

1.

Travel on zip wire safely,
confidently and
independently (flying
fox)

2.

Communicate freely
about our diverse
world

OUR 5 ASPIRATIONS

3.

Become independent
in my setting and my
own personal needs

5.

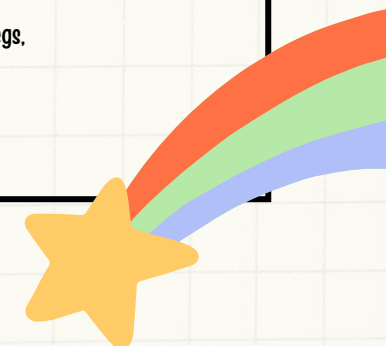
Grow a plant from seed
and know what it needs
to grow successfully

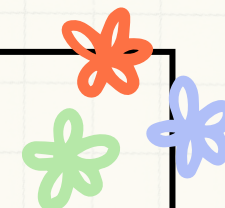
4.

Follow a set of
instructions to make
playdough



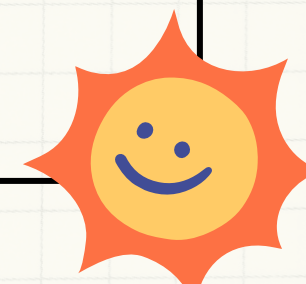
Curriculum Goal	Travel on zip wire safely, confidently and independently (flying fox)
Milestone 1	Children sit on a trike/ride on toy with good balance and scoot along. They join in with parachute games and know how to hold the parachute safely. They use construction materials to build simple towers and structures.
Milestone 2	Children begin to pedal and steer their trike. They pull themselves up on the slide, gaining confidence and strength with their climbing skills. They mark-make on the vertical chalkboard and develop their gross motor skills with the support of wheelbarrows and brooms in the garden. They explore and feel at ease with a variety of movements like using rollers and brushes in water play or digging in the growing area.
Milestone 3	Children sit on a balance bike with good balance and maintain control. They mount and sit on rope swing in the garden with good balance and maintain control, swinging with confidence. They understand how to keep safe and show an awareness of how to manage risks. They are starting to practice traveling on the zip line but need some adult support/encouragement from peers.
Final Milestone	Children are confident to travel on the zip line without adult support. They can hold themselves up and demonstrate good balance. They can control the speed and know how to keep themselves and other children safe.
Key Vocab & Text	Fast, slow, travel, balance, risk, safety, Climb, Pull, Weeeeeeee, Go, Stop, Swing, Crash, Bang, Glide, Fly/Flying, Careful, Hold on, Grab, Lift, Sit down, wrap legs, Books: We all go traveling. Peppa's gym class



