessions which run Monday to Wednesday, we provide family support & outreach, and access to family health services. You will also find information about returning to work, finding childcare, accessing tax credits and other benefits and much more.

Monitoring and review

This policy will be reviewed by the governing board and the headteacher every two years.

Any changes made to this policy will be communicated to all relevant stakeholders.

All members of staff directly involved with the EYFS will be required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction.

The next scheduled review date for this policy is July 2026

Appendix 1. EYFS related policies

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE (2023) 'Early years foundation stage statutory framework'
- DfE (2023) 'Early years foundation stage profile: 2024 handbook'
- DfE (2023) 'Keeping children safe in education (KCSIE) 2023'
- DfE (2023) 'Working Together to Safeguard Children 2023'

This policy operates in conjunction with the following school policies:

- Safeguarding policy

- Health and Safety policy
- Nappy Changing Policy
- Inclusion Policy
- First Aid including Administering Medication Policy
- Allegations of Abuse Against Staff Policy
- Complaints Policy
- Equality Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Online Safety Policy
- Data Protection Policy
- links to specific curriculum policies

Appendix 2

- Welbourne Goals and Milestones for 3 areas of EYFS

Welbourne Nursery Curriculum Goals and Milestones

<p style="text-align: center;">Goal 1</p> <p>Be confident to know who to go to and how to find help when solving problems</p> <p><i>Why: Children have the language of learning and are able to be resilient and keep trying when faced with learning challenges. This supports children in being confident to ask for help when they are in new situations or settings.</i></p>	<p style="text-align: center;">Milestone 1</p> <p>Children are confident to explore the environment. Children are able to express a range of emotions. Children form strong relationships with a key person and other staff.</p>	<p style="text-align: center;">Milestone 2</p> <p>Children are confident to have a go and try new things. Children are able to label emotions such as happy, sad and cross. They are able to tell a person when they do not like something and to stop. They communicate with their friends.</p>	<p style="text-align: center;">Milestone 3</p> <p>Children are able to be confident to ask for help when they are stuck. They persevere at learning that is difficult. They make comments about their learning and play</p>	<p style="text-align: center;">Milestone 4</p> <p>Children repeat things they are finding difficult to master. They reflect on their learning. They are able to reflect on what helps them to persevere through difficulties and what helps them when they find things hard. They show pleasure and pride in what they have done. Children are able to ask others for help. They talk about what they and others are learning and thinking.</p>
<p>Areas of Learning PSED, C&L</p>	<p style="text-align: center;">Core vocabulary</p> <p>Nursery, home, now, later, names of areas of the classroom, key person and staff names, emotions vocabulary</p>	<p style="text-align: center;">Core vocabulary</p> <p>Names of different emotions, stop. I don't like..., Shall we, Can I, We can, Let's go and ..., I want to..., friend, my turn, your turn, share, you be ..., emotions vocabulary, stop, I don't like it when...</p>	<p style="text-align: center;">Core vocabulary</p> <p>Can you help me? I need help/ I need some.... etc, I made a ...First I..., It's a... etc. I am., next, keep trying, try again, thinking, learning, I like to.....</p>	<p style="text-align: center;">Core vocabulary</p> <p>Try again, I need to..., I need some..., I can..., co-operate, changed, I tried ..., helped me to..., persisted, eventually. I learnt that ..., learning, thinking about</p>
<p style="text-align: center;">Goal 2</p> <p>Be kind, listen and take turns in a conversation with my friends</p> <p><i>Why: This supports development of empathy, attention, listening and talking skills, being able to express themselves and supports our behaviour rules.</i></p>	<p style="text-align: center;">Milestone 1</p> <p>Children can respond to a sound or a visual cue by looking, copying, speaking or repeating. Play and settle at activities for a while.</p>	<p style="text-align: center;">Milestone 2</p> <p>Children can notice and attend to one other friend taking turns and offering help with adult support. Children can take turns in a conversation with an adult. Children can say 'stop I do not like that'</p>	<p style="text-align: center;">Milestone 3</p> <p>Children can take turns in a conversation with one other. They can share resources, experiences and ideas with one other. They can listen to others ideas with the support of an adult. Children can respond to a question by giving information on topic. Children are able to play with others sharing what they are using with help and are beginning to show awareness of the feelings of others</p>	<p style="text-align: center;">Milestone 4</p> <p>Start a conversation with an adult or friend and continue for many turns. Demonstrate management of feelings and are kind, helpful and respectful towards friends. Children take part in pretend play, communicating and negotiating with friends. Children can solve conflicts with adult support.</p>

