



# Early Years Foundation Stage Curriculum and Assessment Policy

September 2021 – July 2022

## Curriculum Intent

At Harrold Primary Academy, we believe that every child has the right to learn in a safe, happy and stimulating learning environment. We develop curiosity, encourage responsibility, celebrate perseverance, embrace resilience, and promote independent thinkers. The children of Harrold, irrespective of their starting points, have high expectations of themselves as learners, in order to reach their full potential.

We aim to provide every child in our Early Years Foundation Stage with a curriculum that is rich in learning opportunities so that they enjoy an exciting, challenging, and meaningful start to their learning journey with us. We plan children's learning experiences in accordance with the Early Years Foundation Stage (EYFS) curriculum guidance and principles and strive to provide a playful and creative curriculum that takes into account the skills, knowledge and interests that the children themselves bring to the setting.

We believe that children learn best when they are actively involved in their own learning through a balance of child-initiated play, adult modelling, guided learning, and direct teaching. We acknowledge that to be successful throughout their schooling and into adulthood, children need to be well-prepared with appropriate knowledge, skills and learning characteristics that will enable them to confidently access the next stage of their learning journey. Through the learning opportunities and environment we provide, our children become active learners who develop strong enquiry and practical skills as well as becoming personally and socially confident individuals who enjoy learning. We intend that all children attending our school develop into strong communicators who are keen to explore, observe, question, discuss and clarify their understanding through collaboration, dialogue, negotiation and cooperation with their peers and the adults.

As a school, we have designed a curriculum in collaboration with Harrold Preschool that runs alongside the seven areas of learning: communication and language; physical development; personal, social and emotional development; literacy; mathematics; understanding of the world and expressive art and design. We have looked at what it is like to be a child in our setting and designed a curriculum specific to the children, their families and the community within which they live. Thus, providing children with the knowledge and Cultural Capital they need to succeed in life.

We ensure that every child thrives, following the principles that each child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured. We know that children develop and learn at different rates. Our curriculum takes into account each child's starting point, is challenging and supports narrowing the gap in children's learning. We use our extensive knowledge and expertise to ensure that the curriculum meets the individual needs, interests, and development of each child; this includes children with special educational needs and disabilities (SEND). Early identification of a special educational need or disability is crucial and we work in close partnership with parents and carers to ensure prompt access to the right support, services, and external professionals.

**Our curricular goals are specific to the current cohort of children and are designed to support their individual strengths and needs.**

### [Our Current Cohort \(September 2021 – July 2022\)](#)

Harrold Primary Academy is a one form entry primary school situated on a large site in Harrold, Bedfordshire. Harrold Preschool is located adjacent to the reception class on the same site. The school works in partnership with the preschool to meet the needs of the young children and their families from the local community.

Children typically enter the school with levels of development that are average or above average for their age. The school has a lower than average proportion of children who require SEN support, whose first language is not English or who are eligible for free school meals.

The local demographic is not rich in cultural diversity, and it is a priority for us to deliver an enriching curriculum with inclusive practice that promotes difference as exciting and vibrant. We aim to provide a culturally affirming classroom that reflects the diversity of our children and the wider community, focussing on providing opportunities for children to foster an understanding of our culturally diverse world. Each unique and individual child brings their own 'funds of knowledge' to the classroom, learned in the context of the home and family environment. We encourage children and their parents/carers to come in and share their occupations, interests and hobbies, as these are important sources of knowledge and cultural capital for all the children.

Our families are keen to work in partnership to support the learning of their children and engage in home learning, including supporting children in their phonics and reading. These partnerships with parents and carers are important to us and we share what the children are learning through the online learning journal, Tapestry. Our staff are warm, welcoming and approachable and aim to support children and parents during the transition at the beginning and end of the day.

The current cohort of children has a high percentage of boys. Research indicates that skills such as fine motor movement, sequencing and multi-tasking develop later in boys and when they are physically active their brains are more active. We have optimised opportunities for outdoor and active learning to build on these strengths.

We have identified speech and language as a focus area for support for children attending the school. We are concerned that children in our current cohort have missed significant learning opportunities in their early years due to the Covid-19 pandemic. We have equipped our staff to support the children's early language development through specialist training. We have found that, as children move through the school, the areas of development that they typically need support in are: independence and resilience. Our early years environment empowers children to develop a sense of self-efficacy, this has a positive impact on how they feel, their motivation and their mindset.

We have designed our ten curricular goals with the particular strengths and needs of the children in mind. They provide an overview of many of the different things we would like the children to know and be able to do. Each curriculum goal follows a progress model.

