

INTENT	IMPLEMENTATION	IMPACT
Children develop strong listening, attention and understanding skills that enable them to participate confidently in conversations, whole-class and group learning and early reading 	Daily opportunities for: listening games; story sessions; Noticing Talks and Walks; Phase 2 and 1, where appropriate; phonic activities Use clear routines, visual cues and consistent language to support understanding and attention Embed ShREC approach in interactions with children Model active listening behaviours: turn-taking, responding, body in direction of person talking Small group interactions that challenge children to follow 2 and 3 step instructions and respond to peers' ideas Scaffold children's conversational skills, embedding ShREC approach Ensure rich story-telling, rhyme, music and movement to strengthen auditory memory and sound discrimination	MILESTONE 1 Children listen with increasing attention during short carpet sessions and small group activities. They respond to simple questions. Able to follow 1-2 step instructions with support. Begin to wait their turn in conversations. They develop a growing awareness of classroom routines and listen for cues in stories, songs and phonic games.
		MILESTONE 2 Children are able to maintain focus for longer periods and listen with purpose. They can follow 2-3 step instructions in familiar contexts. Children are able to respond thoughtfully to peers and contribute to class and group discussions. They show a clearer understanding of stories, anticipate events, and use listening skills to support phonics (oral blending, sound discrimination)

	Embed listening expectations across the environment, e.g. tidy-up signals, transition cues, effective partner/ group talk Ensure adaptations are in place to support children, e.g. reducing distractions, offering repetition, gestures, prop use	FINAL MILESTONE Children listen attentively in whole-class sessions, respond appropriately to questions. They are able to follow multi-step instructions with increasing independence. They engage in reciprocal conversations. Children show a solid comprehension of stories and information. They use their listening skills confidently in phonics, reading and collaborative play. Their listening stamina, understanding and communication demonstrate readiness for a Year 1 curriculum.
Become independent and confident learners 	Resources are easily accessible throughout indoor and outdoor provision Adults to model appropriate use of resources Equal opportunities for all children to access provision that can be easily adapted Key questions to support learning within the planned provision Language used in focussed learning used by EYFS team to develop both communication and language enrichment – ShREC approach Adult to model and scaffold reflective conversations with children using growth mindset language drawn from the relational approach	MILESTONE 1 Familiarise themselves with the provision and independently access resources. Can use the resources in a safe and productive way. Can share their work with an adult and talk about what they are proud of. MILESTONE 2 Independently access challenge tasks throughout the setting. Instigate play based on prior learning within the provision. They can reflect on their learning, speak positively about mistakes and problems and begin to find solutions.

		FINAL MILESTONE They have a love of learning and demonstrate a pride in what they achieve. To begin to show a sustained and focussed engagement in an age-appropriate activity within a small group setting. They can examine their previous learning and discuss in simple terms areas they need to get better at. To show a growth mindset and show they can persevere when things get challenging.
To have fundamental movement skills through diverse physical activity 	Free flow learning (COOL Time) allows children to access the outside learning environment Provide a range of resources to allow children to be physically active within the provision Adults working within the provision model, scaffold, where appropriate, and demonstrate Weekly PE session Weekly outdoor learning sessions – ‘Welly Wednesday’ or ‘Thicket Thursday’ Adult discussions about how our body feels different following physical activity (cause and effect)	MILESTONE 1 Explore different ways to be physically active. Children can walk along a line with a good sense of balance, stand, walk and run on tiptoe. Children can use stairs one foot per step. Notice what happens to their body when they are physically active and understand and recognise this is positive.
		MILESTONE 2 Children are comfortable and confident with rolling, crawling, walking, jumping, running, hopping, skipping and climbing. To demonstrate balance and coordination. Can catch, kick and throw a ball.

		FINAL MILESTONE They show a proficiency of fundamental skills in order to play simple games collaboratively. To show increased agility using a variety of equipment. Children can explain how they are feeling post exercise.
Be secure in socialising and communicating with their peers and adults 	Adults model how to integrate with their peer group and with adults respectfully Weekly Reading Buddies (Y5) Role-play scenarios Playing games Social stories that explore feelings Model positive ways to play Provide increased opportunities of adult led and adult initiated games/tasks throughout Autumn term that allow adults to model positively how they can communicate with others Sharing group opportunities for children to share their interests/likes/dislikes Children to use the modelled relational approach to share with others how they are	MILESTONE 1 Come into school independently and calmly at the start of the day. Build secure and confident relationships with adults in class and chosen children within their own class setting. Understand who they can approach to help with needs/wants. Children can follow simple rules. Children can play alongside others.
		MILESTONE 2 Build positive relationships with their peers and confidently communicate with them and familiar adults. Begin to socialise with other children in school. Identify who they are able to share worries and concerns with in school and be confident in doing so. Children understand and accept why rules are needed to make the game fair. Children can take turns within a game.

