



Somerville Nursery School Curriculum & Assessment Policy – 2022-23

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances.” (Statutory Framework for the EYFS 2021)

The Seven Key Features of Effective Practice at Somerville Nursery School

In line with the new Development Matters (2021), Somerville Nursery School recognises the Seven Key Features of Effective Practice as follows. As we embrace the changes within the new Framework for EYFS (2021) we will strive to ensure that we consider these aspects within everything we do.

1. **The best for every child.** All children deserve to have an equal chance of success.
2. **High-quality care.** The child's experience must always be central to the thinking of every practitioner.
3. **The curriculum: what we want children to learn.** The curriculum is a top-level plan of everything the early years setting wants the children to learn.
4. **Pedagogy: helping children to learn.** Effective pedagogy is a mix of different approaches. Children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching.
5. **Assessment: checking what children have learnt.** Assessment is about noticing what children can do and what they know. It is not about lots of data and evidence.
6. **Self-regulation and executive function.** Executive function includes the child's ability to: hold information in mind; focus their attention; think flexibly; inhibit impulsive behaviour. These abilities contribute to the child's growing ability to self-regulate: concentrate their thinking; plan what to do next; monitor what they are doing and adapt; regulate strong feelings; be patient for what they want; bounce back when things get difficult.
7. **Partnership with parents.** It is important for parents and early year's settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.

Note: We would like to acknowledge the support of Julian Grenier, Head teacher of Sheringham Nursery School, National Leader of Education and author of Development Matters (2020) in terms of training, documentation and the formulation of this document.

Curriculum Overview

We offer a high quality broad and balanced curriculum, embracing the following elements:



1. Teaching & Learning based on children's interests	<p>All aspects of our curriculum require practitioners to be flexible and take account of children's interests.</p> <p>When we respond to children's interests, we are aiming to broaden or deepen those interests.</p>
2. Continuous Provision and enhancements	<p>All aspects of our curriculum have a 'progress model'.</p>
3a. Core books, songs & rhymes	<p>For example, our cycle of 'Core Books' begin with very simple, repetitive texts. Over time, children progress on to texts with more complex vocabulary and structures.</p>
3b. Forest School & Outdoor experiences	<p>As we have flexible admissions throughout the year, for children joining us at different points, the curriculum is modified to meet their needs (e.g. focusing on simpler rhymes and books in the early weeks).</p>
3c. Trips, visitors and experiences	
4. Our curricular goals for children	

Learning at Somerville Nursery School

- Most learning is play-based and takes place indoors and also outside.
- There is a balance between adult-initiated experiences (guided learning / focused tasks) and child-initiated experiences.
- Adults take children's interests and strengths as a starting point, seeing each child as a competent learner. We aim to carefully scaffold children's learning to help them progress.
- We believe that parental involvement is crucial. We can learn a great deal about each child from their parents. Parents are children's first educators and working together means that we can support children in achieving all that they can.

We have designed our curriculum with the particular strengths and needs of the children and families of Poulton & Seacombe in mind.

For instance, many of our children have limited access to safe outdoor spaces in which to play and explore. We offer lots of learning outdoors to build children's confidence, physical strength and co-ordination, including through Forest School experiences.

A significant minority of our children present with complex additional needs. As such our curricular goals are adaptable to the children on roll. We offer scaffolding and extra support to help every child to access the curriculum and to ensure they make progress through it. However, we recognise that every child will not make the same progress through the curricular goals, though they will participate in the same curriculum and all progress will be valued.

Where children move on quickly, our emphasis is on deepening their learning rather than introducing new skills or concepts.

The goals are ambitious - They provide an overview of many of the different things that we would like children to know and be able to do.

Our 8 Curricular Goals

1. Settle in and become a confident learner

2. Follow a recipe

3. Make a model in the creative area

4. Ride a two wheeled scooter with confidence

5. Create your own dance to a piece of music

6. Competent to explore & discover within Forest School

7. Make up your own stories

8. Write your name

Curricular goals will be shared with parents throughout the year. This clarity will help parents to get involved and support their children's learning at home. We will regularly review our curriculum and the resources we use. We aim for our curriculum to be fully relevant and will ensure that it embraces diversity.