### [Harrold Primary Academy 2021-2022 Curricular Goals](#)

**Settle** into school and become an active community member

**Listen** to the ideas of others and respond with my own

**Share** my emotions

**See myself** as a valuable individual with funds of knowledge to share

**Become** a resilient learner

**Prepare** a tasty snack to enjoy

**Design** and construct a model

**Compose** and perform my own song

**Tell** my own story

**Travel** across an obstacle course in different ways

## Curriculum Implementation

### The Early Years Foundation Stage Framework

Harrold Primary Academy follows the Statutory Framework for the Early Years Foundation Stage (2021). This sets out the statutory educational programmes that children in their early years must follow. Our curricular goals are linked to these educational programmes and the Characteristics of Effective Learning, whilst providing a much broader and deeper educational programme.

### Children's Interests and Schemas

Children are encouraged and enabled to make choices about their own learning both indoors and outdoors and have the freedom to follow their own interests. The United Nations Convention on the Rights of the Child (Article 12) states the right of each child to express and have their views taken seriously, we believe that it is important that, from the earliest age children are involved in making choices about their own learning. Practitioners notice and respond to how children play and learn and reflect on their significant interests and schemas, providing opportunities and time within continuous provision for children to deeply engage in their play, sustain high levels of concentration and extend their deep knowledge and skills. These opportunities for deep level learning are both planned and happen spontaneously and are offered in both indoor and outdoor environments. All children are enabled to revisit, embed and build upon their previous learning, engaging in a spiral curriculum for lifelong learning.

### Learning Environment

The children play and learn in a carefully planned environment that is rich in books and print. We encourage independence and skill development through the children having access to a wide range of resources and tools that they can access and self-select from independently at all times. The children spend the large majority of their time in self-initiated play and exploration which is supported by adults and very carefully structured learning resources. We ensure this is high-quality by using the Early Childhood Environmental Rating Scales. We develop a culturally affirming environment that reflects the diversity of our children, bringing opportunities for them to foster an understanding of our culturally diverse world. Children are empowered to have ownership of their environment and independently share their learning in our gallery and on our working walls.

### Quality Routines

Our routines are carefully structured to reinforce previous learning and skills and to enable children to revisit learning, they are planned carefully to encourage independent learning and to foster cooperation and teamwork so that children feel part of a school community and can support and encourage each other. Sustained periods of time for continuous provision are planned for daily to enable high quality play.

Children self-register in the morning by selecting their name peg and attaching it to one of a selection of 'feelings' pictures to indicate how they are feeling. A snack table is set up for the children to visit when they feel hungry, they are encouraged to prepare their own snack and drink, then to wash up when they have finished. Children are supported to learn when it is appropriate to wash their hands and use the toilet independently. We have a structured approach to group times where we discuss the calendar and weather every morning.

As a school, we value reading for pleasure and the children take part in a dedicated Drop Everything And Read (DEAR) time, as well as regular story times and guided reading sessions. Children take part in regular whole school assemblies where they learn about the school values and celebrate their achievements. Children's personal, social and emotional development is supported through class circle times.

### Relational Care

All children are allocated their own key person who spend time with the children, interacting and engaging, using their skills and knowledge to really get to know them. The key person seeks to understand where each child sits developmentally and learns about their likes, interests and areas where they show less interest. Reciprocal exchanges between children and adults are valued and fostered. Staff model, guide and support children's social interactions, physical skills and emotional health and self-care.

### Planned Provocations

Staff carefully plan learning opportunities based on children's individual interests. We have developed flexible planning formats, so that practitioners can adjust the curriculum and environment to reflect 'in the moment' interests and further embed and develop children's concepts. We map out core experiences such as: observing the life cycle of chickens and butterflies, seasonal forest school activities, growing and caring for plants on our allotment and trips into the community. Core books (fiction and non-fiction), stories and rhymes are planned to enrich children's learning and development in all areas, preparing them to become fluent readers. During the course of the year, children are introduced to and become highly familiar with books and rhymes with progressively complex language structures, rhythms and tunes.

### Parents, Community and Cultural Capital

We work in close partnership with our community preschool to ensure that children experience a seamless transition when they begin school. We build on the trusting relationships, developed with our families through home visits, open afternoons and play and stay sessions. During our initial home visits, we gather detailed parent and family information. Early dialogue with parents helps us to understand and know individual children before they start with us.

We work in partnership with parents and carers throughout the school year, ensuring that the parent and carer's voice is part of both the learning and assessment of each individual child. This is supported through the use of Tapestry online learning journal and regular formal and informal progress meetings. Parents and carers are guided in how to support their child's learning at home.

Each unique child brings their own 'funds of knowledge' to the classroom, learned in the context of the home and family environment. We encourage children and their parents/carers to come in and share their occupations, interests, and hobbies as these are important aspects of knowledge and cultural capital for all the children.

### Skilled Staff

Staff are trained to ensure they have a good understanding of early years child development and pedagogy. They are skilled in understanding when to get involved and when to encourage, support and scaffold children's learning, encouraging them to persist, when necessary, without interfering or taking over. Staff understand how the different elements of the curriculum fit together to help children build on their learning over time. It is important that staff are confident to plan 'in the moment', as what is taught is not always specified in a designated curriculum; it frequently results from unplanned, spontaneous situations during child led play, exploration, and investigations.

