

INTENT	IMPLEMENTATION	IMPACT
To develop core trunk stability and shoulder strength in preparation for fine motor skills readiness and future tool handling 	Provide an environment that promotes 'heavy work' and sensory play such as water bucket transportation, log and tyre hauling, objects to lift, carry and stack etc Routine and transition games that encourage children to move their bodies in diverse ways such as crouching, crawling, stomping, rocking etc Ensure high quality set ups of provocations that extend children's use of their bodies such as large-scale floor puzzles, vertical mark-making, crawling tunnels, 'tummy time' sensory play etc Using real life tools and equipment and authentic tasks, children are given opportunities to articulate their choices and ideas. Weekly 'Welly Wednesday' / 'Thursday Thicket' sessions with Hedgehogs' Class Movement and Time sessions	MILESTONE 1 Children demonstrate developing core control by safely rocking, rolling and tipping their bodies during floor play whilst maintaining their balance. They can prop themselves up on their forearms in a prone position for short periods to engage with resources. Children can actively reach across the centre line of the body to grab objects. Children independently lift and carry lightweight items using both hands, activating their abdominal muscles.
		MILESTONE 2 Children are able to navigate uneven surfaces using their core to adjust their postures and avoid falling. They can bend down from a standing position to pick up a heavy 'loose part' and return to their position demonstrating good trunk control. Children show within the provision that they can bear weight through their shoulders and upper arms. They can engage their core muscles to pull, push and steer weighted objects around obstacles.
		FINAL MILESTONE Children demonstrate deep core strength to sit upright and cross-legged on the floor for short periods of time. They can co-ordinate their upper body simultaneously to pull their own body weight up onto, hang from low A-frames. They can confidently handle chunky crayons, manipulate play dough and use large spoons with control. They can adjust their core muscles during transition games, smoothly shifting from one position to another, e.g. slithering like a snake to standing upright.

INTENT	IMPLEMENTATION	IMPACT
To develop and strengthen hand and finger control and begin simple self-care routines 	Daily fine motor invitations through Practical Skills activities, e.g. squeezing, pinching and rolling using clay, dough, putty; tweezers and scoops for transferring, sorting and filling using natural objects etc During snack/mealtimes times ensure children carry out plates and cups to the table and sink, wipe hands and face with adult modelling, pour water from jugs, using appropriately sized cutlery etc Scaffold dressing skills into small achievable steps Ensure provision of early mark-making tools that allow children to strengthen their grip Use real life tasks to build hand strength: pegging clothes, sweeping, cleaning tables, watering plants, carrying baskets with two hands etc Explore and discover in the designated Atelier Adults to routinely model and narrate actions for self-care steps Opportunities to complete activities that require manipulative play and precision such as simple puzzles, shape sorters, small world objects to balance and move etc Daily handwashing practice Ensure activities that strengthen and build grip and control are available in continuous provision, e.g. water and sand play	MILESTONE 1 Begin to use whole-hand grasps Attempt simple self-care actions with adults modelling Can feed themselves with fingers and begin experimenting appropriately sized cutlery Push arms through sleeves or attempt to pull up a zip with support Demonstrate early hand-eye coordination readily participate in mealtime and snack routines
		MILESTONE 2 Use a pincer grip more consistently when picking up objects Use tools with increasing self-control Attempt self-care sequences with reduced adult support Pull up zips or Velcro fastenings with some independence Engage in fine-motor tasks that require some precision, e.g. transferring with tongs, threading etc
		FINAL MILESTONE Begin to use controlled finger movements for more complex tasks, e.g. mark-making tools, pipettes Feed themselves using basic cutlery (spoon and fork), adjusting grip as necessary Begin to show greater coordination when completing two-handed actions such as pouring water, carrying baskets

		Demonstrate some independence in dressing tasks, e.g. pulling up trousers, attempting zips Complete with growing independence self-care routines, e.g. handwashing, toileting steps, putting on coats
Children develop the ability to listen to short instructions and sustain attention during shared play 	Adults to wrap instructions around predictable and unfamiliar routines where the environment cues the action, e.g. during a snack time: 'Wash your hands and choose a cup' or during play: 'Pick up the spoon...stir the pot' etc Adults in the setting to ensure to gain eye level contact, using the child's name first, stating the two-part instruction clearly with visual cues where appropriate Adults to use consistent phrasing so children have the opportunity to recognise patterns Adults to use gestures to support understanding and demonstrate good listening posture, namely crouching down to child's level Use a variety of songs and movement to build attention Ensure adults embed simple listening challenges into play, e.g. 'Roll the ball to me', 'Can you find the green hat?' Opportunity for small group story times, perhaps 2/3 children at a time Anchor children's attention by incorporating puppets in storytelling Adults to narrate the child's and their own listening - ShREC Ensure adults make deliberate pauses so children can anticipate what comes next	MILESTONE 1 Notice when name is called and pause in response Follow familiar instructions when supported with a gesture, e.g. 'shoes on' Maintain attention for short bursts Join in with predictable routines, e.g. snack time Show early turn-taking with supporting adult
		MILESTONE 2 Begin to follow two-step instructions Listen to short stories in micro-groups Engage in parallel play, beginning to engage in shared play with others Use simple words or gestures to show they have understood, e.g. 'me do it', pointing Anticipate what comes next in a simple game/routine, e.g. action songs
		FINAL MILESTONE Carry out tasks independently, e.g. tidying things away or fetching items; showing understanding Begin to listen and respond to their peers' ideas, e.g. 'my turn', 'put it here' Greater anticipation in co-operative play Sustain attention for extended periods during small group or shared play

