





INTENT	IMPLEMENTATION	IMPACT
<p style="text-align: center;">Become independent and confident learners</p> 	<p>Resources are easily accessible throughout indoor and outdoor provision</p> <p>Equal opportunities for all children to access provision that can be easily adapted</p> <p>Key questions to support learning within the planned provision</p> <p>Language used in focussed learning used by EYFS team to develop both communication and language enrichment</p> <p>Adult to model and scaffold reflective conversations with children using growth mindset language</p>	<p>MILESTONE 1</p> <p>Familiarise themselves with the provision and independently access resources.</p> <p>Can share their work with an adult and talk about what they are proud of.</p>
		<p>MILESTONE 2</p> <p>Independently access challenge tasks throughout the setting.</p> <p>Instigate play based on prior learning within the provision.</p> <p>They can reflect on their learning, speak positively about mistakes and problems and begin to find solutions.</p>
		<p>FINAL MILESTONE</p> <p>They have a love of learning and demonstrate a pride in what they achieve.</p> <p>To begin to show a sustained and focussed engagement in an age-appropriate activity within a small group setting.</p> <p>They can examine their previous learning and discuss in simple terms areas they need to get better at.</p> <p>To show a growth mindset and show they can persevere when things get challenging.</p>

ASPIRATIONS

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<p style="text-align: center;">To have fundamental movement skills through diverse physical activity</p> 	<p>Free flow learning (COOL Time) allows children to access the outside learning environment</p> <p>Provide a range of resources to allow children to be physically active within the provision</p> <p>Adults working within the provision model, scaffold, where appropriate, and demonstrate</p> <p>Weekly PE sessions</p> <p>Weekly outdoor learning sessions - Welly Wednesday and Forest Friday</p> <p>Adult discussions about how are body feels different follow physical activity (cause and effect)</p> <p>Stormbreaks</p>	<p>MILESTONE 1</p> <p>Explore different ways to be physically active.</p> <p>Children can walk along a line with a good sense of balance, stand, walk and run on tiptoe.</p> <p>Children can use stairs one foot per step.</p> <p>Notice what happens to their body when they are physically active and understand and recognise this is positive.</p>
		<p>MILESTONE 2</p> <p>Children are comfortable and confident with rolling, crawling, walking, jumping, running, hopping, skipping and climbing.</p> <p>To demonstrate balance and coordination.</p> <p>Can catch, kick and throw a ball.</p>
		<p>FINAL MILESTONE</p> <p>They show a proficiency of fundamental skills in order to play simple games collaboratively.</p> <p>To show increased agility using a variety of equipment.</p> <p>Children can explain how they are feeling post exercise.</p>

ASPIRATIONS

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<p>Design, create and construct</p> 	<p>Provide a range of tools such as musical instruments and resources for children to independently access</p> <p>Daily 'Marvellous Muscles'</p> <p>Adult to model design process and reflection</p> <p>Adult discussions on safety and effective use of tools and other equipment</p> <p>To be able to listen as well as show a willingness to accept ideas from others' around them</p> <p>Provide extended time for children to explore, create and reflect with guidance where needed from an adult</p>	<p>MILESTONE 1</p> <p>Explore using a range of different tools and instruments to create something.</p> <p>To be able to talk about the process of how they created it and what they like about it.</p>
		<p>MILESTONE 2</p> <p>Children can think, plan, share and create their idea. They can talk about the materials they've used and can follow their plan.</p> <p>They can reflect on what they have created and begin to make improvements.</p>
		<p>FINAL MILESTONE</p> <p>To create a final product that they are proud of with a brief description of the materials used, method and alterations that were made along the way, explaining it to an adult.</p> <p>To demonstrate resilience and perseverance to complete a product.</p>

