

Wildground Nursery's 9 Curricular Goals

Settle in and become a confident learner

Follow a recipe to bake a bread bun

Plant and nurture a flower or vegetable

Make a model at the junk modelling table

Ride a balance bike

Create your own dance to a piece of music

Make up your own stories

Write the first two letters of your name

Sing a repertoire of nursery rhymes

Our 9 curricular goals

1. Settle in and become a confident learner.

Milestones	Children will be learning to ...	How the adult supports
<p>First milestone: children make a strong relationship with their key person. Increasingly, they separate confidently from their parent at the start of the session and become involved in exploratory play. They use their key person as a 'secure base' throughout the session, 'touching base' as/when needed.</p>	<p>As children grow in confidence, their involvement in nursery activities deepens. They explore a wider range of activities. They play for longer periods of time.</p>	<p>Where children need individualised and additional help with settling in , this will be offered promptly. Help includes: individual meetings with parents to map a way forward; Early Help support for parenting via The school family Support Worker. Lots of repetition and embedded routine supports children's understanding of their session. Adults sing familiar transition songs which help to support the change of activities, with the length of song allowing time to for a child to process the transition. A family and Community display board enables children to see their special people and talk about them.</p>
<p>Assessment Spend 3 hours in nursery, managing their emotions with support.</p>		
<p>Second milestone: children take part in pretend play, communicating and negotiating with their friends.</p>	<p>As children's engagement and perseverance grows, they either challenge themselves with more difficult activities, or they respond positively to adults challenging them. Young 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. Children can become frustrated when they can't make themselves understood.</p>	<p>Adults use commentary alongside children's play. Adults model play. Children start to learn to plan their play by choosing a photo of where they will play first and the adult asking what they will do by giving choices eg Will you cut the play dough or roll the play dough? Adults show warmth and affection, combined with clear and appropriate boundaries and routines. Use of visual timetables help children to know what is happening now and next. Adults encourage children to express their feelings using a growing vocabulary of emotion words eg. happy, excited, tired ,sad, angry. Adults help children who are having tantrums by being calm and reassuring , they 'wonder aloud' in simple terms what they think the child may be feeling. Makaton emotion cards are displayed in the environment .</p>
<p>Assessment Spend 5 minutes or more in pretend play with another child/ren</p>		

Our 9 curricular goals

1. Settle in and become a confident learner.

Milestones	Children will be learning to ...	How the adult supports
<p>Third milestone: children persevere with difficulties. They make comments about their learning and play . They show pleasure/pride in what they have done.</p>	<p>Children play and learn more collaboratively, over longer time Periods. They take part in more challenging activities. They talk about and reflect on their learning at Planning and Review time. 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. Children start to say how they are feeling, using words as well as actions. Children grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.</p>	<p>Children plan their play through the use of various scaffolds which help them to extend their ideas. Adults model how activities can be broken into small steps and also help children to develop their 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. Adults support the development of children's role-play and small world games by: focusing on narrative features 'I wonder WHO you will be? 'I wonder Where you will go?' 'I wonder WHAT you will do first/next'; and by introducing ideas for problems and solutions when developmentally appropriate. 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>Adults ask open-ended questions like "I wonder what would happen if....?" encouraging 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>Children begin to review what they have been playing using the words 'thinking' or 'learning' at Planning and Review Time and during continuous provision.</p> <p>When appropriate, adults notice and talk about children's feelings. For example: "I can see it's hard to wait, just a minute and then it's your turn to go down the slide." 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?"</p> <p>Adults model useful phrases like "Can I have a turn?" or "My turn next."</p>
<p>Assessment Talk about what they are doing or have done, using the words 'thinking' or 'learning' .</p>		
<p>Final milestone : children reflect on their learning. They comment on their 'thinking' and the ways they go about their learning. They reflect on what helps them to persevere through difficulties and what helps them when they find things hard. Children talk about what they and others are learning and thinking .</p>		

