Baby room curricular goals

Confident

Confident to leave caregiver and transition to and from Nursery

Independent

Independent in making choices about what they like to play with

Travel

Travel around the setting, walking, running, jumping confidently

Enjoy

Enjoy singing, music and stories shared with an adult

Explore

Explore a range of materials using body parts and other tools

Baby room curricular goals

Confident to leave caregiver and transition to and from Nursery	
First milestone: Parent/Carer stays to support with settling child if needed or wanted. Child will increase in confidence in the setting with their parent/carer present.	Information continually shared between home and nursery to inform both parties of progression and challenges. Meetings in office where needed to discuss paperwork and share information.
Second milestone: Children will have completed their settling in sessions and if they do become upset by their caregiver leaving they will settle quickly with the comforting support from their key worker/familiar adult.	All about me forms completed by parents and settling in forms completed by EYP with parents to support knowledge and understanding of child's needs. This knowledge and information from parents used to best support each individual circumstances.
Third milestone: Children are confident to leave their caregiver and transition to the baby room when received by a member of staff. Children will have awareness of their own belongings and where they live.	Children will now be familiar with the routine of arriving and leaving the setting as well as all staff members.
Final milestone: Children are confident to leave caregiver and transition to and from Nursery in the main room supported by their key worker. They will begin to have some awareness of where their belongings go and increase in independence.	
<u>Key vocabulary</u> Strategies used to support eye contact, joint attention and responding to name. Makaton and visual resources always used.	**Core:** bye-bye, hello, hug, wave

Baby room curricular goals

Independent in making choices about what they like to play with	
First milestone: Children will have completed their settling in sessions and developing a general knowledge and awareness of the baby room environment.	Room is laid out with children 0-2years in mind, resources are safe and accessible. Activities of high interested and open-ended resources are set up daily by staff to promote curiosity.
Second milestone: Explore both inside and outside areas with adult prompting and encouragement. Access a variety of activities	Adults support children to dress appropriately when outside. Support given to transition dependent on physical abilities.
Third milestone: Children will increase in confidence as their time in nursery progresses. Happy and confident inside and outside at the setting and accessing a large variety of activities within this environment	A large variety of high interest resources and activities used within the setting and available for the children.
Final milestone: Children will be supported to transition to the main room. Familiar resources will be provided to support with the transition and staff will handover information to the new key worker to support this process.	
Key vocabulary Strategies used to support eye contact, joint attention and responding to name. Makaton and visual resources always used.	**Core:** where, help, inside, outside, choose

Baby room curricular goals

Travel around the setting, walking, running, jumping confidently	
First milestone: Younger children will be able to sit independently, and roll on the floor. Children will enjoy physical movements and regardless of ability show they enjoy movement in some way. Young children will initially explore movements of their hands and feet.	Observations are made that the child can generally move with ease and enjoyment. If there are any concerns regarding weight these are discussed with parents and we work collaboratively to provide information and support. Time given to children to move arms and legs freely and safely during personal care routines.
Second milestone: Children will be crawling and cruising around the setting independently exploring their environment. As well as seeking support from adults to walk around the setting.	Children are provided with a wide range of opportunities to move inside and outside. This includes risky play.
Third milestone: Children can travel in a variety of ways such as walking and running. When transitioning to the kitchen children will start to use steps with adult support.	Children are encouraged to travel unaided and stop if they do not feel safe. Opportunities are provided for children to freely explore all surroundings.
Final milestone: Children will travel around safely and confidently using a variety of methods such as jumping and running. As they transition to the main room, this will continue both inside and outside. No adult support needed unless their physical needs require additional support.	
<u>Key vocabulary</u> Strategies used to support eye contact, joint attention and responding to name. Makaton and visual resources always used.	**Core:** safe, up, down, on, off, fast, slow,

Baby room curricular goals

Enjoy singing, music and stories shared with an adult	
First milestone: Children once settled in the baby room will enjoy making sounds/noises with their own voice and begin to anticipate actions of others within rhymes and songs.	Babies are provided with a range of music types/sounds. Adults interact with babies in an animated and engaging way to model sounds and build relationships.
Second milestone: Children will begin exploring a range of resources to make sounds. They will respond to adults making sounds/music with enjoyment and interest	Songs are used for transitions and activities such as nappy changes, snack time washing hands etc.
Third milestone: Children will begin to show more personal preferences to certain songs, stories etc. They will move to songs with their own movements.	Familiar songs/rhymes are sung regularly and children will start to participate in the actions associated with these or move their bodies rhythmically.
Final milestone: Children express enjoyment of a broad range of singing, music and stories when shared with an adult. They participate in these activities in their own way.	
Key vocabulary Strategies used to support eye contact, joint attention and responding to name. Makaton and visual resources always used.	**Core:** book, story, song, music, sing, dance,

Baby room curricular goals

Explore a range of materials using body parts and other tools	
First milestone: Once settled in to the baby room environment children will begin exploring the stimulating messy play with opportunities for mark making.	The environment includes objects with a variety of patterns, textures and materials. Adults model using these, interacting with them and commenting. Opportunities provided such as paint, cornflour and water, shaving foam, mud etc
Second milestone: Children will explore a range of materials with increasing confidence using their body parts.	Adults model and support children to be provided with a large variety of messy play/sensory sessions.
Third milestone: Children will start using tools to explore materials in addition to body parts. They will begin to express their own ideas and choose how they want to explore different materials.	Large tools provided such as chunky paint brushes, chalks, different sized utensils with enough space for younger children to grip.
Final milestone: Children confidently explore a range of materials using their body parts and tools. They may begin to give meanings to some marks they make as well as pretend play. Children can transfer these skills to the main room as they transition with support.	
Key vocabulary Strategies used to support eye contact, joint attention and responding to name. Makaton and visual resources always used.	**Core:** colour names, clean, dirty, wet, dry, brush,