

Curriculum Policy Spring 2024



'Children learn and develop more from birth to five years old than at any other time in their lives. If children are at risk of falling behind the majority, the best time to help them to catch up and keep up is in the early years. Every child can make progress, if they are given the right support. 'When we give every child the best start in their early years, we give them what they need today. We also set them up with every chance of success tomorrow.'

Development Matters Sept 2023

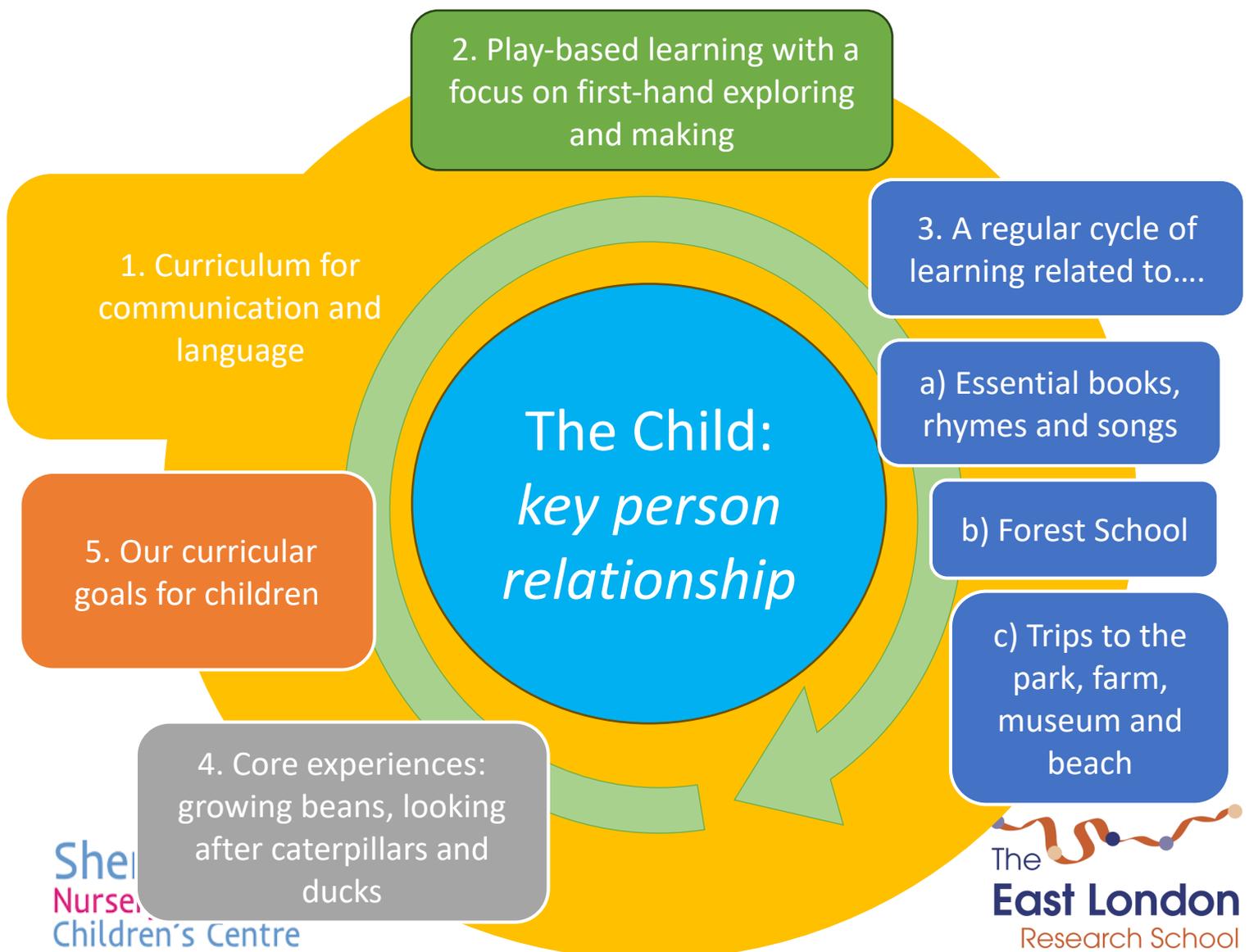
Our Curriculum

Our curriculum is the 'top level plan' of all the things we want children to experience, know and be able to do as a result of coming to Sheringham Nursery School. Our curriculum sets out what we teach and when, and what children learn.

A curriculum for communication and language is our top priority. This is because it is foundational to all other learning. It is especially important when we consider the impact of the pandemic.

- In our curriculum knowledge builds, skills build, and it becomes more challenging over the year. Learning includes new words, new skills and new knowledge.
- Our curriculum is evidence-informed and reviewed every year.
- Our curriculum is set out clearly and communicated with staff and parents. This ensures everyone can be engaged and ready to support children to achieve the key milestones set out.