Areas of Learning PSED, C&L	Core vocabulary Look, ready to listen, wait, your turn, my turn, watch, pay attention,	Core vocabulary Become more secure in vocab in the previous milestone, its time to listen, it's turn to talk, good waiting, good listening, Can you help	Core vocabulary Can I have a turn? We can share....., I like....., I think that... What, When, How, Which, Who.....?,..... is feeling upset etc. I feel, Are you happy about that?	Core vocabulary Ready, kind, safe, respectful, Shall I help you? Do you need help?How can we sort this out? Can you make a suggestion?
Goal 3 Talk about what makes them special <i>Why: We want children to talk about themselves in a positive way and have an appreciation of diversity and a growing understanding of the wider world</i>	Milestone 1 The children can make a choice based on their interests, likes, and dislikes. They might say no. They can identify their family.	Milestone 2 Children can act out family experiences that are familiar to them. e.g. cooking in pretend play, They are beginning to make sense of their own life-story e.g. when I was a baby I..."	Milestone 3 Children can notice differences and similarities such as skin colour, gender, types of hair, special needs and disabilities in picture books and within the setting. and in the wider community. They begin to talk about their family's history .e.g. cultural, religious and community events and experiences.	Milestone 4 Children can recognise the difference and similarities between themselves and their peers. Children care for others and know how to make them feel better. Children can talk about what they are good at, what they are an expert in and what makes them unique.
Areas of Learning PSED, C&L, UW	Core vocabulary I like... I don't like My favourite is I don't want to play with that/go outside etc. mum, dad, sister, brother etc.	Core vocabulary Home, house, kitchen, shopping, holidays, visits etc. family baby, bother, sister etc younger, older, When I was a baby I.....Now I am, Now I can	Core vocabulary Different, same, notice, I have ... eyes, You have brown hair etc. I am a girl/boy, celebration, family, religious/cultural custom/practices	Core vocabulary As in previous section, names of feelings, help. I like to .../you like to.../ I can/ I like to/ I am good at.../I know how to I am special because ...
Goal 4 Make up their own story <i>Why: We want children to be able to speak in a logical sequence when expressing themselves and develop understanding of the structure of books and stories</i>	Milestone 1 Children take part in pretend play, making up or developing a sequenced story/ story based on own life experiences. Listen and pay attention by using gestures like pointing and facial expressions.	Milestone 2 Children take part in shared reading. They respond to the features of the story using 2 words together object and action word. Children engage in familiar stories and rhymes with props and join in with the actions using gestures and words	Milestone 3 Children take part in telling a story using Tales Toolkit with adult help or can create their own story of their day using a visual timetable. They begin to become familiar with the way stories are structured	Milestone 4 Children use the Tales Toolkit materials to develop the character, setting, problem and solution for their story. They tell their story to one or more people.
Areas of Learning C&L, EAD, LIT, MD	Core vocabulary Home corner, role play familiar/known characters e.g	Core vocabulary Join in, pretend, dressing up e.g superhero, people who help us etc,	Core vocabulary Beginning, middle, end, start, finish, tell story, questions-why, what, how	Core vocabulary

	mummy, baby etc	small world resources	etc	character, setting, problem and solution,resources,create, eventually, once upon a time
<p>Goal 5 Notice and talk about changes</p> <p><i>Why: We would like children to notice, value and investigate the natural world around them</i></p>	<p>Milestone 1 Children will be able to notice and be fascinated by what they find or experience. They can name living things in the environment such as a worm or snail.</p>	<p>Milestone 2 Children will be able to notice and talk about materials using the language of wet, dry, or the texture rough, soft. Children will be able to notice and talk about the features of minibeasts e.g. wings, legs, shell</p>	<p>Milestone 3 Children can notice the similarities and differences between living things, materials and growth.</p>	<p>Milestone 4 Children can notice and talk about the similarities and differences between living things, materials and growth. They might predict what may happen and why. They observe and talk about different changes.</p>
<p>Areas of Learning C&L, UW</p>	<p>Core vocabulary Interest, explore, find, same, different, natural material /living things names e.g. leaves/bark/ worm snail</p>	<p>Core vocabulary Descriptive language of texture, characteristics e.g. shape, number, colour of natural objects/living things,how many,</p>	<p>Core vocabulary Collection, group, same, different, comparative language,</p>	<p>Core vocabulary Investigate, care for, look after, observe, life cycle, grow, change, explore, why, how, what</p>
<p>Goal 6 Climb, balance and move with confidence and coordination using whole body movements</p> <p><i>Why: We believe that the development of a child's strength, coordination and positional awareness through large physical activity is vital in children's all-round development.</i></p>	<p>Milestone 1 Children move confidently around the indoor and outdoor environment, avoiding obstacles in their path. They can sit on a trike with good balance and scoot along.</p>	<p>Milestone 2 Children can 'have a go' at balancing along a low bench/ stepping stones with help. Children can pedal and steer their trike. They walk confidently, climbing steps with one foot and together. They jump with two feet together</p>	<p>Milestone 3 Children can transfer their weight over an A frame. They climb steps using alternate feet.. They sit on a balance bike with good balance, with both feet on the ground. They skip, hop, stand on one leg and hold a pose for a game like musical statues.</p>	<p>Milestone 4 Children can pull themselves up on the climbing frame independently. They engage in opportunities to lift and move large equipment with others. They take part in movement games and activities related to music and rhythm. Make decisions for which movements to use for tasks</p>
<p>Areas of learning PD, C&L</p>	<p>Core vocabulary Move, sit, balance, around, along</p>	<p>Core vocabulary Try, keep going, steps, pedal, steer, left, right, straight ahead, turn, fast, slow, back, forward, jump</p>	<p>Core vocabulary Over, up, down, climb, first, second etc, sit, straight, balance, ground, skip, hop, jump, move, hold, still</p>	<p>Core vocabulary Pull, push, up, down, lift, move, around, stack, obstacle, beat, rhythm, positional and movement language</p>