	feeling and to develop empathy when there are conflicts Provide opportunities for children to take on key responsibilities within the setting	FINAL MILESTONE Communicate positively with peers and adults in school. Be confident in taking on key roles within the setting. Demonstrate a growing awareness of how their actions impact others. They can listen to each other, follow the flow of the game and follow the rules. Children can instigate a game with friends.
Children can investigate materials, revisit ideas and make their learning visible demonstrating their creativity, individuality and voice through a dedicated Atelier 	Provide both indoor and outdoor Ateliers with open-ended, natural and artistic materials that invite exploration Adults to teach and model the safe handling of tools such as scissors, clay wire cutters, light equipment etc Ensure uninterrupted time for children to develop ideas, experiment and refine their work Display evolving work to support reflection, revisiting and pride in their learning	MILESTONE 1 Children show an understanding of, and respect for the Atelier as a shared space. Children begin to access the tools independently and understand how to use some safely. They are able to experiment with textures, colours and tools showing confidence in choosing resources and caring for them respectfully. Early independence is evident through tidying materials and following simple safety routines. They can explain what their marks and models represent. Children begin to sustain attention for longer periods, working alongside their peers with cooperation and kindness.

	Adults observe, document, question and extend children's thinking Embed At�lier experiences within wider curriculum projects such as maths, nature study, storytelling, cultural celebrations etc Exploit the At�lier in strengthening fine-motor skills, early writing behaviours, problem-solving, expressive arts Encourage collaboration and conversational skills through small group provocations and shared investigations Adult discussions on safety and effective use of expert tools and other equipment To be able to listen as well as show a willingness to accept ideas from others around them 'Tinkering with Wood' opportunities	MILESTONE 2 Children use the At�lier more purposefully, selecting tools and materials with increasing skill and intention. Tools are handled safely and confidently, following the agreed rules. Children collaborate and negotiate ideas, sharing tools appropriately. They can make thoughtful decisions about how to represent their ideas and support their peers. FINAL MILESTONE Children can confidently use multiple expressive languages: clay, wire, paint, light etc to communicate their ideas. They are able to demonstrate mastery of tool use; showing care, responsibility and precision. Respect for materials, their peers and the shared space is embedded in their behaviour. Independence is strong. Sustained focus, communication and self- management shows a readiness for Year 1.
Enjoy, tell and create stories that begin to demonstrate a rich vocabulary 	<i>Drawing Club</i> sessions based on the '3Ms' principle, to inspire creativity and storytelling – 'Every child, Every day' High level language in <i>Drawing Club</i> used throughout setting with provision that facilitates this	MILESTONE 1 Children enjoy listening to stories and acting out favourite stories, using language from stories they have heard. All children work at their own 'cusp of confidence' to demonstrate their ideas as a 'story teller'. Children can orally use enriched language from <i>Drawing Club</i> sessions in their own play.

	'Branching' story opportunities Dressing up for role play Rotation of picture books, traditional tales and (unfamiliar) animation shorts used to stimulate, sustain interest and spark imagination Daily story times Book voting linked to topics/themes/children's interests Frequently changed book corner ensuring a range of texts: non-fiction, fiction, comics, wordless books, picture books, poems etc Library book and phonic book/shared readers sent home weekly Small world and role play resources to match stories/themes Variety of mark making materials progressing throughout the year to match/develop fine motor development Daily Phonics sessions and CEW in class Daily fine motor skills practice (bilateral/midline tasks) Daily letter formation practice Wide-ranging opportunities for children to practise their skills in child-initiated learning.	They can ask and answer questions about stories they have heard. MILESTONE 2 Children begin to read for pleasure, selecting books of interest to them. Children can orally work within a group to create their own stories. Children can begin to record their own ideas. Write some recognisable letters. Begin to write two and three letters words or short phrases. FINAL MILESTONE Children to write phrases/sentences with known letter/sound correspondence and CEWs using letters mostly correctly formed. Children can read their phrases/sentence(s) with known letter correspondence and CEWs to others. Children feel confident and motivated to 'have a go'.
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Children gain a secure understanding of subitising needed for developing future mathematical fluency



Adults have embedded Karen Wilding's EY Maths training within the provision

Meaningful and purposeful practices within the provision are clear in developing secure early subitising skills, such as:

- self-registration;
- ‘Noticing Walks’;
- ‘Noticing Talks’;
- ‘target’ games;
- outdoor learning;
- loose parts;
- board games;
- book vote;
- book sharing;
- calendars and countdowns;
- snack time etc

Adults use consistent language: ‘What do you see?, What do you notice?, How do you see it?’