Planning and assessment

Assessment overview

We are not driven by assessment and tracking and all assessment must support children's learning and development. Most assessment is formative, so that it quickly helps us to make a difference to children's learning. However, we also need to have an overview of children's progress, so that we can take further actions where needed, and so that we can monitor equalities. Our aim is for the system to be proportionate, and to ensure it is not overly burdensome.

Senior leaders work with class teachers and the whole team to analyse information in order to take action for individual children, or groups of children, as needed.

Our objectives:

- Ongoing communication with parents, so that we can work in partnership to support children's learning at home and in the nursery
- To communicate with children, focusing on how they learn, to promote metacognitive thinking
- Early identification of children who need temporary extra help, and children who may have Special Educational Needs
- Checking that individual children, and groups of children, are making progress and taking prompt action where this is not the case
- Reporting formally to parents and to the receiving F2 teacher in the summer so that children can continue their learning journey through the EYFS as seamlessly as possible.

Home-school communication

Prior to starting at nursery every family completes a detailed 'all about me' and 'parental view' questionnaire which is followed up with a telephone call and setting visit. Parents share information about their child's interests, communication, confidence and physical health with the key person. The key person will use the information shared by parents to add to the child's Starting Points document. They will also build the child's interests into the planning of the provision as far as possible.

Starting point assessment

Practitioners meet with parents soon after their child has settled in nursery. They discuss how the child has settled in and what they have observed. This is a snapshot of a child's starting points and is a joint assessment with the parents of the child. The practitioner will refer to the Somerville Checkpoints document. This will inform a discussion with parents about how well their child is settling and will be used to help notice children who may need extra help. Next steps from children's starting points are usually linked to how the children have settled into nursery or anything of significance e.g. toilet training.

Once children have settled and can access the nursery environment we begin thinking in more detail about how they will access the curriculum and we support learning around their interests.

If we notice that a child might be having difficulties with their development, we will take action quickly. We will spend time observing them closely and reflecting on what we notice. We will continue to develop strong relationships with their parents, supporting them to also give their child the extra help they may need. The curriculum for these children will remain ambitious and inclusive. It is important that we focus on support, scaffolding and helping children overcome barriers to their learning.

Children with Special Educational Needs and Disabilities

For children with SEND, precise assessment needs to focus on what the child can do, and what the barriers to their learning are. If a child has specific difficulties with their communication, for example, they may need to have aids like a personalised visual timetable or now / next board to help them follow routines. All children are entitled to the whole of the early years curriculum. Not all children will manage to do and know everything that's mapped out, but some who appear vulnerable at first may thrive later on. We believe in supporting children to achieve and work hard to 'scaffold up' so that all children are exposed to the concepts and skills in our wider curriculum at a suitable breadth and depth.

Assessing and supporting learning

One of the most powerful forms of assessment takes place in the here-and-now. This is when we notice something important about a child's learning and respond to it to help them build their learning. That response can take different forms:

- stand back and be encouraging;
- get involved to extend the learning, by joining in with the play, engaging in a conversation, or showing the child a specific skill to help them accomplish what they want to do;
- reflect afterwards and bring in new resources or plan something special in response to what we noticed.

The majority of our assessment of children's learning is done through feedback in the here-and-now. Practitioners will model metacognitive thinking for children which in turn helps children to develop a growth mind-set. Metacognitive thinking enables children to talk more specifically about thinking in different contexts. It enables children to use a 'plan, do, review' approach to their learning. They become independent and more powerful learners. This in turn supports their approach to managing their own learning later in their school years.

When giving instant feedback to children it is important to give appropriate but honest comments about their work. Specific praise is helpful, but supporting children to look carefully at their work and see if it can be improved, is even better. This feedback needs to be age appropriate and tailored specifically to the child. It is important to ensure that the feedback is kind, specific, helpful and related to the work, not the child. This type of feedback is descriptive and includes elements of critique. Supporting children to give and receive feedback teaches them that effort and revision are valuable and that the things they do can be improved. This develops the mind-set of continuous improvement.

