Nursery

Goal	Milestone	Steps
Settle in and become a confident learner*	1) Make a strong connection with the key person and other adults and use them as a 'secure base'	Where children need individualised and additional help, this will be offered promptly. Helps includes: individual meetings with parents to map a way forward; Early Help support for parenting. As children grow in confidence, their involvement in nursery activities deepens. They explore a wide range of activities.*
	2) To be able to select and carry out activities independently*	As 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.*
	3) Take part in activities , communicating and negotiating with their friends*	As children's engagement and perseverance grows, they either challenge themselves with more difficult activities, or they respond positively to adults challenging them.*
	<u>Final milestone:</u> To be happy to explore the nursery environment and be confident to interact with peers and adults	
*SEND children	By the end of their time at nursery children with SEND will be confident learners depending on their needs. Some children with SEND will need more guidance and adult support than others when exploring and engaging in the different activities on offer. Depending on their abilities and language skills children with SEND will use a combination of gestures, pecs/visuals and language to communicate with staff and peers.	

Goal	Milestone	Steps
To begin to write their name*	1) Able to use muscles in hands and arms to make big movements. Become confident in engaging activities: throwing and catching balls, exploring musical instruments, paint and playdough, climbing*	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. Individualised support from adults when needed.
	2) Make random marks with their fingers and tools	As children become more confident in making marks they begin to talk about their marks with others and give meaning to these.*
	3) Children can find their name card* and will use it when attempting to write their name*	As children build up their language and confidence they become more engaged in recognising letters*; e.g. self-registration in the morning, 'can you find your name card?' board, use of name lunch cards
	4) Develop a controlled hand movement when holding a pen or pencil with comfortable grip when mark marking*	As children use their name cards repeatedly, they become more confident in attempting to form letters. * Some children will begin to form recognizable letters.
	<u>Final milestone:</u> To begin to write some letters of their name clearly and with correct directionality*	
*SEND children	Depending on their learning difficulty or disability, by the end of their time at nursery, children with SEND will display different levels of engagement in pre-writing and writing activities. Children with SEND may not have the language to express and explain their marks and will therefore not share the meaning of their mark making or they will use other ways to communicate (pointing, gestures). Staff will assess the needs of children with SEND and add a photo next to the child's name label to help them recognise it. Children with SEND will use these cards for as long as they need until they recognise their name. Adults will support children with SEND to focus in mark making and pre-writing activities using 'the annex' - a quiet space to provide 1:1 attention.	

Goal	Milestone	Steps
To mix secondary colours	1)Experiment with different mixing ingredients; cornflour, wallpaper paste and powder paints*	Adult to model the process of mixing ingredients together whilst noticing and highlighting the differences.
	2) To follow the steps of a "recipe" with adult support and to know what "full" means when measuring using cups and scoops.	Adult to model the steps to follow a recipe and children to listen to instructions. As children take part in measuring activities, they become more precise in using scoops; As children become more used to, the adult reduces their support for the group.
	3) Choose specific colours to mix and use them for a purpose.	As children become more independent, there is minimal adult support as they follow and remember the steps of the instructions.*
	<u>Final milestone:</u> To independently mix a chosen secondary colour and use the paint for a purpose. *	
*SEND children	Depending on their needs, some children with SEND struggle with processing sensory information and this will impact on their level of involvement in the different sensory activities. Some children require adult support and guidance to go from one activity to another. Depending on the child, the adult involvement will also vary as some children with SEND need more support than others. Children's understanding can be very inconsistent and therefore some children will have more difficulty following instructions on their own.	

Goal	Milestone	Steps
Able to climb up and over an A frame*	1) Positive encouragement and reassurance from familiar adult to make use of the climbing equipment	As children get familiar with the nursery environment adult to encourage the use of the climbing equipment
	2) Build their confidence using low equipment, at no height: plank on the ground, ladders, stairs	Adult to facilitate the use of the climbing equipment to ensure the children build their confidence when utilizing the climbing equipment at nursery
	3) Attempt to climb over the A frame with adult support. Adult to explain actions: hands, feet	Adult to provide a narrative/language and demonstrate the actions to support children's physical skills when climbing over the A frame. As children become more confident they will need less adult support
	<u>Final milestone:</u> To be able to confidently climb over the A frame with no adult support	
*SEND children	Children with SEND sometimes have difficulties understanding cause and effect; picturing scenarios that have not actually taken place. These children display little fear of danger and need constant supervision. Some of these children are impulsive, likely to take risks and to act without thinking. Adult will support and monitor children with SEND while using climbing equipment.	

