

# Wildground Early Learning Group 7 Curricular Goals

Settle	I can settle in and become a confident learner
Share	I can share my thoughts and ideas clearly in a conversation with my peers or an adult
Retell	I can retell familiar stories
Sing	I can sing a repertoire of nursery rhymes
Express	I can express my ideas through mark making and model making
Move	I can move like a story character
Create	I can create a snack for a picnic

## I can settle in and become a confident learner.

Milestones	Children will be learning to ...	How the adult supports
<p><b>First milestone:</b>  <b>Children make a strong relationship with ELG staff. Increasingly, they separate confidently from their parent at the start of the session and become involved in their play. They use a key person as a ‘secure base’ throughout the session, ‘touching base’ as/when needed.</b></p>	<p>As children grow in confidence, their involvement in activities deepens. They explore a wider range of activities. They play for longer periods of time. They start to play alongside friends.</p> <p>Children will be developing their executive functioning skills including:  <b>Working memory</b> — <i>The ability to hold information in mind and use it.</i>  <b>Inhibitory control</b> — <i>The ability to master thoughts and impulses so as to resist temptations, distractions, and habits, and to pause and think before acting.</i>  <b>Cognitive flexibility</b> — <i>The capacity to switch gears and adjust to changing demands, priorities, or perspectives.</i></p>	<p>Where children need individualised and additional help, this will be offered promptly. Help includes individual meetings with parents to map a way forward</p> <p>Use of visual timetables help to reduce the demand on children’s working memory and help them to know what is happening now and next.</p> <p>Lots of repetition and embedded routine to support children’s understanding of their session.</p> <p>Adults use objects ,Objects of Reference , Makaton signs and symbols, Language Aided Boards and Pecs cards, to support children’s understanding. Children are encouraged to use these scaffolds to support their communication.</p> <p>Adults sing familiar transition songs which help to support the change of activities, with the length of song allowing time to for children to process the transition.</p> <p>A family floor book enables children to see their special people and talk about them.</p>
<p><b>Second milestone:</b>  <b>With adult support and scaffolds children start to generate ideas for their play. Children attend to adults who model how to communicate and negotiate with their friends.</b></p>	<p>Children will be continuing to develop their executive functioning skills.</p> <p>Children may have periods of time when their favourite word is ‘no’ and when they want to carry out their wishes straight away. Maintain sensible routines and boundaries for children during these testing times. Negative or harsh responses can cause children to feel unduly anxious and emotionally vulnerable.</p> <p>Children can become frustrated when they can’t make themselves understood.</p>	<p>Adults use objects ,Objects of Reference , Makaton signs and symbols, Language Aided Boards and Pecs cards, to support children’s understanding. Children are encouraged to use these scaffolds to support their communication.. Consistent routines are in place which are supported by objects of reference , visual timetables, Now and Next prompts and transition songs.</p> <p>Children learn to plan their play using visual scaffolds.</p> <p>Children use a planning board to plan what they will drink and eat at snack time .</p> <p>Small group interventions include specifically targeting sequencing skills.</p> <p>Adults use commentary alongside children’s play.</p> <p>Adults model play.</p> <p>‘Intensive interaction Approach’ is used for some children.</p> <p>Adults show warmth and affection, combined with clear and appropriate boundaries and routines.</p> <p>Adults encourage children to express their feelings using a growing vocabulary of emotion words eg. happy, excited, tired ,sad, angry.</p> <p>Adults help children who are having tantrums by being calm and reassurance , they explain in simple terms what they think the child may be feeling.</p> <p>Makaton emotion cards are displayed in the environment , along with books and puppets to support conversations about emotions.</p>