Curriculum Overview



We have a 'hybrid curriculum' at Sheringham Nursery School. That means we are combining:

A curriculum for communication and language

Communication and language is our top priority because it is foundational to all other learning. As such it forms the foundation of our curriculum and weaves through every element. Being a priority is especially necessary when we consider the impact of the pandemic.

All staff are trained in the use of evidence-informed strategies to support communication and language. These strategies have been developed here at nursery as part of our work as a Research School. They are highly successful strategies that become 'a way of being' and ensure that at any point during the session, and no matter what the context, there are high-quality interactions happening – children are being listened to and adults are engaging in back and forth interactions, over many turns, creating a conversation.

We believe that communication and language is just too important to leave to chance and we worry about the children who might avoid spending time with adults. We need to ensure *all* children have the opportunity to engage in high quality back and forth conversations with adults. That is why we run the Talking Time programme. An evidence-based **universal** intervention, designed to support the development of oral language skills among 3 and 4 year olds.

A play-based curriculum, together with a focus on children's first-hand exploration and making

- The children have significant leadership in this curriculum.
- Adults support through resourcing this curriculum well, and structuring the learning environment and routines.
- Adults also support through high-quality interaction: conversation, vocabulary, sustained shared thinking.
- Adults are 'intentional': we guide children's play towards the skills, concepts and vocabulary that will enrich their play, and prepare them well for their later learning.

Curricular goals

- We support all children to achieve these goals during their time at Sheringham.
- Some children need more support to get started on a goal than others.
- Some children need steps broken down, to keep progressing.
- We aim for all children to work towards the same curricular endpoints.

- Exceptionally, children with complex needs may have a more individualised curriculum to meet their needs.

Curricular structures

- All children are introduced to our *Essential Books and Rhymes*. These books and rhymes are sequenced, from simpler to more complex structures and vocabulary. Children learn the rhymes off by heart. They gain a deep familiarity with the stories, establishing a love of books.
- All children in the 3-4s nursery take part in *Talking Time*. These engaging structured small-group activities are based around specially chosen high quality picture books. The intervention is underpinned by structured professional development. This aims to refine and enhance adult's skills in providing responsive and adaptive support for oral language at the right developmental level for each child. These mixed language ability sessions help children to develop their language and communication.
- All children take part in *Maths Through Picture Books*. These group sessions help children to develop their understanding of number and the composition of number.
- All children in the 3-4s take part in *Forest School*. These sessions help children to develop their love of nature and the outdoors. Children develop fitness and confidence outside.
- We have a regular cycle of learning based on the *rhythm of the year*, allowing us to celebrate festivals and draw children's awareness to changes with the seasons.

Core experiences

- All children take part in caring for the ducklings and caterpillars, and observing their life cycle. They all plant and grow at least one plant. They all visit the farm, beach and museums and places of worship. These experiences build on children's early scientific curiosity. They develop their wider understanding of the world and build cultural capital.

Our three curricular goals for 2 year olds

Regulate emotions by finding ways to cope

Have a back-and-forth exchange with an adult while sharing a book

Manage my body with increasing spatial awareness

Our seven curricular goals for 3 and 4 year olds

Regulate emotions and become a confident learner

Follow a recipe to bake a bread roll

Make a model at the woodwork table

Ride a balance bike

Create a dance to a piece of music

Make up a story

Draw an observational picture of myself or a natural object using a fineliner pen

Children learn and develop at different rates and although we have a broad understanding of typical child development, there is enormous variation within what is typical.

Developing a secure grasp of a concept takes time and specific skills may emerge in different orders. Development does not take place in clearly defined linear steps. Children may develop several skills in parallel and move through skills in different orders. It is important that we have possible pathways children may follow in developing an understanding of a concept. This will ensure the development of skills and knowledge isn't missed.

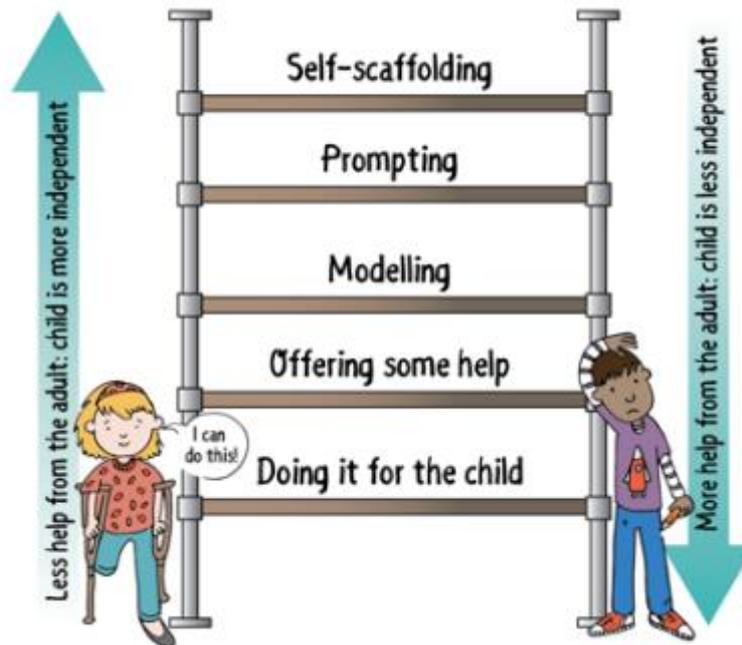
It's especially important to keep a very close eye on children who are struggling with their learning and who have weaker skills in (for example) language and communication, or maths. We need to give those children extra help so they can keep up with our curriculum. We need to be careful when it comes to quieter children, or children who often play away from adults (e.g. outdoors and on the move). Do we know enough about their learning? Are they making progress in our curriculum?

