

Peartree Way Nursery School

Milestone 1

- Listen when others are speaking
- Respond to a sound or a visual cue by looking, copying, gesture, signing, speaking or repeating
- Respond or look when someone says your name
- Create a bond with a key person

Milestone 2

- Begin to recognise feelings
- Notice and attend to one other friend taking turns and offering help with adult support
- Take turns in a conversation with an adult
- Say "Stop I don't like that"
- Understand that some things need to be shared

Curriculum Aspirations

1. Be kind, listen and take turns in a conversation and confidently ask questions

Milestone 3

- Take turns in a conversation
- Want to share resources, experiences and ideas with one other.
- Listen to other's ideas and ask questions with support
- Play with others sharing what they are using with help
- Begin to show awareness of their feelings and feelings of others.
- Respond to play cues

Milestone 4

- Sit with friends at the snack table
- Make choices about food and drink
- Start a conversation with an adult or friend and continue for many turns, asking questions and listening to answers
- Take part in pretend play, communicating and negotiating and solving conflicts with adult support.
- Demonstrate management of own feelings and being kind and helpful to others.

Peartree Way Nursery School

Milestone 1

- Access outdoor resources to develop core strength
- Help adults to move loose parts
- Move confidently over uneven ground
- Start to run on whole foot
- Step up and down without using hands

Milestone 2

- Kick, throw and catch a large ball
- Jump and land on a mat
- Balance on wooden blocks, a low beam, beam slide and bouncing equipment
- Help adults to move loose parts to create an obstacle course
- Fill a bucket with sand or water using a scoop or spade with increasing accuracy

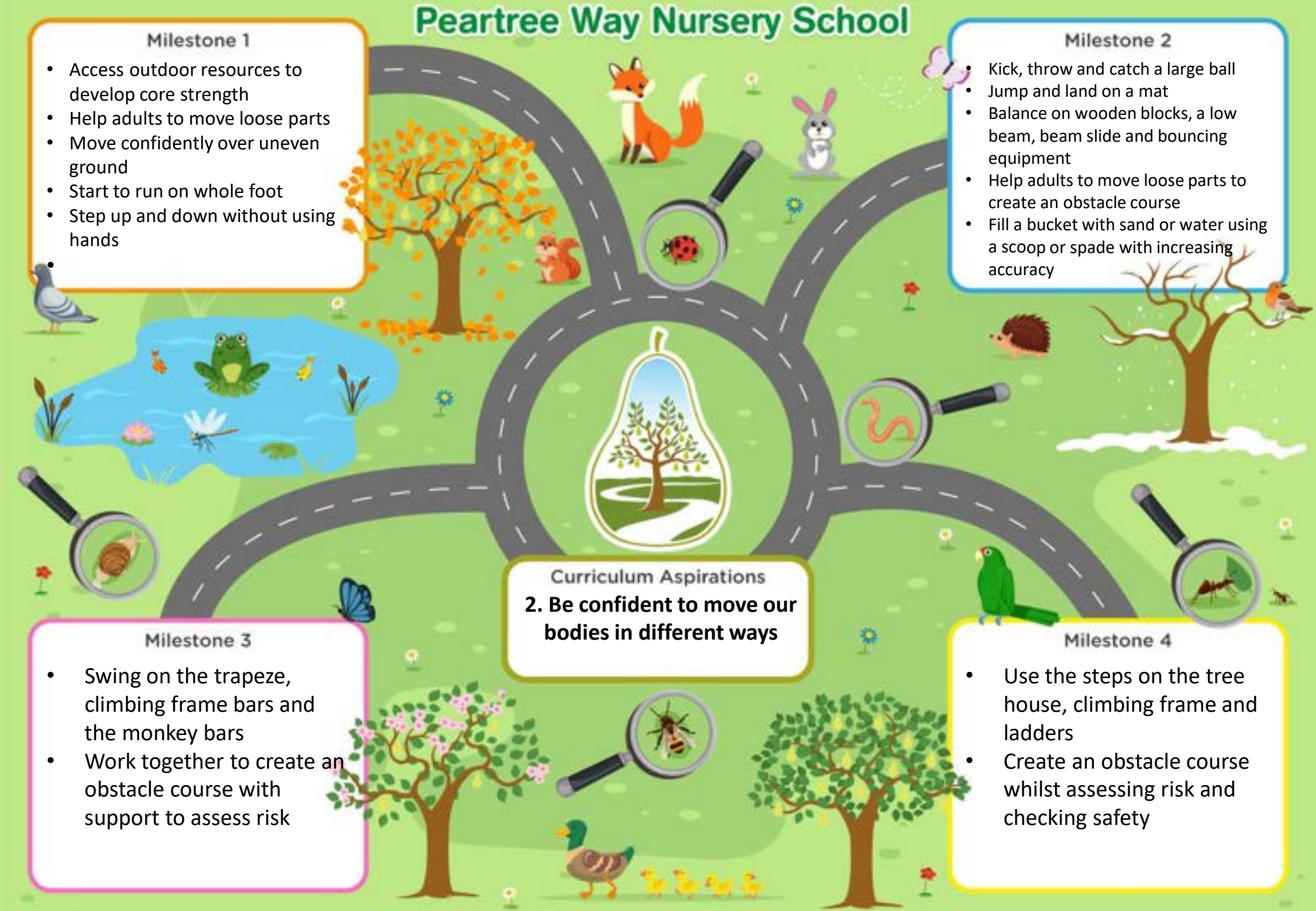
Curriculum Aspirations 2. Be confident to move our bodies in different ways