<p>Goal 7 Play a simple number game recognising numbers and patterns on a dice</p> <p><i>Why: This supports children in counting, recognition of number, patterns, coding and turn taking.</i></p>	<p>Milestone 1 Children are interested in the numbers in the environment and show an interest in orally counting and joining in with number rhymes and songs</p>	<p>Milestone 2 Children can count up to 5 in a sequence. Begin to develop fast recognition of up to 3 objects, without having to count them individually</p>	<p>Milestone 3 Children can show you up to 5 objects in different contexts using manipulatives, indoor and outdoors, saying one number for each item in order, recite numbers past 5. Show 'finger numbers' up to 5</p>	<p>Milestone 4 Children can recognise a pattern of 4 or more without counting, recognises different ways of arranging the number of items Notice patterns and arrange things in patterns. Link numerals to amounts to 5</p>
<p>Areas of Learning C&L, PSED, MD</p>	<p>Core vocabulary Number names, count, songs rhymes</p>	<p>Core vocabulary Number names to 5 in order, look, count, say how many, one, two, three</p>	<p>Core vocabulary Number names to 5 plus, count, counting objects, Can you count the?how many?</p>	<p>Core vocabulary see, look, count, pattern/s, match, number/numeral</p>
<p>Goal 8 Make a model out of recycled materials independently</p> <p><i>Why: Children can plan and explain their choices talking about what they have made and how they have made it.</i></p>	<p>Milestone 1 Children can explore, find and know how to use one-handed tools such as knives to spread and cut, wooden spoons to stir,, glue sticks, hole punch</p>	<p>Milestone 2 Children can confidently know how to use one-handed tools to create changes in materials. E.g. scissors</p>	<p>Milestone 3 Children can use tools safely and correctly. For example scissors. They have repeated experience at the model making areas. They can think about their constructions and have an idea of what they want to make and how they want it to look.</p>	<p>Milestone 3 Children are independently able to make a plan, choose materials and create their models, using appropriate tools for shaping and joining materials together, problem solving and talking about what they have made. They are able to think about what they want to create and how they want it to look e.g.I am making a fire engine, it has a ladder here.</p>
<p>Areas of Learningt C&L, UW, EAD, MD, PD</p>	<p>Core vocabulary Explore, use, tools e.g knives, spoons, stir, glue stick, etc. spread, etc. scoop, make</p>	<p>Core vocabulary use, names of tools, change, materials, scissors etc. cut, stick, snip, arrange, layer</p>	<p>Core vocabulary Safe, safely, holding, open, shut, cut, model, construct, make, join, plastic, tape, glue,measure, long, short</p>	<p>Core vocabulary Plan, choose, materials, model, shape, explain, make, create, talk , measure, estimate, design, , change, technique, about, complete, finish, show</p>

