

INTENT	IMPLEMENTATION	IMPACT
Develop early listening, attention and sound discrimination skills through playful, language-rich experiences building strong foundations for early reading 	Provide daily opportunities for listening games, sound hunts, rhythmic movement and musical play Embed Phase 1 activities within the provision, e.g. rhyme baskets, voice-sound play in role-play, sound-rich storytelling Adults to model rich language, repetition and playful sound exploration through routines Scaffold new challenges into the provision through observation of children's responses, e.g. matching sounds, clapping syllables, copying patterns Use small-group sessions to deepen listening skills, oral blending, and sound discrimination Ensure areas in the environment celebrate sounds such as natural soundscapes, quiet corners etc	MILESTONE 1 Children show growing interests in listening games and environmental sounds. They begin to identify familiar noises, respond to changes in tempo, volume and rhythm and join in with simple rhymes. Attention during group times becomes more sustained. Children show experimentation with voice sounds in playful ways.
		MILESTONE 2 Children discriminate between different sounds with increasing accuracy (body percussion, rhythm patterns, instrument sounds). Children join in with rhyming pairs, clapping syllables in familiar words, repeat refrains in stories. Children attempt early oral blending, e.g. 'Can you find the 'c-u-p?'. They begin to enjoy creating their own sound sequences.
		MILESTONE 3 Children confidently use listening skills to follow instructions, identify sounds and create rhythmic patterns. They are able to generate and recite simple rhymes. They can blend and orally segment in simple contexts and show a readiness for Phase 2 phonics. Vocabulary, sound awareness and listening stamina provide a secure foundation for early reading in Reception.

Children begin to develop the confidence to express their own thoughts, ideas and needs using a growing vocabulary



Provide a rich-talk environment where adventurous vocabulary is used in stories, songs, interactions and real-life experiences.

Provide opportunities for developing oracy skills through Greg Bottrill's 'Story Dough' group sessions.

Adults consistently model high-level vocabulary.

Ensure new vocabulary is introduced naturally in context, e.g. through snack time, lunch times, during play sessions and daily routines.

Adults use open-ended questions to invite children to extend their ideas and thoughts.

Ensure high quality set ups of provocations that extend children's thinking and pique their curiosity, e.g., through the use of loose parts, role-play, small world etc

Using real life tools and equipment and authentic tasks, children are given opportunities to articulate their choices and ideas.

Encourage and provide story props, small world-scenes, puppets to encourage story-telling and narrative skills.

Ensure children are given the time to process and respond.

Adults to engage in shared thinking, extending children's ideas and scaffolding their ideas with gentle prompts.

Adults to adopt the ShREC and 'hand rule' approach to ensure high quality interactions

MILESTONE 1

Children use simple words and phrases to express their basic needs, choices and feelings.

Children join in with familiar songs and rhymes.

With familiar adults, children begin to show growing confidence in initiating conversations.

MILESTONE 2

Children use a widening range of words in their interactions; ensuring greater clarity of meaning.

Children can begin to use vocabulary to problem-solve, negotiate with others, predict and reflect e.g. 'If we put it here, it might fall down' etc

Children start to make more choices and preferences in their play extending their ideas with more detail; explaining what they are doing and why.

They take turns in short conversations.

With growing independence, children are able to communicate their own feelings, e.g. 'I don't like that'...'I need help'

FINAL MILESTONE

They begin to use the language they need to manage social situations and reduce frustrations.

Children are able to demonstrate language to think and reason, e.g. 'I did this because...'

Begin to listen to others' ideas and respond appropriately.

Children begin to use increasingly sophisticated ideas to deepen play, invent stories etc

Children speak with greater confidence in small groups; showing a pride in their own voice.

INTENT	IMPLEMENTATION	IMPACT
To explore movement with growing control and confidence strengthening their gross motor skills through purposeful play 	Weekly 'Welly Wednesday' or 'Thicket Thursday' sessions with the Reception Class Ensure spaces for exploration through jumping, climbing, balancing, running, digging and negotiating obstacles Opportunities to explore large loose parts play, e.g., planks, ropes, crates, logs etc for imaginative movement Access to varied terrains, e.g. steps, slopes, logs etc so children can explore balancing skills and challenges Opportunities for bilateral coordination and core strength in everyday routines, e.g., transporting heavy objects using both hands, sweeping, digging etc Adults routinely model safe risk-taking demonstrating the importance of 'risky freedom' Ensure activities are included that involve precision-based activities, e.g. target games, negotiating 'tight' spaces, balancing etc and that offer opportunities for increased endurance Dedicated 'Time to Move' sessions	MILESTONE 1 Children can navigate and negotiate around obstacles and people. Begin to run, climb, jump spaces with greater confidence and enthusiasm. Children can explore direction, speed and stopping safely.
		MILESTONE 2 Children demonstrate a greater awareness and understanding of whole-body movement through strength when climbing, lifting, carrying etc Children begin to use shoulder and arm strength for large mark making. They begin to coordinate BOTH sides of their body.
		FINAL MILESTONE Children begin to work with others to negotiate roles, simple problem solving and develop physical challenges. They begin to develop both resilience and persistence in a range of physical tasks; able to adapt their movements. Children are able to move with greater precision and control, e.g. climbing, aiming at targets. They can use movement to express their feelings and ideas.