Milestone 3

- Swing on the trapeze, climbing frame bars and the monkey bars
- Work together to create an obstacle course with support to assess risk

Milestone 4

- Use the steps on the tree house, climbing frame and ladders
- Create an obstacle course whilst assessing risk and checking safety



Peartree Way Nursery School

Milestone 1

- Know primary colour names
- Explore using tape and glue
- Use muscles in their hands to explore using tools e.g. spoons, knives, cutters etc.
- Have an awareness that scissors cut materials

Milestone 2

- Hammer nails or golf tees into softer objects e.g. pumpkins, balsa wood with support
- Use the tools with increasing independence
- Explore making items with playdough e.g. worms, balls, cakes
- Begin to use scissors with support
- Understand that tape and glue can join materials

Curriculum Aspirations

3. Be able to plan, talk about and create a model using tools appropriately

Milestone 3

- Join objects using nails, tapes, glue etc. without support
- Be confident when using scissors
- Use a range of resources to make a model with increasing confidence
- Gain experience at the woodwork table and enjoy making junk models

Milestone 4

- Use scissors with increasing accuracy
- Children can plan and share their ideas either verbally or on paper and make a model, choosing their own resources

Peartree Way Nursery School

Milestone 1

- Access books in the environment
- Share opportunities for repeated exposure to nursery rhymes, familiar songs and poems
- Notice books have pictures
- Enjoy sharing family books
- Sit for a short story as part of a small group

Milestone 2

- Sit and listen to a story with adults sharing additional key vocabulary
- Point to pictures which capture their interest with adults sharing key vocabulary
- Turn pages on a board book independently
- Handle books with care and access them independently
- Have a favourite story