2. Follow a recipe to bake a bread bun .

Milestones	Children will be learning to ...	How the adult supports
<p>First milestone: with adult support, children mix different ingredients, including: sand and water, and flour and water to make simple playdough. They use the following tools: wooden spoons, sieves, scoops, rolling pins, cookie cutters and plastic knives. They mix substances outside in areas such as the mud kitchen.</p>	<p>As children take part in these activities, they become more precise in using scoops (filling the scoop carefully to the top); they begin to compare amounts, saying 'lots', 'more' or 'same'.</p> <p>They develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence, counting the scoops as they tip them out;</p>	<p>Children have access to a wide range of tools such as wooden spoons, sieves, scoops, rolling pins, cookie cutters and plastic knives.</p> <p>Children have access to a wide range of different-sized buckets, tins and other containers.</p>
<p>Assessment Mix 2 substances together using tools.</p>		
<p>Second milestone: in a small group, children follow the steps in making a chapati with an adult. The adult draws children's attention to the recipe card. With adult scaffolding and modelling everyday mathematical language, children use measures (teaspoon, tablespoon, cup etc) and tip in the ingredients. With adult scaffolding, they knead the flour until it becomes soft and cover it. With adult scaffolding, they roll the dough into small balls and flatten. They help to cook these (on an electric pancake maker) and reflect on the process.</p>	<p>Children become confident in using tools to prepare their own snack e.g., spreading butter on toast.</p> <p>As children become more used to cooking, the adult reduces their support for the group. Children also mix other substances together carefully, with adult guidance, e.g., mixing water and powder paint.</p> <p>Children count in everyday contexts, sometimes skipping numbers – '1-2-3-5'.</p>	<p>Children have access to a variety of ingredients to explore on the tuff trays using their hands a variety of tools and containers.</p> <p>Adult-led cooking times are a regular feature of the provision.</p> <p>Children have access to mixing activities inside and outside.</p> <p>Recipe books in the environment .</p> <p>Play finger rhymes that use numbers like 'Round and round the garden' or 'Two little dicky birds'.</p>
<p>Assessment Follow all the steps in the recipe card, with support.</p>		
<p>Third milestone: In small group cooking activities, children follow the steps in making a bread roll with an adult. They independently fill measures carefully to the top (teaspoon, tablespoon, cup etc). They recognise the numerals in the recipe card. When they count out quantities (e.g., 3 teaspoons of salt) they say the numbers in the correct order (1-2-3) and the know that the last number they say (3) is the total number of spoonfuls they have added.</p>	<p>As children become more independent, there is minimal adult support as they follow recipe cards and other simple instruction cards .</p> <p>Children are learning to:</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually, for example, point to small groups of 2 or 3 objects and say 'look, there are 2'.</p> <p>Count things and then repeat the last number. For example: '1, 2, 3... 3 cars'.</p> <p>Link numerals and amounts, for example, showing the right number of objects to match the numeral, up to 5. Suggestions, have a pot labelled '5 pencils' or a crate for '3 trucks'.</p> <p>Solve real-world mathematical problems with numbers up to 5. Discuss mathematical ideas throughout the day. Support children to solve problems using fingers, objects and marks, for example, 'there are four of you, but there aren't enough chairs, what shall we do?</p>	<p>Children have access to a variety of ingredients to explore on the tuff trays using their hands and a variety of tools and cooking containers and equipment.</p> <p>Adult-led cooking times are a regular feature of the provision.</p> <p>Alongside cooking activities and during continuous provision adults count small groups of objects "Look, there are two cake cases!" Occasionally they ask children how many objects there are "Are there two or three spoons?"</p> <p>Adults draw attention to changes in amounts, for example, by adding more bricks to a tower. Use words like 'lots' or 'more'.</p> <p>Adults regularly say the counting sequence, in a variety of playful contexts, inside and outdoors, forwards and backwards, sometimes going to high numbers.</p> <p>Adults count things and then repeat the last number. For example: "1, 2, 3 – 3 spoons". Point out the number of things whenever possible; so, rather than just 'chairs', 'apples' or 'children', say 'two chairs', 'three apples', 'four children'.</p> <p>Adults ask children to get several things and emphasise the total number in their conversation with the child.</p> <p>Numbers are used in the environment to organise eg.5 pencils'</p> <p>Draw children's attention to these throughout the session and especially at tidy-up time: "How many pencils should be in this pot?" or "How many have we got?" etc.</p>
<p>Assessment Fill measures accurately to the top</p>		
<p>Final milestone (composite): children follow the steps of a recipe independently. They measure ingredients using the related mathematical language , mix them and create their own bread roll by placing the mixture onto a greased proof tray ready to be baked. They recognise numerals up to 5 in recipe cards and can count out quantities of 5 .</p>		