**I can settle in and become a confident learner.**

<b>Milestones</b>	<b>Children will be learning to ...</b>	<b>How the adult supports</b>
<p><b>Third milestone: Children follow a simple sequence of actions to reach a goal. Children persevere with difficulties. They make comments about their learning and play . They show pleasure/pride in what they have done.</b></p>	<p>Children will be continuing to develop their executive functioning skills.</p> <p>Children will be developing their ability to play and learn more collaboratively, over longer time periods. They will take part in more challenging activities. They talk about and reflect on their learning at planning and review time and during continuous provision.</p> <p>Children begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</p> <p>Children start to say how they are feeling, using words as well as actions.</p> <p>Children grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.</p>	<p>Adults use objects , Objects of Reference , Makaton signs and symbols, Language Aided Boards, and Pecs cards, to support children’s understanding. Children are encouraged to use these scaffolds to support their communication..</p> <p>Children use planning scaffolds which model how to follow a sequence of play to reach a goal. Children use a planning board to plan what they will drink and eat at snack time at circle time. Adults consistently use the language First and Next to help sequence an activity eg. First go to the toilet , next wash hands.</p> <p>Adults model how activities can be broken into small steps which will help children to develop creativity Eg. Children plan and make a pizza face and each time they make it they can choose different foods to create different features of the face.</p> <p>Adults support the development of children’s role-play and small world games by focusing on narrative features of Who, What and Where .</p> <p>Core story narratives offer a structure for children to hook onto and help generate ideas and organise their imaginative play. Core story props in the role-play area and small world area help to promote and structure play.</p> <p>During Circle Time children begin to review what they have been playing .</p> <p>Adults help children to elaborate on how they are feeling: “You look sad. Are you upset because Jasmin doesn’t want to do the same thing as you?” “I can see it’s hard to wait, just a minute and then it’s your turn to go down the slide.”</p> <p>Adults model useful phrases like “Can I have a turn?” or “My turn next.”</p>
<p><b>Final milestone : Children use scaffolds to help them plan a simple sequence of play which enables them to reach an identified goal. Children engage in sustained, collaborative play with another child . Children reflect on what helps them to persevere through difficulties . Children develop friendships with other children.</b></p>	<p>Children will be continuing to develop their executive functioning skills. Children’s ability to express their thoughts and ideas has progressed and this empowers them to talk about their learning, play and emotions using simple phrases and sentences.</p> <p>Children will be developing their ability to start a conversation with an adult or a friend and continue it for several turns.</p> <p>Children will be learning to use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”.</p> <p>They will be learning to talk about and manage their emotions.</p>	<p>Adults use objects, Objects of Reference , Makaton signs and symbols, Language Aided Boards and Pecs cards, to support children’s understanding. Children are encouraged to use these scaffolds to support their communication.</p> <p>Children use blank scaffolds to plan their play using three steps of planning of what they will do 'first, next and then', to reach an identified goal eg. First build a café, next take an order, and then cook the food</p> <p>Adults ask open-ended questions eg.“I wonder what would happen if....?” encourage more thinking and longer responses. Sustained shared thinking is especially powerful. This is when two or more individuals (adult and child, or children) ‘work together’ in an intellectual way to solve a problem, clarify a concept, evaluate activities, extend a narrative etc.</p> <p>Tapestry observations of trips and visits at home, promote conversations about their play and learning at home.</p> <p>Story times explore a range of emotions.</p> <p>Makaton emotion cards are displayed in the environment.</p> <p>Adults recognise, talk about and expand on children’s emotions. For example, you might say: “Sara is smiling. She really wanted a turn with the truck.”</p> <p>Adults talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when</p> <p>Adult support children to find ways into the play and friendship groups of others. For example, adults encourage child to stand and watch from the side with them and talk about what they see, and suggest ways for the child to join in.</p>