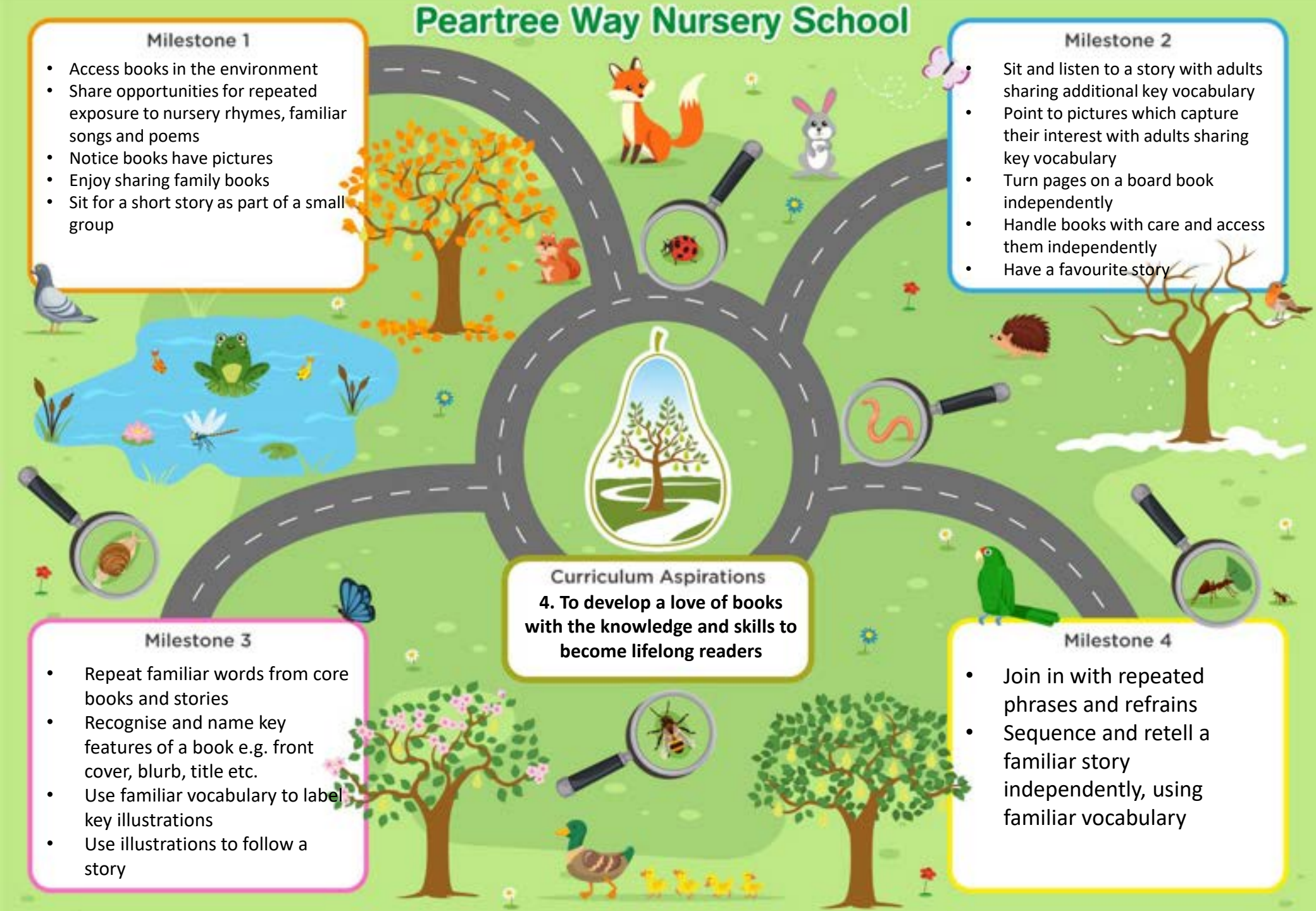
Milestone 3

- Repeat familiar words from core books and stories
- Recognise and name key features of a book e.g. front cover, blurb, title etc.
- Use familiar vocabulary to label key illustrations
- Use illustrations to follow a story

Curriculum Aspirations
4. To develop a love of books with the knowledge and skills to become lifelong readers

Milestone 4

- Join in with repeated phrases and refrains
- Sequence and retell a familiar story independently, using familiar vocabulary



Peartree Way Nursery School

Milestone 1

- Use the muscles in their hands and arms to make big movements using a variety of resources and equipment e.g. flour, sand, shaving foam, ribbons and sticks
- Use a variety of equipment to create marks
- Have a preferred hand for using mark making tools

Milestone 2

- Make random marks with their fingers and some tools. They give meaning to their marks e.g. "That's Mummy" or "It's a spider"
- Begin to draw recognisable marks e.g. lines and circles