3. Plant and nurture a flower or vegetable.

Milestones	Children will be learning to ...	How the adult supports
<p>First milestone: Explore and collect different natural objects .</p>	<p>Children repeat actions that have an effect. They explore materials with different properties. Children explore natural materials, indoors and outside.</p>	<p>Children access treasure baskets for repeated exploration of textures, sounds, smells and tastes. Treasure boxes and tuff trays contain a variety of natural objects eg. leaves, petals, conkers, fir cones, shells, pebbles, sticks, feathers and acorns Children access a range of containers so they can sort resources into different sets. Adults</p>
<p>Assessment To show curiosity when exploring natural objects.</p>		
<p>Second milestone: Children start to use language related to the natural world.</p>	<p>As children take part in these walks , they begin to label key features of the natural environment .eg. Trees, leaves , worms, bird calls, smells ... Children begin to notice patterns and arrange things in patterns.</p>	<p>In family groups children journey through the school grounds exploring the natural environment with their senses and equipment such as magnifying glasses. Natural resources are available as part of continuous provision for children to revisit and talk about. Adults encourage children’s exploration, curiosity, appreciation and respect for living things. Adults use language to describe the shapes of the things the children are looking at, such as circular, square, dots or stripes. Adults encourage children to look for patterns in the natural environment, patterns in the outside area like bricks in a wall, lines on pavements, petals on flowers, veins on leaves or fencing.</p>
<p>Assessment Start to talk about what they observe about the natural world</p>		
<p>Third milestone: Children select the appropriate tools and resources and plant a seed. Children talk about their observations of a plant/animal growth.</p>	<p>Children can plant seeds and care for growing plants. Children begin to understand the key features of the life cycle of a plant and an animal. Children begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Adults plant seeds and bulbs with children observing the growth and decay over time with them. Adults help children to care for animals and take part in first-hand scientific explorations of animal life cycles, such as caterpillars. Adults encourage children to refer to books, wall displays and online resources. This will support their investigations and extend their knowledge and ways of thinking.</p>
<p>Assessment Plant seasonal plants and care for an animal and make observations about how plants/animal changes.</p>		
<p>Final milestone : Tend to a plant daily, judging the amount of water needed, checking for bugs, checking position .Children understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.</p>		

4. Make a model at the junk modelling table

Milestones	Children will be learning to ...	How the adult supports
<p>First milestone: Children explore using one handed tools such as: loop scissors, plastic knives, spoons , play dough cutters and tools , rollers</p>	<p>Children explore tools and what their purpose is. They have ago at using the tools to create an effect on something. Children explore different materials, using all their senses to investigate them.</p>	<p>Children explore a variety of pliable and rigid materials. Adults commentate alongside children's explorations, labelling materials, textures and actions . Provide children blocks and boxes to play freely with and build with, indoors and outside.</p>
<p>Assessment Grip a tool and start to control its movement.</p>		
<p>Second milestone: children use one handed tools such as scissors to create changes in materials e.g. cut or tear materials</p>	<p>Children explore cutting and shaping different materials . Children explore joining materials cutting masking tape, sticky tape and spreading glues. Children begin to have an idea of what they would like to make.</p>	<p>Adults model and provide scaffolds which enable children to shape materials. Junk modelling station is stocked with a variety of materials and tools. Adults stimulate children's interest in modelling by offering provocations to explore. Adult use the language of size. Weight, shpe,position in everyday contexts</p>
<p>Assessment Control a tool safely and change a material.</p>		
<p>Third milestone: children have repeated experiences in the junk modelling area. They think about what they want to create and how they want it to look e.g. "I'm making a car, it has four wheels." They are introduced to more tools and how to use these safely.</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. Children begin to Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round</p>	<p>Adults model and provide scaffolds which enable children to join materials . Adults model how to incorporate making props/models to extend children's play/learning eg. Modelling how to create a house for a small world character using junk materials . As well as the junk modelling station, modelling materials are linked to other areas of the environment. Adult encourage children to play freely with construction materials like blocks and interlocking brick, shapes, shape puzzles and shape-sorters.. Provide den-making materials. When appropriate, talk about the shapes and how their properties suit the purpose. Adults provide shapes that combine to make other shapes, such as pattern blocks and interlocking shapes, for children to play freely Encourage children to talk informally about shape properties using words like 'sharp corner', 'pointy' or 'curvy'. Talk about shapes as you play with them: "We need a piece with a straight edge."</p>
<p>Assessment Talk about what they plan to make, in advance or during the making.</p>		
<p>Final milestone : Children decide on the model they will make. They choose the materials they want to use, shape materials with some independence with one-handed tools , and join materials together. They can talk about their models and how they constructed them using appropriate prepositions, verbs and shape names.</p>		