Daily targeted subitising practice, e.g. dot practice, loose parts

Ensure a range of loose parts are used both natural and manmade that are of low cognitive load

MILESTONE 1

Adults observe children consistently using their noticing skills within and outside of the setting.

They are able to explore full/not full using five frame manipulatives in meaningful contexts such as self-registration.

They develop part/whole reasoning using perceptual and conceptual subitising for 1 to 5.

They can recognise counters on a five frame using a set pattern.

MILESTONE 2

Children routinely subitise in a range of contexts, e.g. games, snack-time etc

They can identify 1-10 on a ten frame using both meaningful images and counters to

Children begin to use tokens to develop abstract use of manipulatives

Children demonstrate an understanding of part/whole including equal and unequal.

	Use of five and ten frames are used in the setting in purposeful and meaningful ways both indoors and outdoors Children develop a secure understanding of part/whole through the provision such as cooking, snack-time choices, games and Projects and Challenges throughout the year	FINAL MILESTONE Children can explore numbers on a ten frame in both 5s and 2s patterns. They have a secure understanding of part/whole. Children demonstrate an application of subitising when solving meaningful real-life problems.
Children to embrace the natural world and love of learning through the outdoors 	Provide an inviting and engaging outside area that develops and reflects children's interests Weekly off-site 'Welly Wednesday' or 'Thicket Thursday' sessions Involve children in looking after the setting and the wider school grounds Adult discussion about the importance of looking after the natural world, sharing books, modelling scientific terminology etc. Awareness of climate change through adults' discussion on waste reduction, reusable items and energy conservation Explore our local area; developing a connection to the environment around us	MILESTONE 1 Children will explore the outside environment. Children can talk about what they see and find, sometimes through 'what do you notice?' and 'what do you see?' questions. They will begin to understand their impact on the natural world.
		MILESTONE 2 Children instigate their play in the outside environment. Children will take responsibility for looking after the natural world within the school grounds and in off-site sessions. Children can talk confidently about what they see and notice using some scientific vocabulary.

	Plant seeds and flowers and observe what happens to them Grow fruit and vegetables to use in class cookery Learn how to care for different animals, e.g. wormery, butterflies, chicks etc	FINAL MILESTONE Children begin to develop a respect for nature in the wider world. They can explain in simple terms how they can look after the world around them, e.g. recycling, reducing waste, conserving energy, caring for the outdoors etc Children will actively engage in their learning in the outdoor environment. Children can talk about some of the changes and processes that take place in the world around them with increasing confidence.
Understand the importance of health and wellbeing in their own lives 	Class discussions about healthy eating and exercise leading to a healthy body and mind Caring for our teeth Adults model how to recognise needs and to develop self-regulation Circle time to help recognise feelings in ourselves and others Collective worship and enabling environments to explore spirituality through 'window', 'door', 'mirror' and 'candle' moments Ensure opportunities to prepare snacks, cooking, talk, about healthy choices	MILESTONE 1 Children can recognise when they are feeling happy, sad, angry and excited. Can recognise their own basic needs e.g. hot/ cold, thirsty, hungry, need the toilet. Children can use the toilet independently. Children can be responsible for their belongings. MILESTONE 2 Children can explain how they are feeling to an adult and can talk about ways to help them feel better. Children participate in physical and mindful activities and can talk about why it is important. Children undress and dress themselves.

	Adults to reinforce the need to be accountable for their own belongings Undress and dress independently	FINAL MILESTONE Children can, with support, self-regulate and can access strategies to cope with how they are feeling. Children can recognise how their friends are feeling and suggest ways to help. Children can explain to an adult how to have a healthy body and mind. Can use a knife and fork competently. Can fasten and unfasten buttons and use zips. Begin to develop a sense of self and connection to the world in which they live
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To show a competency in fine motor skills to help them navigate and explore the world around them



Daily 'Marvellous Muscles' practice, e.g. threading, clay, dough, tweezers, small loose parts, scissor use etc

Exploration in the designated Ateliers

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

Playdough Practice

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

Targeted bilateral/midline coordination activities

MILESTONE 1

Begin to use a comfortable pencil grip with some control.

Use hands and fingers with increasing control and coordination in play.

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

Show growing confidence navigating small objects that build early dexterity and hand strength.

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.

Complete multi-step fine motor tasks such as folding fastening, threading etc

Can copy some letters.

FINAL MILESTONE

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 other tools.

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.

		Can show strong hand strength enabling extended writing, drawing and project work.
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