In order to effectively support children's learning, adults need to have secure knowledge of effective pedagogy, knowledge of the subject itself and then how children learn. We invest in our staff and provide them with sustained evidence-informed professional development.

Scaffolding, feedback and metacognition

We use these three key techniques in our early years teaching:

Scaffolding means that we give a child just enough help to do something which they couldn't do independently. We gradually reduce the help until the child is independent. It's a powerful technique for all children. It helps children with SEND to work towards the same learning goals as other children, with additional help along the way.



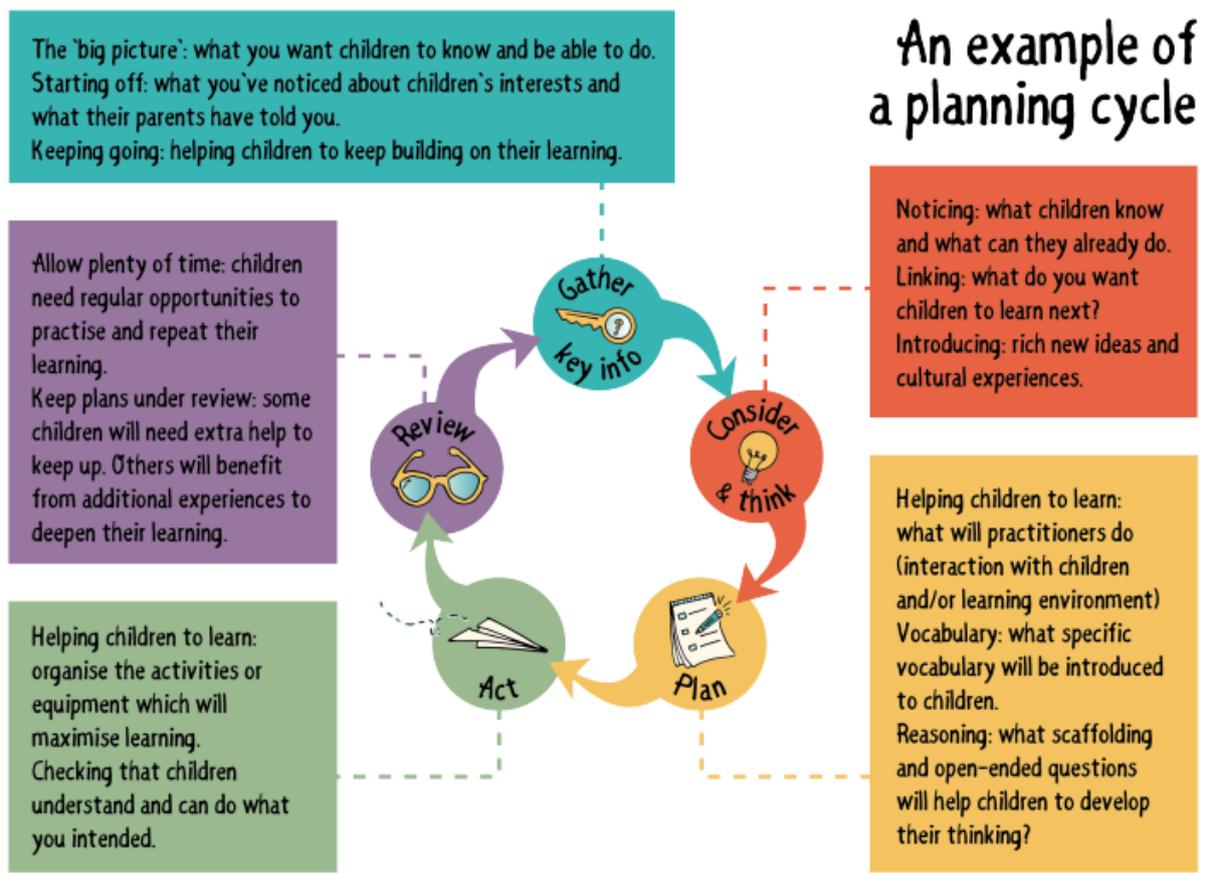
Feedback means that we give children precise information about how well they are achieving something. That means that we need to talk with children first, or during their activity, about what their intention is. Feedback is sensitive, and it avoids general praise. It focuses on process and effort, as well as the final result. It helps children to improve their learning. We can usefully encourage children to seek feedback from each other.