# I can share my thoughts and ideas clearly in a conversation with my peers or an adult.

<b>Milestones</b> <b>Language and Communication</b>	<b>Children will be learning to ...</b>	<b>How the adult supports</b>
<b>First Milestone</b> Children begin to use gesture , objects and visual scaffolds to communicate .	Children will be developing their ability to communicating using: -Eye-pointing -Pointing -Pushing away or tapping an adult's arm -Guiding an adult to what they need -Vocalisations -a handful of single words	Adults use objects , Objects of Reference , Makaton signs and symbols, Language Aided Boards and Pecs cards, to support children's understanding. Children are encouraged to use these scaffolds to support their communication.  Adult prompts children to approach them but rather than meeting their needs straight away they use prompts to elicit a request from children .  Adults use sabotage to prompt requests eg. Place favourite toys slightly out of reach  Adults attempt to engage children in non-favourite activities to prompt rejection Adults offer pen or pencil?; cut or stick? during craft to elicit a request from children Adults play alongside children and commentate on their play using single words and simple phrases , sing nursery rhymes and simple songs .
<b>Second Milestone</b> Children use spoken words to make a request to an adult or peer. Children start to link words .	Children will be learning to wait and take turns. Children will be learning to engage in Ready, Steady...Go! Games. Children will be developing their ability to look for and asking for help Children will begin to understand and use single words and signs to make simple requests and share an idea. Children may still be using Jargon alongside single words.	Adults use objects ,Objects of Reference , Makaton signs and symbols, Language Aided Boards and Pecs cards, to support children's understanding. Children are encouraged to use these scaffolds to support their communication. Adults use Ready ,Steady ...Go! for jumping, riding bike, washing hands, painting activities Ready ,Steady ...Jump! Ride! Water/Wash! Adults use sabotage to elicit communication: Leave sensory ingredients sealed on the tray; Wait to turn the page of a book; allow paint pots to become empty to prompt the use of more and gone Adults play alongside children and commentate on their play using single words and simple phrases , sing nursery rhymes and simple songs . Adults focus on using 10 key words which are chosen from the core story, including nouns, verbs and adjectives. These words are focused on for three weeks .Continuous provision is planned around the core story words and offers resources that give children a variety of experiences related to the key story words. Adults label objects around the classroom Adults focus on using early action words: Eating, Drinking, Cooking, Brushing, Washing, Painting, Sitting, Jumping, Playing, Cutting, Driving, Kicking, Catching And then later action words: Sticking, Gluing, Pasting, Spreading, Sprinkling, Pouring Adults repeat children's two word utterance and add extra word e.g. 'car gone'becomes 'yes, blue car gone' Adults repeat words clearly for children to hear but don't insist on children repeating back.
<b>Third Milestone</b> Children communicate at a 2-3 word level. Children use language to make a request and share their ideas with an adult or peer.	Children will be developing their understanding and use of single object and action words. Children will begin to link words to communicate. Children will be more successful when communicating with their peers. Children will be learning to understand and follow simple instructions related to familiar routines.	Adults use objects ,Objects of Reference , Makaton signs and symbols, Language Aided Boards and Pecs cards, to support children's understanding. Children are encouraged to use these scaffolds to support their communication. Adults play alongside children and commentate on their play using single words ,simple phrases ,simple sentences , sing nursery rhymes and simple songs . Adults focus on using the 10 key words which are chosen from the core story . During Continuous Provision adults weave these words into play. Adults incorporate the words into simple phrases , songs as well as using them in refrains from the core story. Adults repeat sentences back to child adding in grammatical elements. Adults talk about every day events as they do them using simple language Adults introduce basic concept words e.g. size & position Adults model how to learn a new word using the Word Wheel prompts. Adults model appropriate listening & talking in conversation Adults model and ask children Who and What questions.

<p><b>Final Milestone</b>  <b>Children communicate at a 3-4 word level.</b>  <b>Children use simple phrases and simple sentences .</b>  <b>Children engage in simple conversations with their peers.</b></p>	<p>Children will be developing a larger vocabulary including concept words , prepositions and adjectives.  With prompts children are learning to use person-action-object sentences consistently . They will be learning to include all the correct grammatical details.  Children will be developing their understanding of simple instructions related to familiar activities.  Children will be developing their use of language to make a request and share their ideas with an adult or peer.</p>	<p>Adults use objects ,Objects of Reference , Makaton signs and symbols, Language Aided Boards and Pecs cards, to support children’s understanding. Children are encouraged to use these scaffolds to support their communication.  Adults focus on using the 10 key words which are chosen from the core story. During Continuous Provision adults weave these words into play. Adults incorporate the words into simple sentences , songs, as well as using them in refrains from the core story.  Adults use visual scaffolds to model the construction of simple sentences in structured activities.  Adults model person-action-object sentences which include all correct grammatical details.  Adults model and ask Who, What and Where questions.</p>
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# I can share my thoughts and ideas clearly in a conversation with my peers or an adult.

