



Early Years Goals and Ambitions

Form Friendships
Move and Balance Along an Obstacle Course
Perform a song, dance or rhyme
Explore and Talk about Seasons
Bake Bread
Love Stories
To Care for Themselves

RESPECT

RESILIENCE

CURIOSITY

AMBITION

COMMUNITY

Form friendships

First Milestone: Children can respond to a sound or a visual cue by looking, copying, speaking or repeating. Play and have fun

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'.

Second Milestone: Children can notice and attend to one other friend taking turns and offering help with adult support. Children can take turns in a conversation with an adult. Children can say stop I do not like that.

As children's engagement and perseverance grows, they either challenge themselves with more difficult activities, or they respond positively to adults and their peers challenging them.

Third Milestone: Children can take turns in a conversation with one other. They can share resources, experiences and ideas with one other. They can listen to others idea with the support of an adult. Children can respond to a question by giving information on topic. Children are able to play with others sharing what they are using with help and show awareness of the feelings of others.

As children play and learn more collaboratively, over longer time periods, and taking part in more challenging activities, they talk about and reflect on their learning.

Final Milestone: Start a conversation with an adult or friend and continue for many turns. Demonstrate management of feelings and are kind and helpful to friends. Children take part in pretend play, communication and negotiating with friends. Children can solve conflicts with adult support.

Balance Along an Obstacle Course

First Milestone: children demonstrate awareness of their surroundings. They move their body and practise larger movements.

As children become more confident at moving along equipment within the outdoor provision they will develop more control and balance.

Second Milestone: children explore the classroom and garden. They begin to take risks and ask for help when needed.
Children will explore different types of equipment and spaces

As children become better at balance and coordination they will be able to move along different equipment ie benches, planks, stepping stones.

Third Milestone children will be able to explore different ways of moving along different types of equipment that they have constructed.

Once children become confident at balancing, they will negotiate different challenges by adapting movements and showing core strength to balance.

Final Milestone children will be able to explore the trim trail, moving along, around and balancing over, under and through the different equipment. They will be able to maintain control and ensure that they account for safety.

Perform a song, dance or rhyme	
First Milestone: Children respond by moving their whole bodies to sounds they enjoy such as music or a regular beat.	Children develop their spatial awareness and enjoy moving to music, listening to rhymes/songs and join 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
Third Milestone: children explore a wide range of music from different cultural backgrounds and can describe the sudden changes they hear ie 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 routines in front of a small group
Final Milestone: children choose a piece of music individually or in a small group. They create their own dance routines, moving in time to the pulse of the music being listened to and physically responding to changes in the music ie jumped in respond to loud/sudden changes in the music.	

Bake Bread

First Milestone: with adult support, children mix different ingredients together: sand and water, flour and water to make simple playdough. They use the following tools: wooden spoons, sieves, scoops, rolling pin, cookie cutters and knives. They follow simple recipes in areas such as the mud kitchen	As children take part in these activities, they become more precise in using scoops (filling scoops 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 i.e. spreading butter on toast
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 help, children use measures (teaspoon, tablespoon, cup) and tip in the ingredients. With adult help they knead the flour until it becomes soft and cover it. With adult help, they roll the dough into small balls and flatten. They help to cook these and reflect on the process.	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 i.e. mixing water and powder paint.
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 recognize the numerals on the recipe card. When they count out quantities (i.e. 3 teaspoons of salt) they say the numbers in the correct order (1-2-3) and they know that the last number they say is the total number of spoonful they have added.	As children become more independent there is minimal adult support as they follow recipe cards and follow paint mixing cards
Final Milestone: 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 greaseproof tray ready to be baked.	

Explore and Talk about Seasons

First Milestone: Children will be able to notice and be fascinated by what they find or experience.

Children show curiosity in their environment and can name different objects and talk about changes they see. They use their senses and talk about what they see, hear, smell and touch.