<p>Goal 9 Follow a simple picture recipe/instructions to make a healthy sandwich.</p> <p><i>Why: Children will have to follow precise instructions from adults, plan, use talk to organise, order and clarify what they are doing.</i></p>	<p>Milestone 1</p> <p>With adult support, children can use /mix 2 substances together in areas such as the mud kitchen, they can pour and fill containers in areas such as sand / water. They can manipulate playdough by applying pressure. They can make simple choices about what they want to eat at snack time.</p>	<p>Milestone 2</p> <p>Children can use simple tools/ hands to spread/ can roll and flatten playdough balls. Children can stack 4 blocks. spreading with glue and glue sticks layering collage materials Fingers are strengthened by manipulating clay.</p>	<p>Milestone 3</p> <p>Children follow simple instructions and to organise themselves to be ready for an activity, e.g. for group time. Small group cooking activities following simple steps. For example: simple steps on recipe card to make a sandwich, to make playdough.</p>	<p>Milestone 4</p> <p>Children can select the ingredients to make a healthy sandwich of their choice and can plan the sequence of the steps to make a sandwich independently. They manage their own risks; hygiene, knives etc.</p>
<p>Areas of Learning C&L, UW, PD, MD</p>	<p>Core vocabulary</p> <p>Mix, pour, fill, containers, materials - sand, water,, soil, playdough</p>	<p>Core vocabulary</p> <p>Tools, spread, roll flatten, shape, stack, layer collage, materials, clay, cornflour</p>	<p>Core vocabulary</p> <p>Instructions, cooking, ingredients, measure recipe, first, then, finally at the end, sandwich, playdough</p>	<p>Core vocabulary</p> <p>Ingredients, healthy, sandwich, plan , choose, equipment, , spread, knives, pictures</p>
<p>Goal 10 Grow a plant from a seed or bulb</p> <p><i>Why: It is important to build knowledge and develop vocabulary that supports understanding across domains through observing and make sense of the physical and natural world,</i></p>	<p>Milestone 1</p> <p>Explore and talk about seeds e.g. in fruit at snack time and in the plants seen outside</p>	<p>Milestone 2</p> <p>Know that some plants are grown from seeds or bulbs. Know how to be gentle and caring towards living things. Engage in opportunities to observe growing in out edible garden</p>	<p>Milestone 3</p> <p>Know the things that plants need to grow. Begin to use vocabulary related to the life cycle of plant. Engage in planting seeds and bulbs and care of plants in the edible garden</p>	<p>Milestone 4</p> <p>Begin to understand the key features of growth change and decay in plants. Begin to understand the need to respect and care for the natural environment Explain the life cycle of a plant from a seed or a bulb in simple terms</p>
<p>Areas of Learning UW. C&L, PD, MD</p>	<p>Core vocabulary</p> <p>Talk, seeds, (types of) fruit, veg, flowers</p>	<p>Core vocabulary</p> <p>Plants, seeds, bulbs, care, careful, gentle, living</p>	<p>Core vocabulary</p> <p>Water, sunlight, soil, seed, root, shoot, plant, flower, fruit</p>	<p>Core vocabulary</p> <p>Change, grow, rot, decay, plants, seed, root, shoot, plant, flower, fruit bulb</p>
<p>Goal 11 Write the first two letters of their name.</p> <p><i>Why: Children enjoy owning their name, it is part of their identity and</i></p>	<p>Milestone 1</p> <p>Children can use the muscles in their hands and arms to make big movements, bring together hand and eye movements to fix on and make contact with objects. Children will increasingly become confident in engaging in activities such as:</p>	<p>Milestone 2</p> <p>Children can make random marks with their fingers and some tools. They may give meaning to their marks- that's mummy, it's a pig. Children will engage in a variety of ways to make marks e.g. making marks in dough/clay/sand, holding a</p>	<p>Milestone 3</p> <p>As children's mark making develops they make more small controlled movements and can draw lines and circles. They can distinguish between these marks e.g. 'line, circle, zig zag' etc. They begin to use anticlockwise movements and retrace vertical lines. Children are</p>	<p>Milestone 4</p> <p>Children can hold their pen or pencil with a comfortable grip. They write the first two letters of their name clearly with correct</p>

<i>they will have an awareness of letters and sounds and print</i>	throwing and catching balls, pushing buggies,, exploring a musical instrument, playdough and paint.	paint brush to make marks or using chalk on the ground in the garden /finger gym activities etc	familiar with the language of directionality such as 'up, down, round and round.' Children can find their name card and are look at it when attempting to write their name	directionality Correct formation is more important than appearance.
Areas of Learning C&L, LIT, PD	_Core vocabulary Muscles,hands, arms, move, movements,hand, eye, throw, catch, push, pull, explore, stretch, pat, press etc.	Core vocabulary Make, marks, hands fingers tools, dough ,clay, sand, paint, draw, pencils, markers, chalks etc	Core vocabulary Move, draw, lines, circles, line, circle, zig zag, up, down round, direction, name, name card	Core vocabulary Hold, grip, write, letters, name, form
Goal 12 Perform a dance, song or piece of music to an audience <i>Why: Children need opportunities to explore and play with a wide range of media and materials, to develop their understanding, self-expression, vocabulary and communication through the arts.</i>	Milestone 1 Respond by moving their whole bodies to sounds they enjoy such as music, songs or a regular beat.	Milestone 2 Children enjoy joining in with action/movement songs and can copy a simple clapping pattern. They can play a percussion instrument to accompany the music. They begin to express moods through the instruments they choose.	Milestone 3 Remember and sing entire songs Sing the pitch of a tone sung by another person. Play a wide range of percussion instruments, Listen to different types of music from different cultures and genres. Express themselves through music,movement & dance opportunities	Milestone 4 Create their own songs or improvise a song around one they know. Play instruments with increasing control. Use these to express feelings and ideas. Use and remember sequences and patterns of movements to perform for others
Areas of learning EAD, PD, C&L, PSED	Core vocabulary Music, songs, beat, body, move	Core vocabulary Actions, songs, clap, pattern, instruments, music, play	Core vocabulary Songs sing, pitch, tune, instruments, music, movement, dance	Core vocabulary Instruments, control, play, instruments, control, feelings ideas,perform sequences

