



Pre-Foundation

Curriculum and checkpoint statements



Communication and Language

Curricular Goal

Have a back and forth conversation with an adult while engaged in child initiated play.

| Milestone 1 | Milestone 2 | Milestone 3 |
|---|--|--|
| <p>The child will be able to: Communicate using both non-verbal and simple verbal communication. Watch the adults face as they talk. Copy some words that the adult says. Copy what the adult does beginning to show 'turn taking' linked to words. Give attention when their name is used.</p> | <p>The child will be able to: Listen and respond to a simple instruction with two key words. Begin to use pronouns. Communicate with increasing confidence using 2-3 words. Point to and talk about pictures in books to show an increasing understanding of basic words.</p> | <p>The child will be able to: Hold a conversation with an adult during play. Communicate confidently and link 4-5 words in simple sentences. Listen and respond to simple questions and instructions with three key words. Use pronouns with support at times. Talk about and use a range of action words.</p> |
| <p>Adult role: Spend time 1-1 with each child engaged in activities. Model making eye contact, using single words and gestures / Makaton actions. Narrate the child's play. Promote active listening during daily Key Person time and snack/story time.</p> | <p>Adult role: Spend time 1-1 and in small groups with children. Extend vocabulary while narrating children's play. Spend time looking at books and singing songs. Model active listening. Give instructions and ask questions using two key words and support children to respond to these.</p> | <p>Adult role: Spend time 1-1 and in small groups with children. Share books daily in a group and also 1-1 during provision. Give instructions and ask questions using three key words and support children to respond to these. Extend children's vocabulary while engaged in play with them.</p> |
| <p>Environment: Core provision in the Rainbow Room. Outdoor provision. Key Person group time in a quiet environment (Forest Room or Rainbow Room).</p> | <p>Environment: Core provision in the Rainbow Room. Outdoor provision. Introduce the children to the Role-play and Construction area in the</p> | <p>Environment: Core provision in the Rainbow Room. Outdoor provision. Introduce the children to other areas in the</p> |



Personal, Social and Emotional Development

Curricular Goal

Regulate emotions while engaging with others through play

| Milestone 1 | Milestone 2 | Milestone 3 |
|---|---|---|
| <p>The child will be able to: Separate from their parents/carer with support from their Key Person. Engage in play activities with adults, gradually spending short periods of time away from the adult. Begin to name some basic feelings (happy/sad).</p> | <p>The child will be able to: Engage in play activities alongside other children, seeking out their Key Person to co-regulate when needed. Join in with a calming strategy. Recognise and name some feelings using words and/or images (happy/sad/angry). Begin to be aware of strong emotions in others.</p> | <p>The child will be able to: Manage their emotions during the session, only using their Key Person when they are unable to self-regulate. Use known words to describe their feelings and needs to an adult. Show awareness of other children and begin to play with them, tolerating and accepting their presence.</p> |
| <p>Adult role: Remain calm and reassuring. Name feelings. Build a secure and trusted relationship with the child and make links with parents / home. Regularly play alongside the child to reassure them.</p> | <p>Adult role: Remain calm and reassuring. Name feelings. Use personalised strategies to co-regulate with children modelling these as needed. Use role-play to explore feelings and model facial expressions.</p> | <p>Adult role: Remain calm and reassuring. Encourage the child to name the feelings they are experiencing. Remind children positively of expected behaviours.</p> |
| <p>Environment: Rainbow Room for close contact. Key Person time in either the Rainbow Room or Forest Room. Sensory baskets / cause and effect toys to gain attention.</p> | <p>Environment: Rainbow Room to provide space for co-regulation. Identified objects / activities available to help calm and distract based on each child's interests. Key Person time in either the Rainbow Room or Forest Room.</p> | <p>Environment: Access all areas of provision. Key Person time in either the Rainbow Room or Forest Room. Puppets. Books about feelings.</p> |



Physical Development

Curricular Goal

Manage my body safely and confidently when making large and small movements

| Milestone 1 | Milestone 2 | Milestone 3 |
|--|--|--|
| <p>The child will be able to: Put on wellies, coat and a hat with help from an adult. Sit on a trike / balance bike and begin to move themselves around. Copy actions such as clapping, stamping, stretching and curling up. Use a palmar grasp or similar to hold mark making materials such as chalk and paint sticks and other tools.</p> | <p>The child will be able to: Put on wellies, coat and a hat with only a little help from an adult. Move around the path on a trike / balance bike. Explore different ways of moving their body using gross motor skills. Use a digital grasp to hold different mark making materials and other tools.</p> | <p>The child will be able to: Put on wellies, coat and a hat independently. Move safely around the path on a trike / balance bike. Run and climb safely outside, moving around clear obstacles safely. Join in with action songs and rhymes, copying a simple sequence of actions. Begin to use a static tripod grip when holding different mark making materials and other tools.</p> |
| <p>Adult role: Provide support where needed, encouraging and praising attempts at independence. Encourage all children to have a turn on the bikes with support as appropriate. Model large scale movements during wake and shake involving the whole body. Model making circular marks and move on to lines.</p> | <p>Adult role: Provide minimal support, using simple verbal and pictorial instructions to support independence. Encourage all children to have a turn on the bikes with support as appropriate. Apply large scale movements from wake and shake to outdoors. Model how to draw enclosed shapes.</p> | <p>Adult role: Promote independence. Encourage all children to use the bikes regularly. Model simple action sequences for the children to practise and join in with. Apply this to outdoor learning. Model holding mark making tools with 'snappy fingers'. Model how to draw simple representations e.g. a person.</p> |
| <p>Environment: Organised coat hooks. Organised wet weather gear with space to sit and put them on. Space to lie down on their tummy for mark making. Bikes available when there are fewer children outside.</p> | <p>Environment: Organised coat hooks. Organised wet weather gear with space to sit and put them on. Space to lie down on their tummy for mark making. Bikes available when there are fewer children outside.</p> | <p>Environment: Organised coat hooks. Organised wet weather gear with space to sit and put them on. Pictorial cue cards. Opportunities to mark make standing up and sitting down. Bikes available regularly.</p> |