

Prime Areas - Curricular Goals

	Communication and Language	Physical Development	Physical Development	Personal, Social and Emotional Development
	Can take part in reciprocal conversations	Independent self care	Can show balance and co-ordination on an obstacle course	Can engage in an activity of their choosing and will thrive as a confident learner
Waypoint 1	When a child starts at Highfield, the first step towards independence will be to build a connection with an adult of their choosing. This initial step will usually take place within the first few weeks of starting at the setting. From this point, each child will start to maintain focus to develop a secure base within the classroom and/or garden and start to explore within activities of their own choosing.	As a child starts at Highfield, we will initially look to support the routines that are happening at home, such as tooth brushing routine . This link between the importance of oral health and making home/setting links will be an important step in ensuring the developing skills in physical development. Takes part in tooth brushing routine at home and in the setting. We will also support the child to develop growing independence to use a potty and then a toilet .	As children begin their journey at Highfield, we will use Developmental Movement Play (DMP) to support the physical development. As children start to move, we will observe their body movements and see, for example, how the body moves when commando crawling (showing level of co-ordination)	On starting at Highfield, often will be the first time for the child to be separating from a parent . This can be a difficult time for both the child and the parent and staff will support both to make this as smooth a transition as possible. Personalised support will be tailored to each family by knowledgeable, attuned and supportive staff. As the child's confidence grows, a key adult will become their secure base . This adult will often be the child's key worker.
Waypoint 2	As the child develops in confidence and becomes more familiar with the adults within their room, we will be looking for each child to start listening and responding to provocations, activities and resources within the nursery. From this, they will begin to express their own ideas and respond to resources in their own way.	It is extremely important for children to be open, responsive and interested in trying new foods . The curriculum and menu at Highfield is broad in both flavours and textures and is designed to encourage children to try a range of foods. This growing confidence to try a range of flavours and textures and anticipate that they will like the taste is a very important development in self care. Children are also becoming more independent in changing into slippers, wellies, coat etc .	As movement develops, children will demonstrate the level of control of their body . Attuned and responsive staff will look to support and develop the level of risk children are taking in their play.	As the child's confidence grows with the key adult, the child will begin to show greater resilience as spread the circle of supportive adults and peers. When this happens and confidence grows, the child will begin to join in with daily routines, activities and transitions . This increased confidence will show in a variety of ways including asking for help , and moving from co-regulating with a supportive adult toward self regulation .
Waypoint 3	As confidence and resilience continue to develop, children will demonstrate through a variety of ways that they are making links to own experiences . Skilled, attuned adults will respond sensitively and Sustained Shared Thinking (SST) will develop through shared play experiences. This collaborative play may be between children or with an adult as a full play partner	Children will become more independent in feeding themselves and making choices about the range of snack and lunch on offer. For example, a child will choose between two different crackers on offer at snack time. Being able to dress and undress with growing independence will be a skill that will be developing both at home and at the setting and will be encouraged in a supportive way	As core strength and gross motor skills develop, children should be able to stand up with putting hands on the floor . DMP in whole class, small groups and one to one support will help to develop this skill.	We will look for the continually growing in confidence and each child developing a 'can do' attitude . This will include wanting to experience a variety of opportunities, coping well with changes and transitions and not giving in at the first sign of difficulty. As self-regulation continues to grow and children become more at ease with the routines of the day, resilience during transitions will begin to grow. Children will be supported to understand that they can return to activities again and again after snack or lunch.
Waypoint 4	As greater knowledge and understanding develops, children will start to use the language of the expert to discuss things that are important to them. As conversation develops between like-minded and interested individuals, the back and forth conversation, discussion and sharing of ideas will be evident.	As independence grows, we will be supporting children to organise own belongings – to put shoes/slippers away when changing, to put crafts and painting in bag when finished making (and is dry). Children will become increasingly independent when putting on coats and fastening zippers.	As confidence, core strength and both gross and fine motor skills develop, children will start to show enjoyment in moving with confidence and pleasure . They will also show increasing control and co-ordination and use blocks of differing size to show a variety of ways to build and construct .	Throughout their time at Highfield, we will be supporting children to be able to express how they feel – developing emotional expression and literacy . As emotional literacy develops, children will also be developing a skill of talking about how they think and learn, called meta-cognition . Through the development of these skills, we will see children thrive and able to cope with a variety of situations , including unforeseen changes in routine.

Specific Areas - Curricular Goals

	Literacy	Mathematics	Expressive Art and Design	Understanding the World
	To enjoy stories, both independently and as part of a group	To be able to solve everyday maths problems using a range of skills, including counting and subitising	To explore media in a variety of ways	To explore forest school
Waypoint 1	When a child starts at Highfield, each class has daily book sharing sessions. Children are encouraged to explore books and start to understand how to handle books and turn pages.	When a child starts at Highfield, we encourage them to access loose parts and mathematical equipment in their play. Mathematical areas are set up in each classroom and resources encouraging mathematical exploration are planned and sequenced for each age range.	When beginning their journey at Highfield, children will be encouraged, through the planned activities and continuous provision to explore different materials, using all their senses to investigate them . Children will begin to manipulate and play with different materials.	All children have access to the Meadow for Forest Schools sessions at Highfield. When children start, we encourage children to use all their senses in hands on exploration.
Waypoint 2	As the child develops in confidence, we support children to understand that both the text and illustrations carry meaning. Our language rich environment and careful planning supports children to learn new vocabulary through the day	As confidence grows, we encourage children to join in with counting songs , linked to our story curriculum, such as 1, 2, 3, 4, 5..., 5 currant buns, 5 little men in a flying saucer and counting down to 'blast off!'.	As each child's confidence grows, they will develop their own ideas and then decide which materials to use to express them. This will include Joining different materials, exploring music and movement and exploring different textures	Through planned, sequenced curriculum, children will plant seeds and bulbs and watch how they grow over time.
Waypoint 3	As independence grows, children are supported to use their book knowledge to retell familiar stories to a familiar adult, such as their key person or class teacher	We will support children to develop a love of maths and continuing confidence to explore number. Children will start to understand numbers have meaning and be able to relate to counting objects – such as counting the number of children in nursery today, or the number of cups needed for snack.	As independence and skills develop, children will draw with increasing complexity and detail, such as representing a face with a circle and including details.	As confidence and understanding of the natural world increases, children will have to opportunity to watch, touch and understand the life cycle of animals, such as chicks and butterflies
Waypoint 4	As greater knowledge and understanding develops, we recognise children enjoying sharing books, magazines and comics and engaging in extended conversations about a story	Throughout their time at Highfield, children are encouraged to develop and use mathematical skills, such as counting and subitising to solve everyday problems , such as how many crackers are on the plate or the number shown on a dice	Throughout their time at Highfield, we will see children develop in confidence and independence, so they are able to be able to choose from a range of media to plan and design their own ideas	Throughout their time at Highfield, children are immersed in a deep understanding of the natural world. Children will understand the need to respect and care for the natural environment and all living things.