

MAPLE HAVEN SCHOOL - STEPPING STONE CURRICULUM - PATHWAY 1 - 2026-2027



C O N T E N T S

The Role of the Adult

The Environment

Characteristics of Effective Learning

Areas of Learning

Social, Emotional and Mental Health

Communication and Interaction Physical
and Sensory

Cognition and learning: Literacy Cognition
and learning: Mathematics

Cognition and learning: Understanding the World

Cognition and learning: Expressive Arts and Design Assessment

The Role of the Adult/s

- To form close relationships with the pupils, making them feel safe, valued and respected.
- To inspire.
- To nurture.
- To be sensitive and to respond to the children's needs and interests.
- To work in partnership with children, allowing them to take control of their own learning where possible.
- To observe, assess and plan for learning.
- To plan for an effective learning environment.
- To be a positive role model in all areas of the curriculum, showing effective characteristics of learning.
- To scaffold learning.





The Role of the Environment



- The indoor and outdoor environment, whole school and wider community is seen as the learning environment.
- The learning environments should encourage independence, active learning and interaction.
- Learning environments need to be kept organised and tidy. Resources should be well labelled and easily accessible to the pupils, as appropriate.
- The teacher needs to plan for resources that support the focus of learning in relation to children's individual outcomes.
- Opportunities for children to practice what they have learnt should be provided for in the environment.
- Each environment needs to be adapted to suit the needs of the children, natural, muted colours should be used within the learning environment so as not to overstimulate the children. Where possible, displays should reflect the zone they are in.
- Make the environment a beautiful, comfortable, homely and safe place.

Characteristics of Effective Learning

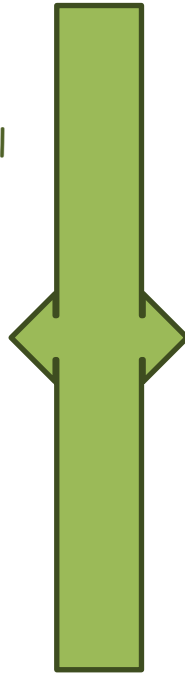
To be applied throughout the whole curriculum

Playing & exploring	The pupils will... • Investigate • Experience Things • 'Have a try'
Active Learning	The pupils will... • Concentrate • Keep on trying even if they encounter difficulties. • Enjoy their achievements
Creating and Thinking Critically	The pupils will... • Develop their own ideas. • Making links between ideas • Develop strategies for doing things

Areas of Learning

The areas featured below are fundamental to pupil development and support their progress in all other areas of the curriculum.

- Social, Emotional and Mental Health
- Communication and Interaction
- Physical and Sensory



Cognition & Learning

The Cognition and Learning areas grow out of the prime areas and include essential skills and knowledge.

- Literacy
- Mathematics
- Understand the World
- Expressive Arts and Design

Where possible, learning opportunities should be based on real-life, meaningful experiences, providing a purposeful context for the pupils, and the development of their life skills.



Social, Emotional & Mental Health

Building Relationships

Managing Self

Self-Regulation



Social, Emotional & Mental Health

	Self-Regulation	Managing Self	Building Relationships
Stepping Stone 1	• Feel strong enough to express a range of emotions. • May show preferences for certain people and toys. • Express preferences and decisions e.g. choosing what they want to eat or drink at snack time.	• Establish their sense of self through interactions with familiar adults and well-known environments, e.g. face watching as the adult points to their nose/eyes/mouth, curiously exploring a range of objects and materials both indoors and outdoors. • May respond when hearing own name. • Find ways of managing transitions from their parent to their key person and appear settled once in the classroom environment.	• Engage with familiar person through movement, gestures, gaze and speech sounds. • Face watch during interactions with familiar adult e.g. looks at adult when they want them to blow more bubbles.
Stepping Stone 2	• May find ways to calm themselves, through being calmed and comforted by their key person or an item that is important to them. • Grow in independence and may want to complete activities and achieve goals themselves.	• May check in with their key person at times throughout the day for reassurance. • Develop their confidence in trying new things and start establishing their autonomy. • Developing the ability to transition to some other frequently visited places within the school environment e.g. may sit for a while or crawl around the corridor before reaching destination.	• Enjoy spending time and interacting with familiar adults, for increasing amounts of time. • Engage with adults to achieve a goal. E.g., gesture towards their cup to say they want a drink, passing the adult a ball to request for them to throw it. • Allow an adult to play alongside them when playing with a toy or resource. • Play with confidence on their own and alongside other children.

Stepping Stone 3	• Beginning to recognise their emotions 'happy', 'sad' and 'angry' etc. • Begin to show 'effortful control' e.g. waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.	• Broaden their interests and can choose from and engage in a wider range of resources and activities available to them. • It can smoothly transition to frequently visited places within the school environment.	• Pay attention when engaging with adults, looking for clues about how to respond to something interesting. • Allow an adult to share or take turns with a toy or resource they are playing with. • Beginning to show an interest in what others are playing e.g. may watch what others are doing from afar whilst smiling.
Stepping Stone 4	• Talk about their feelings using words like 'happy', 'sad', 'angry', 'scared' or 'worried'. • Understand gradually how others might be feeling, e.g. looking closely at another child's face when they are upset. • Safely explore emotions beyond their normal range through play and stories. • Select and use activities and resources, with help when needed, to achieve a goal they have chosen, or one which is suggested to them.	• Thrive as they develop self-assurance. • Develop their sense of responsibility and membership of a community e.g. carrying out tasks such as taking the register to the office, washing up their own plates after their snack. • Can confidently transition to places less familiar to them within the school environment such as the hall, forest school.	• Enjoy the company of other children and sometimes want to play with them. • May try to initiate play in their own way. e.g. running up to others before running away and checking behind them to see if they are being chased. • May enjoy holding hands with adults and peers during circle games such as 'the hokey cokey' or 'ring of roses'. • Can share toys and resources with their peers, most of the time. • Become more outgoing when interacting with unfamiliar people e.g. saying hello to a visitor in class. •