Practitioners will follow the ***Sustained shared thinking*** approach to achieve effective feedback. This approach can be used when two or more people working together to solve a problem, clarify an issue, evaluate activities, or extend a narrative. Key features include all parties contributing to the interaction, with the aim of extending and developing children's thinking. Techniques that practitioners might use include:

- **Tuning in**—listening carefully to what is being said and observing what the child is doing.
- **Showing genuine interest**—giving whole attention, eye contact, and smiling and nodding.
- **Asking children to elaborate**—‘I really want to know more about this’.
- **Recapping**—‘So you think that...’.
- **Giving their own experience**—‘I find it useful to move things over as I count them to help me remember them’.
- **Clarifying ideas**—‘So you think if I turn this round it will make a square?’.
- **Using encouragement to extend thinking**—‘You have thought really hard about your tower, but what can you do next?’.
- **Suggesting**—‘You might want to try doing it like this’.
- **Reminding**—‘Don’t forget that you said if you turn it round it will make a square’.
- **Asking open questions**—‘How did you?’, ‘Why does this...?’, ‘What happens next?’

Assessment Calendar F1

What	When	Who	Why
Termly			
Sharing of 'All About Me' and 'Parent Voice' followed by face-to-face / telephone discussions & visits to setting	Prior to starting the start of term	Children new to the setting in F1 or 2s	To establish children's needs and wants to ensure a smooth transition to nursery
Settling in sessions and close liaison with parents	At the start of the school term	Children new to the setting in F1 or 2s	To ensure a smooth and successful transition
Settling in / return to setting post on Evidence me	Within the first week	All children	To advise of who the child's key person is and to reassure parents that their child is safe and happy - photos!
Starting points / Progress Profile (practitioner knowledge supported by 'Observation Checkpoints by Age', maths and literacy progression maps)	Within the first 6 weeks of starting	Children returning to the F1 setting will have a Progress Profile and children new to the room a Starting Point , completed by key person	Most children will be on the 'Universal' pathway, accessing the curriculum with appropriate scaffolding and support. Some children will be on the 'Universal Plus' pathway, e.g.: Early Help / other interventions Some children will be referred to the SENCO to assess whether they have emerging needs.
Maths Screening	Within the first half term	Children new to F1	To identify children requiring maths support / interventions
WellComm Screening	Within the first half term or when settled	Children new to the setting	To identify children requiring language support / referral to SALT
Request for parental views	Second half of term	All children	To enable parents to express views about progress and areas of concern, prior to review meeting.
Learning Journal observation using Evidence Me (includes a significant example/s of the child's learning over time, showing their characteristics as a learner. Usually linked to a curricular goal. Must include the child's voice and the parent's voice. May show barriers to learning as well as strengths. May link to learning at home.) There may also be some additional, brief observations and photos of the child's progress towards curricular goals.	One observation per term,	All children by key person	These observations help us to develop the partnership with parents and to celebrate the child's learning.
Progress meeting – reflecting on observation, starting points / progress profile, parental feedback, WellComm screening etc.	Prior to the end of the term	All children	This review is central to our partnership approach. It ensures that parents are kept fully informed. This approach is open, honest, supportive and accountable.

In the summer term, children transitioning to F2 will have a progress meeting and summative report including a review of Wellcomm & Maths screening and a RWI assessment which will be shared with parents and receiving staff, supporting the child's transition to their new setting.

Assessment calendar 2's

What	When	Who	Why
Termly			
Sharing of 'All About Me' and 'Parent Voice' followed by face-to-face / telephone discussions & visits to setting	Prior to starting the start of term	Children new to the setting in F1 or 2s	To establish children's needs and wants to ensure a smooth transition to nursery
Settling in sessions and close liaison with parents	At the start of the school term	Children new to the setting in F1 or 2s	To ensure a smooth and successful transition
Settling in / return to setting post on Evidence me	Within the first week	All children	To advise of who the child's key person is and to reassure parents that their child is safe and happy - photos!
Progress Profile (practitioner knowledge supported by 'Observation Checkpoints by Age')	Within the first 6 weeks of starting	Children returning to the setting, completed by key person	Most children will be on the 'Universal' pathway, accessing the curriculum with appropriate scaffolding and support. Some children will be on the 'Universal Plus' pathway, e.g.: Early Help / other interventions Some children will be referred to the SENCO to assess whether they have emerging needs.
2 Year Old Progress Check	Within the first 6 weeks of starting.	Children new to the 2s – by key person, where possible alongside Health Visitor & parents, with ASQ2 assessment	This is a statutory requirement within the Framework for EYFS (2021)
WellComm Screening	Within the first half term or when settled	Children new to the setting	To identify children requiring language support / referral to SALT
Request for parental views	Second half of term	All children	To enable parents to express views about progress and areas of concern, prior to review meeting.
Learning Journal observation using Evidence Me (includes a significant example/s of the child's learning over time, showing their characteristics as a learner. Usually linked to a curricular goal. Must include the child's voice and the parent's voice. May show barriers to learning as well as strengths. May link to learning at home.) There may also be some additional, brief observations and photos of the child's progress towards curricular goals.	One observation per term,	All children by key person	These observations help us to develop the partnership with parents and to celebrate the child's learning.
Progress meeting – reflecting on observation, 2 year check / progress point, parental feedback, WellComm screening etc.	Prior to the end of the term	All children	This review is central to our partnership approach. It ensures that parents are kept fully informed. This approach is open, honest, supportive and accountable.