INTENT	IMPLEMENTATION	IMPACT
Children to develop independence; mastering tasks associated with self-care 	Ensure children take part in everyday meaningful and purposeful routines around self-care, e.g. washing hands, toileting, finding coat, tidying up, preparing snack, taking shoes off and slippers on etc Display visual prompts and step-by-step modelling Adults to use clear modelling of language that encourages independence Employ strong co-regulation strategies to support and nurture emotional resilience needed for independence Equal opportunities for all children to access provision that can be easily adapted Encourage children to recognise their own needs, e.g., comfort, thirst, toileting etc Offer children the opportunities to develop empathy and confidence by helping others	MILESTONE 1 Children join in simple routines. Begin to demonstrate a basic awareness of own needs such as needing a drink, feeling tired, things to regulate their temperature, hungry etc Children can take on and off shoes/slippers/wellies. Children can respond to visual cues and verbal prompts.
		MILESTONE 2 Begins to follow routines without reminders. Can organise belongings. Children can manage simple tasks with minimal support, e.g. pulling on trousers, putting arms through sleeves. Children use a range of tools with greater competence, namely: water jugs, soap dispenser pumps, tissues, forks and spoons etc
		FINAL MILESTONE Shows greater persistence, motivation and pride when faced with challenges such as zips, turning clothing the right way, putting puddle suits on hangers etc Children are able to identify when they need a drink, food, rest or help with help and can communicate that to others. Children are beginning to show ownership of their own wellbeing and can manage a range of self-care tasks reliably and independently.

INTENT	IMPLEMENTATION	IMPACT
To encourage children to be 'thinkers' and 'doers' who are curious about the world 	Provide sensory-rich materials, e.g., loose parts, natural materials, varied textured objects etc that invite children to explore and develop their 'noticing' skills both indoors and outdoors. Adults to routinely model questions such as 'I wonder if...what will happen when'. Provide a wide range of open-ended resources that can used in many ways and encourage exploration freely without the rushing to outcomes. Adults to set up provocations that allow children to investigate, explore and reflect on their investigations. Document children's thinking through a 'documentation wall'. Ensure the children view and use the outdoors as a 'living laboratory' where they can predict, test and ask questions. Adult to provide opportunities for team work and children to demonstrate ideas through story-telling, constructing, mark-making, mapping. Adults to provide provocations that connect previous learning to new possibilities.	MILESTONE 1 Children show interest in new objects, experiences and people using a range of their senses. Children demonstrate skills associated with 'trial and error' when exploring, e.g. tries things out to see what happens. Children notice the world around them through their observations and play.
		MILESTONE 2 Children begin to try out different approaches when things don't work/faced with challenges. Children notice cause and effect. Children begin to show resilience, persistence and enjoyment when trying things out.
		FINAL MILESTONE Children ask questions, seek explanations and wonder aloud. Children begin to build on the suggestions of others in their play/inquiry. Confidence is shown in children who see themselves as creators, thinkers and meaning-makers.

INTENT	IMPLEMENTATION	IMPACT
Develop number sense through real-life experiences and the skills of subitising (development of early cardinality) 	Ensure Karen Wilding EY Maths approach is embedded throughout setting.	MILESTONE 1
	Adults to model appropriate language in all areas of provision.	Recognises up to three in simple arrangements using perceptual subitising skill in everyday, meaningful contexts such as snack time, during play, tidying etc
	Develop children's noticing skills through provision of 'curious' objects, games, images, walks etc	Can recognise when quantities are the same and different.
	Use concept images, namely five frames, throughout the provision in a meaningful way	Begins to recognise familiar patterns/representations of 3.
	Use real-life objects in real-life, meaningful and purposeful contexts, e.g., snack times, meal times, games, self-registration, planting etc to notice label and compare quantities.	MILESTONE 2
Develop strong 'number sense' through subitising in all areas of the provision, e.g., snack times, books, loose part provocations, use of the natural environment, the indoor Atelier etc	Children can see some numbers are composed of other numbers – identifying the parts within the whole (part/whole).	
Lots of opportunities to learn the counting system primarily through stories, songs and rhymes.	Children use part-whole language naturally in play.	
Provide language rich texts that are rooted in everyday life, e.g. cooking, shopping, tidying, sharing, routines, journeys etc	Children can describe amounts on a five frame such as full/not full	
Offer rich-play opportunities to explore and build number sense, e.g. cooking, shops, builders' yards etc	Children can label amounts using number names.	
Adults to ensure the use of open-ended questions, e.g. 'what do you think would happen if...'	Notices when a group changes, e.g. 'one went away'.	
	FINAL MILESTONE	
	Children can recognise small quantities within different representations.	
	Begins to predict outcomes.	
	Children can use number sense to make decisions, e.g. 'we need more cups'.	
	Applies number across play, e.g. sharing, organising, building, comparing etc	
	Children can explain their thinking using everyday language.	

