|  |
| --- |
| 1. **Settle** in and build a relationship with their key person |
| **Final goal:** Children separate from their carer and co-regulate with their key person. Mutual trust and respect are developed between practitioners and children. A relationship is established with parents and carers. |

|  |  |
| --- | --- |
| **2. Point** to familiar objects in a book | |
| **Stepping stone 1**: Children respond to familiar voices and own name | Children recognise and are calmed by familiar voices |
| **Stepping stone 2:** Children show an understanding of single words in contexts e.g. milk, daddy, all gone, bye-bye. | Children may look at or touch the object when they hear the word in context. |
| **Stepping stone 3:** children understand two word phrases e.g. ‘give me ….’ & ‘shoes on’. | Children follow simple instructions such as ‘give me the teddy’. |
| **Final goal:** Children follow instructions to point to familiar objects in a book e.g. ‘where is the duck’? | |

|  |  |
| --- | --- |
| **3. Express** themselves by putting two words together | |
| **Stepping stone 1**: Children ‘Take turns’ babbling | Children begin to follow typical speech patterns in their babble. |
| **Stepping stone 2**: Children use single words (mama, dada) | Children babble constantly during their play and use some recognisable single words such as ‘tete’ for teddy. |
| **Stepping stone 3: Children use around 20 clear words.** | Children are using a wider range of familiar words to communicate. |
| **Final goal:** Children put two words together to express themselves. | |

|  |  |
| --- | --- |
| **4. Play** alongside other children | |
| **Stepping stone 1**: Children play with increasing confidence on their own. | Children may begin to move away from their key person for short periods at first as they gain confidence. |
| **Stepping stone 2**: Children watch others at play and may choose to approach. | Children may begin showing interest in their peers. |
| **Final goal:** Children will engage in a play activity alongside other children. Children will show an interest in their peers at play. | |

|  |  |
| --- | --- |
| **5. Explore** the environment, demonstrating interests | |
| **Stepping stone 1**: Children look back at their key person as they crawl away. | Children may look to their key person for clues how to respond to something. |
| **Stepping stone 2**: Children try new activities. | Children will become more confidant to try new things. They may still need some reassurance from their key person. |
| **Final goal:** Children explore the indoor and outdoor environment, demonstrating their interests through their choice of activity. They make a choose between two concrete objects of reference to express their activity preference. | |

|  |  |
| --- | --- |
| **6. Jump** with both feet to ‘if you’re happy and you know it’. | |
| **Stepping stone 1:** Sit without support | As children develop their core strength they begin to sit up independently. |
| **Stepping stone 2**: Begin to crawl | Children begin to crawl in different ways and directions. |
| **Stepping stone 3**: Pull to stand from a sitting position and sit down. | Children use low level furniture to pull to stand. |
| **Stepping stone 4:** Begin to walk independently | Children will choose appropriate props to hold as they begin to walk. |
| **Final goal:** Children jump, leaving the ground with both feet, as part of ‘if you’re happy and you know it…’. | |

|  |  |
| --- | --- |
| **7. Take** part in finger rhymes with numbers | |
| **Stepping stone 1**: Children tune in during song and rhyme time | Children may enjoy songs and rhymes indoors or outdoors, in pairs or small groups. |
| **Stepping stone 2**: Children choose a song or rhyme from the song bag | Children show a preference by making a choice from a range of objects. |
| **Final goal:** Children copy finger movements and other gestures during number songs and rhymes. | |

|  |  |
| --- | --- |
| **8. Make** marks in the mud | |
| **Stepping stone 1**: Children spend time in the garden | Children spend time in the baby garden with their key person. |
| **Stepping stone 2**: Children grip a mark making tool | Children will use a ‘palmer grasp’ to hold mark making tools. |
| **Final goal:** Children make marks in the mud using a stick or other tool. | |