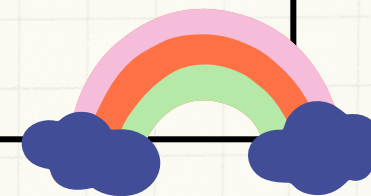


Curriculum Goal	Communicate freely about our diverse world
Milestone 1	Children will learn to recognise and have a sense of themselves, recognise themselves in a picture to learn where their own peg is and their self registration name. Children will begin to learn who is within their close community of preschool e.g key groups, key person, peers and adults. They will explore the setting and their peers, sometimes watching from a distance to begin with, begin to learn the daily routine and transitions with the help of visual aids and key people. Children will start to explore small world toys like trains, cars, dinosaurs, animals and small world people. They will imitate everyday actions e.g making a cup of tea in the home corner and events from their own cultural background. Children will start to share a variety of simple story books with key adults pointing out key items within illustrations.
Milestone 2	Children will have a sense of their immediate family, relations and home and start to recognise them in photos. They will begin to recognise their own name without their photo and identify items that belong to them. Children will start to form friendships in and out of preschool, using their names in play. They will confidently carry out transitions within the setting, but may require support within new social situations like outings. Will become curious about and interested in new and familiar experiences in nature e.g finding bugs in the garden. Begin to make visits to the local library to explore books and meet other people within their community. They may begin to recognise the familiar route they follow. Children will explore dressing up items e.g everyday items, cultural clothing, occupation outfits, and may start to use these within their role play. They will explore more structural small world resources like dolls house, happyland town, community/people photo blocks and landmarks from around the world. Children will show greater interest in longer stories and audio books which are focused around families, wider communities and our living world. They will explore tuff trays and investigation tables with interest to discover new experiences and learn from their curiosity.
Milestone 3	Children will confidently transition and show interest in helping and supporting others with these key moments. Children are able to recognise their own name and begin to make marks to represent their name using a variety of mark making tools with control. Children will recognise some important famous people like the royal family and images of world relations eg: World flags. They will start to talk about their home, family and shared celebrations and show interest in celebrating other world events like the Olympics/Paralympics, Chinese New Year, Diwali, Pride, and the World Cup. They will start to show an interest in non-fiction books as they are used more to share details on these events. There will be an increased interest in why things happen and how things work. They will comment on aspects of their environment e.g changing of seasons, puddles and begin to show some care and concern for living things. Recognise themselves and others important to them in past photos and talk about what is happening.
Final Milestone	Children are able to talk about themselves, family, friends, people special to them, people in their wider community, people that help us and different people from around the world, showing their own positive attitudes towards others and acknowledging their differences, their cultures and religions. They can show respect towards each other and have grown confidence interacting with people of all ages. They are able to recognise Great Britain and some other key countries and landmarks in photos or a map and will join in with celebrating different festivals from around the world. They enjoy writing their own name on artwork with some recognisable letters or marks that have familial resemblance to the letters of their name. Children will confidently describe changes in seasons, life cycles, planting and show care and concern for the natural world. Children will know basic strategies to keep themselves safe in their environment and their community including simple road safety.
Key Vocab & Text	World, earth, countries, black/white, mixed race, religion, ethnicity, explore, culture, celebrate, girls, boys, LGBTQIA+, respect, Love, Pride, Community, Family, Friends, Relationships, Relations, Multiple Homes, Friendships, Same Gender Parents, Them/they, Blended Family, Mum, Dad, Brother, Sisters, Parents, Partners, Adopted, extended family, Fostered, Separated, Divorce, Married, Library, Church, City, Town, Countryside, Great Britain. Books: Elmer, All about Families, All about diversity, Topsy and Tim the new baby, Festive feast, Children's Atlas, Pride

Curriculum Goal	Become independent in my setting and my own personal needs
Milestone 1	Children will explore the setting prior to starting, attend settling in sessions and be introduced to their key person to form a bond. Once started parents will come in with the child, greeted by their key person and self register together. The child will become familiar with this routine and start to feel safe. An adult will carry out and support a child with care routines e.g nappy changing, dressing and hand washing but the child will begin to recognise these transitions with the help of 'object reference' and adult vocalising key tasks like 'take your shoes off' whilst doing it for them to understand words to the action. Children will explore activities and the environment with adults, playing with them. Activities set up by adults that focus on the child's interests found out from their 'all about me' forms help them become settled within the setting.
Milestone 2	Children will separate from parents with key person support and distraction techniques, occasional upset is minimal. Child is supported with self registration and carrying out morning routines(hang up bag, lunchbox and drink in tray). They will explore the setting and activities knowing their key person is close by, sometimes wanting the adult to play with them and gravitating to familiar resources/areas. Children start to recognise their toileting needs e.g potty training but require adult support. The use of visual aids can help them to understand the routine and next step. Children learn to wash their hands with some hand over hand support and help with dressing using the 'backward chaining method'.
Milestone 3	Child confidently leaves the parent at preschool door, but will seek out their key person to carry out the morning routine (hang up bag, lunchbox and drink in tray) and self register. They will independently carry out toileting needs, dressing and hand washing but may require some adult help or prompting. Children start to recognise key places/resources within the preschool, start to self select some activities/resources to play and will help with encouragement to tidy up some items e.g. using cleaning up song and tidying games.
Final Milestone	Child confidently leaves the parent, carries out morning routine tasks (hang up bag, lunchbox and drink in tray), self register and then self select own activity. They will self select activities throughout the day, join in with adult led activities and group time, help pack away resources in the correct places and recognise familiar songs/sounds for key transitions responding appropriately. They tend to their own toileting needs, wash hands and dress themselves without adult support.
Key Vocab & Text	Pick up, put away, Hi, Bye, Name, Peg, Coat, Shoes, Socks, Drink, Lunchbox, tray, wash hands, dry hands, soap and water, scrub, wipe, flush, wee, poo, pull down, pull up, change clothes, on, off, Kind Koalas, Genius Giraffe, outstanding owls, Fantastic foxes, Courtney, Linzy, Sue, Katie, you can do it, well done, good job, Hi Five Books : Mrs and Wee and Mr Poo, Harry and the Dinosaurs went to school. Peppa and the dentist, what are Germs? Name song. Good Morning song.