The continuing professional development of staff include specialist training in early years education, special educational needs, supporting children's physical development and speech, language, and communication development.

### Depth of Subject Specific Learning

Depth of learning is vital for children's developing knowledge and skills, for example, the learning of mathematics is sequential and new concepts must build on the foundations of earlier concepts, therefore children need a deep understanding of numbers to 5 before rushing onto numbers to 10. Other areas of learning are much less sequential and the order of learning matters less, which allows individual children to direct their own learning and build on their interests and passions enabled by an effective learning environment.

School subject coordinators have designed programmes of learning for each subject area from Reception to Year 6. Essential skills and knowledge have been mapped out using Bloom's Taxonomy as a framework to ensure both breadth and depth of learning. This gives us confidence that our early years curriculum provides children with both academic challenge and the necessary foundations for them to be successful throughout key stages 1 and 2. In core curriculum areas, we follow specific frameworks that are continued throughout the school, including:

- Read, Write Inc. phonics
- Talk for Writing
- White Rose Maths

## Curriculum Impact

Our robust curriculum ensures that children are holistically prepared for the next stage of their education and can discover and develop their own interests and talents. From their own observations and those that parents and carers share, staff plan a challenging and enjoyable experience for each child in all areas of learning and development, ensuring that all children have strong foundations in the three prime areas and that they progress well through the specific areas of learning whilst continuing to embed, strengthen and apply the prime areas. Staff are aware of the importance of developing language and extending vocabulary throughout all curriculum opportunities.

Observations are recorded through Tapestry and demonstrate to parents and carers what children are learning and how positive adult interactions and interventions have moved the learning on for each individual child. Learning walks check that individual children, and groups of children, are making progress so that staff are able to take prompt action where this is not the case. Where children move on quickly, our emphasis is on deepening their learning rather than introducing new skills or concepts too rapidly.

Every child has a portfolio which is used to monitor each child's progress, this is through an 'Early Years Checkpoint' document. Where a child has emerging SEND then the teacher works with the SEND Coordinator (SENDCo) to plan appropriate and timely interventions. The SENDCo supports with provision mapping and ensuring there is a robust 'graduated response' in place for those children emerging with special educational needs.

Staff meet regularly to discuss children and to moderate judgements and keep track of children's interests, schemas and the ways they like to learn through, reflecting on the Characteristics of Effective Learning assessment criteria. Adults use the Leuven Scales to monitor children's levels of engagement and wellbeing

## Statutory Assessments

The statutory framework for the Early Years Foundation Stage sets out the assessments that all early years settings must undertake during the reception year, drawing on adults' knowledge of each child and professional judgements.

### The Reception Baseline Assessment

The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts reception. The purpose of this assessment is to provide the starting point for a new measure that will help parents and carers understand how well pupils progress between reception class and year 6.

### The Early Years Foundation Stage Profile

In the final term of the year in which each child reaches age five, and no later than 30 June in that term, the school must complete the EYFS Profile for each child. The Profile provides a picture of the child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for Year 1. Each child's level of development is assessed against the early learning goals and a judgement is made on whether children have met expected level of development, or if they are not yet reaching expected levels ('emerging'). We share each child's Profile report with their Year 1 teacher, which assists with the planning of activities in the next stage of their education. We also share the results of the Profile with parents and carers and provide an opportunity to discuss the Profile with the teacher who completed it.

## Concerns

If staff have concerns about individual children's learning and development, they may:

- Look at the Checkpoints in Development Matters
- Discuss concerns with the Early Years Leader
- If appropriate refer to the school SENDCo
- In all cases: discuss openly with the parent and consider how we're going to work together to help the child settle in positively and take part in our curriculum.