5. Ride a balance bike.

Milestones	Children will be learning to ...	How the adult supports
<p>First milestone: Children sit on a trike with good balance and scoot along.</p>	<p>Children sit on a push-along wheeled toy, scooter or tricycle and start to push themselves along . As children become more confident at scooting, they will develop more control through steering and stopping/starting. They will not crash into so many things. Children can run well, kick a ball, and jump with both feet off the ground at the same time?</p>	<p>A range of wheeled toys push along toys, scooters, trikes in appropriate sizes available . Children have a wide range of opportunities to move throughout the day: indoors and outside, alone or with others, with and without apparatus. Include risky and rough and tumble play, as appropriate.</p>
<p>Assessment Balance and move on a trike</p>		
<p>Second milestone: children pedal and steer their trike.</p>	<p>As children become better at coordinating pedalling and steering, they will be able to navigate challenges e.g. riding in and out of cones, or over a set of hollow blocks.</p>	<p>Children have access to daily sustained outdoor play with access to a variety of physical activities such as sweeping , gardening and cleaning windows. Children have large moveable resources to build with outside.</p>
<p>Assessment Steer safely round obstacles</p>		
<p>Third milestone: children sit on a Balance Bike with good balance, with both feet on the ground.</p>	<p>Once children become confident at balancing, they scoot slowly along keeping one or both feet on the floor. They begin to use the handlebars to avoid obstacles and other children. Adults will slowly raise the seat to encourage balancing.</p>	<p>Access to a variety of wheeled toys, scooters, trikes and balance bikes. Challenge is offered , such as ramps, and obstacles to avoid.</p>
<p>Assessment Balance and move on a 2-wheel bike</p>		
<p>Fourth milestone: children ride a Balance Bike, balancing with both feet off the ground, and maintaining control by steering and being able to slow down or speed up. They can ride a Balance Bike safely along the pavement.</p>		

6. Create your own dance to a piece of music

Milestones	Children will be learning to ...	How the adult supports
<p>First milestone: Children respond by moving their whole bodies to sounds they enjoy, such as music or a regular beat. As children join in with repeated experiences they grow in confidence and begin to join in with repeated words or actions e.g. “If you’re happy and you know it clap your hands.”</p>	<p>Children develop their spatial awareness and enjoy moving to music, listening to rhymes/songs and joining in.</p>	<p>Children are exposed to a range of different types of singing, sounds and music from diverse cultures. Music and singing can be live as well as pre-recorded.</p>
<p>Assessment Responds to music through movement or joining in.</p>		
<p>Second milestone: children enjoy joining in with dancing and ring games. They can follow simple instructions such as “Clap your hands” or “Let’s turn around.”</p>	<p>As children’s interest and understanding of music develops they begin to move rhythmically and in response to the music they hear. They can use props such as ribbons or pom poms to create different actions.</p>	<p>Children have access to a range of musical Instruments to explore . Adults model how to play different rhythms/speeds /volumes/accompany nursery rhymes /make sound effects Adults model how to use resources as part of a dance. Listen and follow along to Sticky Kids Children’s dance moves are captured on photos to create a dance vocabulary .</p>
<p>Assessment Responds to music through rhythmical movement.</p>		
<p>Third milestone: children explore a wide range of music from different cultural backgrounds and can describe the sudden changes they hear e.g.Loud, fast, slow etc. They explore different ways of moving their bodies and can follow an adult’s lead.</p>	<p>As children become more confident in themselves and the space they can follow a simple dance routine led by an adult. They can then perform their dance routine in front of a small group.</p>	<p>Model the vocabulary of movement – ‘gallop’, ‘slither’ – and encourage children to use it. Also model the vocabulary of instruction – ‘follow’, ‘lead’, ‘copy’ – and encourage children to use it. Children have opportunities to copy a simple dance . A performance area is available for children to engage in performance of dancing , singing, playing music. Children use dance vocabulary resource to help create their own dances</p>
<p>Assessment Follow a simple dance routine accurately.</p>		
<p>Final milestone: children choose a piece of music individually or in a small group. They create their own dance routine, moving in time to the pulse of the music being listened to and physically responding to changes in the music, e.g. jump in response to loud/sudden changes in the music.</p>		