Reception Goals and Milestones

<p style="text-align: center;">Goal 1 Be confident to know who to go to and how to find help when solving problems</p>	<p style="text-align: center;">Milestone 1</p> <p>Children repeat things they are finding difficult to master. They reflect on their learning. They are able to reflect on what helps them to persevere through difficulties and what helps them when they find things hard. They show pleasure and pride in what they have done. Children are able to ask others for help. They talk about what they and others are learning and thinking.</p>	<p style="text-align: center;">Milestone 2</p> <p>Children explore and investigate through play. Through trial and error and repeated difficulties children persevere. They watch strategies the adults use and copy, They ask questions</p>	<p style="text-align: center;">Milestone 3</p> <p>They use strategies learnt to solve problems that may have occurred. Use strategies(steps) taught to help learners deal with if they get stuck with their learning what they need to do. They are please with what they have achieved with support/ without support through perseverance</p>	<p style="text-align: center;">Milestone 4</p> <p>To be a confident learner. To know what strategies to use when facing difficulties. They know what works for them to be an independent learner. They can say how they are feeling as well as their peers. They are able to use the strategies taught to deal with conflicts. Children are happy with the outcomes when they complete the task.</p>
<p style="text-align: center;">Areas of Learning PSED, C&L</p>	<p style="text-align: center;">Core vocabulary</p> <p>Try again, I need to..., I need some...co-operate, change , I tried ..., helped me to..., persisted , eventually. I learnt that .., learning, thinking about</p>	<p style="text-align: center;">Core vocabulary</p> <p>emotions, feelings, investigate, explore, difficulties, copy Can I try? Can I have a go? I learnt that I can, try again,</p>	<p style="text-align: center;">Core vocabulary</p> <p>emotion, feelings, conflicts, arguments, stop I don't like it when you....., I am stuck/ I don't know what I should do. Can you help me please?</p>	<p style="text-align: center;">Core vocabulary</p> <p>I can, I am feeling.... because, I don't like when, Stop I don't like it, Can you please,</p>
<p style="text-align: center;">Goal 2 Be kind, listen and take turns in a conversation with my friends</p>	<p style="text-align: center;">Milestone 1</p> <p>Start a conversation with an adult or friend and continue for many turns. Demonstrate management of feelings and are kind and helpful to friends .Children take part in pretend play, communicating and negotiating with friends. Children can solve conflicts with adult support.</p>	<p style="text-align: center;">Milestone 2</p> <p>Children continue to talk with peers and adults. Through role play they act out conversations from what they have seen and with prompts they are supported with asking questions. They learn new vocabulary. Children participate in turn taking games</p>	<p style="text-align: center;">Milestone 3</p> <p>Children take part in turn taking activities independently. They are involved in group and whole class discussions. They begin to use sentence stems to support conversations in discussions.</p>	<p style="text-align: center;">Milestone 4</p> <p>Children are able to participate and initiate conversations with adults and peers. They are able to listen to and respond to others taking in account of what was said. They are confident</p>

Areas of Learning PSED, C&L	Core vocabulary Ready, kind, safe, respectful, Shall I help you? Do you need help?How can we sort this out? Can you make a suggestion?	Core vocabulary vocabulary, turn taking, role playing, conversation, questions I am sorry..., Ready, Safe, Kind	Core vocabulary Conversation, group, class, turn taking, feelings, sentence stem,respectful, rules, I think... I like...questions	Core vocabulary conversations, Ready, Kind, Respectful, safe, listen, respond, take turns, questions
Goal 3 Talk about what makes them special	Milestone 1 Children can recognise the difference and similarities between themselves and their peers. Children care for others and know how to make them feel better. Children can talk about what they are good at , what they are an expert in and what makes them unique.	Milestone 2 Children are beginning to talk about their likes and dislikes . With support they can say what they are good at and what needs to improve.They are forming good relationships with peers and adults. They begin to share and take turns	Milestone 3 Children are confident to talk about differences, similarities and interests of themselves and others. They can talk about their family experiences (festivals, religion, community) . They understand that there are consequences for not making the right choices and are able to say what those right choices are.	Milestone 4 Children to be able to talk about themselves in a positive manner. To be able to talk about their strengths, achievements and successes in a positive way.
Areas of Learning PSED, C&L, UW	Core vocabulary names of feelings, help. I like to .../you like to.../ I can/ I like to/ I am good at.../I know how to I am special because ...	Core vocabulary likes and dislikes, feelings, similarities and differences, interests, relationship, taking turns	Core vocabulary similarities and differences, interests, relationships, community , family/families, celebrations, choices,	Core vocabulary positive, achievement, I am good at..., I need to improve, I can ... I need to work on
Goal 4 Make up their own story	Milestone 1 Children use the Tales Toolkit materials to develop the character, setting, problem and solution for their story. They tell their story to one or more people.	Milestone 2 Children to use the language needed to sequence a story. With support talk about what is happening	Milestone 3 Children to write the beginning and middle of stories. They think about characters, settings, problems and solutions.	Milestone 4 Children to independently tell and write stories using Tales Toolkit and Talk for Writing as a template in their own writing.
Areas of Learning C&L, EAD, LIT	Core vocabulary character, setting, problem and solution,resources,create, eventually, once upon a time	Core vocabulary Retelling, sequence, stories, role play, character, setting, First, Then Next After Finally,	Core vocabulary story, beginning, middle, characters, setting, problem, role play, small world, familiar	Core vocabulary beginning middle, end, story, characters, setting, problem, solution, actions, storymap,