## Our 10 Detailed Curricular Goals

<b>1 Settle into school and become an active community member</b>	
<p><b>First Milestone</b></p> <p>Children separate happily from their parent or carer and develop a secure attachment relationship with their key person.</p> <p>Children use their key person as a 'secure base' from which they are confident to explore the environment away from home, 'touching base' as and when needed.</p>	<p>Each individual child receives a home visit, where information is shared about their unique interests, needs, routines and preferences. This forms the basis of a positive parent partnership.</p> <p>Adults support children as they settle into the setting by providing a warm and welcoming atmosphere, where each individual family is valued. Children gradually separate from their parents or carers by taking part in 'play and stay' sessions, building on the time with their key person in the setting and away from their parent or carer.</p> <p>Through positive attachment with their key person, children become more confident in the setting. They become involved in more activities, playing alongside their friends and collaboratively in small groups to develop their 'pretend play'.</p>
<p><b>Second Milestone</b></p> <p>Children thrive as they develop self-assurance and a sense of belonging to the class. They understand and engage with routines and boundaries of the classroom environment and transition to different environments with support.</p> <p>Children take part in pretend and imaginative play, communicating and negotiating with their friends. They are proactive in seeking help from their key person when needed.</p>	<p>Staff encourage and maintain children's resilience. They help them to understand and manage their behaviour and emotions by providing warm and responsive care through the 'Five to Thrive' sequence of relational activities: talk, play, relax, engage and respond.</p> <p>Children recognise their own name, supported by hanging belongings on their own pegs, self-registration and as they register for snack. They independently hang up their personal belongings and use their own drawer to store any precious items from home for show and tell or that they have made and would like to take home.</p>
<p><b>Third Milestone</b></p> <p>Children begin to recognise that they belong to different communities and social groups including their family, class, school, and local community. They communicate freely about their home life and community.</p> <p>Children make a positive contribution to the wider school and village community by visiting local areas and not being worried to visit a new place.</p>	<p>Children are supported to share their ideas and opinions, knowing that staff members will listen to them and involve them in the decision-making process.</p> <p>Children join school assemblies and 'Open the Book' visits from the local church, sharing a story as a community of listeners. They may join the school council, listening to their peers, taking any communications to those meetings and reporting back to their class group.</p> <p>Children will visit the local fire station, hairdressers, church and post office, being confident to ask questions and learn about different occupations and people in their community.</p>
<p><b>Final Milestone</b></p> <p>Children grow flowers and vegetables on the allotment, observing with awe and wonder as vegetables mature from seed to plant. They feel a sense of pride as they donate their harvest to the local community. Children show that they understand how to make sustainable choices via outdoor learning and forest school activities - growing, harvesting and saving seeds to sow again. They understand their responsibilities as a member of a wider community by recognising the impact that they have on their environment and can offer ideas for composting, recycling, or saving water and energy.</p>	

## 2 Listen to the ideas of others and respond with my own

### First Milestone

Children listen to the stories and rhymes that are shared with them by their parents or carers, adults in school or their peers. They join in with actions and with repeating refrains.

Children respond to simple questions, such as, “Can you find the blue spade?”

Children begin to respond to simple instructions, for example, “Hang your coat on your peg.” They engage in games that involve listening, such as Musical Statues, Simon Says or Ready, Steady... Go.

Children thrive in positive relationships where adults show a genuine interest in their developing language, engaging in back-and-forth interactions. Key adults support the development of language by modelling vocabulary, re-casting children’s simple sentences and adding in interesting words.

Children listen to other children in one-to-one situations or when in small groups and have conversations with their friends as part of their everyday activities. They join in listening games such as going on an environment walk and explaining the sounds they hear or taking part in matching sounds of musical instruments.

### Second Milestone

Children use language to initiate play with their friends, to keep a conversation going or to express ideas through imaginative play and games. They give sustained attention to what others say and start to respond with their own ideas, thoughts, gestures, conversations or discussions.

Children are able to respond to instructions with more elements, for example, “Put the blocks in the box and then wash your hands ready for lunch.”

Children ask lots of questions and show an interest in the world around them, commenting on their observations.

Children develop their vocabulary through social interactions as their confidence and social skills develop, taking part in imaginative play, role play and playing games with their friends. By giving sustained attention to what others say, they understand and respond appropriately. Children begin to understand, make up and share jokes with their peers.

Children follow a sequence of instructions with two or three parts. They start to make predictions such as, “The clouds are grey, it might start to rain!”

### Third Milestone

Children are developing a wide vocabulary and use new words when communicating, for example when looking at the weather they notice the word “humidity” and relate it to their own experiences of hatching chicks or getting hot and sticky outdoors when it is hot.

Children use descriptive vocabulary in their communications, for example, noticing that a strawberry is juicy, or a pineapple is spikey. They take part in group discussions sharing their ideas and thoughts and using increasingly complex sentences.

They are able to fill in the missing words in rhymes and refrains.

During ‘circle time’ or ‘show and tell’ activities children take the lead in their communication (adults respond as part of the usual back and forth interactions, building on the child’s vocabulary). They respond appropriately to their peers and to the questions of adults.

Children are encouraged to talk and share their ideas and thoughts through a supportive, ‘communication friendly environment’ that offers resources and activities, stories, songs and rhymes that focus on children’s language development.

Bespoke and individual support is given to those children that need a little more time to develop their communication, speech and language. They are provided with many opportunities to share their ideas and join in with discussions with others.

### Final Milestone

Children use a wide vocabulary in ‘serve and return’ conversations with their peers and adults, based on the social conventions used at home. They take turns as they listen to others. Children talk about their experiences from home and school using longer sentences as they develop a narrative for communicating. They are confident to engage with visitors, including those from the community, asking a range of questions and responding to their own observations by making comments. Children narrate their own stories and predict possible endings to stories read to them.

### 3 Share my emotions

#### First Milestone

Children, with support where needed, communicate (verbally or non-verbally including crying, laughing, seeking comfort) a range of emotions, for example: excitement, pleasure, fear, anger, surprise.