<b>Milestones</b> Sound Awareness	<b>Children will be learning to ...</b>	<b>How the adult supports</b>
<b>First Milestone</b> Children identify sounds in the environment – eg. Planes, birds, clocks, water, wind and then start to make symbolic sounds	Children will be developing their ability to recognise and attempt to make symbolic noises:	Adults draw children's attention to environmental sounds. Adults engage in sound play alongside play . Adults sing nursery rhymes alongside play
<b>Second Milestone</b> Children identify the number of syllables in 3 + syllable words	Children will be developing their ability to join an adult to clap out the number of syllables in a word , Segment words e.g. croc- o - dile and blend syllables to make the word e.g. croc-o - dile	Adults continue to draw attention to environmental sounds, engage in sound play And sing songs and nursery rhymes. Adults clap along to any words of interest while reading a book, playing , role play , during group times etc. Call children’s names in segments – e.g. Da-vid when lining up
<b>Third Milestone</b> Children can hear the initial sound of a word.	Children can begin to discern initial sounds	Adults continue to draw attention to environmental sounds, engage in sound play sing songs and nursery rhymes and clap out syllables. Comment on the target sound as it comes up eg. ‘book that begins with ‘b’!’. ‘Five, <b>six, seven</b> - they begin with ‘s’.’ Adults use Cued Articulation alongside sound play
<b>Final Milestone</b> Children can hear and say the initial sound of a word when emphasized by an adult Children can begin to recognise rhyming words	Children can begin to hear and then copy the production of initial sounds Children can begin to identify other words beginning with the same sound. Children are developing their ability to hear words which sound the same.	Adults continue to draw attention to environmental sounds, engage in sound play sing songs and nursery rhymes ,clap out syllables and use Cued Articulation. During group times and alongside play the adult draws attention to initial sounds and to words beginning with the same sound. Adults comment on words that sound the same in nursery rhymes, children's names books etc.

## I can start to retell familiar stories.

Milestones	Children will be learning to ...	How the adult supports
<p>First milestone: Children’s attention is gained for a minute or so by story props and story time.</p>	<p>Children are developing their understanding at a single word level. Children may be able to recognise and use symbolic sounds .</p>	<p>Adults play with story props alongside children to attract their attention. Let children explore and play with story props. As they explore the adult will endeavour to gain shared attention with children. As children explore, the adult will use single words and phrases, sing simple songs related to the props rather than telling the whole story straight away .</p>
<p>Second milestone: Children choose to join story time and attend for the first 5 minutes.</p>	<p>Children develop their understanding at a 2-3 word level . Children begin to understand that a box can represent something else eg. a box can be a house. Children's attention is developing. Children demonstrate a growing interest in joining their peers.</p>	<p>Children access Sensory Story Time 2 or 3 times a week in a small group eg 2-4 children. Sensory Story time takes place in a distraction-free area to support children’s listening and attention fully. As the children become familiar with the story, the story can be told in other areas of the setting eg. water tray ,sand tray ,tuff tray etc. To hook the children into the story simple devices are employed such as a song or a silly voice that gains their attention. Sensory experiences are woven into the story telling to encourage and maintain children’s engagement. Adults focus on using 10 key words which are chosen from the core story, including nouns, verbs and adjectives. These words are focused on for three weeks .Continuous provision is planned around the core story words and offers resources that give children a variety of experiences related to the key story words. Children have access to the story sack and story props during continuous provision.</p>
<p>Third milestone: Children choose to join story time and engage with the first 5+ minutes. They spontaneously join in with some actions , sounds, signs and song words.</p>	<p>Children are developing their understanding and use of language at a 2-4 word level. Children enjoy engaging in role-play games. Children are very keen to be with their peers and gain great delight from collaborative activities, actions and singing.</p>	<p>When telling stories(including Sensory Stories) adults use: different and funny voices for characters; different volumes and pitch of voice; model how to make facial and vocal expressions; Makaton, gesture and body language; sound play and sound effects; sensory experiences; songs; story props; puppets. These elements help to maintain children's attention, participation and help to develop sound awareness and language. Adults build suspense and excitement by reading slowly and quickly or revealing key objects or characters slowly or suddenly.</p>

Final milestone: Children choose to join story time and engage with a whole story time. Children independently choose to revisit stories and retell parts of the story using the story props.