Nursery

Goal	Milestone	Steps
To plant and grow a seed	1) Sensory activities with soil and water*	As children take part in sensory activities, they become more precise in using scoops; they use a wide range of different-sized plant pots, tins and other containers. Adult to model and to provide language related to growing a seed.
	2) Develop hand-eye coordination: filling up pots and safely using variety of tools*	As children become more confident in using a variety of tools safely*, the adult reduces their support for the group.
	3) Explore seeds from different fruits and vegetables	As children explore different seeds they learn the cycle of growth of a fruit or vegetable; e.g. cutting fruit at snack table
	<u>Final milestone:</u> Plant and grow a seed and understand the growing process*	
*SEND children	Depending on their needs, some children with SEND struggle with processing sensory information and this will impact on their level of involvement in the different sensory activities. The level of understanding varies depending on the children's needs; consequently the level of involvement from the adult to support or supervise the activity will vary. The child's level of understanding will determine how much they unders growing process.	

Goal	Milestone	Steps
To develop good understanding of number to 5*	1) Children to show interest in counting and joining in with number rhymes.* Say some counting words randomly. Become familiar with number names through action songs and rhymes	As children become familiar and comfortable within the nursery setting, adults to introduce simple nursery number rhymes using props to engage the children. As children become familiar with the number rhymes they will begin to use number names in conversation or play
	2) Children can recite the number sequence up to 5. Beginning to count using their fingers*	Adult to facilitate different ways of counting in the nursery and to support children's understanding when using their fingers when representing numbers
	3) Able to count objects using one number name for each.*	Adult to support children's understanding that anything around them can be counted
	4) To understand the last number denotes the set size*	Children to be able to count a set of objects. Adult to reinforce and repeat the last number of the set of objects
	5) Begins to represent numbers by making marks on paper*	Adult to provide numerals nearby for reference when mark-making. Encourage children in their own ways of recording numerals. Adult to use small numbers to manage the learning environment to support the children's understanding of number by labeling resources
	6) Begin to solve number problems to 5	Adult to facilitate mathematical discussions throughout the day in all areas of the nursery setting
	<u>Final milestone:</u> Children will begin to know what is 1 more up to 5. To develop a strong grounding in number, be able to count confidently*	
*SEND children	Children with SEND have very different levels of acquiring and understanding knowledge through thoughts, experiences and senses. Their level of engagement in number rhymes and songs will depend on their interest in numbers. Adults will allow multisensory maths to be taught to children with special educational needs and to give them the time to understand and internalise mathematical concepts.	

Goal	Milestone	Steps
To use language to communicate with others	1) To feel secure and comfortable around new people and environment	Adult to provide children with a safe and stimulating environment, providing activities, which sparks their interest. Encourage them to begin to use their language through a combination of visuals, gestures and movement to music
	2) To begin to actively take part in nursery rhymes, story time or small group activities*	Adult to continuously provide a wide range of vocabulary and to model language when needed. As children grow in confidence they begin to copy language and join in nursery rhymes, stories and small group discussions. Adult to reinforce the importance of listening to others
	3) To understand that language is a tool that carries meaning and it can be used to communicate with others*	As children's vocabulary expands they use it more effectively when communicating with others and in their play. Adults to support children build sentences using new vocabulary
	<u>Final milestone:</u> To be able to use language to communicate their needs and wants to others*	
*SEND children	Depending on their abilities and language skills children with SEND will use a combination of gestures, pecs/visuals and language to communicate with staff and peers. Children with SEND may not have the language to express their needs and wants and they will use othe communicate (pointing, gestures). Visuals will be used to challenge the pre verbal children during their time at nursery, providing them with a m communication. Their level of engagement in story time and songs will depend on their interest; props, visuals and sensory resources will be used to story time for these children.	

Goal	Milestone	Steps
To introduce the concept of recycling	1) To explore different materials*	As children explore the different materials they become more confident in naming and sorting them
	2) To develop an awareness of the different materials and names: plastic, paper, cardboard, tin*	Adult to model and introduce language related to the different materials and their name to help children build their vocabulary and awareness
	3) Explore the concept of recycling through activities and outings and develop an understanding of 'Reduce', 'Reuse' and 'Recycle'*	As children take part in different activities and outings they begin to develop and understanding of 'Reduce', 'Reuse' and 'Recycle'. Adult to continue to model and support their language and learning
	<u>Final milestone:</u> To be able to independently make use of the nursery bins correctly	
*SEND children	Depending on their needs, some children with SEND struggle with processing sensory information and this will impact on their level of involvement in the different sensory activities. Some children with SEND have difficulties communicating and using their language, therefore should facilitate other ways of communication (visuals/pecs, gestures). Children's understanding can be very inconsistent and some concepts are more difficult to understand; adults will use different approaches to explain and incorporate new concepts, especially aroun the concept of recycling.	