		beginning, middle, end, repetition	stories, innovate, retelling, feelings, once upon a time, Long long time ago, one day,	once upon a time, One day, .Long long time ago, feelings, happily ever after
Goal 5 Notice and talk about changes	Milestone 1 Children can notice and talk about the similarities and differences between living things, materials and growth. They might predict what may happen and why. They observe and talk about different changes.	Milestone 2 Children notice and talk about the changes in the environment. What can they see e.g what is happening to the leaves, Is the weather still hot?	Milestone 3 Children talk about the life cycles of butterflies or plants. What do they notice? What is happening? What changes can they see? (young to old)	Milestone 4 Children talk about the changes that they have seen all around them. They talk about the changes that they have seen in the edible garden. Talk about real life experiences focusing on seeds, plants and food grown and the process involved before reaching our plates.
Areas of Learning C&L, UW	Core vocabulary Investigate, care for, look after, observe, life cycle, grow, change, explore, why, how, what	Core vocabulary environment changes season weather temperature heat cold snow frost ice	Core vocabulary life cycle, babies, young old chrysalis leaf, egg hatch butterfly germination seedling roots shoots	Core vocabulary Changes, weather, season, seed, bulbs stem, roots, leaves flowers, shop, farm, healthy, fruits, vegetables
Goal 6 Children to balance and move with confidence using whole body movements and coordination	Milestone 1 Children move confidently around the indoor and outdoor environment, avoiding obstacles in their path. They can sit on a trike with good balance and scoot along.	Milestone 2 Children can 'have a go' at balancing along a low bench/ stepping stones with help. Children can pedal and steer their trike. They walk confidently, climbing steps with one foot and together. They jump with two feet together	Milestone 3 Children make obstacle courses that allow them to develop their balancing skills and spatial awareness. To participate in physical running games that allow them to move at different speeds.	Milestone 4 Children are able to develop overall fine and gross motor skills. They need to be able to use apparatus that allows them to climb, jump on and off, pull themselves along and balance.
Areas of learning PD, C&L	Core vocabulary Pull, push, up, down, lift, move,	Core vocabulary balance, steer, jump, walk,	Core vocabulary running, speed, fast, slow, jump,	Core vocabulary climb, jump, pull, balance, run,

	around, stack, obstacle, beat, rhythm, positional and movement language	climb, pedal, movement , beat, hop, pull,	crawl, hop, walk, balance, space, movement, lifting, building, stacking	push, forwards, backwards, slow, fast,
Goal 7 Play simple number game, recognise numbers and patterns	Milestone 1 Can recognise a pattern of 4 without counting	Milestone 2 Children can show you up to 5 objects in different contexts using manipulatives, indoors and outdoors, saying one number for each item in order, recite numbers past 5. Show 'finger numbers' up to 5 and subitising Children to begin to know the names of basic 2d shapes (square, circle triangle, rectangle, pentagon). They include them in their play	Milestone 3 To recognise, order and count to 10 in different contexts whilst using a variety of manipulatives, they compare, sequence, explore mass and capacity through play and investigations. Children begin to recognise and name some 3d shapes (Sphere, cylinder, cube, cuboid, cone, pyramid)	Milestone 4 To have a basic understanding of numbers to 20. Children can recognise, order and count to 20 (beyond as a challenge for higher ability children) Children can use their number knowledge to look at patterns to support understanding.
Areas of Learning C&L, PSED, MD	Core vocabulary see, look, count, pattern/s, match, number/numeral	Core vocabulary count, numbers to 5, difference recite one more one less fingers, subitising number bonds number blocks	Core vocabulary numbers count order recognise sequence explore capacity mass investigate number blocks number bonds to 10	Core vocabulary recognise order count numbers to 20 patterns number blocks number bonds to 20
Goal 8 Make a model out of recycled materials	Milestone 1 Children are able to make a plan, choose materials and create their models, join materials together, problem solve and talk about what they have made	Milestone 2 Children develop their fine motor skills e.g to be able to use scissors through continuous provisions. They begin to experiment with mixing colours and talk about what they did. They begin to join together materials using a variety of techniques e.g glue, string, tape, folding, slotting	Milestone 3 Children begin to plan the model they want to make and think about materials needed and ways to join parts.	Milestone 4 Children through Trial and error are able to plan and construct a finished model using real life tools. They can talk about the process /steps taken to complete the task and how they solved problems that may have occurred

Areas of Learning C&L, UW, EAD, MD, PD	Core vocabulary Plan, choose, materials, model, shape, explain, make, create, talk, measure, estimate, design, change, technique, about, complete, finish, show	Core vocabulary mixing, colours, join, joining, cutting, materials, create, make, design,	Core vocabulary plan, materials, join, bend, fold, glue, tape, technique	Core vocabulary construct plan model steps, tools materials measure design explain technique refine ideas
Goal 9 Follow a simple picture recipe/instructions	Milestone 1 Children to make a sandwich using pictorial instructions	Milestone 2 In groups and with support children make biscuits. Children will be using some pictorial information and talking about steps to complete the task. (Introduce bossy verbs to the children).	Milestone 3 Children can independently make playdough by following pictorial instructions. Children to talk about how they made the playdough	Milestone 4 Children to make fruit kebabs and write their own instructions on what they had to do to make their kebabs, (children to include bossy verbs learnt)
Areas of Learning C&L, UW, PD, MD	Core vocabulary Ingredients, healthy, sandwich, plan, choose, equipment, spread, knives, pictures	Core vocabulary pictures instruction verbs mix stir cut sift biscuits ingredients	Core vocabulary playdough recipe pictures instructions ingredients verbs mix, pour stir knead	Core vocabulary fruits cut chop wash skewers knives/ knife thread halves/half
Goal 10 To write a simple sentence	Milestone 1 Children can hold their pens or pencils with tripod grip. They write the first two letters of their name clearly with correct directionality	Milestone 2 Children use their phonics knowledge to write labels and captions (Welbourne sound map) They attempt to write simple cvc words using their phonics knowledge.	Milestone 3 With support children to begin to write a simple sentence using Welbourne;s sound map for support	Milestone 4 To begin to write simple sentences using phonics knowledge independently.
Areas of Learning C&L, LIT, PD	Core vocabulary hold, grip, write letters name form	Core vocabulary hold, grip, phonics, letter sounds, sound map	Core vocabulary phonics, tricky words, high frequency words, sentences, finger spacing	Core vocabulary sentences, finger space, full stop, capital letters, tricky words, High frequency words