Planning overview

In the first term, the majority of our planning is focused on the three prime areas. These are Language & Communication, Personal, Social & Emotional Development and Physical Development. 'Key people' will spend quality time getting to know their key children and families. This trusting relationship helps children to settle into nursery and grow in confidence in their new environment.

Staff have spent time helping to develop our new curriculum and are clear on the 'progress model' and how children's learning will build over time. Reflective discussions about key children within the staff team will help practitioners embed this understanding. Practitioners have a secure understanding of child development, as well as the features of effective pedagogy and work collaboratively to ensure clarity and consistency of assessments. This will help with deciding when to get involved, when to encourage and also how to scaffold children's learning. Some children will need more help than others. It is important that we are certain that children are secure in what they know and can do, before introducing them to something new.

This curriculum is broad and balanced and plans are flexible so that practitioners can respond to children's interests. Children learn a huge amount through the play they choose. We will help maximise this learning by making sure we provide a high-quality learning environment. Staff will then sensitively get involved and extend children's play. We have a systematic approach to monitoring and evaluating the quality of the environment, and interactions, so that we can build on what we do well, and improve where we need to.

Practitioners will share observations and assessments of their key children with other practitioners during weekly meetings. These can be based on work the child is making towards a particular curricular goal or learning that has arisen from their interests. Each child is discussed with the whole team once per term. The practitioner talks about their observations and what they think it shows about the child - what the child knows, what they can do, and any barriers to learning. In collaboration with the team the practitioner then decides what action to take next in order to support the child's learning.

Discussions at planning meetings will often involve discussing the actions practitioners had already taken, how successful they were and what will happen next. This responsive action is often linked to the provision planning. For example, we may plan to keep a particular part of the provision the same to allow a child more time to explore and master a skill, or if the practitioner decides that a child has reached a particular milestone in a curricular goal we might introduce a new resource that allows the child to progress on to the next stage of learning. We might

also plan for a part of the provision that is linked to a child's particular fascination. Our plans are flexible to ensure both curricular and child-initiated learning is included.

The decision about whether planning for a child is curricular or non-curricular lies with the practitioner and is based on deep understanding of that child. Curricular learning weaves in and out throughout the year and can be picked up and worked on together at multiple points. A curricular goal doesn't need to be the sole focus of the work the child and practitioner do together week in week out. (Unless the child is deeply motivated to return to the learning again and again, in which case we would follow the child's lead.)

Practitioners record significant observations on Evidence Me. The aim of these records is to 'bring the child's learning to life'. The child's struggle or perseverance will be made clear. It will include Characteristics of Effective Learning and the 'child's voice'. Teaching input will also be documented - the entry will describe what the practitioner did to support or extend the child's learning and how the child responded.

Children are unique and will take different pathways in order to achieve a curricular goal.

1. Settle in and become a confident learner

First milestone:

Children gradually separate from their main carer with support and begin to build a good relationship with their key person. Children watch others play, from a position of security.

Second milestone:

Children's relationship with their key person grows stronger and they separate from the care giver with increasing confidence at the start of the session and become involved in their play. Children use their key person for reassurance and 'touch base' with them as and when needed

Third Milestone:

As children's confidence grows they now explore the nursery environment more readily, playing for longer periods of time on self-chosen activities, often alongside peers.

Fourth Milestone:

Children take part in pretend play, communicating and negotiating with their peers. As their ability to persevere grows, they may challenge themselves with more difficult activities or respond positively to adults setting challenges.