		Begin to participate in co-operative play listening for cues, turn-taking and simple problem-solving
Children begin to expand everyday vocabulary and begin to use sentences to express their own ideas, needs and their feelings 	Adults describe what children are doing using clear, everyday language – SHREc approach and extend appropriately, e.g. 'You're pushing the truck to 'You're pushing the big, blue truck down the ramp' Ensure 'serve and return' conversations are routinely used and adults pause to let children respond Adults to offer open-ended invitations and opportunities that allow children to express ideas through language rich-provocations such as baskets of curious objects, small world scenes, mirrors etc Adults to model naming feelings Offer sentence starters, e.g. 'I feel...I need' etc Embed new vocabulary is used in meaningful contexts, so children make connections Greg Bottrill's Story Dough in small groups Ensure children's attempts are celebrated Enjoy a variety of songs, rhymes and repetitive language structures	MILESTONE 1 Use single words and begin to use simple two-word combinations such as, big car, Begin to name familiar objects, people and action during their play Use gestures and words to express needs Attempt to repeat new vocabulary used by adults Begin to show an early awareness of feelings using labels such as 'happy' and 'sad' Respond to the modelling of adults by adding an additional word, e.g. blue bag
		MILESTONE 2 Begin to use simple 2 and 3 word sentences to express their own ideas, e.g., 'I need coat', 'my turn now' Use new vocabulary from stories, songs and provocations in the setting Begin to talk about what they are doing, e.g. 'I making tower', 'I splash water' Use simple emotion sentences Begin to ask for help for clarification, e,g, 'help me' Children join short back and forth exchanges with adults and their friends
		FINAL MILESTONE Use longer three/four-word exchanges to share their needs, feelings and ideas, e.g. I made a tall tower... I want the big truck'

		Use vocabulary from the environment, e.g. play, stories, nature, sensory play etc) with growing confidence Begin to express simple opinions such as 'I like this' Use new-found language to negotiate in play, 'you be mummy', 'my turn now' Begin to express feelings with greater nuance such as 'I feel cross'
Begin to recognise key emotions, turn-take and engage in co-operative play 	Adults to engage in daily emotions check-in with emotion cards, feelings cards with photos of real emotions, adults modelling language of emotions with children as appropriate Naming emotions in real time with adults narrating both their own and that of the emotions of others Use mirrors, puppets and stories to explore feelings Ensure the embedding of turn-taking is clear in everyday play Set up of provocations that encourage shared sensory experiences, e.g. funnels and tubing, communal buckets etc in the designated Atelier and throughout the setting Adults to demonstrate short but repeatable phrases to support children during conflicts resolutions Ensure provocations are set up require collaboration, e.g. large objects that require multiple hands, snack table with shared food, limited number of items in an activity Adults use visuals where necessary to support turn-taking, e.g. waiting cards, timers etc Adults throughout the setting routinely and consistently model calm and co-regulation – soft, calm voice, clear language	MILESTONE 1 Begin to notice and respond to basic emotions in themselves through the use of simple words, gestures and expressions Begin to show early empathy towards others Engaging in parallel play, staying near others whilst still playing independently Begin to use basic social scripts that have been modelled by adults e.g. 'stop', 'my turn' Attempt simple turn-taking with adult support Begin to seek comfort or help when feeling overwhelmed, showing signs of early self-regulation MILESTONE 2 Name a wider range of emotions, e.g. sad, happy, angry Begin to identify the emotions of others using simple phrases, e.g. 'she sad...he happy' Engage in associative play, noticing and responding to peers' actions Take turns for short periods with prompts both visual and verbal Use simple language to negotiate: 'you do it', 'my turn now'..

	Adults celebrate verbally co-operative moments of children and other adults for modelling purposes	Begin to join shared play sequences FINAL MILESTONE Use short sentences to describe feelings Recognise emotional triggers and seek support Can take turns with minimal prompting Engage in more cooperative play, turn-taking with resources and planning simple roles Take turns with minimal prompting and wait briefly for their turn
Children begin to develop confidence in exploring the environment and expressing preferences 	Ensure the setting has low level shelving and containers children can reach independently Repeated routines that help and support children in feeling secure enough to explore Provision to have clearly defined areas such as At��lier, piazza, cosy corner etc Adults to offer choices that reduce the risk of overwhelm so children can practise expressing preferences, e.g.' 'book or puzzle?'...'red cup or blue cup?' Adults working in the setting to ensure calm, attuned interactions to support children into 'having a go' Provide open ended materials to spark curiosity namely, various loose parts, fabrics, construction objects, mirrors etc with adults modelling curiosity and wonder Adults to model the use of preference vocabulary to builds children's vocabulary for expressing likes and dislikes	MILESTONE 1 Begin to explore areas of the environment supported by a trusted adult Begin to approach materials with caution, sometimes watching peers before joining in Show early preferences through gestures, pointing or single words Return to safe and familiar resources that feel safe and predictable Express 'likes' and 'dislikes' Seek comfort or reassurance, showing early self-awareness MILESTONE 2 Move with greater confidence between areas of provision and choosing where to play Use 2-3 word phrases to express preferences Show curiosity by investigating objects and simple challenges

	Encourage safe risk-taking (risky freedom) through challenges, e.g. uneven surfaces, low climbing frames, varied tools etc	Begin to try new materials or spaces with gentle encouragement of adults Begin to show more assertive behaviours, e.g. 'I do it', 'my turn' Begin to show a sense of pride in their decisions MILESTONE 3 Explore the environment independently and with greater purpose Use short sentences to express preferences and ideas Begin to initiate exploration without waiting for adult reassurance Show some sustained engagement with chosen materials or spaces within the setting Make some independent choices and communicate them to adults and peers Demonstrate greater confidence in trying new experiences, challenges and environments
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