Stepping Stone 5	• Identify and begin to moderate their own feelings socially and emotionally e.g. staying calm in the face of frustrations during turn taking games or when they must wait for a period. • Be increasingly able to talk about and manage their emotions e.g. choosing from a range of strategies presented to them by an adult that might help them to calm down such as a walk, drink etc.	• Begin to show resilience and perseverance in the face of challenge. • Increasingly follow rules, understanding why they are important. • Show more confidence in new social situations. • Recognise their own personal achievements. • Develop confidence when exploring a range of different places during off-site visits. • Begin to understand the risks of crossing the road.	• Develop friendships with other children. • May copy their peers' actions. • Develop the ability to play a range of 'people' games such as hide and seek, duck duck goose, running races etc. • Develop an awareness of turn taking during structured games and activities. • Begin to consider the feelings of others, e.g. offering their friend comfort if they are upset.
Stepping Stone 6	• Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". • Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses, when appropriate and with encouragement from an adult. Give focused attention to what the teacher says most of the time,	• Develop appropriate ways of being assertive. • See themselves as a valuable individual. • Begin to remember rules without needing an adult to remind them. • Develop increasing confidence to try new activities and show independence, resilience and perseverance in the face of challenge. • Show an understanding of the reasons for rules and right from wrong and try to behave accordingly.	• Form positive attachments to adults and friendships with peers. • Develop the ability to build constructive and respectful relationships. • Play with one or more other children, extending and elaborating play ideas. • Begin to independently work and play cooperatively and take turns with others. • In discussion with an adult, can begin to find solutions to conflicts and rivalries. E.g., accepting that not everyone can be Spider-Man in the

responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.

- Begin to develop the ability to manage and communicate their own sensory needs e.g. asking for ear defenders if the environment is too loud or helping to create their own sensory diet.

- Show some awareness of how to cross the road safely, with adult support.
- Beginning to understand that not all people are safe and can be trusted

- game, and suggesting other ideas.
- Beginning to notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.
- Begin to think about the perspectives of others.
- Show sensitivity to their own and to others' needs.



Communication & Interaction

Listening, Attention, Understanding & Speaking



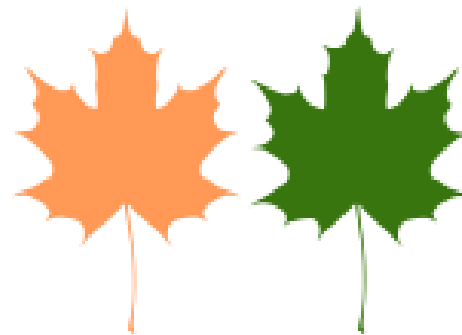
Communication & Interaction

	Listening, Attention and Understanding	Speaking
Stepping Stone 1	• May respond when they hear own name. • Respond to an object of reference. • Face watch during interactions with familiar adult e.g. looks at adult when they want them to blow more bubbles. • Show an interest in routine/transition songs e.g. glances at adults from afar when they begin singing. • Show an interest in a motivating object presented to them by a familiar adult. • Show an interest in songs, music and toys that make sounds.	Children may use a range of communication aids to support their speech including signs, gestures, photos or symbols. • Communicate feelings in a variety of ways e.g. crying, laughing, squealing. • Practise and gradually develops speech sounds e.g. "bababa, nono, gogo". • Take turns with a familiar person during interactions, using movement, speech sounds, facial expression or body language. • Can choose between two desirable objects.
Stepping Stone 2	• Understanding some familiar single words in context is developing e.g. cup', milk', dad'. • Develop the ability to follow other's body language, including pointing and gesture. • Show an understanding of photos of reference e.g. waits by the playground door when shown a photo before a transition. • Face watch for longer periods of time during interactions with familiar adults. • Seek out a motivating object e.g. when key person is	• Can communicate wants using speech sounds and gesture e.g. pointing to desired objects or pulling an adult over to what they want. • Use gestures and pointing to share interests with familiar adult e.g. showing the adult a toy they have. • Use sounds in play e.g. "brrrrm" for a car. • Begin to say single words with speech sounds e.g. mum mum, dada or exchange a photo for juice. • May create personal words as they begin to develop language e.g. juju for juice.

holding it across the room.

- Respond to routine/transition songs e.g. leaves soft play after singing a transition song.
- Actively engage in songs, music and with toys that make sounds.
- e.g. pausing in anticipation.

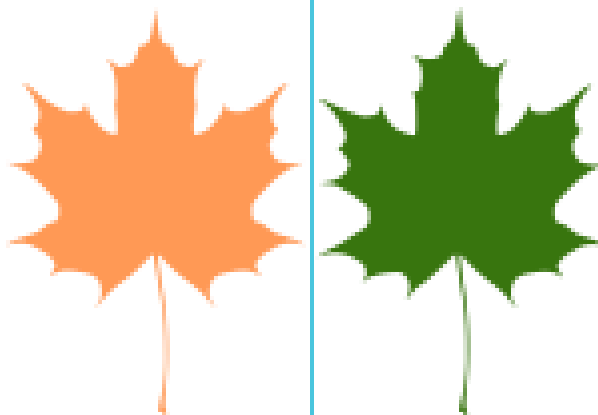
- Repeat and copy around ten words.
- Take turns using speech sounds and single words with familiar adult e.g. saying "go" during a 'ready steady go' game.
- Can purposefully choose between preferred and non-preferred object.



Stepping Stone 3	• Understand an increasing number of single words. • Understand some 2-word phrases and instructions e.g. "give me" "shoe's on". • Seeking out motivating object/activity and participating with an adult e.g. taking turns • Begin to show an interest in what others are playing. • Listen to familiar repetitive chant type stories and rhymes.	• Can use around 10-20 words. • Copy familiar phrases e.g. "all gone" "oh dear". • Use a wider range of words to communicate with others. • Begin to put 2 or 3 words together e.g. "more milk" "I want biscuit". • May use a range of adult like speech patterns (jargon).
Stepping Stone 4	• Show an understanding of 'now' and 'next' using symbols. • Understand many more words than they can say (around 200-500) • Listen and respond to simple 2-word instructions e.g. "Adam put on your shoes" "April get your coat". • Understand simple questions about 'who', 'what' and 'where'. • Show an interest in what other children are playing and sometimes join in. • Will join activities in a small group with a shared focus. • Listen to familiar repetitive stories and rhymes, sometimes joining in at key parts e.g. filling in the next word or phrase when the adult pauses. • Listen to simple stories and understand what is happening, with the help of the pictures.	• Can use up to fifty words. • Ask simple questions such as names of people and objects. • Communicate for a range of different purposes e.g. talking about what they can see/hear or how they are feeling. • Initiate and maintain short conversations.