Metacognition is about children's ability to plan ahead, monitor how well they are doing, make adaptations as they go, and review the final result of what they have been doing. That means providing challenging activities for children, to encourage them to think ahead and adapt as they go (e.g. riding a balance bike through an

obstacle course). It means we need to talk to children about their thinking, planning, and end result. We do this when looking through their special book together. We can usefully model metacognition, and talk about thinking and planning with children.

Planning meetings

These are important, because they are the time we talk about whether children are learning what we intended, and whether they are making sound progress. This is when we adapt the curriculum in the here-and-now, to meet the needs of all our children. Our planning cycle is shown below:



Regulate emotions by finding ways to cope	
<p>First milestone: children make a strong relationship with their key person. Increasingly, they separate confidently from their parent/carer at the start of the session and become involved in their play. They use their key person as a 'secure base' throughout the session, 'touching base' as/when needed.</p>	<p><i>Where children need individualised and additional help, this will be offered promptly. Help includes: individual meetings with parents to map a way forward; Early Help support for parenting; Triple P parenting.</i></p> <p>The key person establishes a warm, nurturing and responsive relationship. Adults are sensitive to children's cues and provide physical and emotional support when children are experiencing strong emotions.</p> <p>The key person provides a safe environment and consistent routine. Adults speak calmly and offer affection (as appropriate to the unique child).</p> <p>Adults are co-regulating with children.</p>
Component	Spend 3 hours in nursery, managing their emotions with support.
<p>Second milestone: through co-regulation children learn new vocabulary to describe feelings. They use facial expressions and body language to express themselves.</p> <p>This will begin to help them identify and label how they themselves are feeling.</p>	<p>Adults will be calm and reassuring when helping children manage their emotions. They pay attention to their own feelings and reactions and their own coping and calm-down skills. They will acknowledge and respond to children's feelings, using the words 'comfortable' and 'uncomfortable' to describe emotions rather than 'good' or 'bad'.</p> <p>Adults will label the feeling and explain in simple terms why they think they might be feeling that emotion.</p> <p>Adults support children to notice how their bodies feel. They comment, describe and narrate. They model strategies and techniques that children can use when they are experiencing different emotions</p> <p>Adults have interactions based on feelings both when the child is calm and when they are not. Adults use the ShREC approach and interactive book reading to scaffold these interactions.</p>
Component	Engage in an interaction with their key person about feelings.

<p>Third milestone: through co-regulation and with scaffolding children can label how they feel with words and/or gestures. This helps them to manage strong feelings they may have.</p> <p>Children begin to recognise other people's feelings. This helps them to develop empathy and the ability to respond sensitively to others.</p> <p>When calm they will be able to pull the face associated with simple feelings and/or identify these feelings in the pictures of others.</p>	<p>As children play and learn in nursery they move from expressing their emotions through behaviour to expressing their needs and emotions with words. They use books, puppets and visual tools when talking about feelings. They engage with adults as they model feelings and how to express them.</p> <p>As children and adults share books, they are supported to reflect on how somebody might be feeling and why. Children are supported to recognise strong feelings their friends might have and why.</p> <p>Adults model different facial expressions and body posture, and how these are tied to feelings. They use visual tools and mirrors with children to practise making facial expressions.</p>
<p>Component</p>	<p>With support use a word or point to a visual aid to identify a feeling in themselves and someone else (happy, sad or angry)</p>
<p>Forth milestone: children feel secure and are confident to turn to adults for help when experiencing strong feelings.</p> <p>As children become more familiar with step by step calming strategies they begin to use them when prompted.</p>	<p>Adults purposely teach and model skills like 'waiting' during play and routines explicitly supporting children to understand this concept by talking through 'waiting' for their turn. They use simple words with children to help them communicate their feelings and needs.</p> <p>Adults model strategies when children are feeling calm so they can develop an understanding of what to do when they experience strong emotions. Children are provided with opportunities to practise strategies through role play.</p>
<p>Component</p>	<p>Join in with a calming strategy with support from an adult.</p>
<p>Final milestone (composite): Children recognise and express their feelings in a healthy way. They are beginning to understand what others are feeling and are developing a sense of empathy. This enables them to build strong relationships with an increasing ability to tolerate and accept others. Children begin to regulate their emotions with support from an adult by calming down when experiencing strong feelings. This enables them to express themselves in appropriate ways and respond to challenges. Adults sensitively reduce the amount of support they give to children as they begin to regulate their emotions independently.</p>	
<p>Sophisticated vocabulary: Miserable, sensitive, calm, cheerful, enthusiastic, excited, delighted, overjoyed, uncomfortable, comfortable</p>	