Children are developing their use of simple sentences. Children are developing their confidence to express their ideas and desires. Children gain satisfaction from being able to retell parts or all of the learnt story.

Adults model whole sentences .  
Adults model how to sequence key pictures of the story.  
Duplicate sets of story props are accessible around the setting to allow for impromptu retellings of the story.  
Adults introduce and scaffold role-play and small world games, based around the core story narrative.  
When children are really familiar with the story adults model how to use the story to create a new narrative .

## I can sing a repertoire of nursery rhymes.

Milestones	Children will be learning to ...	How the adult supports
<p><b>First milestone :</b> Children make eye contact with an adult when they hear music or when someone sings to them. They smile in response to music.</p>	<p>Children begin to listen to adults singing alongside their play            Children begin to listen to adults engaging in sound play.            Children begin to listen to adults creating sounds.            Children begin to explore musical instruments.            Children begin to listen to music.</p>	<p>Adults sing and sign alongside children's play .            Adults sing to gain children's attention. Eg. 'Where is Teddy , where is Teddy...'            Singing baskets and sacks are part of continuous provision to gain shared attention            Adults give opportunity for autonomy and choice by offering children their own choice of songs and rhymes at singing times by choosing prop or card            Adults sing nursery rhymes at nappy changing time to support building of relationships.            Adults understand that nursery rhymes help children to:</p> <ul style="list-style-type: none"> <li>- Develop the ability to discern individual sounds</li> <li>- Learn new words and improve memory through the repetition of rhymes</li> <li>- Hear similar sounds which jump out at you, which doesn't happen in everyday speech. - segment words into syllables,</li> <li>- hear rhymes</li> </ul> <p>Musical instruments are available as part of continuous provision            Adults use Babbling Babies/Toddler Talk Activities to develop listening and attention skills.            Songs, signs and rhymes are shared via Tapestry uploads, in order to support learning at home.</p>
<p><b>Second milestone:</b> Children start to join singing time through their use of Makaton signing , symbolic sounds , vocalisations and single words.</p>	<p>Children develop their ability to join adults in simple made up songs alongside play eg 'We wash and we wash and we wash ...' etc.            Children choose to join group singing times.</p>	<p>Singing is part of all interventions and routines.            Adults choose songs and rhymes which reflect different cultures and languages .            Adults sing transition songs – ' Hello' song /Story Time has finished            Adults use familiar nursery rhymes to provide comfort and support to youngsters in uncomfortable situations.            Adults offer regular opportunities for children to dance and sing to Sticky Kids            Musical instruments are available as part of continuous provision and as part of adult-led games/singing</p>
<p><b>Third milestone:</b> Children sing short phrases of a song in tune, with the remaining notes not in tune.</p>	<p>Children seek out singing baskets/sacks in the setting and choose to sing nursery rhymes during continuous provision .</p>	<p>Adults demonstrate and encourage rhythm with body movements that might be in tempo with the music eg. marching, walking, dancing, jumping, running, twirling, skipping, tiptoeing, finger plays and other physical activity while listening to and creating music 1:1 or in groups.            Adults understand that nursery rhymes develop humour and they use this to help engage children for longer with singing. Children learn social skills through rhymes eg. 'eye contact, turn taking , social interactions eg Hello 'song'</p>
<p><b>Final milestone:</b> Singing short phrases and up to entire songs with the correct lyrics. Singing with ease and enjoyment.</p>	<p>Children continue to learn to sing a repertoire of songs. Children can copy rhythms of 4+ beats</p>	<p>Echo microphones are on offer to encourage children to perform songs.            Adults play barrier games and copying rhythm games.            Role-play involving a stage and costumes, instruments are available to encourage children to perform songs.            Adults use nursery rhymes to scaffold small world and role-play games..</p>