7. Make up your own stories

Milestones	Children will be learning to ...	How the adult supports
<p>First milestone: children take part in pretend play, making up or developing a story.</p>	<p>Children may begin by pretend-playing on their own, they may put on a costume to become a superhero or another character. Over time, their play becomes more complex. They are able to play with other children, developing the play together (e.g. deciding who will play what role in the home corner, or telling a story with small world characters).</p>	<p>Play with story props alongside child to attract their attention. Let them play with props, use single words and phrases as well as simple songs relate to the props rather than telling the whole story .The main aim is to gain shared attention with the child. Try to gain eye-contact. Some children will be happy to join their family group story time , for some children , they may access the core story 1:1 /1:2 with an adult during continuous provision Children have access to the story sacks during continuous provision. Children can access a variety of books in book areas and around the setting.</p>
<p>Assessment Play out a simple story with toys.</p>		
<p>Second milestone: children take part in shared reading. They respond to the features of the story. Children engage in number rhymes with props and join in with the actions.</p>	<p>As children become more used to shared reading, they ask questions and make links between what happens in the story and their own experiences. Children join in with rhymes and songs e.g. repeating words or following actions. Children play with props to retell /make up their own stories.</p>	<p>The core story is shared everyday in Family groups. Adults ask planned questions about the core story to develop children's Children have access to the story sacks during continuous provision. Children can access a variety of books in book areas and around the setting, inside and outside. Books support children's interests.</p>
<p>Assessment Play out a story based on a book or a story they've heard.</p>		
<p>Third milestone: children take part in telling a story using Tales Toolkit with adult help or can create their own story of their day using a visual timetable. They begin to become familiar of the way stories are structured</p>	<p>As children become more used to using Tales Toolkit, they can increasingly take over and use the symbols and the props. They can make up their own story or 'tell the story of their day in nursery' with little prompting from the adult.</p>	<p>Gain eye-contact with the children, model how to make facial and vocal expressions, Makaton, gesture and body language, all of which will help to maintain attention and participation. Adults use a variety of story-telling techniques to engage children's attention for longer . Emotions are explore beyond their normal range through play and stories. The core story is shared everyday in Family groups, adults use the Tales Toolkit symbols alongside story-telling and when talking about the story . Tales Toolkit symbols are displayed with the pictures of the story Adults ask planned questions about the core story to develop children's</p>
<p>Assessment Use the Tales Toolkit symbols and props to tell a story or narrate an event.</p>		
<p>Final milestone (composite): children use the Tales Toolkit materials to develop the character, setting, problem and solution for their story. They tell their story to one or more people.</p>		

8. Write the first two letters of your name

Milestones	Children will be learning to ...	How the adult supports
<p>First milestone: children can use the muscles in their hands and arms to make big movements and bring together hand and eye movements to fix on and make contact with objects. Children will increasingly become confident in engaging in activities such as: throwing and catching balls, pushing the wagon, exploring a musical instrument, playdough and paint.</p>	<p>As children build up their large and fine motor skills they engage in activities for a longer period of time. They can grasp objects and can focus on what they are doing e.g. hold arms out and wait to catch a ball, thread beads on to a piece of string or build a stable tower of up to 10 blocks etc Where children need individualised and additional help, this will be offered promptly. Help includes: individualised support from key person; small group work; individual meetings with parents to map a way forward.</p>	<p>Access to a variety of tools for children to explore. Large paper/drawing surfaces are important. A variety of mark making resources that enable bold marks to be made easily – felt tips, paint, chalk. Adults commentate alongside children’s actions . Adults sing songs alongside children’s play.</p>
<p>Assessment Co-ordinate movements of both hands.</p>		
<p>Second milestone: Children make marks with their fingers and some tools. Children will engage in a variety of ways to make marks e.g. making marks in dough/clay/sand, holding a paint brush to make marks or using chalk on the ground in the garden etc.</p>	<p>As children become more confident in making marks they begin to talk about their marks with others and give meaning to these e.g. “That’s mummy” or “It’s a dinosaur.”</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 ... Adults may support children’s efforts ie. hold paper or box while they cut or spread glue . Provide a wide range of stimulating equipment to encourage children’s mark-making. Suggestions related to the core stories as well as based on their interests Mud painting + make natural paint brushes Bubble printing Squirting water on paper/dry playground with washing-up bottles Toy animal printing Painting with water on sugar paper Painting with water colours Squirty bottled paint Adults ask open questions about children’s models and drawings. Help children to share their learning at Circle time.</p>
<p>Assessment Use hands, fingers and tools to make marks.</p>		
<p>Third milestone: as children’s mark making develops they make more small controlled movements and can draw lines and circles. They can distinguish between these marks e.g. ‘line, circle, zig zag’ etc. They begin to use anticlockwise movements and retrace vertical lines. Children are familiar with language of directionality such as ‘up, down, round and round.’ Children can find their name card and are look at it when attempting to write their name.</p>	<p>As children use their name cards repeatedly and becoming familiar with the Read, Write inc. formation sheet they become more confident in attempting to form letters. Some children will begin to form recognisable letters.</p>	<p>Children use their name cards for different routines and adults draw their attention to the letters in their name on the their name cards , and other labels. Adults model writing alongside play . Children have many opportunities to write linked to their play and learning such as : writing Christmas cards, shopping lists , writing their plans of what they will play. etc. Children have lots of different opportunities to write in different ways such as on clipboards outdoors, chalks for paving stones, boards and notepads in the home corner. Children enjoy having a range of pencils, crayons, chalks and pens to choose from. Children are also motivated by simple home-made books, different coloured paper and paper decorated with fancy frames.</p>
<p>Assessment Copy or make lines, circles and zig-zag</p>		
<p>Final milestone (composite): Children hold their pen or pencil with a comfortable grip. They write the first two letters of their name clearly and with correct directionality. Correct formation is more important than appearance.</p>		

