

(Aspiration - One)

To be able to dress and undress independently

First Milestone

Children can find their own belongings. With the guidance of a parent/guardian or key person, they are able to take off their coat and will attempt to hang it on a peg. They are increasingly able to remove their wellington boots and will now begin to undo Velcro straps, placing them onto their foot card. Children can then successfully locate their own belongings. They begin to access and pick up 'muddy trousers' or coats independently - only, requiring adult support to put them on.

Second Milestone

With increasing confidence, children will be able to take their own coats off, unaided, and will also be able to have a go at putting them on - using the hood on head (super hero) method. Children will be able to undo zippers and will independently take down and pull up leggings/trousers etc. when using the toilet etc. Children will now pull 'muddy trousers' on, when the clipped fastenings are first undone by a supporting adult. They will also be able to manage Velcro straps in order to slip shoes on by themselves.

Third Milestone

Children will now competently remove their coat and shoes on arrival, finding and placing these items in the correct location. They will be able to independently, undo tricky fastenings including; zippers, buttons and Velcro in order to undress themselves and will confidently take t-shirts and jumpers off by pulling them up over their heads.

Children are now able to put their own socks, pants, leggings and tops on, unaided - managing to put legs/arms through the correct holes etc. Children are able to find and put on their own shoes, with an increasing ability to observe shoe orientation. There is increased confidence in doing up a range of fastenings, when they are first started by an adult e.g. a zipper is put together, in preparation to be pulled up by the child.

Vocabulary...

Put on, Take off, Over, Up, Down, Zip, Velcro, Button, Fastening, Inside, Out, Right, Left.

(Aspiration – Two)

To follow a set of instructions to create play dough

First Milestone

Children will begin to explore the sand, mud kitchen and messy play resources, using the different substances to create simple mixtures. They will use wooden spoons, sieves, colanders, scoops, rolling pins and pans. As children experiment and play, they will become more precise in using the spoons and scoops – filling scoops to the top and filling differing sized containers with increasing accuracy. Children will become more able to pour using the jugs during snack time. With support, children will access the dough area, helping to stir the mixture and tip the ingredients into the bowl.

Second Milestone

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 book at the dough station, referring to it in order to create dough. With adult help, the children will use the scoops and spoons to measure out the ingredients and pour in the water. Adults will model mathematical language associated to counting, size, shape and measure. Children will begin to reflect on the process with guidance.

Third Milestone

Children will now access the dough recipe book 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 is required, sometimes successfully identifying and matching the numeral in the book to the corresponding amount. Children will become more accurate in their measurements and their ability to pour, spoon and stir, in order to complete the process. There will be an increasing ability to recognise and reflect when things may not have gone to plan and children will begin to 'have a go' at remedying a problem.

Vocabulary...

More, Less, Mix, Flatten, Ball Shape, Roll, Ingredient, Stir, Pour, Flour, Salt, Wet, Dry, Dough, Recipe.

(Aspiration – Three)

To recognise and label how they are feeling and to communicate their needs

First Milestone

Increasingly, children separate confidently from their parent/guardian at the start of the session and become involved in play. Children will form a strong relationship with their key person and will look to them as a secure base during sessions. Adults will model the use of the sand timer for turn taking and will support children to manage their 'big' emotions by labeling feelings, by narrating ways to express emotions and resolve 'problems' as they arise and also by providing coping strategies to self soothe and calm. Children will grow in self-confidence.

Second Milestone

Children will begin to access the sand timer and visual prompts, independently, using them to assist with turn taking and sharing. Children will begin to use the bubble lamp, calm space and coping strategies with adult guidance. Children will now be able to verbalise when they are feeling; happy, sad or cross. They will also be able to ask an adult when they require help. With adult support, children will be able to negotiate an issue by working together to find a solution. Children are more willing to 'have a go.'

Third Milestone

Children will now use the sand timer as necessary and will also verbalise a request. Children will recognise when another child is feeling upset and will be able to provide support e.g. by giving a tissue or telling an adult. Children will begin to use words to reflect how they are feeling. They will become more aware of others feelings and will attempt to resolve some issues independently. On occasions, children will begin to compromise - when guided by an adult. Children will be able to wait for a short period of time if their need cannot be met immediately. They have a growing ability to persevere with tricky tasks and they show increasing resilience when things do not quite go to plan. Children begin to use coping strategies independently.

Vocabulary...

Resilient, Persevere, Share, Try, Reflect, Problem, Solve, Sad, Happy, Angry, Cross, Worried, Scared.

(Aspiration – Four)

To be able to hold and use mark making tools with control

First Milestone

Children will become interested in the mark making opportunities provided e.g. patterns in the sand, chalks in the garden, use of spray bottles/paint brushes. They may imitate large horizontal, vertical and circular lines and will hold crayons using a palmer or digital grasp. Children may begin to show a hand preference, although they may still swap between hands for tasks. Children will now begin to show more strength in using a pincer motion and will be increasingly successful in their hand/eye coordination when picking up and manipulating items e.g. building block towers, threading large items (colander and pipe cleaners/reels/large buttons). There is developing upper arm/shoulder strength, demonstrated when throwing balls, moving heavier objects in the garden, working the pulley system etc. Children may begin snipping at paper using the shears or supported scissors e.g. full hand scissors.