Curriculum Aspirations

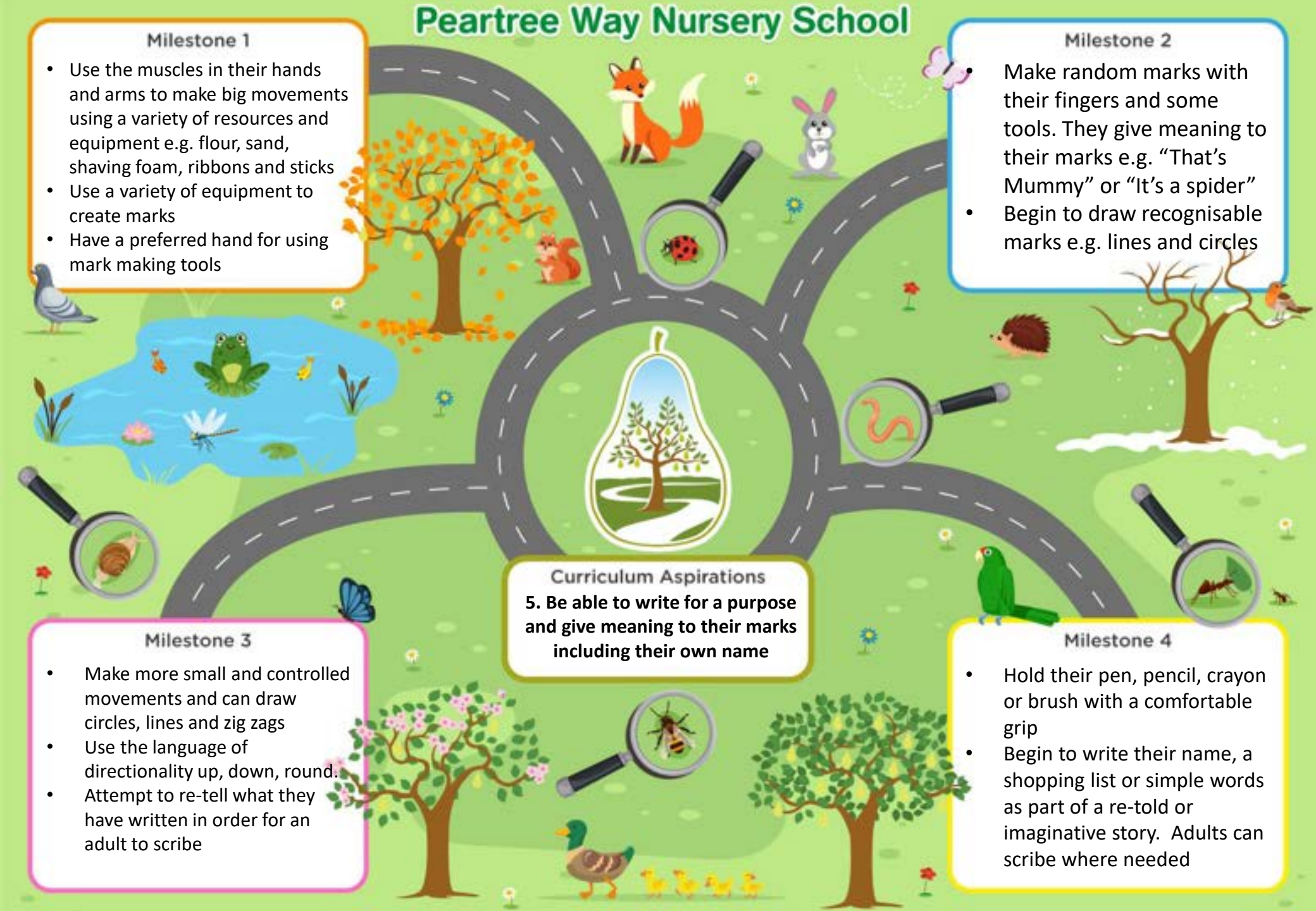
5. Be able to write for a purpose and give meaning to their marks including their own name

Milestone 3

- Make more small and controlled movements and can draw circles, lines and zig zags
- Use the language of directionality up, down, round.
- Attempt to re-tell what they have written in order for an adult to scribe

Milestone 4

- Hold their pen, pencil, crayon or brush with a comfortable grip
- Begin to write their name, a shopping list or simple words as part of a re-told or imaginative story. Adults can scribe where needed



Peartree Way Nursery School

Milestone 1

- Join in with counting songs
- Join in with number stories
- Notice number in the environment
- Begin to count randomly using real objects

Milestone 2

- Recognise numbers from 1-5 and then 1-10 and begin to count using 1:1 correspondence
- Recognise simple shapes