Sing a repertoire of nursery rhymes.

Milestones	Children will be learning to ...	How the adult supports
<p>First milestone : Making eye contact when they hear music or when someone sings to them. Smiling in response to music</p>	<p>Children listen to adults singing alongside their play .</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 are part of continuous provision enabling 1:1 Shared attention between adult and child Use familiar nursery rhymes to provide comfort and support to children in uncomfortable situations. Sing nursery rhymes at nappy changing time to support building of relationships. Use Babbling Babies/Toddler Talk Activities to develop listening and attention Songs, signs and rhymes are shared via Tapestry uploads, in order to support learning at home.</p>
<p>Assessment S Children engage in listening as an adult sings</p>		
<p>Second milestone: Children start to join in singing as an adult sings</p>	<p>Children 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. Children sing at home.</p>	<p>Adults understand that nursery rhymes help children to: - Develop the ability to discern individual sounds - Learn new words and improve memory through the repetition of rhymes - Hear similar sounds which jump out at you, which doesn’t happen in everyday speech. - segment words into syllables, -hear rhymes In addition to the provision which supports Milestone 1 Provision includes: Singing baskets /sacks are part of continuous provision /Story Time /Language Box . Adults give an opportunity for autonomy and choice by offering children their own choice of songs and rhymes at singing times by choosing a singing spoon. Adults choose songs and rhymes which reflect different cultures, languages and link to the core story/PLODS Adults sing transition songs – ‘ Hello’ song /Story Time has finished Children dance and sing to Sticky Kids Musical instruments are available as part of continuous provision and part of adult-led games/singing. Planning is informed by the resources- Babbling Babies/Toddler Talk Activities Songs, signs and rhymes are shared via Tapestry uploads, in order to support learning at home.</p>
<p>Assessment Children start to join singing through use of a Makaton sign/symbolic sound/single words.</p>		
<p>Third milestone: Children sing short phrases of a song in tune.</p>	<p>Children seek out singing baskets/sacks in the setting and choose to sing nursery rhymes during continuous provision .</p>	<p>In addition to the provision which supports Milestone 1 and 2 Provision includes: Use of Phase 1 letters and sounds games/activities to develop listening and attention skills Demonstrating rhythm with body movements that might be in tempo with the music Enjoying marching, walking, dancing, jumping, running, twirling, skipping, tiptoeing, finger play and other physical activity while listening to and creating music 1:1 or in groups Adults understand that nursery rhymes develop humour, 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’ Echo microphones are on offer to encourage performance Adults play barrier games and copying rhythm games. Role-play involving a stage and costumes, instruments are available to encourage children to perform songs Nursery rhymes are used to scaffold small world and role-play games..</p>
<p>Assessment: Children sing short phrases of a song in tune, with the remaining notes not in tune</p>		
<p>Final milestone : Singing lyrics with increasing ease and enjoyment, and singing everything from short phrases up to entire songs with the correct lyrics</p>		