Fifth Milestone:

Children show perseverance when faced with difficulties. They begin to comment about their learning and show pleasure / pride in their achievements. Children play and learn more collaboratively and for longer periods, taking part in more challenging activities & reflecting on their progress.

Final Milestone:

Children demonstrate that they are developing their metacognition. They reflect on their learning, sometimes through their scrap books, Evidence Me or during play. They comment on their thinking and how they go about their learning/ Children are able to reflect on what helps them when they find things difficult and what enables them to persevere.

Transition measures are designed to support settling. Where children need additional support this will be addressed quickly. Practitioners will liaise closely with parents / carers. Staff will use their knowledge of the child to develop the child's feelings of confidence and security. E.g. responding to children's interests and including appropriate resources within provision (Favourite toy, book, comfort item, pictures from home etc.) To support routines, visual cues and timetables will be used.

Practitioners will respond to children fascinations and reflect their interests within provision. They will **'tune in'** and **'encourage'** children as they play, often commentating to reinforce effective thinking & language development.

Practitioners model collaborative and imaginative play **'tuning in'** to children's play and **'showing a genuine interest'**. As children develop more resilience, practitioners will respond to children's interests and scaffold their play, setting appropriate challenges.

Practitioners will 'encourage' children to persevere and will 'recap' their ideas, **'clarifying'** children's thinking. They may also contribute **'their own experiences suggest ideas'** to extend learning and may also **'remind'** children of previous experiences. In order to support reflection, staff will utilise **'open questioning techniques'**.

2. Follow a recipe

First milestone:

With support, children will engage in sensory play, including: sand, water, dough and paint. They will explore using their hands and will use tools to manipulate materials, e.g.: wooden spoons, scoops, sieves, cutters, child safe knives etc. They follow the expectations of setting e.g. wearing an apron.

Practitioners will **'tune in'** to what children are saying and doing and how they respond to new experiences. Offer **'encouragement'** when children struggle to engage. Some children may feel more comfortable exploring new textures initially through the use of a sensory bag, before encountering a new texture or substance directly.

Second milestone:

Children will engage in exploratory play with a wider variety of materials e.g. jelly, ice etc. and begin to combine different materials to create new textures e.g. sand in paint; flour and water; ice and paint etc. Children access a wide range of tools to manipulate materials, becoming more confident in transferring and transporting materials.

Adults can model appropriate techniques when using tools and utensils and then giving **'feedback'** e.g. 'I like the way you are holding the scoop upright so that the water doesn't spill out'. **'Ask open questions'** e.g. 'what do you think will happen when...'

Third Milestone:

In a small group, children make playdough with an adult who draws attention to the recipe card. With support children use utensils to add in the ingredients required, tipping and mixing when prompted. Children can manipulate the dough in different ways e.g. during 'dough disco' activities. Children can replicate skills within messy play areas.

Practitioners will model appropriate use of new vocabulary and **'encourage'** use of new words within activities. Staff will model their own thinking to encourage metacognition. E.g. 'I'm going to fill the cup to the very top and level it off using a knife – the recipe says a cup FULL and I need to make sure it is full'
Note: watch for children who struggle to manipulate the dough.

Fourth Milestone:

Children will help to prepare healthy snacks, learning how to use tools safely and effectively, following verbal instruction reinforced with visual cues. E.g. preparing fruits / vegetables and placing the correct number of pieces on a plate; spreading butter on a cracker and placing it on a plate.

Practitioners will reinforce healthy choices in terms of food, **'Offering their own experiences'** e.g. 'I didn't used to like broccoli but then....'
Staff can offer **'suggestions'** if children are finding a technique difficult 'you might like to try doing it like this....'

Fifth Milestone:

Children take part in small group cooking activities and parent workshops. Adults will draw attention to quantities and measurements, encouraging children to become more accurate in their use of utensils and encouraging accuracy when counting.

Practitioners model and commentate on their own actions, **'encouraging'** children to verbalise their own activities and thoughts. Practitioners may **'remind'** children of previous experiences relevant to this activity and will utilise **'open questioning techniques'** to check understanding.

Final Milestone:

Children follow the steps of a recipe* independently. They measure ingredients, mix and manipulate ingredients and are aware of healthy options. *cultural links

3. Make a model in the Creative Area

First milestone:

Children develop their hand-eye coordination and fine motor control and coordination through a wide range of activities in the setting. They will be able to manipulate items appropriately e.g. placing shapes in a sorter, stacking blocks, stirring using a spoon etc.

