



Exploring our

Learning Aspirations



Learning Aspirations

Alongside our children making progress and developing through the continuous provision on offer that attends to their interests and needs, we have some specific Learning Aspirations that we want our children to develop before they leave us for Reception. The following Curriculum Goals are not exhaustive of everything a child will learn whilst in our provision, but these goals outlined below celebrate the very things we think our children need to know before they move to Reception.

Communication and Language

is at the heart of everything we do at Rebecca Cheetham Nursery. Interactions with children to help them build strong communication and language skills must be thread through all of the eight Learning Aspirations identified below. The ability to speak, listen and communicate is essential to achieving these goals. Where we identify children that might be struggling, we will employ a range of suitable interventions to help children build their skills.

1. Embrace Cultures and Traditions

Children have a strong sense of their family and the people that comprise their family unit and are able to talk confidently of their own family's culture and traditions. Children can also display knowledge of cultures and traditions different to their own. They will also understand that not all families look the same as their own.

2. Solving Problems

Children encounter a range of experiences which encourage them to find solutions. Experiences may include cooking, mixing paint, observing nature – seasons changing, looking after and witnessing / talking about the lifecycles of living things.

3. Love of Reading and Books

Children will be able to talk about books that they love. They will be able to talk about the many books that we have spent time with throughout the year. Children will be able to recall and describe what happens in a particular story.

4. Sense of Self and Identity As a Confident Learner

Children are able to reflect on their learning, through their Special Books. They comment on their 'thinking' and the ways they go about their learning. They reflect on what helps them to persevere through difficulties and what helps them when they find things hard. Children will have also developed relationships with their peers.

5. Be a Confident Mark Maker

Children will be able to write three (3) recognisable letters. They will have shown an ability in other areas of fine motor development that attend to their interests, such as: hammering a nail, hold scissors correctly and cut a straight line or make a pinch pot out of clay or roll a clay coil.

6. Self Regulation and Mindful Breathing

Children will be able to say how they are feeling and have an "emotion vocabulary" that they can refer to; happy, sad, angry, mad, excited, worried. Children (on an uninterrupted emotional journey) will be able to self-regulate and to call on mindful breathing skills to help them create calm.

7. To Use Maths In Action

Able to utilise mathematical terminology correctly when discussing real world mathematical concepts or problems. Children have a strong understanding of numbers up to five (5); to count, to consolidate, to subitise to and to represent.

8. Physical Beings

Children are able to coordinate their bodies and show control when attempting activities such as jumping, running, climbing, dancing, throwing, kicking and catching a ball.

The following pages will explore what progression looks like for each of these Learning Aspirations. Using Development Matters and Birth to 5 Matters, along with our own professional judgement based on the children in our care, we have provided progression milestones to help us make sure our children are on track towards reaching these Learning Aspirations before they leave for Reception.

Embrace Cultures and Traditions

Children have a strong sense of their family and the people that comprise their family unit and are able to talk confidently of their own family's culture and traditions. Children can also display knowledge of cultures and traditions different to their own. They will also understand that not all families look the same as their own.

FIRST MILESTONE

Children will be able to make connections between the features of their family and other families.

SECOND MILESTONE

Children will be able to notice differences between people, using themselves as a point of comparison.

THIRD MILESTONE

Children will begin to make sense of their own life-story and family history. They will be able to talk about, in a simple way, important traditions and events that have occurred in their family and also talk about external members of their family.

FOURTH MILESTONE

Children will be able to understand that other cultures and traditions exist outside of their own family and talk about a tradition or belief that is different to their own.

Solving Problems

Children encounter a range of experiences which encourage them to find solutions. Experiences may include cooking, mixing paint, observing nature – seasons changing, looking after and witnessing / talking about the lifecycles of living things.

FIRST MILESTONE

In small groups with adult support children will engage in practical / hands on experiences related to problem solving. Child or adult presents a problem. Adult models the process of how to solve the problem. Children will be able to look at and name the items used.

SECOND MILESTONE

Children will be able to identify a problem and with adult support explore ideas they have to solve the issue. They will talk about what is seen / happening.

THIRD MILESTONE

In small groups, children will be able to suggest ideas on how to solve an adult planned challenge. Children will talk about what is seen and try to explain why.

FOURTH MILESTONE

Children will pose their own lines of enquiry. They will be able to gather the resources they need and test their ideas.

They will ask questions such as 'What will happen if? ' and ' I wonder why?' or use phrases such as, " I think...", "I know...", "I believe..."

Love of Reading and Books

Children will be able to talk about books that they love. They will be able to talk about the many books that we have spent time with throughout the year. Children will be able to recall and describe what happens in a particular story.

FIRST MILESTONE

Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words.

SECOND MILESTONE

Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.

THIRD MILESTONE

Repeat words and phrases from familiar stories. Ask questions about the book. Make comments and shares their own ideas.

FOURTH MILESTONE

Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother

FIFTH MILESTONE

Engage in extended conversations about stories, learning and embedding new vocabulary.

Sense of Self and Identity As A Confident Learner

Children are able to reflect on their learning, through their special books. They comment on their “thinking” and the ways they go about their learning. They reflect on what helps them to persevere through difficulties and what helps them when they find things hard. Children show they are developing their metacognition. Children have developed relationships with their peers.

