

# Main room curricular goals



## Confident

Confident to know who to go to and how to find help when solving problems

## Independent

Independent in dressing, undressing and toileting

## Follow

Follow a cooking recipe and enjoy the process

## Grow

Grow a vegetable, nurture it and eat it

## Write

Write a message to someone

## Make up

Make up a story and act it out

## Build

Build and use an obstacle course

## Design

Design and create a piece of artwork in response to a range of stimuli

# Main room curricular goals



<b>Confident</b> to know who to go to and how to find help when solving problems	
<p><b>First milestone:</b> Children begin to use the core vocabulary in context with some modelling from adults. They show elements of all characteristics of effective learning in their play and have built a strong relationship with their key worker in the main room.</p>	<p>Open ended resources are provided to give children the opportunity to find their own ideas. Staff encourage children’s creative thinking; they also share images of children’s learning with them to give opportunities for reflection.</p>
<p><b>Second milestone:</b> Children can gain attention from a nearby adult or peer to ask for help and support with their task.</p>	<p>Children may gain an adult’s attention by verbally using their name or physically touching them.</p>
<p><b>Third milestone:</b> Children can seek out an adult to support them even if they are not in the immediate vicinity. They explore different elements of play and can experiment to find the best approach to a task.</p>	<p>At this stage some travelling around the room will be required. This means the children will need to have the necessary attention skills to focus on the task in hand and not become distracted. Adults may need to provide some prompts.</p>
<p><b>Final milestone:</b> Children are confident and independent individuals who persist in trying new skills. When needed they are confident in seeking out an adult or peer to support them. They can explain what it is they need help with and request it in a way which is understood.</p>	
<p><u>Key vocabulary</u> Closing the word gap resources and strategies used to teach vocabulary as well as visual resources and adults modelling.</p>	<p><b>Core:</b> help, want, yes, no, more, finished, <b>Extension:</b> together, tried, team work, find, <b>Technical:</b> persistent, co-operate,</p>



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<b>Independent</b> in dressing, undressing and toileting	
<p><b>First milestone:</b> With adult support children will be happy being changed standing up and sitting on the toilet between nappy changes.</p> <p>With adult prompts children will be able to find a coat, boots, hat etc to prepare for going outside.</p>	<p>As children get used to the toilet routine, they will be practising the skills needed to increase in independence. Adults will model following the visual routine and symbols which supports children's language development as well as their physical skills.</p>
<p><b>Second milestone:</b> Children will begin helping with changing by attempting and sometimes completing tasks such as pulling trousers up and down.</p> <p>Children can start using the tag to toe technique with increasing success as well as independently finding the clothes they need for outside with a verbal prompt.</p>	<p>Staff will support children throughout this stage using the backward chaining approach at a level suitable for the individual.</p> <p>Staff will support children with specific positive praise and encouragement.</p>
<p><b>Third milestone:</b> Children will be increasingly independent in dressing and toileting. They may still need adult support with tasks such as starting zips, doing buttons etc which require a high level of fine motor skills.</p>	<p>Staff will continue to support children using the backward chaining approach when needed. This increases children's confidence, skill set and independence.</p>
<p><b>Final milestone:</b> Children dress themselves independently for a variety of weathers. Adults may occasionally need to prompt children to look outside and think about the weather. Children will be able to change their clothes if needed, e.g. a wet t-shirt or trousers as well as putting their shoes on and taking them off.</p> <p>Children are independent in using the toilet, pulling trousers up, down, washing hands etc.</p>	
<p><u>Key vocabulary</u></p> <p>Closing the word gap resources and strategies used to teach vocabulary as well as visual resources and adults modelling.</p>	<p><b>Core:</b> up, down, on, off, wet, dry, coat, hat</p> <p><b>Extension:</b> top, trousers, skirt, pants, long-sleeved, short-sleeved,</p> <p><b>Technical:</b> Words related to specifics of child's clothing e.g. describing textures</p>