Practitioners will **'tune in'** to what children are saying and doing and how they respond to new experiences. Offer **'encouragement'** when children find things difficult, **'scaffold'** to support progress.

Adults to model appropriate techniques when using tools and utensils and then giving **'feedback'** e.g. 'yes that's good, I like the way you are spreading the glue carefully on the paper". **'Ask open questions'** e.g. 'What do you like about that ...?' and **"show a genuine interest"**. Adults to support a wide variety of activities and model skills e.g. using glue sticks / spreaders

Second milestone:

Children will explore a wide range of media and materials (colour and texture) through continuous provision and focused tasks. They are able to arrange blocks vertically and horizontally, sometimes in conjunction with other materials / resources.

Third Milestone:

Children access the creative area, where they can use a glue stick and or glue spreader to apply glue. They can choose from a variety of materials and can create collages. Children can use junk modelling materials with support and begin to use simple tape to join resources (masking tape / tape dispenser with support) Hold scissors in two hands and open/close blades.

Practitioners **'ask open questions'** e.g. 'Tell me about your picture ...?' and **"show a genuine interest"**. They will model appropriate use of new vocabulary and **'encourage'** use of new words within activities. Staff will model new skills and commentate as children work, reinforcing learning. Provide opportunities for children to engage in junk modelling and to safely explore tools and equipment.

Fourth Milestone:

Children are becoming increasingly confident in using one-handed tools to create changes to materials e.g. They can hold scissors in one hand and make snips in paper. They can utilise glue and tape with increasing independence and can follow instructions to create a simple model.

Practitioners model use of resources and equipment, supporting effective use by children. They **'encourage'** and **'suggest'** and **'reflect'** to support perseverance e.g. 'do you remember when you found it so hard to.... Now you can....you might like to try...'. Provide clear instructions, supported with visual representations to scaffold learning.

Fifth Milestone:

Children can now identify what they are creating and how they want it to look e.g. "I'm making a car – it has four wheels" Children are introduced to more tools and are shown how to use these safely.

Practitioners may **'remind'** children of previous experiences relevant to this activity and will utilise **'open questioning techniques'** to check understanding. Practitioners explicitly teach safe use of new tools.

Final Milestone: Children decide on the model they will make. They independently select materials they want to use and manipulate materials using tools and resources to achieve the result they want, adapting this if wanted.

4. Ride a two wheeled scooter with confidence

First milestone:

Children move freely in the environment. They access a range of resources to support development of balance & proprioception, including wheeled toys (such as prams & pushchairs), balance boards, tunnels etc. and have opportunities to move and run – showing increasing spatial awareness.

Practitioners support children in freely accessing available resources. They **'encourage'** children as they gradually develop awareness of obstacles, including other children in the setting. Practitioners devise sensory circuits to support children's physical development and **'remind'** them of previous learning.

Second milestone:

Children sit on a wheeled vehicle / trike and are able to scoot along, using their feet to push themselves forwards.

Practitioners make **'suggestions'** to support children in taking next steps in learning and celebrate children's achievements and successes.

Third Milestone:

Children are able to use a three or four wheeled scooter and can push themselves along slowly using one foot in one direction. As they gain confidence children will not crash into so many obstacles.

Practitioners support children as they begin to access new resources, giving clear instructions and **'encouraging'** children to engage in new experiences. They model how to carry out a task and support children as they develop more confidence. Staff ensure that children understand essential safety matters.

Fourth Milestone:

Children are able to use a three or four wheeled scooter, balancing carefully and pushing themselves along. They demonstrate increased confidence in balancing and are able to scoot along slowly, avoiding some obstacles as they are now able to steer more readily.

Practitioners support children in sharing resources. As children become ready, practitioners introduce obstacles to support children as they begin to steer more readily. Staff supervise children carefully and ensure that children are moving safely and with consideration.

Fifth Milestone:

Children are able to use a two or three wheeled scooter and are now more confident in steering, for instance moving in and out of cones. They can stop safely when needed.

Staff devise obstacle courses to challenge children as they move with greater confidence. Continue to consider use of scooters outside of the setting and ensure that children are aware of safety concerns *Road safety awareness & home links*

Final Milestone:

Children demonstrate confidence as they ride their scooter, negotiating space successfully, avoiding obstacles, steering with skill and sometimes gliding along. They ride safely and are able to speed up, slow down and stop.