Stepping Stone 5	• Can understand and follow a visual timetable. • Listen and respond to 3-word instructions e.g. "can you wash dolly's face". • Understand simple action words e.g. who is jumping? • Can identify familiar objects and properties for practitioners when they are described e.g. 'Katie's coat', 'blue car', 'shiny apple'. • Shift from one activity to another if you get their attention e.g. "Ethan please can you stop now, we're tidying up". • Maintain concentration in a range of contexts e.g. adult-led activities as well as child-led. • Enjoy listening to longer stories and can remember much of what happens. • Understand how to listen carefully and why listening is important.	• Use sentences which contain around five words. • Start a conversation with an adult or friend and continue it for many turns. • Use talk to organise themselves and their play e.g. "let's go on the bus... you sit there... I'll be the driver." • Ask questions to find out more and to check they understand what has been said to them. • Begin to use pronouns e.g. 'he', 'me', 'she'. • Begin to use preposition e.g. 'on', 'in', 'under'. • Begin to use words for function e.g. sponge is for washing. • Begin to use words for space e.g. 'over there'. • Begin to use words for time e.g. 'now', 'later'. • Begin to use descriptive language. • Begin to use plurals. • Develop social phrases e.g. "Good morning, how are you?".
Stepping Stone 6	• Can answer simple 'when' and 'why' questions. • Make comments about what they have heard and begin to ask questions to clarify their understanding. • Hold a short conversation when engaged in back-and-forth exchanges with their teacher and peers. • Listen attentively and respond to what they hear with relevant questions, comments and actions in a range of contexts, such as when being read to.	• Use sentences joined up with words e.g. 'and' 'or' 'because'. • Use future and past tense e.g. "I'm going to the park", "I went to the shop". • Know many rhymes/songs, be able to talk about and retell parts of familiar books and be able to tell a long story. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Participate in one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences in detail using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.



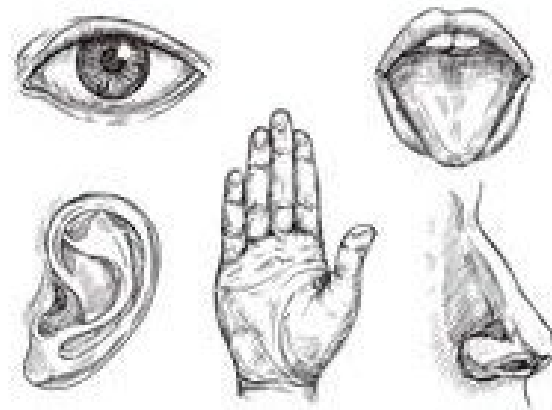
Physical & Sensory

Gross Motor Skills

Fine Motor Skills

Sensory

Self-Care



Physical & Sensory

	Gross Motor Skills	Fine Motor Skills	Sensory and Self-Care
Stepping Stone 1	- Gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. - Enjoy moving in different ways in a range of environments such as on the playground or in soft play.	- Can pick up a range of small objects between thumb and fingers as they play. - Explore different materials and tools using their hands such as spoons, brushes, sponges, shells, tearing paper.	- Explore a range of dry materials with hands such as cereal, uncooked pasta or rice. - Allow others to gently touch their hair. - Tolerate an adult being close to and looking into their mouth in preparation for toothbrushing. - Anticipate food routines with interest. - Grasp finger foods and brings them to mouth. - Can take off own shoes and socks.
Stepping Stone 2	- Can walk, run, jump, climb, spin and roll. - Can use stairs independently. - May enjoy the sensation of being lifted and having their feet off of the ground, e.g. when playing on a basket swing or hammock. - Can fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.	- Explore playdough e.g. Squeezing in hands, pressing tools into dough. - Enjoy making marks freely using a range of chunky mark making tools such as thick handle paintbrushes and chunky felt tip pens. - Enjoys posting objects.	- Begin to explore a range of wet materials with fingertips or tools such as paint, wet sand, foam, playdough. - Will explore sensory diet equipment. e.g. trampoline, yoga balls, dark den. - Allow an adult to gently brush their hair. - Tolerate a toothbrush with toothpaste on, in mouth. - Attempts to use spoon. - Can drink from a sippy bottle or bottle with a straw independently. - May begin to recognise when they are wet e.g. pulling at clothing. - Can take off unfastened coat/jacket.