# Main room curricular goals

<b>Follow a cooking recipe and enjoy the process</b>	
<p><b>First milestone:</b> with adult support, children mix different ingredients. This includes activities such as mixing sand and water, flour and water, making simple playdough.</p> <p>They can use the following tools: wooden spoons, sieves, scoops, rolling pins, cookie cutters and knives.</p> <p>They can also mix substances outside such as in 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 top them out; they use a wide range of different sized containers.</p> <p>Children become confident in using tools at the snack table to prepare their own snack e.g. spreading butter on toast/crackers, pouring their drinks</p>
<p><b>Second milestone:</b> in a small group, children follow the steps in completing a simple baking activity. The adult models using recipe cards. Adults support the children for them to use measures such as cups, teaspoons and tablespoons.</p> <p>Children are supported to complete and reflect on the process.</p>	<p>As children access cooking sessions on a regular basis they increase in confidence and adults can reduce their support. Adults will use scaffolding support approach as well as back chaining.</p> <p>Outside of cooking sessions children will mix other substances together carefully using tools.</p>
<p><b>Third milestone:</b> Children begin to show an increasing interest in step by step cards and visual resources around the setting.</p> <p>Children can independently use tools such as spoons and cups for measures with increasing control.</p>	<p>Children become increasingly independent and require minimal adult support during cooking sessions.</p> <p>They can follow recipe cards in cooking sessions as well as other step by step cards throughout the setting.</p>
<p><b>Final milestone:</b> Children follow the steps of a recipe independently or with peers. They measure ingredients, mix them and create their own product to be baked.</p>	
<p><u>Key vocabulary</u></p> <p>Closing the word gap resources and strategies used to teach vocabulary as well as visual resources and adults modelling.</p>	<p><b>Core:</b> bowl, spoon, knife, fork, stir, pour, pat, mix, roll, soft, hard, wet, dry</p> <p><b>Extension:</b> whisk, beat, touch, smell, taste, knead, weigh, measure, scales, instructions</p> <p><b>Technical:</b> Words related to specific ingredients, predict, precise, accurate, sequence</p>

# Main room curricular goals



<b>Grow</b> a vegetable, nurture it and eat it	
<p><b>First milestone:</b> Children can freely access the outdoor area. They are developing the confidence to choose and use a variety of resources in the setting.</p>	<p>Adults support the children to explore the environment and become comfortable with the outdoor space. They access the area in all weathers and seasons.</p>
<p><b>Second milestone:</b> With adult support children can plant large bulbs. They begin to take a interest in the outside world, responding to and noticing different plants growing, changing seasons.</p>	<p>Meal times are a good opportunity to discuss where different foods come from. Adults will facilitate these conversations and model a range of healthy foods to support these conversations. Adults will provide provoking stimuli in the outdoor area to promote conversations about different natural resources.</p>
<p><b>Third milestone:</b> Children become more independent in plating a variety sized seeds/bulbs and use all their senses exploring the process in a hands on way. They can use tools such as trowel and fork with increasing control and accuracy. With visual supports they can share what plants need to grow. Children show a willingness to try new foods when they see where it has come from.</p>	<p>Children’s fine motor skills are developing further allowing them to successfully seed plants with a reduced level of adult support. Adults continue to facilitate conversations about foods, ingredients and how things are made. A variety of opportunities are provided to cook/bake different foods.</p>
<p><b>Final milestone:</b> Children confidently talk about where different foods come from, they are willing to try and variety of new foods and can comment on their likes and dislikes. Children are aware of what plants need to grow.</p>	
<p><u>Key vocabulary</u> Closing the word gap resources and strategies used to teach vocabulary as well as visual resources and adults modelling.</p>	<p><b>Core:</b> Flower, rain, water, sun, dig, mud, pot, beautiful <b>Extension:</b> Seed, bean, soil, stem, shoot, plant, watering can, descriptive vocabulary. <b>Technical:</b> Germinate, sow, specific plant/vegetable names</p>

# Main room curricular goals



<b>Write a message to someone</b>	
<p><b>First milestone:</b> 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, catching balls, exploring musical instruments, messy play resources, pouring drinks.</p>	<p>As children build up their gross and fine motor skills they will engage in these activities for longer periods of time.</p> <p>Children can grasp objects and can focus on what they are doing, for example; hold out arms in anticipation of catching a ball, thread beads, build a stable tower of blocks,</p>
<p><b>Second milestone:</b> Children make marks with their fingers and some tools.</p> <p>Children will engage in a variety of ways to make marks. This can be using a variety of resources, tools in different locations.</p>	<p>As children become more confident in making marks they begin to talk about their marks with others and give meaning to these marks. E.g., 'that's mummy' 'that's me' 'it's a fish'.</p> <p>Children will create large marks on a big surface area.</p>
<p><b>Third milestone:</b> As children's mark making develops, they make more small controlled movements and can draw lines and circles. They can distinguish between these marks and share the difference, adults' model directional language.</p>	<p>Children access 'helicopter stories' which models writing written word and sharing information with others. This is also modelled by adults throughout the setting.</p> <p>As children's confidence grows, they will be more willing and able to show their work with others.</p> <p>Children will naturally often want to make things for people at home which constitutes the beginnings of 'writing a message' to someone.</p>
<p><b>Final milestone:</b> Children hold their mark making tool with a comfortable grip. They can find their name card and use other symbols to copy words/letters, adults can support them to find these resources.</p>	
<p><u>Key vocabulary</u></p> <p>Closing the word gap resources and strategies used to teach vocabulary as well as visual resources and adults modelling.</p>	<p><b>Core:</b> up, down, round and round, zig zag, side to side,</p> <p><b>Extension:</b> to, from,</p> <p><b>Technical:</b> Words related to specific events, resources and</p>