Through positive relationships established via the key person approach, children are able to communicate (verbally or non-verbally) their individual likes and dislikes. Adults support the child's developing language through modelling 'feeling' and 'emotion' words, sharing stories that illustrate empathy, and use props to support the recognition and communication of emotional literacy.

#### Second Milestone

Children are confident as they develop friendships in the class, initiate activities and negotiate roles in pretend and imaginative play. They begin to understand the feelings of others, sharing resources and taking turns.

As children's speech and language develops, they make comments, observations and ask questions about the emotions and feelings that they recognise in others, for example, "Why is Jane sad?"

Adults support children's turn taking, for example, by encouraging the use of the sand timers.

Adults model empathy, and help children recognise the signs about how others are feeling, for example, by saying, "John is feeling sad today because he is missing his mummy, what do you think we could do to help him feel better?" This encourages children's self-esteem as they work out ways to help solve problems.

Children may still have strong emotions and learn to feel safe to express these through warm, calm, available and safe relationships with parents and carers and their key person. Children may still like to use a comfort object to calm them.

#### Third Milestone

Children develop a wide 'emotionally literate' vocabulary and are able to share their own feelings, for example, by placing their name peg on the emotion board and communicating with the adult or their friends why they have chosen a particular emotion.

Children engage in circle times and join group discussions, using new vocabulary that they have learned and making links to their own experiences. They share their own knowledge, opinions and ideas about how they can keep themselves safe and who to go to if they are worried.

Children are supported by adults to learn strategies for calming strong emotions, for example, through Yoga calming activities, stories or labelling emotions. Adults encourage back and forth interactions where children feel safe to share and talk about their feelings.

Adults support children in understanding how to keep themselves safe and who to talk to if they are worried, for example, through sharing the NSPCC 5 People and PANTS campaign resources, offering information on how to keep safe online, and modelling the use of the class 'worry box'.

Children are supported by adults to understand the safe procedures for hand-overs at the beginning of the day when coming into school and at the end of the day when parents come to collect them.

#### Final Milestone

Children recognise and express their own feelings assertively and with respect for others. They can negotiate roles and ideas in play. They can talk about their friends and peers positively and communicate what they are good at themselves and what a friend is good at. They seek comfort when they need it and show caring behaviour towards others and the environment.

#### 4. See myself as a valuable individual with funds of knowledge to share

##### First Milestone:

Each individual and unique child, through reciprocal, warm attachment relationships, will feel valued and have a sense of belonging.

During their initial home visit, parents are encouraged to share information about their child's family background, including interests such as: gardening, cooking, storytelling, hobbies and occupations.

Parents are encouraged and supported to visit the class to share their unique 'funds of knowledge', enabling the development of all children's cultural capital.

Children are supported by adults to share the narrative of their lived experiences, in simple sentences.

##### Second Milestone

Children notice and ask questions about the differences that they observe, for example: skin colour, different hair types and colour, gender, religion, culture, different needs and disabilities.

As children gain more experience in sharing their own narrative, they may begin to show interest in and explore the differences that they observe in others' life stories.

Adults answer any questions in a straightforward manner.

All children are included and supported to develop positive attitudes towards diversity and difference, treating individuals with respect for their religion and culture by being offered all resources and activities regardless of background, gender or development needs, ethnic background, or language.

A diverse range of positive role models are introduced through resources, books, imaginary play, dressing up fabrics, music and posters promoting non-stereotyped images, particularly those brought in from the home culture.

##### Third Milestone:

Children are encouraged to bring in photographs, artwork, music, songs, recipes, books and objects from their home culture (including those from family members living in different areas in the UK and abroad and from grandparents)

Children have a positive sense of self, are able to express their individual likes and dislikes and talk confidently about their lived experiences. They show interest in, celebrate and embrace every child's uniqueness by playing, sharing and performing a wide variety of music and songs from different cultures and historical periods.

Children are encouraged to explore the work of different artists from across time and cultures through the 'Artist of the Week'. Children are supported in recognising aspects/features of 'artists' work that overlap with their own, for example: colour, line or movement.

Children respond to a variety of music, songs and stories from different cultures and historical periods. They are encouraged by the adults to feel proud of their own uniqueness and position in the world. They continue to share experiences from home and within the community, whilst parents continue to visit and share their funds of knowledge with everyone in the setting.

##### Final Milestone

Children continue to enjoy talking about family customs and routines, being proud of their identity and culture within a community. Children develop positive relationships with community members who visit the setting such as: children's book illustrators and authors, firefighters, hairdresser, local community shop and post office workers. They harvest and donate their allotment successes with the Harrold community.

## 5. Become a resilient learner

### First Milestone

Children make choices and have confidence to 'have a go', making decisions about how and what to play with.

Supporting this important learning 'behaviour' is less linear in nature but an integral part of the EYFS curriculum. Through flexible routines and 'in the moment interactions', children begin to explore and investigate the indoor and outdoor area, choosing a particular resource or activity based on their own particular interests. They persist for a short period of time as they take part in child-led play activities.