Stepping Stone 3	• May clap and stamp to music. • Enjoy starting to kick and throw balls. • Build independently with a range of appropriate resources. • Can use a scooter or push themselves along with feet when using a tricycle. • Begin to explore climbing equipment, such as ladders and steps. • Develop balance skills, such as independently walking along a bench. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Begin to gain confidence during swimming sessions, when held by an adult.	• Can scoop materials using tools. e.g. filling a cup or spoon during messy play activities. • Develop use of tools and utensils in a range of situations such as mixing using a wooden spoon, using a spade to dig. • Develop control when using mark making tools e.g. tracing and copying lines, dots, zigzags and spirals. • Develop manipulation and control. e.g. rolling sausage shapes with playdough, threading beads onto a string held by an adult.	• Enjoy water activities such as using a watering can, filling and emptying containers with water. • Begin to explore a wider range of food types e.g. feeling with hands, smelling, licking. • Begin to use specific sensory diet equipment highlighted to support individual needs e.g. jumping on the trampoline when led to equipment by an adult, wearing ear defenders sensitively placed on head by practitioner for short periods of time. • Allow an adult to briefly brush teeth. • Can feed self with spoon. • Can drink from a cup when held by an adult. • Can sit on the toilet. • Can pull down trousers/shorts/pants/skirts. • Can pull down t-shirt once they are over their head.
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Stepping Stone 4	• Develop riding skills when using scooters, trikes and bikes. • Develop confidence and skills when using familiar climbing apparatus e.g. using alternate feet when climbing up steps of ladder. • Show an increase in balance skills, such as, walking along a narrow balance beam, walking along a route of stepping stones, with varying distances and directions. • Skip, hop, stand on one leg and hold a pose for a game like musical statues.	• Choose the right resources to carry out their own plan. E.g., choosing a spade to enlarge a small hole they dug with a trowel. • Begin to use mark making tools that require more pressure, such as chalk and pencils. • Build with connecting blocks using two hands cooperatively. • Develop pouring and stirring skills. • Complete threading activities with large beads.	• Grow in confidence when exploring wet materials with hands. • Can actively engage in sensory regulation activities, selected by an adult. • Begin to brush own hair. • Allow an adult to brush teeth for a longer period of time. • Take part in care-related roleplay e.g. going to the dentist, doctor, hairdresser. • Can stab food with a fork. • Use spoon without spilling. • Can hold cup with both hands and drinks without much spilling.
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	• Develop co-ordination when throwing/kicking/catching balls. • Develop confidence in the water during swimming sessions with less adult support, for short periods of time.	• Manipulate playdough using hands and tools to create simple shapes and models. • Can make snips on paper with spring scissors, when hand is positioned by an adult.	• Can sometimes do a wee on the toilet. • Can pull up trousers/shorts/pants when adults help to put their legs into holes and supports to pull them up over their bottom. • Show an increasing desire to be independent, such as wanting to feed themselves and dress. or undress.
Stepping Stone 5	• Match their developing physical skills to tasks and activities in the setting. E.g., they decide whether to crawl, walk or run across a plank, depending on its length and width. • Beginning to climb and explore more complex climbing apparatus, such as larger climbing frames and walls at the local park. • Combine different movements with ease and fluency e.g. when completing an obstacle course or movement games. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. • Further develop a range of ball	• Complete threading activities with small beads. • Can use a hammer with increasing control. • Can manipulate objects that unscrew/screw. • Can pour flowing substances from one container to another with control. • Can independently hold and use spring scissors with increasing control. • Can maintain a correct grip, with standard scissors, when positioned by an adult. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand.	• Can choose from a range of sensory strategies presented to them by an adult that may help them to co-regulate. • Begin to brush own teeth. • Can eat independently with a fork and spoon. • Drink well from a cup without spilling. • Listen and respond to care-related social stories, e.g. dentist/doctor/hairdresser. • Can use the toilet appropriately, with support. • Can attempt to pull up socks when adult placed them onto toes. • Can place feet in shoes when held open by an adult, helping to close Velcro straps. • Can pull t-shirt/jumper over head when head opening is passed to them and push arms through the arm holes with some support. • Can take t-shirt/jumper off of head when adults assist with arm holes. • Can place feet into foot openings of trousers/shorts/pants and attempt to

skills,
e.g. throwing balls into a hoop
from a short distance, rolling a
ball between goal posts.

- Can independently stand or float
in the pool during swimming
sessions, with the support of
floats.

independently pull them up, sometimes
needing
assistance to pull over bottom.

- Can unzip jacket/coat.
- Can place arms in jacket/coat when adult
holds it out.

Stepping Stone 6	• Climb and explore more complex climbing apparatus with a growing confidence and show awareness of the need to stay safe when up high. • Begin to negotiate space and obstacles safely, with consideration for themselves and others. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Develop and refine skills when engaging in activities that involve a ball, e.g. throwing and catching a large ball to a friend, throwing a ball into a hoop from a further distance. • Start taking part in some group activities which they make up for themselves, or in teams. • Gain confidence and tolerate water on their face when making movements during swimming sessions, e.g. jumping, kicking legs and splashing.	• Hold a pencil effectively, using the tripod grip in most cases. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Stabilise items such as paper when colouring. • Grips strongly with either hand. • Can use tongs to pick up a range of different sized items. • Carry out lacing activities with increasing control. • Be able to hold scissors appropriately without assistance and begin to open and close them.	• Begin to develop the ability to manage and communicate their own sensory needs e.g. asking for ear defenders if the environment is too loud or helping to create their own sensory diet. • Begin to show an understanding of healthy choices about food, drink, physical activity and toothbrushing. • Can eat skillfully with a fork and spoon. • Attempt to spread using a knife. • Can independently use the toilet most of the time, occasionally requiring support, e.g. with wiping after soiling. • Can confidently pull shirt over head when head opening is passed to them and wriggle their arms out. • Can take t-shirt/jumper off independently. • Developing ability to put their legs in and pull up trousers independently. • Can place feet into socks, opened up by an adult and pull them up independently. • Can pull up zip once adult has started it off. • Can place arms in jacket/coat, when assisted to place one arm in sleeve.
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Cognition & Learning: Literacy

A stylized profile of a human head, facing left, is the central focus. The interior of the head is filled with a vibrant, abstract pattern of dots and swirls in shades of red, orange, yellow, green, and blue. The background of the entire image is a similar, though slightly more muted, pattern of dots and swirls. The overall effect is one of a complex, multi-colored brain or mind.

Comprehension

Word Reading

Writing

Literacy

	Comprehension	Word Reading	Writing
Stepping Stone 1	Enjoy songs and rhymes, tuning in and paying attention.	Respond to an object of reference.	Begin to show an interest and join in with a range of shared mark making activities e.g. making marks in sand, flour, jelly or paint with an adult.
Stepping Stone 2	- Begin to join in with songs and rhymes, making and copying some sounds, rhythms, tunes and tempo. - Enjoy sharing books with an adult.	Show an understanding of photos of reference e.g. waits by the playground door when shown a photo before a transition.	- Enjoy making marks freely using a range of mark making tools and resources e.g. chunky pens, foam, large brushes with paint or water, dragging streamers through puddles etc. - Begin to trace a range of lines e.g. horizontal, vertical, zigzag.
Stepping Stone 3	- Listen to familiar repetitive chant type stories and rhymes. - Have favourite books and seek them out, share with an adult, with another child, or to look at alone. - Pay attention and respond to the pictures or the words in books. - Copy finger movements and other gestures during familiar stories and rhymes.	- Develop knowledge of symbols used within familiar contexts e.g. snack symbols. - Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.	- Copy lines, dots and zig zags modelled to them a step at a time. - Can draw spirals. - Begin to trace closed shapes.