5. Create your own dance to a piece of music

First milestone:

Children respond to music, moving their bodies to sounds that they enjoy.

Second milestone:

Children begin to join in with actions to rhymes and songs as they grow in confidence e.g. 'If you're happy and you know it, clap your hands', sometimes copying a practitioner.

Practitioners will **'tune in'** to what children are doing and how they respond to music and sounds. They offer **'encouragement'** and **'model'** different ways of moving, including actions to rhymes and songs e.g. 'what's on the spoon' and 'what's in the bag'. Provide children with a range of different types of singing, sounds and music from diverse cultures. Play and perform music with different: dynamics (loud/quiet) tempo (fast/slow) pitch (high/low) rhythms (pattern of sound) Introduce children to songs, including songs to go with routines. E.g. "This is the ways we wash our hands..."

Third Milestone:

Children join in with actions and words for an increasing variety of rhymes and ring-games.

Practitioners continue to introduce new rhymes and songs (see core stories / rhymes) and also model movement through activities such as Sticky Kids. They will **'tune in'** and **'encourage'** children as they move, reinforcing new movements and associated vocabulary promoting language development

Fourth Milestone:

Children listen to a variety of music and begin to move rhythmically in response to music, sometimes using props such as ribbons and pom-poms

Practitioners ensure that a wide variety of music is used throughout the setting, encouraging children to express their feelings through music & dance. Link to cultural celebrations e.g. Chinese New Year, Eid, Christmas etc.

Fifth Milestone:

Children explore a wide range of music from different cultural backgrounds and can begin to identify changes they hear e.g. loud, fast, slow, etc. They explore different ways of moving their bodies and can follow an adult's lead.

Practitioners continue to share a wide variety of music and dance with children, including though recordings and also performances, modelling different movements. They **'encourage'** children to replicate these responses to music.

Final Milestone:

Children create their own dance routine, moving in time to the pulse of the music being listened to and physically responding to changes in the music, e.g. jump in response to a loud / sudden change in the music. They perform to their friends.

6. Competent to explore & discover within Forest School

First milestone: Children are supported to wear appropriate clothes for outdoors. They access the outdoor environment happily, developing increased confidence in movement.

Practitioners support children to dress for outdoors, **'encouraging'** independence. They encourage children to move freely, supporting them as they safely access climbing and balancing equipment. Staff help children as they gradually develop awareness of danger, including obstacles and other children in the setting. Adults encourage children to notice changes in the weather / seasons.

Second milestone: Children willingly access outdoor provision in all weathers and are helped to wear appropriate clothing. With encouragement and support children use a range of equipment safely and appropriately.

Third Milestone: Children access a range of outdoor environments, including the Orchard Area. They are developing more confidence with self-help skills and are able to assist with dressing in appropriate clothing. Children readily explore and access a range of equipment appropriate to their age and stage of development, supported by skilled staff.

Practitioners **'model'** appropriate use resources, introducing new vocabulary as appropriate. They praise and encourage independence. They respond to children's fascinations and reflect their interests in the outdoor environment. Adults provide clear instructions, supported with visual representations to scaffold learning.

Fourth Milestone: Children access outdoor provision on the site. They dress in clothes appropriate for the weather, becoming more independent with self-care. Children develop confidence and independence in accessing a range of activities and resources, including Mud Kitchen and begin to initiate and drive their own learning and development.

Practitioners **'remind'** children of past experiences, scaffolding their learning and development. They continue to model use of resources and equipment, supporting effective use by children. Staff **'tune in'** and **'encourage'** children as they play, often commentating to reinforce effective thinking & language development.

Fifth Milestone: Children are supported to access the Forest School environment and activities. They adhere to the behavioural expectations outlined by the Forest School leaders and engage in all activities, developing an understanding of appropriate risk.

Practitioners model safe use of Forest School activities and resources, talking explicitly about safety and appropriate risks. As children develop their skills, practitioners respond by scaffolding their learning and development, setting appropriate challenges.

Final Milestone: Children are able to dress appropriately to access outdoor provision. They confidently and independently access the activities and resources available to them in Forest School using tools and equipment safely. Children take appropriate risks and embrace challenges, experiencing regular successes. They develop a strong and positive relationship with the natural world.