Have a back-and-forth exchange with an adult while sharing a book

<p>First milestone: children communicate with adults and friends using non-verbal communication. They can pay attention when others are speaking.</p>	<p><i>Where children need individualised and additional help, this will be offered promptly. Help includes: individual meetings with parents to map a way forward; discussion with the health visitor/SENDCo where appropriate and referrals made to external agencies. For example, the speech and language therapist.</i></p> <p>As children spend time in nursery they are encouraged to engage and communicate non-verbally, using facial expressions, gestures and eye-contact. Their key person spends extended periods of time sharing their focus and modelling non-verbal communication.</p>
<p>Component</p>	<p>Communicate their needs, feelings or ideas nonverbally.</p>
<p>Second milestone: children learn the rules of conversation through warm and engaging interactions. (With support they can actively listen, take turns in the interaction, respond to questions, share focus and/or eye contact).</p>	<p>Children will take place in back-and-forth interactions as a natural part of their time in nursery. They are engaged in warm and engaging interactions with adults during play, at the snack table, when changing, and in small group storytimes. They are supported to have back and forth interactions with peers when playing.</p>
<p>Component</p>	<p>Engage in a verbal or non-verbal back-and-forth exchange with their key person.</p>
<p>Third milestone: children demonstrate active listening by giving the speaker their attention and hearing what has been said before speaking themselves.</p>	<p>Children will take part in play that requires them to practise listening to others everyday. Adults will model active listening and narrate the actions that they are demonstrating (eye contact, nodding, smiling). Role-play will be used as opportunities to practise listening in serve and return conversations.</p>
<p>Component</p>	<p>Listen carefully to what others are saying with support.</p>

<p>Forth milestone: Children share their thoughts and ideas when looking at a book with an adult in a small group or individually. They listen to the ‘serve’ that an adult or peer gives and ‘return the serve’ with a verbal or non-verbal response.</p>	<p>As children become more skilled and confident in communicating and listening, they will begin to happily spend time looking at books with adults and engaging in serve and return exchanges.</p>
<p>Component</p>	<p>Look at a picture book with an adult and make a comment about a picture.</p>
<p>Final milestone (composite): Children engage in a back-and-forth exchange with an adult whilst looking at a picture book. They share their fascinations and thoughts through verbal and non-verbal exchanges. They listen actively to responses from the adult. They take part in a back-and-forth exchange over more than 4 turns. This enables them to hear new language in context, practice using language within a social interaction and receive feedback on their communication and language from adults.</p>	
<p>Sophisticated vocabulary: nodding, conversation, chat, attention, interesting, thinking, noticing, illustration</p>	

Manage my body with increasing spatial awareness

<p>First milestone: children demonstrate awareness of their surroundings. They move their body throughout the day and practise large movements, such as waving, kicking, rolling, crawling and walking.</p> <p>Children are able to find their way around nursery. They know where things are and can find them independently. For example, where their peg is for their coat and bag, and where to wash their hands.</p>	<p><i>Where children need individualised and additional help, this will be offered promptly. Help includes: individual meetings with parents to map a way forward; Early Help support for parenting; Triple P parenting. Discussion with the health visitor/SENDCo where appropriate and referrals made to external agencies. Parents are encouraged to support their child/ren to walk or scoot to nursery.</i></p> <p>As children spend time in nursery they are encouraged and supported to engage in activities both inside and outside. Their key person spends extended periods modelling how to manage the space and equipment. Adults model moving their bodies in different ways and negotiating the environment so children can use it independently. Children are encouraged to copy these movements.</p>
<p>Component</p>	<p>Negotiate the space around them safely and with purpose</p>
<p>Second milestone: Children explore the classroom and garden with support from their key person. They begin to take risks and ask for help when needed.</p> <p>For example, they might hold out a hand for an adult to help them whilst balancing on the beam.</p> <p>Children will explore different types of equipment and spaces. For example, they crawl through tunnels and climb into and out of large boxes.</p>	<p>As children become more independent, they are encouraged to try a range of equipment. Adults support and encourage children to climb unaided and to stop if they do not feel safe. Children are provided with lots of opportunities to move freely and on different surfaces.</p> <p>Adults join their play and use spatial words to describe what they are doing with their bodies. Adults provide children with reassurance and encouragement to keep trying when they are finding something difficult. Adults sing action songs to model different ways of moving their bodies and to support learning of specific words related to space and movement.</p>
<p>Component</p>	<p>Fit themselves into different spaces.</p>
<p>Third milestone: Children can run safely negotiating obstacles. They are beginning to use stairs independently. They climb onto equipment with increasing independence and confidence.</p>	<p>As children become better at moving their bodies around the physical space their confidence to navigate challenges increases. Adults increase opportunities for more risk taking and challenge by providing various materials and rearranging them at different heights etc. Adults provide children with many opportunities to practise and develop their skills.</p>