# I can express my ideas through mark making and model making .

Milestones	Children will be learning to ...	How the adult supports
<p><b>First milestone: Children explore using tools such as: loop scissors, glue spreaders , spoons to stir, rolling pins, garlic press, pens, paintbrushes.</b></p> <p><b>Children express themselves through physical action.</b></p>	<p>Children explore tools during continuous provision and may use them as part of a schema such wrapping tape around and around an object or snipping paper.</p> <p>Children’s mark making presents as disordered scribbling marks made by movement from shoulders by swinging the whole arm rhythmically, often repeatedly, in large gestures. Children are focused on their own motor activity and enjoyment of the movement.</p> <p>Children then start to notice a relationship between the movements of the arm and the marks on the paper and begin to make loops, circles, lines and whirls. Marks become more refined and deliberate. Marks become smaller and may be repeated, with lots of sprinklings or clusters of dots.</p>	<p>Adults provide a wide range of stimulating equipment to encourage children’s mark-making. Large paper and drawing surfaces are available as well as small and intriguing mark making opportunities. A variety of mark making resources that enable bold marks to be made easily –felt tips, paint, chalk.</p> <p>Adults commentate alongside children’s actions .</p> <p>Adults mark make alongside children .</p>
<p><b>Second milestone: Control a tool safely and change a material (snip or tear paper/box, apply cello tape/glue to a box)</b></p> <p><b>Begin to assign meaning to marks or models.</b></p>	<p>Children explore cutting and shaping different materials.</p> <p>Children explore joining materials eg. cutting tape and spreading glues.</p> <p>Children begin to understand that a box can represent something else eg a box can be a house.</p> <p>Children continue to explore making different marks, dots ,slashes, open and closed shapes.</p> <p>Children start to assign meaning to their marks. When children are scribbling, they may be representing through action, not through pictures. For example, they might draw a lorry by making a line fast across the page and going ‘zoom, zoom.</p>	<p>Adults model alongside children’s activity eg. Demonstrate how to snip with scissors , spread glue-talk about their own drawing eg First I will draw a circle for his head ...</p> <p>Adults may support children’s efforts ie. hold paper or box while they cut or spread glue .</p> <p>Adults provide a wide range of stimulating equipment to encourage children’s mark-making.</p> <p>Suggestions for models and pictures are related to the core stories as well as based on their interests</p> <p>Adults ask open questions about children’s models and drawings.</p> <p>Adults help children to share their learning at Circle time.</p>
<p><b>Third milestone: Children use one handed tools to create changes in materials e.g. cut or tear materials to shape them as intended.</b></p> <p><b>Children start to organise their marks on a surface to represent an intended image eg. Draw a person using enclosed shapes and marks which represent different parts eyes, mouth arms</b></p>	<p>Children develop the ability to hold parts together whilst gluing or taping parts. When things don’t attach as a child first anticipates they have to solve problems on what they could do differently or what they could use.</p> <p>Children begin to understand that a box can be many things eg. A car, house, boat, robot etc.</p> <p>Children talk about what they are doing, what they have made , what they have drawn.</p>	<p>Adults may still support children’s efforts ie. hold paper or box while they cut or spread glue .</p> <p>Adults continue to model how to join materials or create a drawing but encourage children to copy alongside rather than completing it for the child.</p> <p>Children may demonstrate frustration that they cannot complete something exactly like they want it to look, therefore practitioners use lots of positive praise to encourage them to keep on trying.</p> <p>Adults support children to review their learning during circle time.</p>

**Final milestone :**

**Children decide on the model they will make or the picture they will draw.**

**They choose the materials they want to use, shape materials with tools, and join materials together.**

**Children draw recognisable forms.**

Children develop their plans of what they would like to make, draw or paint.

They explore appropriate tools and materials.

Children develop a growing vocabulary to describe what they are doing, about their model, drawing or painting.

Children develop their ability to use line, shape and colour symbolically in their drawings and paintings.

Encourage children to use visual scaffolds to generate an idea of what they want to make and then plan the steps to complete to reach their end goal.

Adults commentate alongside children's activities.

Examples of drawings, paintings, sculptures and models are on display, adults draw children's attention to these.

Adults offer a wide range of interesting and beautiful found materials for children to explore and use to create.