Stepping
Stone 4

- Listen to familiar repetitive stories and rhymes, sometimes joining in at key parts.
e.g. filling in the next word or phrase when the adult pauses.
- Repeat words and phrases from familiar stories.
- Say some of the words in songs and rhymes.

- Show an understanding of 'now' and 'next' using symbols.
- Understand that print has meaning.
- Understand that print can have different purposes.
- Understand that we read English text from left to right and from top to bottom.
- Read individual letters by saying the sounds for them.
- Read symbols in a sentence for a range of purposes e.g. simple symbol supported recipes during cooking activities.

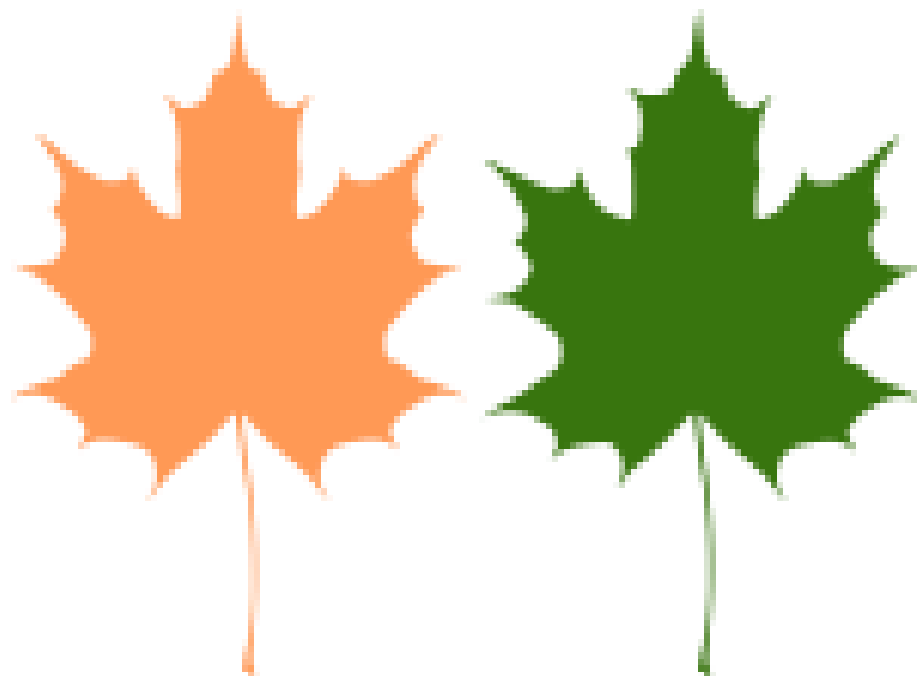
- Copy enclosed shapes.
- Copy simple drawings drawn a step at a time such as a smiley face or sunshine.
- Copy some letter forms.
- Make marks on their picture to stand for their name.

Stepping
Stone 5

- Listen and respond when being read to.
 - Make comments and share their own ideas.
 - Develop play around favourite stories using props.
 - Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
 - Sing songs and say rhymes independently, e.g., singing whilst playing.
- Count or clap syllables in a word.
 - Recognise words with the same initial sound, such as money and mother.
 - Blend sounds into words, so that they can read short words made up of known letter- sound correspondences, with support.
 - Match the words they can read to a picture or symbol.
 - Read a growing repertoire of symbols in a range of different situations.
 - Begin to recognise familiar words that have meaning to them, e.g.: their name, favourite characters etc.
- Add some marks to their own drawings, which they give meaning to. E.g.: "That says mummy."
 - Use some of their print and letter knowledge in their early writing. E.g.: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
 - Write some of their name.
 - Write some letters accurately.

Stepping
Stone 6

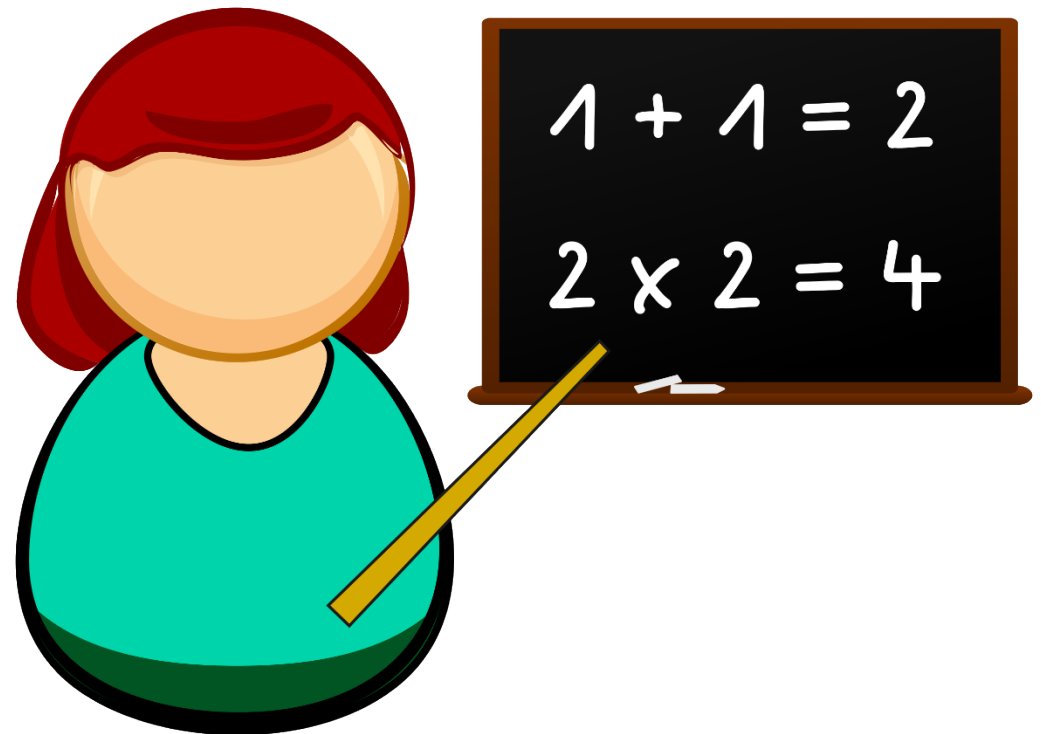
- Engage in extended conversations about stories, learning new vocabulary.
 - Ask questions about the book.
 - Demonstrate understanding of what has been read to them by beginning to retell familiar stories and narratives using their own words and recently introduced vocabulary.
 - Demonstrate understanding of elements of a familiar story or rhyme being read to them and be able to answer 'what', 'who?' and 'where?' questions.
 - Anticipate - where appropriate - key events in stories.
 - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
 - Recount a short sequence of events from a familiar story or rhyme (e.g. by sequencing images or manipulating objects).
 - Understand that speech can be converted into writing and this can be read back by self or others.
- Beginning to read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words with support.
 - Can read sentences, supported by symbols, from familiar texts e.g. we're going on a bear hunt.
 - Say a sound for each letter in the alphabet and at least ten digraphs.
 - Recognise a few words by sight that are of less meaning to them.
 - Understand the names of the different parts of a book.
- Write all of their name.
 - Show understanding of how text is arranged on the page.
 - Form recognisable letters, mostly correctly formed, showing increased control over the size, shape and orientation of letters.
 - Spell words by identifying the sounds and then writing the sound with letter/s.
 - Write short, simple phrases and sentences with words with known sound-letter correspondences that can be read by others.
 - Use full stops occasionally.
 - Re-read what they have written to check that it makes sense.