Component	Climb onto low-level equipment and jump off with two feet
<p>Forth milestone: Children explore the space freely, taking some risks without an adult. They explore spinning and rolling. They independently use ropes and swings.</p>	<p>Once children become confident to climb and jump independently, they begin to explore with movements where their feet are off the ground or they are upside down. Adults support this challenge by managing the level of risk this movement attracts. This builds confidence and allows the child to be successful in their risk taking. Adults support children to think about risk and the things they can do to keep their bodies safe.</p>
Component	Independently use the rope and tyre swing
<p>Final milestone (composite): Children move freely and confidently indoors and outdoors. They manage their body and are confident to engage in physical activities. They take risks and manage these safely. They are aware of obstacles and avoid these when moving around the space. They join in with action songs and copy movements.</p> <p>Children develop an awareness of their own bodies, exploring space, investigating and manipulating objects, enjoying hiding and exploring different viewpoints. They have knowledge and skills to move and interact with the physical space around them with confidence.</p>	
<p>Sophisticated vocabulary: Negotiate, Adjacent, Underneath, between, through, over, in front of, before, after, upside down, opposite.</p>	

Regulate emotions and become a confident learner	
<p>First milestone: children make a strong relationship with their key person. Increasingly, they separate confidently from their parents at the start of the session and become involved in their play. They use their key person as a 'secure base' throughout the session, 'touching base' as/when needed.</p> <p>As children grow in confidence, their involvement in nursery activities deepens. They explore a wider range of activities. They play for longer periods of time. They play alongside friends. They play collaboratively. They develop their pretend play.</p> <p>As children become more familiar with step by step calming strategies they begin to use them when prompted.</p>	<p><i>Where children need individualised and additional help, this will be offered promptly. Help includes: individual meetings with parents to map a way forward; Early Help support for parenting; Triple P parenting.</i></p> <p>The key person establishes a warm, nurturing and responsive relationship. Adults are sensitive to children's cues and provide physical and emotional support when children are experiencing strong emotions. The key person provides a safe environment and consistent routine. Adults speak calmly and offer affection (as appropriate to the unique child).</p> <p>Adults model strategies when children are feeling calm so they can develop an understanding of what to do when they experience strong emotions. Children are provided with opportunities to practise strategies through role play.</p>
<p>Component</p>	<p>Spend 3 hours in nursery, managing their emotions with support and using calming techniques when promoted</p>
<p>Second milestone: Children can identify their emotions and notice how their bodies feel when they experience them.</p> <p>Children begin to independently use calming techniques to regain a sense of control when they are experiencing strong emotions.</p> <p>This allows them to take part in pretend play, communicating and negotiating with their friends.</p>	<p>Adults will be calm and reassuring when helping children manage their emotions. They pay attention to their own feelings and reactions and their own coping and calm-down skills. They will acknowledge and respond to children's feelings, using the words 'comfortable' and 'uncomfortable' to describe emotions rather than 'good' or 'bad'.</p> <p>Adults teach and model calming down skills. They model how their body feels during strong emotions and the effect of the calming strategy on that feeling. They use words and visual aids to support understanding and to build independence.</p>

	As children's emotional regulation, engagement and perseverance grows, they either challenge themselves with more difficult activities, or they respond positively to adults challenging them.
Component	Use calming techniques to feel more comfortable when experiencing strong emotions
<p>Third milestone: Once calm, children can think of solutions to issues that cause them to feel strong emotions, choosing the best solution for the situation and putting it in place.</p> <p>They persevere with difficulties.</p> <p>They can talk about what they are doing or have done, using the words 'thinking' or 'learning'</p>	<p>Adults model generating solutions to issues that might cause them to feel strong emotions by thinking out loud. Adults support these discussions with visual tools and demonstrations.</p> <p>Adults support children to persevere and problem solve when faced with challenges.</p> <p>As a result, children play and learn more collaboratively, over longer time periods. They take part in more challenging activities.</p>
Component	Think of solutions to problems that cause strong emotions and use them to overcome a challenge
<p>Final milestone (composite): children can regulate their own emotions by monitoring and managing their feelings and the way they make them behave. They can identify their feelings and the way they make their bodies feel. They can calm down when experiencing strong emotions and once calm choose the best course of action to manage the challenge. They reflect on what helps them to persevere through difficulties and what helps them when they find things hard. Children talk about what they and others are learning and thinking (metacognition).</p>	
<p>Sophisticated vocabulary: co-operate, uncomfortable, regulate, react, challenge, difficulty, eventually, refine, persistent</p>	