Adults offer a range of media for children to explore and create with.

Adults focus on the experience rather than have a defined outcome. All children have their own creative and imaginative responses and so adults encourage and notice the children's responses.

Children review their learning during circle time.

## I can move like a story character

Milestones	Children will be learning to ...	How the adult supports
<p><b>First milestone:</b>  <b>Children can -</b>  <b>Walk on tip toe like a tall giraffe.</b>  <b>Jump like a frog.</b>  <b>Stomp like an elephant.</b>  <b>Walk on all fours like a lion .</b></p>	<p>Children develop their ability to run carefully with their head up and eyes on the floor.            They develop their strength to pull and push large toys and carry a large toy.            When sitting they will reverse into a chair or slide sideways to sit.</p>	<p>Adults encourage children to move like the animals from the story Dear Zoo.            Adults provide items for filling, emptying and carrying, such as small paper carrier bags, baskets and buckets.            Adults provide materials that enable children to help with chores such as sweeping, pouring and digging.            Adults encourage children to use the materials in the tuff tray and the large painting wall.            Provision of sticks, rollers and moulds for children to use in dough, clay or sand.            Adults use music to stimulate exploration with rhythmic movements.            Provision of different arrangements of toys to encourage crawling and tummy time.            Move and sing to Sticky Kids .</p>
<p><b>Second milestone:</b>  <b>Children can -</b>  <b>Slither on the floor like a snake.</b>  <b>Crawl on all fours and arch their back like a cat.</b>  <b>Run and stop safely like the Gingerbread Man.</b></p>	<p>Children develop their ability to run safely and to stop and start with ease.            They develop their ability to pull small toys along with obvious awareness of direction.            They will develop their strength to climb on furniture to look out of the window and can get back down again.            Children develop their stability to squat to play or rest and to stand without the use of hands</p>	<p>Adults encourage children to move like the characters from Dear Zoo, Pumpkin Soup and The Gingerbread Man.            Adults talk to children about their movements and help them to explore new ways of moving, such as squirming, slithering and twisting along the ground like a snake, and moving quickly, slowly or on tiptoe. They encourage body tension activities such as stretching, reaching, curling, twisting and turning, incorporate            Adults encourage children to walk along the wobbly bridge and along the stepping stones.            Adults encourage children to carry the lighter deconstructed role-play resources to construct play structures.            Adults describe children's climbing, tunnelling and hiding using spatial words like 'on top of', 'up', 'down' and 'through'.            Adults encourage children to lay on their tummy , squat and dissuade 'w' sitting.            Adults encourage children to sit with straight legs or crossed at carpet times            Children regularly move and sing to Sticky Kids and Play Tree Fu Tom games..</p>

<p><b>Third milestone :</b>  <b>Children can -</b>  <b>Walk like a bear with straight legs and their head down.</b>  <b>Walk along a bridge built of crates like a Billy Goat Gruff.</b>  <b>Lift and carry large bricks and crates when building , like the Three Little Pigs.</b></p>	<p>Children run safely on whole foot stopping and starting with ease.  They can jump off a small step with two feet.  Children can stand on one leg momentarily when shown.</p>	<p>Adults encourage children to move like the characters from Goldilocks, Billy Goats Gruff and The Three Little Pigs.  Adults encourage children to move with controlled effort, and use associated vocabulary such as ‘strong’, ‘firm’, ‘gentle’, ‘heavy’, ‘stretch’, ‘reach’, ‘tense’ and ‘floppy’.  Adults encourage children to climb up the ramp, through the tunnel and down the ladder.  Adults encourage children to carry the crates to build structures and engage them in ‘heavy work’ activities, such as pulling the tyres.  Adults encourage laying on tummy , squatting , dissuade 'w' sitting.  Adults encourage children to sit with straight legs or crossed at carpet times.  Children move and sing to Sticky Kids , Play Tree Fu Tom games.</p>
<p><b>Final milestone :</b>  <b>Children can -</b>  <b>Climb up ramps and ladders like Jack climbing up the beanstalk.</b>  <b>Curl up small like a bean and slowly stretch up like a bean growing.</b>  <b>Accurately pour tea into a teacup like Sophie.</b>  <b>Peg up the washing like Mrs Wishy Washy.</b>  <b>Walk like a crab</b></p>	<p><b>Children are developing their ability to climb small ladders, walk, run and stand on tiptoe .</b>  <b>Children are developing their core stability and balance.</b></p>	<p><b>Adults encourage children to move like the characters from Jack and the Beanstalk, The Tiger who came to Tea, Mrs Wishy Washy and The Old Woman Who Swallowed the Sea</b>  <b>Adults show children how to collaborate in throwing, rolling, fetching and receiving ball games, encouraging children to play with one another.</b>  <b>Adults encourage movement skills through games with beanbags, cones, balls and hoops.</b>  <b>Adults encourage activities where children can practise moving in different ways and at different speeds, balancing, target throwing, rolling, kicking and catching.</b>  <b>Children move and sing to Sticky Kids , Play Tree Fu Tom games</b></p>

