

2-3yr old Curriculum Goals	Stepping Stone 1	Stepping Stone 2	Stepping Stone 3	Stepping Stone 4	Final Stepping Stone
To regulate my emotions by finding ways to cope.	<i>I have a positive relationship with at least one adult in nursery.</i>	<i>I can co-regulate my emotions with support from an adult.</i>	<i>I can label key emotions using words and/or gestures and begin to recognise these emotions in myself and others.</i>	<i>I can start to recognise when I need to use calming strategies.</i>	<i>I can express and manage my feelings (with support) in an age-appropriate way and am beginning to understand what others are feeling.</i>
To have a back and forth exchange with an adult whilst sharing a book.	<i>I can communicate using non-verbal communication.</i>	<i>I am beginning to learn the rules of conversation and with support can actively listen to someone when they are speaking to me.</i>	<i>I can demonstrate active listening by giving the speaker my attention and responding to a question.</i>	<i>I can share my thoughts and ideas when looking at a book with an adult in a small group or individually.</i>	<i>I can engage in back-and-forth exchanges with an adult whilst looking at picture books, sharing fascinations and thoughts through verbal and non-verbal exchanges.</i>
To manage my body with increasing spatial awareness.	<i>I can demonstrate an awareness of my surroundings; navigating and exploring the space, knowing where things are and able to find things independently.</i>	<i>I can explore the indoor and outside space with confidence, beginning to take risks on different types of equipment and spaces, asking or indicating for help when needed.</i>	<i>I can run safely negotiating obstacles, climbing on equipment with increasing independence and confidence. I am beginning to use stairs independently.</i>	<i>I can explore the space freely, taking some risks without an adult. I explore spinning and rolling and independently use ropes and swings.</i>	<i>I can move freely and confidently both inside and outside, managing my body, engaging in physical activities, navigating obstacles and interacting with the physical space around me, taking risks and managing these safely.</i>

3-4yr old Curriculum Goals	Stepping Stone 1	Stepping Stone 2	Stepping Stone 3	Final Stepping Stone
To regulate my emotions and become a confident learner.	<i>I can show that I am happy, feel safe and secure in my environment and can use calming strategies (when necessary) with support.</i>	<i>I can recognise and label how I am feeling, identify why I might feel this way and talk about how this makes my body feel. I am beginning to use calming strategies when experiencing strong emotions.</i>	<i>I can use a range of techniques to calm myself down when experiencing strong emotions. I can persevere when I find something difficult and start to understand that this is part of learning.</i>	<i>I can identify my feelings and the way they make my body feel and use techniques to calm down when experiencing strong emotions. Once calm, I can choose solutions to manage the challenge that has caused the strong emotion. I can talk about what I am learning and thinking and reflect on things I find difficult and what I can do to help.</i>
To make up a story	<i>I can take part in pretend play, taking on a familiar role and begin to sequence a story or routine.</i>	<i>I can retell a familiar story or traditional tale.</i>	<i>I can take part in telling a story using ‘Tales Toolkit’ with adult help or can create my own story of their day using visual prompts.</i>	<i>I can make up a story and tell my story to one or more people (using the Tales Toolkit materials to help structure and develop the story where needed).</i>
To ride a balance bike	<i>I can sit on the seat of a balance bike with both feet firmly on the ground.</i>	<i>I can move and manipulate a balance bike using both of my feet.</i>	<i>I can steer a balance bike to avoid obstacles and navigate the environment.</i>	<i>I can sit on a balance bike with good balance and scoot with one foot on the ground. I can ride a balance bike safely around nursery.</i>
To follow a recipe to make a bread roll	<i>I can use tools to mix different ingredients and substances together.</i>	<i>With adult support and scaffolding, I can follow simple pictorial steps of a recipe.</i>	<i>I can follow the steps in making a bread roll with support. I can independently fill measures carefully to the top and recognise numerals or numerical representations on the recipe card.</i>	<i>I can follow the steps of a simple pictorial recipe independently. I can measure ingredients, mix them and create my own bread roll.</i>
To draw a picture of myself or an object using pencil or pen	<i>I can use my hands and arms to make big movements and develop my hand eye coordination through a range of physical activities.</i>	<i>I can make marks with my fingers and tools in a variety of ways.</i>	<i>I can make more controlled movements and can draw lines, circles and simple representations.</i>	<i>I can hold a pencil or pen with a comfortable grip and use this to make an observational drawing of myself using a mirror or a still life drawing of an object. I can use a pen or pencil with increasing control, forming a representation of themselves of an object.</i>
To make a model at the woodwork or junk modelling table	<i>I can safely explore a variety of tools.</i>	<i>I can confidently use one handed tools to create changes in materials.</i>	<i>I have repeated experiences at the wood work and junk modelling tables. I can think about what I am creating and how I want it to look.</i>	<i>I can decide on the model I will make, create a simple plan, choose the materials I want to use, shape the materials with tools and join materials together.</i>
To create a dance or song to a piece of music	<i>I can respond (by moving my whole body in different ways) to sounds I enjoy, such as music or a regular beat.</i>	<i>I enjoy joining in with dancing, songs, ring games and making music, following simple instructions.</i>	<i>I can explore a wide range of music from different cultures and can describe what I hear and how it makes me feel.</i>	<i>I can choose a piece of music individually or in a small group and create a dance, moving in time to the pulse of the music being listened to.</i> <i>Or</i> <i>I can make up my own song and choose whether to accompany this with instruments.</i>