Curriculum Goal	Follow a set of instructions to make playdough
Milestone 1	Children will begin to explore sand, mud kitchen and messy play resources, using different substances to create simple mixtures. They will use spoons, sieves, scoops, rolling pins and pans with adult support at times. With support children will access the dough area watching the adult make the playdough, seeing what ingredients are being used.
Milestone 2	As children experiment and play they will become more precise using tools like spoons, scoops, sieves, jugs, cups and pans, using them to fill and transport from different size containers. Children will become more able to pour using jugs within water play and fill cups or drinks bottles using water jugs at snack and lunch time. Children will start to help adults stir the mixture and tip ingredients into the bowl.
Milestone 3	In a small group children will begin to follow the steps to make dough. A supporting adult will draw the children's attention to the recipe sheet at the playdough table, referring to it in order to create the dough. With adult help the children will use the scoops and spoons to measure out the ingredients and pour in the water. Adults will use mathematical language associated with counting, size, shape and measure. Children will begin to reflect on the process with guidance.
Final Milestone	Children will now access the playdough recipe card unaided and will begin to follow the instructions with minimal adult support. They will begin to recognise and label the ingredients and will also talk about 'how many' of each ingredient required, sometimes successfully identifying and matching the numerals on card to the corresponding amount. Children become more accurate in their measurements and their ability to pour, scoop and stir, in order to complete the process. There will be an increasing ability to see and reflect when things may not have gone to plan and children will begin to 'Have a go' at solving the problem. Children will also be able to use different recipe cards produced to help them make cloud dough and other dough recipes.
Key Vocab & Text	More, Less, scoop, Pour, measure, Mix, Squash and a squeeze, Flatten, Ball shape, roll, Ingredient, Flour, Salt, Wet, Dry, Paint, Colour, Dough, Recipe, Carefully, Slowly, gently, Quickly, Mould, Smell, colour, texture, poke, pinch. Books: Recipe Books, seasonal books, Biscuit Bear.





Curriculum Goal	Grow a plant from seed and know what it needs to grow successfully
Milestone 1	Children will be able to dig in the mud kitchen using gardening tools. They will begin to develop a basic understanding of safety when using the different tools and will recognise and name some of them. Children will observe seasonal change in the local meadow including blossom on the trees, pollinating insects, and wildflowers. They will pick a selection of herbs in the texture kitchen for their own imaginative creations.
Milestone 2	Children will comment about aspects of their environment e.g. the wind, the changing seasons. They will show care and concern for living things and will talk about significant events and occasions in their own experience. Children will comment on the changes they observe during their experience watching frog/chick/butterfly life cycles. Children will comment on the seasonal change observed in the local meadow including blossom on the trees, pollinating insects, and wildflowers. Children will grow cress heads in eggshells or recycled containers as an introduction to growing. They will develop their patience as the cress heads grow over time.
Milestone 3	Children will confidently describe the changes in season, the life cycle of a plant and will show care and concern towards the natural world. Children will compare the similarities and differences they notice during their experience observing frog/chick/butterfly life cycles. Children will take part in a sunflower competition. They will listen to the story of 'Sam's Sunflower' and know what a seed needs to grow e.g. water and sun. Children will demonstrate independence when planting the seed, using the trowel carefully to transfer compost into the pot and will be responsible for watering the seed regularly to ensure healthy growth. They will measure the length of their sunflower using non-standard units of measure like construction blocks.
Final Milestone	Children will visit a local allotment to see how vegetables grow. Children will be responsible for nurturing different plants including sunflowers and vegetables within the garden. Children will recognise and name the different vegetables growing and will harvest them for snack time. Children will be confident to talk about the life cycle of a plant from a tiny seed into something that they can eat.
Key Vocab & Text	Grow, seed, bulb, flower, tree, roots, leaf, blossom, water, sun, light, warmth, soil, spade, pot, trowel, dig, fork, mud, pat, gloves, watering can, pour, measure, green, sprout, tall, small, big, little, bugs, hole, nature, decomposed/dead, living, dry, compost, recycle, poop, waterbutt, food, drink. Books : Sam's Sunflower, Oliver's Vegetables, The Very Hungry Caterpillar, Jack and the Beanstalk, The enormous Turnip, Peppa's tiny creatures.