## I can create a snack for a picnic.

Milestone	Children will be learning to ...	How the adult supports
<p><b>First milestone: Children can tolerate exploring a growing variety of dry and wet resources. Children follow a filling and emptying schema .</b></p>	<p>Children are developing an ability to regulate their use of resources eg children may continue to pour water into a bowl even with the water is pouring on the floor.</p> <p>Children may explore tools made available , such as spoons and scoops but may not yet use them with definite purpose.</p>	<p>Adults offer lots of opportunities for children to explore tactile resources including sand, water and play dough resources.</p> <p>Adults commentate alongside children’s play.</p> <p>Adults model how to mix resources and create playdough.</p> <p>Adults offer opportunities to explore real food in other areas of the setting .</p> <p>Adults refer to Sensory Development Plan</p>
<p><b>Second milestone: Children can tolerate touching resources which differ in consistency. Children can mix two substances together .</b></p>	<p>Children explore combining materials and follow a simple process including combining sand and water or flour and water to make simple playdough.</p> <p>Children explore using the following tools: wooden spoons, sieves, scoops, rolling pins, cookie cutters and knives. They mix substances outside in areas such as the mud kitchen.</p> <p>Children explore using their senses to explore resources.</p> <p>Children start to express their preferences.</p>	<p>Adults commentate alongside children’s play.</p> <p>Adults model how to follow simple plans to make food eg. Making porridge , soup , gingerbread ,cakes, sandwiches, which are related to the core story.</p> <p>Children make the snack as part of the story time or as a separate adult-led activity. Children also have access to the resources as part of continuous provision.</p> <p>Adults support children to review their learning during Circle Time.</p> <p>Adults refer to Sensory Development Plan</p>
<p><b>Third milestone: Children use a variety of vocabulary related to sensory resources and actions. Children follow all the steps in the recipe card, with support.</b></p>	<p>With visual scaffolds children learn to follow all the steps of a recipe to make a simple snack.</p> <p>Children develop their responses to different sensory experiences.</p> <p>Children learn to manipulate cooking tools such as stirring with a spoon, spooning ingredients, pouring with a jug, spreading with a knife , cutting with scissors.</p> <p>Children develop their ability to share resources with their peers.</p> <p>Children enjoy joining their peers to engage in cooking activities.</p> <p>Children gain great satisfaction from making their own snack.</p>	<p>Velcro planning boards help children to plan their own snack at snack time.</p> <p>Velcro planning boards enable children , with adult support, to create their own snack , such as filling for a sandwich , toppings for a pizza , filling for a tortilla wrap, fruit on a kebab etc.</p> <p>Children still have lots of opportunities to revisit skills during continuous provision and story time.</p> <p>Adults support children to review their learning during circle time.</p>

**Final milestone**  
**Children can manipulate tools.**  
**Children can generate their plan for a snack.**

Children learn to create a visual plan for a snack they would like to make and then tell an adult what their plan is .They develop their ability to follow their own plan independently .  
Children learn to select appropriate tools for the job.  
Children talk about what they are making and what they are doing .

Adults use open questioning to encourage children to talk about their plans , preferences and what they are doing.  
Children review their learning during circle time.