Curriculum Aspirations

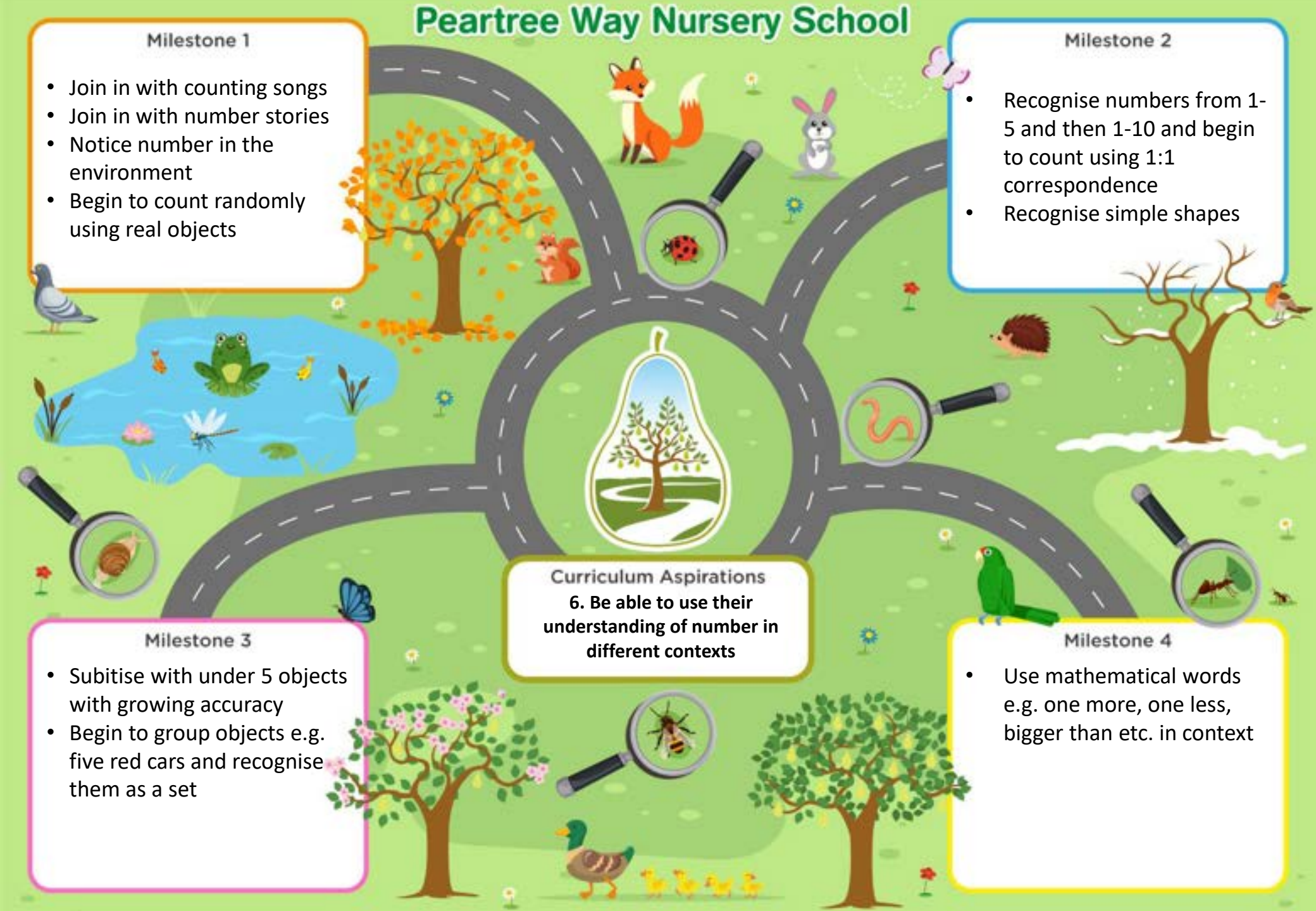
6. Be able to use their understanding of number in different contexts

Milestone 3

- Subitise with under 5 objects with growing accuracy
- Begin to group objects e.g. five red cars and recognise them as a set

Milestone 4

- Use mathematical words e.g. one more, one less, bigger than etc. in context



Peartree Way Nursery School

Milestone 1

- Develop the independence skills to wash their hands and the need to observe hygiene rules
- Pour their own drink into a cup with increasing independence
- Mix different ingredients such as sand and water or flour/cornflour and water noticing the change in consistency

Milestone 2

- Roll and cut playdough using tools provided
- Select and use a range of tools e.g. spoons, rolling pins or knives etc. with increasing independence
- With support, use measures and make familiar recipes such as play dough, cakes and biscuits

Curriculum Aspirations

7. Be able to follow a recipe

Milestone 3

- Begin to use mathematical language e.g. full, empty, big, small
- Begin to count or count spoonfuls and scoops with support to follow a recipe.
- Cut food e.g. fruit and vegetables independently
- Recognise the numerals on the recipe card and know the last number that they say is the total number

Milestone 4

- Follow a recipe independently
- Measure the ingredients, mix them and create their own playdough, cake, biscuit or flatbread ready to be baked

Peartree Way Nursery School

Milestone 1

- Notice changes in the weather
- Notice and observe natural objects in the environment e.g. leaves and flowers
- Develop the independence skills to put coats, wellies, shoes and waterproofs off and on
- Children can listen, pay attention and follow simple instructions and rules

Milestone 2

- Use appropriate language to ask questions and may predict what may happen and why
- Children will be able to notice and be fascinated by what they find or experience. They can name living things in the environment such as a worm, snail, variety of flower or tree

Curriculum Aspirations 8. Be able to experience and notice changes in their environment

Milestone 3

- Notice the similarities and differences between living things, materials and growth
- Begin to understand that living things grow over time
- Plant and grow vegetables and flowers, noticing changes over time

Milestone 4

- Notice and talk about materials using the language of wet, dry, or the texture rough, soft, especially when participating in Forest School
- Notice and talk about the features of minibeasts e.g. wings, legs, shell