Second Milestone

As children's mark making develops they make smaller more controlled movements, holding crayons in a tripod grip. They can now confidently draw lines and circles which sometimes form a recognisable design. They will distinguish between the marks they make e.g. 'That's mummy.' Children will find their own name card and will attempt to 'copy' from it.

Children continue to show increasing core body strength and this is demonstrated by them now being able to pull themselves up when climbing at the park or in the trees at the woods. They will be able to screw lids onto containers/nuts onto bolts etc. showing greater wrist strength and will display developing hand/finger strength when using resources e.g. opening and closing clothes pegs, holding and manipulating tweezers. Children may begin using the spring loaded scissors to cut paper.

Third Milestone

Children will show increasing confidence in their mark making and will now draw a recognisable person with several features e.g. eyes, mouth, arms, legs, hair. They will actively seek out their name card to label pictures, sometimes successfully copying letters from it. They will now hold a pencil in a comfortable grip, moving increasingly towards the use of a tripod grip. Children will now be able to confidently mark make in both clockwise and anti-clockwise motions.

They will be able to demonstrate a sustained sitting position for a short period of time and will now confidently throw and catch a large ball and climb a ladder using alternate feet. Children will thread, peg and weave using small resources showing increased dexterity and precision. Children will explore the mark making resources freely and with independence. They will now use scissors to cut, using a continual motion.

Vocabulary...

Right, Left, Palm, Wrist, Shoulder, Similar, Refine

(Aspiration – Five)

To listen to, and retell a story, understanding how a book works

First Milestone

Children will bump into books within every area of the setting and will access these freely. Adults will support children by sharing stories/literature at every given opportunity. Children will develop an awareness of which way up a book is held, they will turn a page at a time and will pause to look at pictures or highlight a particular part. They will spend longer periods of time looking at books and retaining attention and listening. Children may begin pretend playing, using the props available e.g. small world resources, puppets, dressing up clothes etc.

Second Milestone

With the support of adults, children will begin to recognise that a story consists of characters, that a book has a cover, which provides a clue as to what the story is about and they will begin to learn how an author and illustrator contribute to a book. Children will now listen with increasing attention and will point out the parts that are of interest to them, sometimes joining in with repeated refrains. They will begin to learn how to care for a book and will realise that a book can be used to 'find things out'.

Children will begin to make links between what happens in the book and their own experiences.

Third Milestone

Children show an increasing ability to recall what an Author and Illustrator do. They demonstrate an understanding that writing moves across a page from left to right – adults model this whilst reading. Children begin to reflect story telling in their play e.g. imaginative play scenarios, they may also make their own props to support this. Children can now listen to a whole story without the need for adult support. They may point out familiar letters e.g. the first letter of their name. Children are becoming more able to talk about the story and will suggest, when prompted, how the book might end.

Vocabulary...

Author, Illustrator, Cover, Title, Character.

(Aspiration – Six)

To make a wood working model, using the wood working tools.

First Milestone

Children will be able to join a variety of materials together to model e.g. junk boxes. They will become increasingly able to consider what fixing to use and will independently access the tape, glue, split pins etc. Children will confidently use the tap, tap, wooden shapes, tacks and wooden hammers. They will begin to develop a basic understanding of safety when using the tacks and hammers e.g. gentle taps when fingers are holding the tacks. Children will progress onto using golf tees and real hammers, peelers for whittling wood to build confidence.

Second Milestone

Children will develop a deeper understanding of safety and will be able to use the basic wood working tools under the guidance of an adult. They will be able to recognise and name each tool, knowing each tools purpose. Children will complete a model in balsa wood.

Third Milestone

Children will have repeated experiences at the wood working bench and will understand and articulate safety measures. They will now use pine and will have access to a wider range of wood working tools, becoming increasingly able to manage these tools unaided.
Children will begin to plan what they want to make and will independently choose the materials required to create it.

Vocabulary...

Estimate, Design, Create, Hammer, Saw, Drill, Screw Driver, Screw, Nail, Vice.

(Aspiration – Seven)

To communicate freely about our diverse world, using a broad vocabulary.

First Milestone

Children will have a sense of their immediate family, relations and home. They will imitate everyday actions e.g. making a cup of tea in the home corner, and events from their own cultural background and will become curious about and interested in new and familiar experiences in nature e.g. finding bugs in the garden. Children will begin to develop an awareness of similarities and differences that connect them to and that distinguish them from others.

Second Milestone

There will be an increased interest in why things happen and how things work. 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. Increasingly, children will become aware of different occupations, interests, cultures and celebrations through visits, the use of books and resources, and will begin to talk about these. Children will use the recycling and composting bins, with the support of adults and will start to develop an understanding of why this is important.

Third Milestone

Children will be able to use and talk about the paper recycling and compost bin, recognising why these are important to our environment. They will confidently describe the changes in season, the life cycle of a plant and will show care and concern towards the natural world. They will notice detailed features in their environment and will actively share and discuss their discoveries. Children will talk about their home, family and shared celebrations/traditions and will know that other children do not always enjoy the same experiences, and they will be sensitive to this. Children will be able to reflect on experiences and will talk freely about these reflections.

Vocabulary...

Similar, Recycle, Compost, Season, Environment, Culture, Diversity