Cognition & Learning:

Mathematics

Number and Numerical
Pattern
Shape, Space and Measure

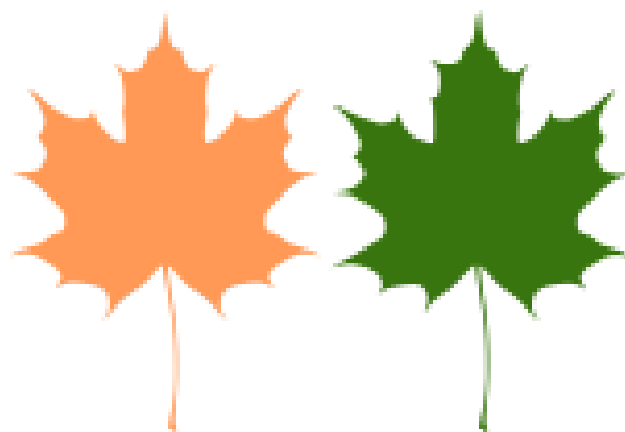


Mathematics

	Number and Numerical Pattern	Shape, Space and Measure
Stepping Stone 1	• Know that something exists even when they cannot see it, e.g. looking for an object that falls under the table. • Experience numbers within counting activities such as number songs. • Track when an adult points to and counts objects. • Pay attention to changes of amount in a group of up to three items e.g. listening to finger rhymes which involve hiding and returning, like 'Two little dicky birds'.	• Explore a range of interestingly shaped objects such as vegetables, wooden pegs, spoons, and balls. • Put objects inside others and take them out again. • Climb and squeeze themselves into different types of spaces.
Stepping Stone 2	• Take part in finger rhymes with numbers e.g. round and round the garden. • Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. • React during joint activities with an adult, centred around changing amounts, e.g., when adding more bricks to a tower.	• Explore a range of objects of differing sizes and weight. • Enjoy filling and emptying containers. • Complete inset puzzles.

Stepping Stone 3	- Count in everyday contexts, sometimes skipping numbers e.g. '1-2-3-5'. - Show 'finger numbers' up to three. - Develop fast recognition of up to three objects, without having to count them individually (subitising').	- Explore a range of 2D and 3D shapes. - Complete simple jigsaw puzzles. - Build a tower with a range of objects e.g. boxes, blocks and cups. - Begin to categorise objects e.g. put all the toy cows together when setting up a farm. - Show knowledge of colours.
Stepping Stone 4	- Rote count numbers past five. - Say one number for each item in order: 1,2,3,4,5. - Show 'finger numbers' up to five. - Know that the last number reached when counting a small set of objects tells you how many there are in total. - Compare amounts, saying 'lots', 'more' or 'same'. - Link numerals and amounts: e.g., showing the right number of objects to match the numeral, up to five. - Select a small number of objects from a group when asked, e.g. 'please give me three'.	- Identify and sort objects based on size, shape, colour and weight. - Begin to notice patterns and arrange things in patterns e.g. copying a simple ABAB pattern. - Build or copy simple models using different shaped objects e.g. a car out of Lego blocks or a den out of chairs and a blanket.
Stepping Stone 5	- Compare and order numbers from 0 up to 5. - Say one number for each item in order using numbers 1-10. - Experiment with their own symbols and marks as well as numerals. - Solve real world mathematical problems with numbers up to 5 e.g. children to solve problems using fingers, objects and marks: "There are four of you, but there aren't enough chairs". - Begin to explore the composition of numbers to 5. - Compare two given numbers of objects,	- Show an understanding of and is beginning to talk about 2D shapes and pattern using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round', 'pointy', 'same', 'repeated'. - Select shapes appropriately: flat surfaces for building, triangular prism for a roof, etc. - Begin to combine shapes to make new ones e.g. when making an arch, a bigger triangle, etc. - Extend and create ABAB patterns e.g. stick, leaf, stick, leaf. - Understand position through words alone - e.g., "The bag

	understanding which is more and which is less. • Can exchange pennies in roleplay, to buy an item.	is under the table," - with no pointing.
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Stepping
Stone 6

- Count objects, actions and sounds beyond ten.
 - Compare and order numbers from 0 up to 10.
 - Verbally count beyond 20.
 - Begin to recall number bonds for numbers 0-5.
 - Recognise numerals 1 to 9 and relate each numeral to the correct quantity, understanding that a numeral always represents that quantity.
 - Estimate a small number (e.g. 1,2 or 3) and check by counting.
 - Compare numbers 'e.g. Distributing items evenly, such as putting 3 items in each bag for their friends or giving the same number of pieces of fruit to each child at snack time.
 - Understand the 'one more than/one less than' relationship between consecutive numbers. (e.g. can make predictions about what the outcome will be in stories, rhymes and songs if one is added, or if one is taken away).
 - Explore and represent patterns within numbers up to 10, including evens and odds and double facts.
 - Can count out a specific number of pennies to exchange for an object, e.g. paying for an apple at snack time.
- Talk about and explore 3D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
 - Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
 - Continue, copy and create repeating patterns, noticing and correcting any errors and using words when making patterns like 'repeated' and 'the same' over and over'.
 - Develop ability to make comparisons between objects relating to size, length, weight and capacity through a range of experiences.
e.g., cooking or on off-site trips.
 - Begin to discuss familiar routes and locations, using words like 'in front of' and 'behind'.
 - Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Cognition & Learning: Understanding the World