<p>Goal 11 Grow a plant from a seed or bulb</p> <p><i>Why:</i> <i>Mention edible garden on site</i></p>	<p>Milestone 1 Explore and talk about seeds e.g. in fruit at snack time and in the plants seen outside</p>	<p>Milestone 2 Know that some plants are grown from seeds or bulbs. Know how to be gentle and caring towards living things</p>	<p>Milestone 3 Know the things that we plant needs to grow. Begin to use vocabulary related to the the life cycle of plants</p>	<p>Milestone 4 Begin to understand the key features of growth, change and decay in plants. Begin to understand the need to respect and care for the natural environment Explain the life cycle of a plant from a seed or a bulb.</p>
<p>Areas of Learning UW. C&L, PD, MD</p>	<p>Core vocabulary change grow rot decay plants seed root shoot plant flower fruit bulb</p>	<p>Core vocabulary flower stem plant seed soil bulb roots petals</p>	<p>Core vocabulary plants, light, water, sun. life cycle, seeds, roots, leaves, flower, soil, air, warmth</p>	<p>Core vocabulary decay plant life cycle, seed bulb environment</p>
<p>Goal 12 Perform a dance, song or piece of music to an audience</p> <p>Why:</p>	<p>Milestone 1 Create their own songs or improvise a song around one they know. Play instruments with increasing control. Use these to express feelings and ideas. Use and remember sequences and patterns of movements to perform for others</p>	<p>Milestone 2 Children listen to a variety of music that represents our local community. They learn about and respond to rhymes, songs, beats and rhythm. They repeat and tap out simple repeated rhythms and learn about the changes that happen.</p>	<p>Milestone 3 Children begin to make up simple songs, beats and rhythms and dances. They explore the different sounds of instruments and begin to implement them in their dances. They begin to explore pulse and pitch</p>	<p>Milestone 4 Children to create their own music/dance/song independently. They talk about the steps and techniques they have used in their performances to peers and adults.</p>
<p>Areas of learning EAD, PD, C&L, PSED</p>	<p>Core vocabulary Instruments, control, play, instruments, control, feelings ideas, perform sequences</p>	<p>Core vocabulary music rhymes, rhythm, beat, tap, pulse, change, songs, beat, music perform feelings movements copy rhymes, rhythms songs patterns</p>	<p>Core vocabulary beat explore instruments pitch pulse songs dance rhythm</p>	<p>Core vocabulary create, steps techniques perform performance style music dance songs sing</p>
				<p>Children are able to talk about their local environment. They can say what they can see on the way to school.</p>

				They can talk about a person from the past and what role they played (inventor)
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Two Year Old Nursery Goals and Milestones

<p style="text-align: center;">Goal 1</p> <p>Be confident to know who to go to and how to find help when solving problems</p> <p><i>Why: Children have the language of learning and are able to be resilient and keep trying when faced with learning challenges. This supports children in being confident to ask for help when they are in new situations or settings.</i></p>	<p style="text-align: center;">Milestone 1</p> <p>Find way to manage transition from parent to key person.</p> <p>Say goodbye to parent.</p> <p>Know Key person will support them</p> <p>Support children to manage their own feelings of sadness eg having a special object from home, snuggle in with key worker, go straight to a favourite aspect of play.</p>	<p style="text-align: center;">Milestone 2</p> <p>Help children to make informed choices from a limited range of options.</p> <p>Suggestions include enable choices of play eg cards with a choice of two then three.</p> <p>Encourage children to express their feelings through words such as sad, happy, upset through visuals and stories Talk about feelings</p>	<p style="text-align: center;">Milestone 3</p> <p>Play with confidence on their own and with other children because they know their key person is near.</p> <p>Support children to find ways into the play and friendship groups of others.</p>	<p style="text-align: center;">Milestone 4</p> <p>Children are confident to explore the environment. Children are beginning to express a range of emotions. Children form strong relationships with a key person and other staff.</p>
<p>Areas of Learning PSED, C&L</p>	<p style="text-align: center;">Core vocabulary</p> <p>Goodbye, name of keyperson</p>	<p style="text-align: center;">Core vocabulary</p> <p>Choose, sad, happy</p>	<p style="text-align: center;">Core vocabulary</p> <p>Play, together, share, friend/s</p>	<p style="text-align: center;">Core vocabulary</p> <p>Nursery, home, now , later, names of areas of the classroom, key person and staff names, add feelings mames as come up</p>