INTENT	IMPLEMENTATION	IMPACT
To begin to develop confidence and control in early mark-making using a range of tools and surfaces 	Provide daily access to varied mark-making opportunities indoors and outdoors including targeted skills in the designated Atelier Model purposeful marks within routines and play Offer vertical, horizontal and large-scale surfaces to support shoulder, arm and wrist development Adults to use children's emerging interests and scaffold with language, new tools and invitations/provocations to represent their ideas Embed mark-making throughout the provision: role-play, construction, nature exploration, story-telling etc	MILESTONE 1 Children explore mark-making freely and with increasing confidence Children experiment with a variety of tools making large, bold movements Begin to show control in their shoulder, arm and hand Children begin to show early awareness that marks can carry meaning, e.g. talk about their marks 'this is my dog...I'm making rain',
		MILESTONE 2 Children use marks more intentionally Begin to show greater fine-motor strength attempting circular, wavy and zig zag patterns and begin to form letter-like shapes Children use marks to represent their ideas in play, e.g. maps, labels etc Begin to develop an increasing interest in writing their name or familiar letters Adults notice a clearer progression in children's grip and control
		MILESTONE 3 Children are using mark-making as a communication tool Some children begin to form some letter shapes from their name Children can explain their marks with confidence, demonstrating early literacy foundations Children begin to develop readiness for early writing in Reception

INTENT	IMPLEMENTATION	IMPACT
To explore sound, movement colour through curiosity, creativity and the '100 languages' 	An At�lier that provides a dedicated space for discovery and the importance of process rather than product-making. Adults to provide rich multi-sensory provocations such as natural objects, light/shadow, textured materials etc Open ended materials such as fabrics, chalk, ribbons, water colours, clay etc for exploration. Encourage children to represent ideas through drawing, dance, sculpture, construction, sound-making, story-telling. Provide opportunities children to revisit ideas using different expressive languages. Ensure children's ideas are documented through a 'documentation wall'. Adults to support children in listening to others' ideas and build shared creations. Dedicated 'Time to Move' sessions. Music sessions – Get set4Music	MILESTONE 1 Children show an active interest in colours, sounds, textures and movement. Children are able to explore a variety of materials using their hands, body and senses. Children begin to experiment with different tools.
		MILESTONE 2 Children mix colours, tests sounds and experiment with tools. They begin to select tools based on an intention, e.g. I need the soft brush' Children begin to express themselves through multiple mediums, e.g. clay, paint etc
		MILESTONE 3 Children begin to express ideas through sound, colour and movement. Children begin to use more descriptive language. They can talk about what they are doing and why. Children demonstrates the skills of being a thinker, creator and expressive communicator. They build on their peers' ideas and negotiate choices.

INTENT	IMPLEMENTATION	IMPACT
To begin to develop emotional resilience, persevering when faced challenges 	Build strong relationships with adults within the setting, through the use of the ShREC approach Ensure the environment offers both predictable routines and calm transitions. Adults to model coregulation within the setting namely: naming feelings and modelling calm. Ensure spaces for calm both indoors and outdoors within the setting. Ensure children's efforts are celebrated with 'just-right' challenges that meet their 'cusp of confidence'. Provide ample opportunities to try strategies and tasks independently. Adults to actively model language for negotiation, turn-taking and collaborative play. Adults to model and embed the relational approach.	MILESTONE 1 Children seek comfort from familiar, trusted adults. Children can express basic emotions, like happy, sad, angry, excited They demonstrate growing confidence in familiar environments.
		MILESTONE 2 Children are able to recognise simple feelings in themselves and others. They are able to use words and gestures to express emotions. They have a greater awareness of how actions affect the feelings of others. They begin to draw upon simple strategies when upset, e.g. quiet space, breathing etc Begins to manage frustration with support. Begins to share, wait and negotiate.
		FINAL MILESTONE Shows a willingness to try new things. Children are able to persist for longer before giving up. Demonstrates an awareness and others' feelings and empathy. Begins to recover quickly from set-backs with minimal support.

Little Pioneers' Pre-school 2026-27

Miss Macdonald EY Lead

ASPIRATIONS (3-4 years)