Follow a recipe to bake a bread roll

<p>First milestone: with adult support, children mix different ingredients, including: sand and water, and flour and water to make simple playdough. They use the following tools: wooden spoons, sieves, scoops, rolling pins, cookie cutters and knives. They mix substances outside in areas such as the mud kitchen.</p>	<p>As children take part in these activities, they become more precise in using scoops (filling the scoop carefully to the top); they count the scoops as they tip them out; they use a wide range of different-sized buckets, tins and other containers. Children become confident in using tools at the snack table to prepare their own snack e.g., spreading butter on toast.</p>
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Component	Mix 2 substances together using tools.
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<p>Second milestone: in a small group, children follow the steps in making a chapati with an adult. The adult draws children’s attention to the recipe card. With adult scaffolding, children use measures (teaspoon, tablespoon, cup etc) and tip in the ingredients. With adult scaffolding, they knead the flour until it becomes soft and cover it. With adult scaffolding, they roll the dough into small balls and flatten. They help to cook these and reflect on the process.</p>	<p>As children become more used to cooking, the adult reduces their support for the group. Children also mix other substances together carefully, with adult guidance, e.g., mixing water and powder paint.</p>
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Component	Follow all the steps in the recipe card, with support.
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<p>Third milestone: In small group cooking activities, children follow the steps in making a bread roll with an adult. They independently fill measures carefully to the top (teaspoon, tablespoon, cup etc). They recognise the numerals in the recipe card. When they count out quantities (e.g., 3 teaspoons of salt) they say the numbers in the correct order (1-2-3) and the know that the last number they say (3) is the total number of spoonfuls they have added.</p>	<p>As children become more independent, there is minimal adult support as they follow recipe cards and follow paint-mixing cards.</p>
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Component	Fill measures accurately to the top.
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Final milestone (composite): children follow the steps of a recipe independently. They measure ingredients, mix them and create their own bread roll by placing the mixture onto a greased proof tray ready to be baked.

Sophisticated vocabulary: predict, precise, accurate, instructions, sequence

Make a model at the woodwork table	
<p>First milestone: Children explore using one handed tools such as: one-handed scissors, knives to spread/cut and wooden spoons to stir/pour.</p>	<p>With adult support, children learn how to use these tools correctly and understand their use. Children begin to understand how to use tools safely and are supported to do so by the adults. Children take part in junk modelling and use scissors and Sellotape to join things together.</p>
Component	Grip a tool and control its movement.
<p>Second milestone: children confidently use one handed tools to create changes in materials e.g. Use a peeler at forest school to whittle the bark of a stick.</p>	<p>As children grow in confidence they are introduced to the woodwork tools and shown how to use these safely. They access the woodwork bench and explore using some tools with adult support e.g. hammering nails into pieces of soft wood.</p>
Component	Control a tool safely and change a material.
<p>Third milestone: children have repeated experiences at the woodwork bench. They think about what they are creating and how they want it to look e.g. "I'm making a car, it has four wheels." They are introduced to more tools and how to use these safely.</p>	<p>With support children use tools such as: hammers, hand drills, screw drivers, saws and the glue gun safely and with increasing confidence. They have an idea of what they want to make and how they want it to look.</p>
Component	Talk about what they plan to make, in advance or during the making.
<p>Final milestone (composite): children decide on the model they will make. They choose the materials they want to use, shape materials with tools, and join materials together.</p>	
<p>Sophisticated vocabulary: estimate, create, design, link, technique, resources</p>	

Ride a balance bike	
<p>First milestone:</p> <p>Children sit on the seat of a balance bike with both feet firmly on the ground</p>	<p>As children become more confident to stand with a balance bike in between their legs, holding the handle bars, they begin to walk around the garden with stability. Adults then encourage them to sit down on the seat as they walk around.</p>
Component	Sit on the seat of a balance bike
<p>Second milestone:</p> <p>Children scoot and steer their balance bike</p>	<p>As children become better at co-ordinating scooting and steering, they will be able to navigate challenges e.g. riding in and out of cones or over a hollow set of blocks.</p>
Component	Steer safely round obstacles
<p>Third milestone: children sit on a Balance Bike with good balance, with both feet on the ground.</p>	<p>Once children become confident at balancing, they scoot slowly along keeping one or both feet on the floor. They begin to use the handlebars to avoid obstacles and other children. Adults will slowly raise the seat to encourage balancing.</p>
Component	Balance and move on a 2-wheel bike
<p>Final milestone (composite): children ride a Balance Bike, balancing with both feet off the ground, and maintaining control by steering and being able to slow down or speed up. They can ride a Balance Bike safely along the pavement.</p>	
<p>Sophisticated vocabulary: balance, achieve, navigate, challenge, reverse, goals</p>	

Create your own dance to a piece of music

First milestone: Children respond by moving their whole bodies to sounds they enjoy, such as music or a regular beat.

As children join in with repeated experiences they grow in confidence and begin to join in with repeated words or actions e.g. “If you’re happy and you know it clap your hands.”

Children develop their spatial awareness and enjoy moving to music, listening to rhymes/songs and joining in.