FIRST MILESTONE

With initial support from adults, children will confidently enter the setting and separate from parents/ carers. They will show an interest in the activities on offer but may display a short attention span. They will attempt to talk about the world around and make their needs known through single sounds/ words/ short sentences or gesture

SECOND MILESTONE

Children will happily enter the setting. They will make their own choices with regard to activities they are interested on and may try new things based on the invitation of others; adult or child.

THIRD MILESTONE

Children will be more expressive when using language to talk about the world around them, making sense of what they are doing or how they are feeling. They may seek adult help to gain understanding and find solutions. They will also start to make comparisons between things, including what distinguishes them from others..

FOURTH MILESTONE

Children will widen their friendship groups and interaction with others and rely on adults less. They will begin to understand the view points or perspectives of others.

FIFTH MILESTONE

Children will be able to reflect upon and articulate their learning when looking through their special books / evidence me reports / display, or when questioned about experiences. They will demonstrate their sense of curiosity and wonder of the world around them by asking questions and gathering resources to test their lines of enquiry.

Building Fine Motor Development

Children will be able to write 3/4 recognisable and accurately written letters. They will be able to write their name with some accuracy. They will have shown an ability in other areas of fine motor development that attend to their interests, such as: hammering a nail, holding scissors correctly and cut a straight line or make a pinch pot of clay or roll a clay coil.

FIRST MILESTONE

Children engage in activities that leave marks on a page or surface; for example, they might use crayons on paper, chalk on the concrete, finger markings in the shaving cream, fingers in a sand/glitter tray, paint brushes with water on the fence.

SECOND MILESTONE

Children add some marks to their drawing and say that the marks represent something else; a person, a letter, a name, a word, an animal, etc.

THIRD MILESTONE

Children engage in mark making and building their fine motor strength in a variety of ways; we will look out for and encourage children to independently make recognisable marks on paper in their play (identifiable letters or figures), use a hammer, make snips with scissors or access the clay station.

FOURTH MILESTONE

Children can write their name with some accuracy and write 3 / 4 recognisable letters. They can also do one of the following (based on their interest levels); hammering a nail, holding scissors correctly and cut a straight line or make a pinch pot out of clay or roll a clay coil.

Ability to Self Regulate

Children will be able to say how they are feeling and have an “emotional vocabulary” that they can refer to; happy, sad, angry, mad, excited. Children (on an uninterrupted emotional journey) will be able to self-regulate and to call on a toolbox of self-regulation tools such as mindful breathing, self-massage, moving away, talking to an adult etc. to help them create a sense of calm.

FIRST MILESTONE

Children have settled into the nursery and have begun to feel emotionally safe with their key person, feeling confident to express a range of emotions.

SECOND MILESTONE

Children can show “effortful control”. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. They can begin to talk about and manage their emotions by using some simple words to describe how they are feeling; happy, sad, angry etc.

THIRD MILESTONE

Children can manage their emotions and can talk about their feelings in more elaborate ways, for example, “I feel sad when...”, “I am happy when...”, They have engaged in the mindful breathing with their classmates and can focus on this activity when led by the adult.

FOURTH MILESTONE

Children can not only identify words to explain their own feelings, but they have shown an ability to identify how someone else might be feeling. They can manage their emotions well and can use the self-regulation toolbox to help them to create internal calm.

To Use Maths In Action

Able to use maths terminology when discussing mathematical concepts or solving real world mathematical problems. Children will have a strong understanding of numbers up to five (5); to count, to consolidate, to subitise.

FIRST MILESTONE

Children will play, combining objects like stacking blocks and cups; putting objects inside others and taking them out again. Children will also take part in finger rhymes with numbers.

SECOND MILESTONE

Children will begin to use mathematical vocabulary in their talk through play. They might use numbers to count (even if recited in an incorrect order or skip numbers) or to identify. They will also use talk to compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.

THIRD MILESTONE

Children will have developed a fast recognition of up to three (3) objects, without having to count them individually ('subitising'). They should also recite numbers past 5. They could also make marks to represent numbers.

FOURTH MILESTONE

Children will be able to make comparisons between objects relating to size, length, weight and capacity and be able to notice and correct an error in a repeating pattern.

FIFTH MILESTONE

Children will be able to solve real world mathematical problems with numbers up to (five) 5. They will know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

Physical Beings

Children will be encouraged to express their thoughts and feelings through physical movement. They will be given opportunities to develop their gross and fine motor co-ordination when taking part in active outdoor play, moving to music and in creative 'table top' sessions. Children will learn how to manage their self care needs and be supported when challenges in this area of development arise.

FIRST MILESTONE

With adult assistance children will be encouraged to walk for longer periods of time (such as walking from the end of the road into the classroom and will be able to dance along to music.

SECOND MILESTONE

Adults will help children to co-ordinate their bodies when using large apparatus outside. Guiding, supporting and encouraging them to utilise the large climbing apparatus.

THIRD MILESTONE

Once children are confidently able to move around the setting and navigate static apparatus such as the steps on a climbing frame, they will be introduced to equipment with 'moving parts' e.g. encouraged to use their feet to push along on a scooter, then use feet to push the pedals around.

FOURTH MILESTONE

Children will have increasing control over their physical co-ordination and will be able to climb and negotiate space when running or scooting. They may need some support from the adult to overcome a challenge such as climbing at a higher level on the A frame or climbing equipment without adult support or progress from a balance bike to a peddle bike.