# Main room curricular goals



<b>Make up a story and act it out</b>	
<p><b>First milestone:</b> children to take part in pretend play, making up or developing a story</p>	<p>Children may begin by pretend-playing on their own with toys which represent familiar experiences such as farm animals, wild animals, small people, home corner items.</p> <p>They may put on a costume to become a superhero or another character.</p> <p>Over time, their play becomes more complex.</p> <p>They are able to play with other children, developing their play together, negotiating roles within a group.</p>
<p><b>Second milestone:</b> Children take part in shared reading. They respond to different aspects of the story. Children engage in number rhymes with props and join in with the actions.</p>	<p>As children participate in more shared reading, they ask questions and make links between stories and their own experiences. Children join in with rhymes and songs by repeating words or following actions.</p>
<p><b>Third milestone:</b> Children take part in telling a story using 'helicopter stories' with adult help. They begin to become familiar with the way stories are structured.</p>	<p>They become increasingly confident using symbols and props to create stories. These can be of their own experiences or other ideas.</p> <p>They can make up their own story with little prompting from an adult.</p>
<p><b>Final milestone:</b> Children use the 'helicopter stories' approach to develop their story telling skills and think about aspects such as the character, setting and time. They can tell their story to one or more people.</p>	
<p><u>Key vocabulary</u> Closing the word gap resources and strategies used to teach vocabulary as well as visual resources and adults modelling. Core books listed on termly planning framework.</p>	<p><b>Core:</b> start, finish, tell, where, who, when, book, story, <b>Extension:</b> emotion language, beginning, end, character, next, why, <b>Technical:</b> problem, solution, create,</p>

# Main room curricular goals



<b>Build</b> and use an obstacle course	
<p><b>First milestone:</b> Children are comfortable in the setting and show the ability to safely travel around the environment in a number of different ways. They may begin climbing on and exploring fixed/stand-alone objects such as the tipi, tyres or crates.</p>	<p>Activities are always adapted throughout a child's journey to suit their needs. Regular physical activities are offered inside and out to support healthy development of walking, jumping, catching etc.</p>
<p><b>Second milestone:</b> Children increase in confidence using equipment such as bikes and scooters. They may show an interest in obstacle courses built by others and start to explore them</p>	<p>Adults support children to appropriately assess risks. A variety of resources are provided to increase children's opportunity to strengthen their muscles and improve co-ordination.</p>
<p><b>Third milestone:</b> Children can assess how to safely and successfully travel along an object but assessing size and risk. They may start building their own obstacle course.</p>	<p>Adult still need to support children's assessment of risk according to each individual child's need. This is a good opportunity to model a range of vocabulary and raise questions with the children such as 'how could we make that more secure?' 'is it too wobbly?' 'I wonder if that is long enough'</p>
<p><b>Final milestone:</b> Children confidently travel on the ground and on apparatus appropriately assessing risk. They can work collaboratively with peers to safely move large objects in order to create an obstacle course.</p>	
<p><u>Key vocabulary</u> Closing the word gap resources and strategies used to teach vocabulary as well as visual resources and adults modelling.</p>	<p><b>Core:</b> stop, go, more, finished, same, different <b>Extension:</b> in, on, under, over, light, heavy, soft, hard, wobbly, safe, danger, follow, lead <b>Technical:</b> next to, in front of, stable, secure, unbalanced, gallop, slither</p>



# Main room curricular goals



<b>Design</b> and create a piece of artwork in response to a range of stimuli	
<p><b>First milestone:</b> Children explore a range of different materials in different contexts. They use all senses to manipulate and play with materials available to them. This takes place inside and outside</p>	<p>Adults provide provoking resources to interest the children in sensory exploration. They model this exploration and promote a willingness and excitement about exploring the resources.</p>
<p><b>Second milestone:</b> Children become more familiar with a selection of resources and tools (such as, rollers, brushes, spreaders). They use these with increasing control and confidence.</p>	<p>External artists are invited in to spark children's imaginations and widen their experiences. Popular/famous artwork is also displayed around the setting to provoke discussion. Adult's support and model children's appropriate use of tools including one handed tools.</p>
<p><b>Third milestone:</b> Children become more confident in mark making, independently choosing different tools and techniques with less adult support.</p>	<p>Adults continue to provide children with a range of resources and stimuli. Children are able to use these resources to explore their own interests.</p>
<p><b>Final milestone:</b> Children draw from their imagination, direct experiences and the large variety of resources available to create a piece of artwork. They can use a range of techniques as well as comment and explain their piece of art and enjoy sharing it with others.</p>	
<p><u>Key vocabulary</u> Closing the word gap resources and strategies used to teach vocabulary as well as visual resources and adults modelling.</p>	<p><b>Core:</b> paint, brush, chalk, draw, stick, on, pens, pencils, colour, <b>Extension:</b> charcoal, colour names, <b>Technical:</b> Artist names, texture words, technique</p>