### Second Milestone

Children become more confident in the indoor and outdoor environment. They offer their own ideas as they join in group discussions, negotiating with their peers and showing perseverance as they keep trying, and not give up.

Children learn that making mistakes is an important part of the learning process, for example: if they forget to water the plants at the edge of the allotment then they wilt and turn brown, which is a sign that they need more water.

Children show high levels of engagement and a positive sense of self as they respond to the challenges of a creative, play-based curriculum, for example: children investigate and explore the digging/watering/raking and weeding tools on offer at the allotment, they follow instructions for growing plants and learn what happens if they forget to water them or plant them too close.

They take on opportunities with confidence, becoming deeply involved, concentrating and maintaining a focus as they persist with a challenge towards their own goals.

### Third Milestone

Children will respond to external challenges from adults or their peers adapting activities and goals accordingly.

Children respond to questions and provocations from an adult or from a peer.

Staff support and praise children for their efforts, concentration and for changing strategy to overcome a problem.

Through sustained shared thinking children can explain what they did, first, after or finally as they reached a self-set goal, for example, they articulate how they have constructed with blocks, recognising any difficulties and how they changed strategy to 'master' these.

### Final Milestone

Children are intrinsically motivated to make independent choices. They enjoy taking on a challenge for their own sake, they show enthusiasm and confidence in new experiences and in developing mastery over time. For example, they show confidence in moving across the climbing frame in a variety of ways and bounce back after facing a difficulty.

Children compete against themselves, for example during sports activities or participating in the Golden Mile, showing satisfaction and pride in their own accomplishment.

Children show resilience when things don't go as they expected. They can reflect on and articulate how they have overcome a challenge or resolved a setback, recognising the strategies that helped them.

## 6. Prepare a tasty snack to enjoy

### First Milestone

Children learn the importance of hand washing before eating and after playing.

Children (initially with adult support) learn to mix different ingredients, for example: making simple dough/playdough, mix water with sand, mud or cornflour to make imaginary and pretend soups, pies, stews etc.

Children use a range of self-selected tools as they play: spoons, scoops, mashers, whisks, objects with holes, rolling pins (in a variety of textures), cookie cutters and knives.

Children, with adult modelling and support, begin to use the toilet and wash their hands independently (perhaps singing a song as they do so). They may need reminding to use soap to make a lather and may initially need support to dry their hands, so they do not get sore.

Children join in group snack activities and adults model descriptive language to describe healthy snacks, fruits and vegetables. They pour their own drink (from a small jug with limited amount of liquid) and drink from an open cup. Children select their own healthy snack from a choice (this may be using non-verbal gestures initially). Adults model cutting safely with a knife, encouraging children to talk about the risks, "Knives are sharp, we hold them by the handle."

### Second Milestone

Children recognise when they are hungry and independently help themselves from a choice of snack items available. They choose and pour their own drink, mopping up any spills.

Children use the toilet independently, taking a buddy to wait outside at times when the adults are engaged with other children. They understand why they need to wash their hands before eating and they wash up their own cup, plate and any utensils after they have eaten their snack.

Children are independent in selecting resources for play activities in both the outdoor and indoor areas. They are able to take part in dressing up activities, independently dressing themselves (including getting changed into clothing for physical education activities).

Children can seek help and support from their peers or the adults when they need it.

Children calmly take part in the regular fire drill activities and understand why practicing this helps them to keep safe.

### Third Milestone

Children use a one-handed tool, for example to spread butter onto a slice of bread. They follow simple verbal and pictorial instructions and understand concepts such as weight and capacity as they follow simple recipes. They understand the need for hygiene and independently wash their hands prior to eating a snack or taking part in cooking activities. They appreciate the importance of oral health and keeping their teeth clean and recognise that some foods healthier than others. They understand the importance of taking regular drinks to rehydrate their bodies.

Children recognise the need for a coat to keep them warm in cold weather (doing up their own zip or buttons) or a hat and sun cream to protect them from the sun in hot weather.

Children take part in activities supported by verbal or pictorial instructions, for example: to make their own playdough; counting scoops, measuring liquid, pouring, mixing and kneading. Adults model and scaffold children's use of one-handed tools, encouraging progressive independence. They support children's continuing understanding of risks by collaboratively assessing risks before taking part in cooking activities or going on outings.

Children become more confident and independent in their self-care for example: doing up their own zips and buttons.

Through back-and-forth interactions with adults and peers, children develop an understanding of healthy and not so healthy foods, and the need for good oral hygiene, thinking about foods that may cause tooth decay, for example: lots of fizzy drinks, sweets or sweet food.

### Final Milestone

Children understand the impact of hygiene on their own health and wellbeing and on others. They independently follow recipes when preparing snack and during cooking activities. They watch with 'awe and wonder' as they grow their own food, from tiny seeds, to large vegetables, in the allotment. Beginning to understand the factors that impact food chains, they join in discussions about where food comes from. Children begin to tie their own shoelaces and brush their own teeth. They understand how to keep themselves safe outside of school, for example: explaining how to cross the road safely, how to keep safe near water and how to keep safe from strangers.

