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| 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.  |

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| **2. Follow** instructions to bath a baby |
| **Stepping stone 1**: children point to familiar objects and properties when they are described e.g. Can you show me the big boat? | As children begin to listen more attentively, they will become more able to identify objects using properties.  |
| **Stepping stone 2**: children understand simple questions about ‘who’, ‘what’ and ‘where’ e.g ‘Where is the teddy hiding’ | As children’s understanding and speech improves, they will become more able to verbalise their responses.  |
| **Final goal:** Children followinstructions to bath a baby, listening carefully to 3-word level instructions such as ‘wash the baby’s face’ and ‘dry the baby’s feet’ and responding appropriately.  |

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| **3. Talk** about their feelings ‘I’m sad because…’ or ‘I love it when….’ |
| **Stepping stone 1**: Children identify pictures of emotions ‘happy’, ‘sad’, ‘tired’ and ‘angry’. | Children will become familiar with these emotions by exploring different images and through conversations with their key person. |
| **Stepping stone 2**: Children join in with emotions song ‘I’m feeling…’ | Once children are able to label emotions they begin to understand how they themselves are feeling. They show these emotions with their face and body.  |
| **Final goal:** Children talk about their feelings ‘I’m sad because….’ or ‘I love it when…’ They use sentences to describe their feelings and emotions.  |

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| **4. Enjoy** the company of other children and want to play with them |
| **Stepping stone 1**: Children show interest in others’ play. | Children will watch other children at play, perhaps alongside their key person. |
| **Stepping stone 2**: Children join their peers at play | Children find ways to join others in their play. They may approach other children and begin playing alongside them.  |
| **Final goal:** Children enjoys the company of other children and show, through their actions, that they want to play with them. They offer cues for other children to join them in their play. |

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| **5. Ride** a tricycle |
| **Stepping stone 1**: Children sit on a ride on vehicle and scoot along. | Children’s balance will improve as they begin to hold their balance on the ride on and use their feet to move it forwards. |
| **Stepping stone 2**: Children sit on a trike with good balance, with both feet on the ground | Once children become confidant at balancing, they may begin to scoot along with one or both feet on the floor.  |
| **Final goal:** Children ride a trike. They sit on the trike with good balance and pedal. They maintain control by steering. As children become better at pedalling and steering they will begin to navigate challenges.  |

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| **6. Join** in with stories and action songs |
| **Stepping stone 1**: Children listen to simple stories, rhymes and songs. | During circle time with their key person, children will maintain attention for the duration of a simple story or song. |
| **Stepping stone 2**: Children have favourite books and rhymes and seek them out to share with an adult.  | During circle time children will choose their favourite rhyme by talking or pointing to a picture. During free flow children will choose to look at books in the reading area and may approach an adult with a book or rhyme prop.  |
| **Final goal:** Children join in with repeated refrains in stories such as ‘we’re going on a bear hunt…’. They join in with well known nursery rhymes including actions such as ‘twinkle, twinkle little star’ |

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| **7. Draw** a picture of someone special |
| **Stepping stone 1**: Children hold a tool or utensil with a whole hand grasp | Children are able to grasp spoons to feed themselves or when playing in the mud kitchen or sand pit.  |
| **Stepping stone 2**: Children manipulate play dough by squashing, rolling & pinching.  | As children develop more fine motor control they are able to control and manipulate play dough. They will also use tools and objects to make marks in the playdough. |
| **Final goal:** Children draw freely and add some marks to their drawing which they give meaning to. For example, “That says Mummy”.  |

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| **8. Make** a mud pie |
| **Stepping stone 1**: Children fill containers with mud in the mud kitchen. | Children explore containers of different sizes in the mud kitchen.  |
| **Stepping stone 2**: Children fill and empty containers of different sizes when playing in the mud kitchen. | Children begin to show an understanding of the language of size when playing in the mud kitchen. |
| **Final goal:** Children fill different container with mud to make mud pies. They use mathematical vocabulary to describe and compare what they have made such as ‘bigger/little/smaller/heavy/full’ |