7. Make up your own stories

First milestone:

Children begin to engage in pretend play, reflecting familiar experiences e.g. making dinner, feeding the baby etc. in the home corner. This is sometimes solitary play but may be supported by an adult. They begin to develop listening skills and can maintain attention for a short period of time e.g. for Bucket Time

Bucket time activities will be used daily to help develop children's listening and attention. Practitioners will **'tune in'** to what children are saying and doing and will **'scaffold'** their play to support progress. They will **'encourage'** children as they play, often commenting to reinforce effective thinking & language development. Practitioners will **'Ask open questions'** **'clarify'** and **"show a genuine interest"**. Adults will respond to children fascinations and reflect their interests within provision. They will respond to children's fascinations and interests. To support routines and understanding of structure and sequencing, visual cues and timetables will be used.

Second milestone:

Children play alongside others and their play become more complex. They may re-enact familiar scenarios within role play / small world e.g. superheroes or characters from TV programmes. Children can listen to stories & rhymes when supported by props and gesture. (see core stories & rhymes)

Third Milestone:

Children take part in interactive stories, responding to key features in a story. They join in with rhymes, including words and actions.

Practitioners will use stories and rhymes regularly, utilising core stories and rhymes, what's in the bag / on the spoon and also story sacks and scenario trays.

Fourth Milestone:

Children will re-enact familiar stories with support e.g. adult prompts and modelling, props, books, pictures and symbols, developing an awareness of the way stories are structured.

Practitioners model collaborative and imaginative play **'tuning in'** to children's play and **'showing a genuine interest'**. Staff will **'commentate'** as children play and scaffold storytelling, **'clarifying children's thinking'** e.g. "so you mean first... And then..." **'open questioning'** will be used to support development of ideas.

Fifth Milestone:

Children are supported to create their own stories, through supportive collaborative storytelling and pretend play.

Practitioners will **'encourage'** children **'recap'** their ideas, **'clarifying'** children's thinking. They may also contribute **'their own experiences suggest ideas'** to extend learning and may also **'remind'** children of previous experiences. Practitioners will make use of Helicopter stories to help develop children's storytelling.

Final Milestone:

Children are able to use props and materials to develop character, settings, problem and solution for their story. They tell their story to one or more people.

8. Write your name

First milestone:

Children use the muscles in their hands and arms to make big movements. They move in a range of ways with increasing confidence, running and climbing.

Practitioners provide materials and equipment that support physical development –both large and small motor skills. They encourage children to use materials flexibly and to combine them in different ways.

Second milestone:

Children bring together hand and eye movements to fix on and make contact with objects. They increasingly become confident in engaging in activities such as pushing wheeled toys, throwing / kicking a ball and manipulating objects e.g. playdough, pouring water, sand, jig-saws, stacking blocks etc.

Staff **encourage** and **support** children as they develop in confidence, **providing challenges** appropriate to the child's level of skill, **scaffolding** children's progress.

Third Milestone:

Children become confident in hand-eye coordination and can now catch a large ball. They can thread beads, use small pegs and can use a range of resources to make marks with e.g. chunky chinks, brushes etc.

Practitioners provide challenge appropriate to children's level of development ensure a wide variety of mark-making tools and resources across all areas of provision, both inside and outdoors. Dough Disco is a key feature of provision as well as 'Funky Fingers' activities and 'squiggle whilst you wiggle' activities.

Fourth Milestone:

Children's mark making develops and they can now make more small controlled movements, including circles, lines and zig-zags. Children can recognise the first letter of their name and are beginning to identify their name from a selection of a few.

Practitioners **encourage** children to assign meaning to their marks, asking **open** questions to encourage reflection. Name recognition develops over time, with name cards readily available and replicated on children's pegs and on self-registration owls.

Fifth Milestone:

Children begin to use anticlockwise movements and retrace vertical lines. They are familiar with the language of directionality e.g. up / down / round. Children can find their name card and use it as they attempt to write their name, forming some recognisable letters.

Practitioners teach formation of letters as children are ready and explicitly commentate of formation of letters, using appropriate terminology, including RWI speak.

Final Milestone:

Children hold their pencil with a comfortable grip. They write the letters of their name clearly and with correct directionality.