Component

Respond to music through movement or joining in.

Second milestone: children enjoy joining in with dancing and ring games. They can follow simple instructions such as “Clap your hands” or “Let’s turn around.”

As children’s interest and understanding of music develops they begin to move rhythmically and in response to the music they hear. They can use props such as ribbons or pom poms to create different actions.

Component

Respond to music through rhythmical movement.

Third milestone: children explore a wide range of music from different cultural backgrounds and can describe the sudden changes they hear e.g. Loud, fast, slow etc.

They explore different ways of moving their bodies and can follow an adult’s lead.

As children become more confident in themselves and the space they can follow a simple dance routine led by an adult.

They can then perform their dance routine in front of a small group.

Component

Follow a simple dance routine accurately.

Final milestone (composite): children choose a piece of music individually or in a small group. They create their own dance routine, moving in time to the pulse of the music being listened to and physically responding to changes in the music, e.g. jump in response to loud/sudden changes in the music.

Sophisticated vocabulary: similar, previous, final, rhythm, beat, performance

Make up your own stories	
First milestone: children take part in pretend play, making up or developing a story.	Children may begin by pretend-playing on their own with toys like farm animals, wild animals, dinosaurs or Duplo people. They may put on a costume to become a superhero or another character. Over time, their play becomes more complex. They are able to play with other children, developing the play together (e.g. deciding who will play what role in the home corner, or telling a story with the Duplo people where different Duplo people have different characters).
Component	Play out a simple story with toys.
Second milestone: children take part in shared reading. They respond to the features of the story. Children engage in number rhymes with props and join in with the actions.	<p>As children become more used to shared reading, they ask questions and make links between what happens in the story and their own experiences.</p> <p>Children join in with rhymes and songs e.g. repeating words or following actions.</p> <p>Children play with props to retell/make up their own stories.</p>
Component	Play out a story based on a book or a story they've heard.
Third milestone: children take part in telling a story using Tales Toolkit with adult help or can create their own story of their day using a visual timetable. They begin to become familiar of the way stories are structured.	As children become more used to using Tales Toolkit, they can increasingly take over and use the symbols and the props. They can make up their own story or 'tell the story of their day in nursery' with little prompting from the adult.
Component	Use the Tales Toolkit symbols and props to tell a story or narrate an event.
Final milestone (composite): children use the Tales Toolkit materials to develop the character, setting, problem and solution for their story. They tell their story to one or more people.	
Sophisticated vocabulary: predict, resources, create, eventually, (character, setting, problem, solution)	

Draw an observational picture of myself or an object from the natural world using a fineliner pen	
<p>First milestone: children can use the muscles in their hands and arms to make big movements and bring together hand and eye movements to fix on and make contact with objects.</p> <p>Children will increasingly become confident in engaging in activities such as: throwing and catching balls, pushing the wagon, exploring a musical instrument, playdough and paint.</p>	<p>As children build up their large and fine motor skills they engage in activities for a longer period of time. They can grasp objects and can focus on what they are doing e.g. hold arms out and wait to catch a ball, thread beads on to a piece of string or build a stable tower of up to 10 blocks etc</p>
Component	Coordinate movements of both hands.
<p>Second milestone: Children make marks with their fingers and some tools. Children will engage in a variety of ways to make marks e.g. making marks in dough/clay/sand, holding a paint brush to make marks or using chalk on the ground in the garden etc.</p>	<p>As children become more confident in making marks they begin to talk about their marks with others and give meaning to these e.g. "That's mummy" or "It's a dinosaur."</p>
Component	Use hands, fingers and tools to make marks.
<p>Third milestone: as children's mark making develops they make more small controlled movements and can draw lines and circles. They can distinguish between these marks e.g. 'line, circle, zig zag' etc. They begin to use anticlockwise movements and retrace vertical lines. Children are familiar with the language of directionality such as 'up, down, round and round.'</p>	<p>As children have repeated opportunities to make marks in a variety of contexts and mediums, they become more skilled and confident in making controlled lines, They begin to create recognisable representations of their ideas.</p>
Component	Copy or make lines, circles and zig-zag
<p>Final milestone (composite): children hold their pen with a comfortable grip. They use a fineliner pen on cartridge paper to make an observational drawing of themselves using a mirror, or a still life drawing of an object from nature. They are able to use the pen with skill forming a recognisable representation of themselves or the still life.</p>	
<p>Sophisticated vocabulary: similar, technique, concentration, precise, accurate, refine, persistent, observation.</p>	

'In early years settings, the starting point must be the needs and characteristics of the child; the educator must assess these through observation and by collaborating with parents. The wide range of developmental stages and needs of very young children puts a great responsibility on educators to provide a curriculum which can take into account the similarities and differences within any group of under fives and also provide continuity with what went before and progression to what will follow.'

[Starting with quality: the 'Rumbold Report' 1990](#)