INTENT	IMPLEMENTATION	IMPACT
<p>Enjoy, tell and create stories that begin to demonstrate a rich vocabulary</p> 	<p><i>Drawing Club</i> sessions based on the '3Ms' principle, to inspire creativity and storytelling – 'Every child, Every day'</p> <p>High level language in <i>Drawing Club</i> used throughout setting with provision that facilitates this</p> <p>'Branching' story opportunities</p> <p>Dressing up for role play</p> <p>Rotation of picture books, traditional tales and (old) animation used to stimulate, sustain interest and spark imagination</p> <p>Daily story times x2</p> <p>Book voting linked to topics/themes/children's interests</p>	<p>MILESTONE 1</p> <p>Children enjoy listening to stories and acting out favourite stories, using language from stories they have heard.</p> <p>All children work at their own 'cusp of confidence' to demonstrate their ideas as a 'story teller'.</p> <p>Children can orally use enriched language from <i>Drawing Club</i> sessions in their own play.</p> <p>They can ask and answer questions about stories they have heard.</p>
		<p>MILESTONE 2</p> <p>Children begin to read for pleasure, selecting books of interest to them.</p> <p>Children can orally work within a group to create their own stories.</p> <p>Children can begin to record their own ideas.</p> <p>Write some recognisable letters.</p> <p>Begin to write two and three letters words or short phrases.</p>

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	<p>Frequently changed book corner ensuring a range of texts: non-fiction, fiction, comics, wordless books, picture books, poems etc</p> <p>Tuff trays linked to Drawing Club/topic e.g. The Hairy Toe, Three Little Pigs to retell stories</p> <p>Library book and phonic book/shared readers sent home weekly</p> <p>Small world and role play resources to match stories/themes</p> <p>Variety of mark making materials progressing throughout the year to match/develop fine motor development</p> <p>Daily Phonics sessions and CEW in class</p> <p>Daily fine motor skills practice (bilateral tasks)</p> <p>Daily letter formation practice</p> <p>Opportunities for children to practise their skills in child initiated learning.</p>	<p>FINAL MILESTONE</p> <p>Children to write phrases/sentences with known letter/sound correspondence and CEWs using correctly formed letters.</p> <p>Children can read their phrases/sentence(s) with known letter correspondence and CEWs to others.</p> <p>Children feel confident and motivated to 'have a go'.</p>

Play, enjoy and connect with friends when playing games



Adults to model good collaboration – how to play games following the rules, play fairly and how to accept defeat

Ensure a range of games are accessible in the setting

Access to number resources/loose parts/numbers within the provision both indoors and outdoors ensuring mathematical connections are explicit and implicit

Adult to model mathematical language

Key questions to develop noticing skills: 'What do you notice?, What do you see?, How do you see it?'

Ensure a range of stories linked to 'noticing', counting, pattern and

MILESTONE 1

Children can follow simple rules.

Children can play cooperatively or alongside others.

Children can recite and join in with counting songs as well as stories to develop understanding of counting for ordinality, e.g. The Three Little Pigs (see 'Jigsaw' model document attached)

They can identify numerals shown (nominality) and can subitise (perceptual and conceptual) an amount (see 'Jigsaw' model document attached)

MILESTONE 2

Children understand and accept why rules are needed to make the game fair.


Children can take turns within a game.

Children can use mathematical language when playing games.


Children will see the game through to the end.

Children can count 1-1 correspondence (see 'Jigsaw' approach)

ASPIRATIONS

	<p>shape are used consistently within the setting</p> <p>Share achievements and celebrate/reward positive play with school's reward system and modelling to peers</p>	<p>FINAL MILESTONE</p> <p>Children celebrate achievements of others.</p> <p>They can listen to each other, follow the flow of the game and follow the rules.</p> <p>Children can instigate a game with friends.</p> <p>They can show an understanding of subtraction and addition (cardinality). See 'Jigsaw' approach.</p>
<p style="text-align: center;">Children to embrace the natural world and love of learning through the outdoors</p> 	<p>Provide an inviting and engaging outside area that develops and reflects children's interests</p> <p>Weekly off-site 'Welly Wednesday' or 'Forest Friday' sessions</p> <p>Involve children in looking after the school grounds</p>	<p>MILESTONE 1</p> <p>Children will explore the outside environment.</p> <p>Children can talk about what they see and find, sometimes through 'what do you notice?' and 'what do you see?' questions.</p> <p>They will begin to understand their impact on the natural world.</p>
	<p>Adult discussion about the importance of looking after the natural world, sharing books, modelling scientific terminology etc.</p> <p>Explore our local area</p>	<p>MILESTONE 2</p> <p>Children instigate their play in the outside environment.</p> <p>Children will take responsibility for looking after the natural world within the school grounds and in off-site sessions.</p> <p>Children can talk confidently about what they see and notice using some scientific vocabulary.</p>