## 7. Design and construct a model

### First Milestone

Children investigate and explore a range of properties, using all their senses, as they play with open ended materials both indoors and outdoors.

Children experiment with a range of different textures, such as sand, water, cornflour, pasta, foam and soaps using their hands, feet and whole body. They mix, scoop, knead, pour and scoop as they play with a range of malleable materials. Children start to balance and build using the unit blocks both indoors and outdoors, making enclosures for themselves and for small world resources.

### Second Milestone

Children use a range of one handed tools to manipulate different materials. They start to imagine “what can I do with this?” and “what are the possibilities?” as they manipulate a variety of resources to make a simple model expressing their own ideas and interests. They join and connect their choices of materials in a variety of ways.

Children talk about their models, paintings and creations explaining what they have represented and begin to explain the process they have followed.

Children are supported and encouraged to self-select from a variety of loose parts play resources to build, construct, design and make. They start to use scissors (initially modelled and supported by the adult) and glue sticks to place appropriate amounts of glue to join materials. They independently judge and take enough sticky tape to achieve the aim of joining parts together.

Photographs, pictures, fiction and non-fiction books reflecting a diverse range of cultural backgrounds and communities support children’s ideas for construction, painting patterns, or adding texture to materials.

### Third Milestone

Children name the shapes of the materials they choose when making models, for example: cube, cone, pyramid. They begin to notice some properties of those shapes, such as flat or curved faces. They notice that some shapes can be made into other shapes, such as a square can make from two triangles or visa-versa.

Children’s construction becomes more complex as they begin to add arches, higher towers or doorways for small world animals people to use. They begin to understand concepts such as distance and length as they make longer or higher structures.

A range of tools, equipment and joining materials are offered that children can independently select to support their individual model making, painting or creative endeavours. They work alone or in collaboration with their peers (or an adult) to construct for a purpose. Adults support children to reflect on how they have achieved their goals as they make decisions about how to solve problems as they engage in designing, constructing, and modelling.

Children recognise repeating patterns and use them in their artwork, constructions or models, for example, placing a large block followed by a small block or painting an ABAB repeating pattern of stripes/dots onto a model they have made.

Children use mathematical language to describe the shapes that they choose when playing or making models, for example: straight and curved edges.

### Final Milestone

Children combine a range of resources and/or recycled materials, joining them together with using a variety of methods. They think of their own ideas, possibilities or ‘what if’ questions as they plan and make decisions (verbally, using drawings or graphics) about how to approach their task/goal. Children show and talk about the strategies they have used to make their model, supported by sustained share thinking with other adults or their peers. Adults show support by modelling the ‘Plan-Do-Review’ approach themselves. Children review their designs and models, changing strategy when they feel it necessary and evaluating how well their chosen methods have worked whilst considering how they may have done things differently.

8 Compose and perform my own song	
<p><b>First Milestone</b></p> <p>children begin to respond to, and build, a repertoire of nursery rhymes and finger/action songs, for example: ‘5 little ducks’ or ‘If you’re happy and you know it’.</p>	<p>Staff support children’s growing interest in nursery rhymes by introducing two core rhymes per week and one song (from different cultures and languages), encouraging children to join in with repeated words or actions and learn words and phrases by heart). The children’s enjoyment of these rhymes and songs may be supported with props, for example, toy ducks to support number recognition.</p> <p>Children are provided with a variety of songs, sounds and music from diverse cultures, both live (where possible) and pre-recorded.</p>
<p><b>Second Milestone</b></p> <p>Children enjoy listening carefully to and joining in with a wide range of action songs, following simple instructions such as ‘clap your hands together, 1, 2, 3, put your hands upon your knee’. Children start to recognise phonological patterns such as rhyme and alliteration.</p>	<p>Children’s phonological awareness is supported as they are encouraged to fill in missing rhymes (think of alternative rhyming words) or clap back patterns modelled by an adult/peer.</p> <p>Children will be encouraged to join in singing activities using body percussion or instruments (including those from a range of cultures) to support rhythm or sound manipulation (for example, tapping out beats for syllables in words)</p>
<p><b>Third Milestone</b></p> <p>Children listen to, pay attention to and explore sounds within words identifying word parts, for example: /at/ in the word cat, sat, splat developing confidence in rhythm, rhyme and alliteration.</p> <p>Children start to ‘wonder’ what unusual words mean in songs or the historical context of some rhymes.</p> <p>Children explore the timbre of the sounds they make when singing songs and rhymes, also thinking about how emotion helps them sing with feeling.</p> <p>Children choose songs, rhymes, or action songs to perform to a small group of other children.</p>	<p>Adults scaffold children’s developing confidence by drawing attention to rhythm, rhyme and alliteration in the child’s choice of song. Attention is drawn to unusual words (or historical contexts of songs) and explanations offered to children.</p> <p>Children are supported and encouraged to play with the sound and speed of the songs they sing. Adults model singing/humming loudly, quietly, gruffly, slowly or quickly, encouraging children to copy or have fun creating their own tempo and pitch.</p> <p>Adults support children to recognise the different parts of the vocal tract that children use when changing timbre – throat, tongue, opening and closing airways.</p> <p>As children grow in confidence, they may recognise that different emotions make them sing in different ways. Children are encouraged to perform self-chosen songs to small groups of children.</p>
<p><b>Final Milestone</b></p> <p>Children take opportunities to engage in composing and performing a songs of their own in a small group or solo, expressing their feelings and accompanying their song with instruments or body movements of their choice.</p>	