Second Milestone: children may notice and talk about their surroundings using different language. Children will be able to notice and talk about the features of the changing seasons.

Children may notice similarities and differences in what they can see, hear, smell and touch. They may be able to recall something that has changed and be able to talk about what has happened.

Third Milestone: Children can notice the similarities and differences between the environment.

Children will talk about the changes they have noticed and recall what had happened before and may predict what may happen af

Final Milestone: Children can notice and talk about the similarities and differences between...they might predict what may happen and why.

Love Stories

First Milestone: Engage with stories and rhymes by listening, joining in with actions, repeated refrains and movements related to a story or rhyme
Actively look at books by myself or with others
interacting with pictures
May begin pretend play with toys

Read rhymes and stories regularly and help children remember and recall favourites
Use story sack and rhymes
Use plenty of props when adults.

Second Milestone children take part in pretend play, join in with actions, use props and become more aware of a variety of different stories of which they can recall different parts.

Children ask questions and make links between what happens in stories and their own experiences.
Children will join in with rhymes and songs. Children play with props to retell/make own stories.

Third Milestone children take part in telling stories and creating their own story. They talk about characters, setting and the plot.

Children take over and use story language and props to make their own stories.

Final Milestone Children to use stories they have heard to develop characters, settings and problems for their own stories. They tell stories to friends and adults.

To Care for Themselves

First Milestone: Begin to organize themselves. Use the toilets independently. Try to meet own needs first before asking for help. Choose a healthy snack	Teach the children the routine of where to put things (coat, bag, water bottle, homework book, snack) each morning. Discuss the importance of washing hands regularly – when they come into school, before eating, after going to the toilet. Children sanitise hands after each playtime. Children get used to using the hand dryer. Teach children how to fasten coat. Teacher the children that they can ask for help if they need it but they need to try first. Model how to get dressed and undressed for outdoor play. Explore choices for snack linked to free fruit scheme for afternoon snack. Share texts about healthy snacks and oral health
Second Milestone: Persevere to meet own needs before asking for help	Model and encourage good manners Children to use cutlery with more independence and lunchtimes. Children to organise their uniform when taking it off and putting it on their peg. Children to recognise when they are hot/thirsty etc and meet their own needs including independent use of the snack table
Third Milestone: Understand the need to keep themselves clean and have a healthy lifestyle	Talk about how to lead a healthy lifestyle – exercise, drink water, sleep, eat healthy food, brush teeth, wash, shower/bath, sensible amount of screen time. Whilst taking part in physical exercise understand the changes to your body.
Final Milestone: Develop basic self-care skills, independence, understanding of hygiene and how it affects their bodies and mind.	

Nursery Goals

Retell a story using props

Communicate your wants and needs to others

Interact with others

Understand that your words have meanings (respect)

Become more independent

Be kind and caring towards others

Try new things (resilience)

Move along an obstacle course

Draw your family

Zip your coat

Show an interest in pattern, numbers and shape

Explore different sounds (curiosity)

Explore and investigate the environment (curiosity)

Sing and dance to familiar songs

Use your imagination

Bake bread

Characteristics of Effective Learning

- **playing** and **exploring** – children **investigate** and **experience** things and ‘have a go’
- **active** learning – children **concentrate** and **keep on trying** if they encounter difficulties and enjoy **achievements**
- **creating** and **thinking critically** – children have and develop their own ideas, **make links** between ideas, and **develop strategies** for doing things.

Reception Goals

Retell and engage in stories using new vocabulary

Communicate using talk to articulate ideas

Listen carefully to others and express feelings

Become more independent of own needs and others

Settle into the school environment and show resilience

Be kind and show empathy towards others (respect)

Move and balance

Zip your coat and undress independently

Write a simple sentence

Draw and describe a character

Explore a range of book/texts

Count confidently beyond 10

Show confidence in subitising

Recognise and name shapes in your surroundings

Explore the world and show curiosity

Understand and explain changes in seasons

Learn a new song

Follow a recipe

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