Past and Present

People, Culture and Communities

The Natural World

Computing



Understanding Our World

	Past and Present	People, Culture and Communities
Stepping Stone 1	• Face watch during interactions with familiar adult e.g. looks at adults when they want them to blow more bubbles. • Communicate feelings in a variety of ways e.g. crying, laughing, squealing. • Experience celebrations and festivals through songs and the exploration of objects e.g. listening to Christmas songs, exploring a range of lights when celebrating Diwali.	
Stepping Stone 2	• Face watch for longer periods of time during interactions with familiar adults. • Use gestures and pointing to share interests with familiar adult e.g. showing the adult a toy they have. • Begin to respond to celebrations and festivals e.g. showing recognition and excitement when they see decorations, figures and objects linked to a range of celebrations and festivals.	
Stepping Stone 3	• Enjoy looking at photos of themselves and their family. • Begin to show an interest in what others are playing. • Actively engage in celebrations and festivals e.g. blowing out the candles during the happy birthday song, helping to decorate a Christmas tree, dressing up in a Halloween costume and carving a pumpkin, taking part in an Easter egg hunt.	

Stepping Stone 4	• Develop their awareness of the past by looking at photos of the things that have happened in the day at school, sometimes responding to questions about what they can see. • Begin to show interest in different occupations, e.g. taking part in care-related roleplay e.g. going to the dentist, doctor, hairdresser, police. •	• Enjoy the company of other children and sometimes want to play with them, beginning to initiate play in their own way. Through discussions with an adult and looking at photos, begin to make connections between the features of their family and other families.
Stepping Stone 5	• Answer simple questions and talk about members of their immediate family and community. • Listen and respond to stories about different occupations, e.g. dentist/doctor/hairdresser/police. • Develop awareness and understanding of the past through books read in class and storytelling.	• Begin to develop an awareness that there are differences between people, with adult support. • Recognise and begin to discuss the features of familiar environments, e.g. school, forest, beach. • Draw information from a simple map.
Stepping Stone 6	• Begin to make sense of their own life-story and families. history e.g. talking about photos and memories. • Name and describe people who are familiar with them e.g. talking about people that the children may have come across within their community such as the hairdressers, police, doctors. • Understand the past through settings, characters and events encountered in books read in class and storytelling. • Begin to comment on images of familiar situations in the past, e.g. homes, schools and transport.	• Recognise that people have different beliefs and celebrate special times in different ways. • Understand that some places are special to members of their community e.g. visiting a place of worship or place of local importance to the community. • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Understanding Our World

	The Natural World	Computing
Stepping Stone 1	• Explore the surrounding natural environment. • Explore natural materials, indoors and outside from the surrounding environment. • Explore materials with different properties. • Listen to a range of sounds.	• React to sounds, sights and actions when interacting with a range of electronic toys and resources.
Stepping Stone 2	• Explore and respond to different natural phenomena in the school grounds and on trips e.g. Standing in the rain with an umbrella, walking through tall grass, looking at worms and minibeasts. • Play and explore outside in all seasons and in different weather. • Use all their senses in hands-on exploration of natural materials. • Repeat actions that have an effect.	• Show an awareness of cause and effect when exploring electronic toys and resources e.g. anticipating a repeated sound when pressing a button on a familiar toy.
Stepping Stone 3	• Explore making a range of sounds e.g. using musical instruments, electronic toys. • Explore how things work e.g. wind-up toys, sets of cogs with pegs and boards. • Shape and join materials. • Combine and mix materials. • Learn that the sun comes out in the day and the moon at night. • Explore light sources. • Use battery powered devices.	• Operate toys with buttons, flaps and simple mechanisms e.g. turns the knob on a wind-up toy or pulls back on a friction car.

Stepping Stone 4	• Talk about what they see, using a wider vocabulary. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal e.g. taking part in first-hand scientific explorations of animal life cycles, such as tadpoles, caterpillars or chick eggs, observing how baby animals change over time. • Understand the key features of the life cycle of humans. • Explore collections of materials with similar and/or different properties e.g. different types of leaves and seeds, different types of rocks, shells and pebbles. • Explore different forces they can feel e.g. playing with a friction car.	• Explore and tinker with different hardware such as iPads, keyboards, computer mouse. • Take photos and videos using an iPad and know that they are stored. • Respond to simple instructions to control a device e.g. using a photocopier. • Can categorise simple objects e.g. counters into colours.
Stepping Stone 5	• Begin to respond to simple scientific questions, e.g., what did the cat do? "It meowed," "it ran away". • Begin to learn about how to take care of themselves. • Begin to understand the need to respect and care for the natural environment and all living things. • Talk about the differences between materials and changes they notice e.g. heating and cooling ingredients when cooking, melting ice cubes, exploring sinking and floating, shining light on or through varied materials. • Identify electrical devices. Talk about different forces they can feel e.g. how the water pushes up when they try to push a plastic boat under it, how they can stretch elastic, snap a twig, but cannot bend a metal rod, exploring magnetic attraction and repulsion.	• Can identify where technology is used in familiar places such as school and home. • Learn what a keyboard is and how to locate familiar letters and numbers. • Show intention when using different hardware such as, tapping, swiping left or right to complete a game on an iPad, watching letters appear on the computer screen when pressing keys on a keyboard. • Operate a simple camera to take photographs of meaningful creations or moments. • Able to follow instructions as part of a range of practical activities and games. • Can categorise more complex objects that could be placed into many different groups e.g. transport toys that could be sorted into colour, size, type of vehicle etc.