## 9 Tell my own story

### First Milestone

Children show curiosity in sharing books, commenting on or pointing to pictures and answering simple questions, such as, “Can you see a.../point to the...?”

Children start to interact with a story, joining in with repeating refrains, for example: ‘and he was still hungry.’

When taking part in pretend play with puppets, props and role play activities, children begin to make up their own narrative.

Children’s enjoyment of books is supported by the adult in cosy (one to one or small group) spaces. Children’s independence is encouraged as they are supported to choose, look at and turn the pages of books themselves.

When reading to children, the adult may pause or leave out words or phrases for the children to fill in.

Children may dress up or become another character and when playing with other children they may make decisions and negotiate the roles they will take.

### Second Milestone

Children start to make links (supported by an adult initially), between the stories they read and their own experiences. They engage and join in with actions and begin to develop their own endings to stories.

Children begin to look at books independently, particularly enjoying Drop Everything and Read time.

They respond to stories by joining in with actions and engaging with props, performing well known stories, such as ‘The Three Bears’ and taking on a role. With adult support, they add in their own ideas, experiences and endings to story lines. These can be scribed by adults and used to retell at small group times.

### Third Milestone

Children look at books independently and make up their own story narratives, orally at first. As their confidence grows, they develop storylines through multimodal contexts, such as artwork, models, dance, drawing, symbol use or digital recordings.

Children take part in Talk for Writing story map activities. With adult support initially, but with increasing confidence, they begin to create their own stories.

Children begin to tell a story orally. They take part in small drama productions with their peers.

Children’s small world play reflects their interest in co-creating stories with their peers. These can be scribed and shared in small groups and with parents., encouraging children ‘s agency as storytellers.

Children start to recognise the structure of a story and use storybook language, such as ‘once upon a time’ and ‘the end’. They begin to add connectives, such as ‘then’ and ‘next’.

### Final Milestone

Children see themselves in the books that they read and compare and contrast the character’s experiences with their own. They become more confident in Talk for Writing story map activities, beginning to write words and simple sentences to develop a storyline, using the phonics they know and a dynamic tripod grip when using a writing tool. They hold their own story in their mind and retell it orally using expression.

## 10 Travel across an obstacle course in different ways

### First Milestone

Children push, pull, lift and carry objects, for example: large blocks, loose parts or wheeling a wheelbarrow.

Children develop their spatial awareness, for example, by lifting and wheeling a filled wheelbarrow, transporting resources and steering and moving around objects and their peers.

Children sit inside, underneath and between the objects that they choose to play with, for example they may make a boat with the large blocks and sit inside it.

Children use their manipulative and gross motor skills as they construct with a variety of loose parts. They sit inside, underneath and between the objects that they make, for example: a den with loose parts.

### Second Milestone

Children take part in risky play as they climb and jump from a variety of objects, they move with confidence and in different ways along a plank of wood placed on the ground.

Children stand from sitting, laying or squatting with ease. They jump in the air with both feet leaving the ground going forward a short distance.

Children maintain balance, using hands, arms, and body to stabilise themselves as they walk along a plank of wood on the ground. They may change direction or choose to crawl or balance on one leg.

### Third Milestone

Children begin to plan their constructions prior to making them, changing strategy when required.

Children access a larger range of loose part resources, for example, large tyres, planks of wood, bread and milk pallets. They work out ways to push or roll them and develop teamwork as they play together with their peers.

Children move across a low beam (raised from the ground) in a variety of ways, they continue to show their independence in balancing. They show their growing confidence as they experiment with different ways of moving, for example, balancing on one leg, making a star shape or jumping off and landing on both feet.

Children begin to roll the larger tyres and loose parts and move them into position ready to climb into and over recognising cause and effect. They share their ideas with their peers or adults.

### Final Milestone

Children work collaboratively with their peers to plan, design and construct an obstacle course from loose parts that they can move across confidently and in a variety of ways. They incorporate fundamental physical skills in their movements, showing resilience and persistence. Children use a pencil and hold it effectively to draw and label a simple design. By reflecting on their design, they make physical changes and develop different strategies that make the obstacles easier or more challenging to move across and master.