ASPIRATIONS

	<p>Plant seeds and flowers and observe what happens to them</p> <p>Grow fruit and vegetables to use in class cookery</p> <p>Learn how to care for different animal (wormery, butterflies etc)</p>	<p>FINAL MILESTONE</p> <p>Children begin to develop a respect for nature in the wider world.</p> <p>They can explain in simple terms how they can look after the world around them, e.g. recycling, reducing waste, caring for the outdoors etc</p> <p>Children will actively engage in their learning in the outdoor environment.</p> <p>Children can talk about some of the changes and processes that take place in the world around them.</p>
<p>Understand the importance of health and wellbeing in their own lives.</p> 	<p>Class discussions about healthy eating and exercise leading to a healthy body and mind</p> <p>Stormbreaks x3 weekly</p> <p>Adults model how to recognise needs and to self-regulate</p>	<p>MILESTONE 1</p> <p>Children can recognise when they are feeling happy or sad.</p> <p>Can recognise their own basic needs e.g. hot/ cold, thirsty, hungry, need the toilet.</p> <p>Children can use the toilet independently.</p> <p>Children can be responsible for their belongings.</p>
	<p>Circle time to help recognise feelings in ourselves and others</p> <p>Collective worship</p> <p>Ensure opportunities to prepare snacks, cooking, talk, about healthy choices</p>	<p>MILESTONE 2</p> <p>Children can explain how they are feeling to an adult can talk about ways to help them feel better.</p> <p>Children participate in physical and mindful activities and can talk about why it is important.</p> <p>Children undress and dress themselves.</p>

ASPIRATIONS

	<p>Adults to reinforce the need to be accountable for their own belongings</p> <p>Dress independently</p>	<p>FINAL MILESTONE</p> <p>Children can, with support, self-regulate and can access strategies to cope with how they are feeling.</p> <p>Children can recognise how their friends are feeling and suggest ways to help.</p> <p>Children can explain to an adult how to have a healthy body and mind.</p> <p>Can use a knife and fork competently.</p> <p>Can fasten and unfasten buttons and use zips.</p>
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ASPIRATIONS

To show a competency in fine motor skills to help them navigate and explore the world around them



Daily 'Marvellous Muscles' practice

Rainbow writing

Providing a range of gross motor skills based activities that promote whole body strength and physicality

Varied resources and provision in both the indoor and outdoor setting that develop fine motor skills

Dough Disco

Practice using short (5cm) crayons/pencils etc to promote tripod grip

Targeted bilateral coordination activities

MILESTONE 1

Begin to use a comfortable pencil grip with some control.

Can hold scissors with a correct grip using an open and close motion to make small snips.

Can thread small beads onto a lace.

MILESTONE 2

Use a comfortable pencil grip that allows wrist extension and forearm resting on a surface engaging the thumb, index and middle finger.

Use scissors confidently to cut straight lines.

Can thread small beads on a lace.

Can copy some letters.

MILESTONE 3

Can hold a pencil in a tripod grip for the majority of the time when writing and drawing.

Can demonstrate good control with scissors (curved and angled lines in more than one move), knife and fork and paintbrushes.

Children can draw pictures with increasing complexity and some detail.

Can complete puzzles with interlocking pieces.

Can use small paintbrushes to add detail to paintings.

Drawing Club – based on the **3Ms** principle namely: **m**aking conversation; **m**ark making; **m**athematics.

A principle whereby the creative teacher is at the centre of teaching with the freedom to adventure with the concept and bring the world of story to life. It allows children to be at the heart of their learning, get creative and use their imagination developing rich language skills.

Mathematics (Karen Wilding EY Maths): The 'jigsaw' approach to number sense.

Making maths meaningful by creating 'memories' rather than 'memorising'.