Stepping
Stone 6

- Begin to describe what they can see, hear and feel whilst exploring the natural world around them.
 - Make observations through drawing pictures of animals and plants whilst exploring the natural world around them.
 - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
 - Learn about their senses.
 - Understand some important processes and changes in the natural world around them, including the effect of changing seasons and changing states of matter.
 - Match objects based on sound (e.g. point at a drum when hearing the sound but not seeing the source of the sound).
- Can locate and press familiar letters and numbers on a keyboard.
 - Begin to move a mouse purposefully, e.g. moving the mouse pointer to an intended place before an adult supporting them to click it.
 - Create simple drawings using touch screen devices.
 - Operate a remote-controlled device, to reach a desired destination.
e.g. driving a remote-controlled car into a toy garage.
 - Continue to develop the ability to categorise complex objects that share a range of similarities and differences
e.g. animal figures that could be sorted based on size, length, weight, habitat, type of animal.



*Play gives
children a chance
to practice what
they are
learning...*

Cognition & Learning: Expressive Arts & Design

Creating with Materials

Being Imaginative and Expressive



Expressive Arts and Design

	Creating with Materials	Being Imaginative and Expressive
Stepping Stone 1	• Explore a range of objects with different colours, patterns, tones and textures. • Begin to show an interest and join in with shared painting activities.	• Show attention to songs, sounds and music. • Explore their voices and enjoy making speech sounds e.g. "bababa, nono, gogo". • May respond emotionally and physically to music when it changes.
Stepping Stone 2	• Explore paint, using fingers and other parts of their bodies, as well as brushes and other tools. • Start to make marks intentionally e.g. playing with a stick in the mud, making marks on a drawing app, beginning to trace lines.	• Anticipate phrases and actions in rhymes and songs, like 'Peepo'. • Engage with songs and rhymes e.g. making sounds, moving body. • May move and dance to music. • Begin to show interest in small world toys, e.g. lining up animal figures, rolling cars down a ramp, finding toy dinosaurs in the sand tray and collecting or arranging them.
Stepping Stone 3	• Explore different materials, using all their senses. to investigate, manipulate and play with them e.g. rolling playdough to make a snake, building a tower out of junk modelling, placing fabric over themselves to initiate a game of peekaboo. • Copy lines, dots and zig zags modelled to them a step at a time. • Can draw spirals. • Begin to trace closed shapes.	• May make rhythmical and repetitive sounds as they play. • Explore a range of sound makers and instruments and play them in different ways. • Begin to copy some actions in songs and rhymes, such as clapping, stamping, finger movements. • Developing pretend play when using small world toys and equipment, e.g. building a train track before connecting trains and pushing them along, placing farm animals in a barn, moving toy sea creatures around in water, placing dolls in a bus and wheeling them around.

Stepping
Stone 4

- Learn to follow step by step instructions to create an end product, gaining knowledge of how to use materials, tools and techniques for certain purposes.
- Explore different materials freely, to develop their ideas about how to use them and what to make, e.g. using glue to stick a range of materials to their page when creating a simple collage, building a tower out of Lego to represent a rocket, placing fabric over a table to create a den.
- Copy enclosed shapes with continuous lines and begin to use these shapes to represent objects.
- Use drawing to represent ideas like movement or loud noises e.g. matching marks to a piece of music.
- Explore colour and colour mixing.
- Can choose from a range of ingredients during simple activities involving food, e.g. placing toppings onto a cupcake.
- Listen with increased attention to sounds e.g. during sound-matching games.
- Begin to join in with the words to familiar songs and rhymes e.g. filling in the next word or phrase when the adult pauses.
- Enjoy and take part in action songs, such as 'If you're happy and you know it'.
- Experiment playing with a wide range of instruments from across the globe, with increasing control.
- Start to develop pretend play, e.g. holding a pretend phone to their ear, mixing toy food and pretending to put it in the oven, setting up a tea party, pretending to feed a doll.
- Begin to develop stories using small world toys and equipment e.g. dolls running away from a dinosaur toy, putting dolls to bed in a doll's house.

Stepping
Stone 5

- Develop their creative ideas through discussions with an adult e.g. choosing to add buttons as eyes when creating a collage when asked what shape/material would be best to use.
- Develop understanding about how to join different materials together using different types of glue and tape.
- Make simple models which express their ideas.
- Begin to express ideas and feelings through making marks, giving meaning to their drawings.
- Develop drawing skills, showing increasing control and beginning to add detail, such as drawing a circle, adding eyes, nose, mouth and adding arms and legs.
- Begin to use colours purposefully.
- Can follow an easy recipe with support, developing simple cooking skills, such as pouring ingredients, peeling fruit with hands and mixing ingredients together whilst holding the bowl steady at the same time.
- Respond to what they have heard, expressing their thoughts and feelings, e.g. commenting on the volume or speed of the music.
- Begin to sing songs and say rhymes independently.
- Begin to sing the pitch of a tone sung by another person ('pitch match').
- Begin to sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Can copy more complex dance moves and sequences.
- Explore and engage in music making using a range of instruments from around the globe, expressing their feelings and ideas.
- During group activities, can respond to instructions to start and stop playing.
- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Develop complex stories using small world toys and equipment.

Stepping
Stone 6

- Able to use their prior knowledge to create using materials pre-prepared for them, when given an outcome to achieve e.g. when asked to create a model of a person using clay, independently decides to place sticks into dough to create arms.
- Increase knowledge of ways of bringing different materials together, e.g. with string, masking tape, elastic bands, pegs.
- During construction tasks, develop ability to produce items that look more like purposeful objects.
- Develop the ability to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.
- Develop drawings of people by drawing a face attached to a body, as well as arms and legs.
- Begin to measure ingredients during simple recipes, e.g. adding two cups of milk when making pancake batter.
- Take part in movement and listening games such as marching to the sound of the drum, creeping to the sound of the maraca, jumping when the music becomes louder, copying simple dance routines, attempting to move in time with music.
- Sing a range of well-known nursery rhymes and songs in a group or on their own.
- Can maintain a steady beat, with support.
- Can respond to instructions to play instruments loudly, quietly, quickly and slowly.
- Develop storylines in their pretend play.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.



Assessment



Photographs, videos and written observations are taken and recorded using the Evidence for Learning app which links evidence to the Stepping-Stones curriculum. This evidence along with teacher judgement, and pupil's creations/work help to create a picture of which Stepping-Stones the children are working within.

The children's progress is recorded using the Pathway 2 data tracker three times a year.

Provision Plan targets are also assessed and updated three times a year, as well as during the EHCP annual review, alongside the child's parents.