<p>Goal 2 Be kind, listen and take turns in a conversation with my friends</p> <p><i>Why: This supports development of empathy, attention, listening and talking skills, being able to express themselves and supports our behaviour rules.</i></p>	<p>Milestone 1</p> <p>Engage and Play with keyworker in a group or on own.</p>	<p>Milestone 2</p> <p>Play near their keyworker in a group or on own. Look for clues about how to respond to something that interests them. Engage with others through gestures, gaze and talk.</p>	<p>Milestone 3</p> <p>Play with increasing confidence on own and with others, because they know key person is nearby or available.</p> <p>Use engagement to achieve a goal. Eg point to cup and say drink or select from a choice of two activities on a choice board by gesture or talk.</p> <p>Child starts to enjoy the company of other children and wants to play with them [observational checkpoint for between 2-3yrs]</p>	<p>Milestone 4</p> <p>Children can respond to a sound or a visual cue by looking, copying, speaking or repeating. Play and settle at activities for a while.</p>
<p>Areas of Learning PSED, C&L</p>	<p>Core vocabulary Play,</p>	<p>Core vocabulary Look, play together</p>	<p>Core vocabulary Which one?</p>	<p>Core vocabulary Look, ready to listen, wait, your turn, my turn, watch, pay attention,</p>
<p>Goal 3 [NG4] Recall and retell a familiar nursery rhyme.</p> <p><i>Why: We want children to be able to speak in a logical sequence when expressing themselves and develop understanding of the structure of books and stories</i></p>	<p>Milestone 1</p> <p>Look at key worker when sharing rhyme joining in with actions.</p>	<p>Milestone 2</p> <p>Children take part in shared song and rhyme session. Using some words or phrases.</p>	<p>Milestone 3</p> <p>To join in with songs and rhymes copying sounds,</p>	<p>Milestone 4</p> <p>To be able to sing song or share a rhyme independently</p> <p>Children take part in pretend play, making up or developing a sequenced story/ story based on own life experiences. Listen and pay attention by using gestures like pointing and facial expressions.</p>
<p>Areas of Learning C&L, EAD, LIT</p>	<p>Core vocabulary Look, listen ,say</p>	<p>Core vocabulary Sit in a circle [Repeat form specific rhyme]</p>	<p>Core vocabulary Together, join in [songs linked to rhymes]</p>	<p>Core vocabulary Home corner, role play familiar/known characters e.g mummy, baby etc</p>

<p>Goal 4 [NG 6] Climb, balance and move with confidence using whole body movements and coordination</p> <p><i>Why: We believe that the development of a child's strength, coordination and positional awareness through large physical activity is vital in children's all-round development.</i></p>	<p>Milestone 1</p> <p>Begin to walk to setting (not coming to setting in a buggy)</p> <p>Run well, kick a ball, jump with both feet off the ground [observational checkpoint for at 2yrs]</p>	<p>Milestone 2</p> <p>Confidently walk run, jump and start to use stairs independently.</p> <p>Develop spatial awareness around setting and on carpet space.</p>	<p>Milestone 3</p> <p>Sit on a push along toy and begin to scoot along. Use a scooter to move around setting.</p>	<p>Milestone 4</p> <p>Children move confidently around the indoor and outdoor environment, avoiding obstacles in their path. They can sit on a trike with good balance and scoot along.</p> <p>Climb confidently, catch a large ball, pedal a tricycle. [observational checkpoint for at 3yrs]</p>
<p>Areas of learning PD, C&L</p>	<p>Core vocabulary walk</p>	<p>Core vocabulary Walk, run, jump, up , down</p>	<p>Core vocabulary Move, sit, balance,</p>	<p>Core vocabulary Try, keep going, steps, pedal, steer, left, right, straight ahead, turn, fast, slow, back, forward, jump</p>
<p>Goal 5 [NG10] Grow a plant from a seed or bulb</p> <p><i>Why: It is important to build knowledge and develop vocabulary that supports understanding across domains through observing and make sense of the physical and natural world,</i></p>	<p>Milestone 1</p> <p>Explore the indoor and outdoor environment.</p>	<p>Milestone 2</p> <p>Use all of the senses in hands on experiences of natural settings. Explore collections of materials and different properties Introduce and try different foods.</p>	<p>Milestone 3</p> <p>Plant seeds and care for a growing plant. Talk about planting and growing.</p>	<p>Milestone 4</p> <p>Explore and talk about seeds e.g. in fruit at snack time and in the plants seen outside</p>
<p>Areas of Learning UW. C&L, PD, MD</p>	<p>Core vocabulary Look, listen</p>	<p>Core vocabulary Touch, hands, smell, see</p>	<p>Core vocabulary Dig, plant, seed, water</p>	<p>Core vocabulary Talk, seeds, (types of) fruit, veg, flowers</p>