

A Confident Communicator

Who can express their thoughts and use vocabulary to share ideas. They are inquisitive and ask questions. They confidently converse with their friends and teachers.

Checkpoints	How children's learning can be supported:
<p>First Checkpoint</p> <p>Does the child understand lots of different single words and some two-word phrases or instructions e.g. "give me" "coat on"</p> <p>Can the child communicate their needs and thoughts using language and/or gesture?</p>	<p>Singing, action rhymes and sharing books helps children to understand new words.</p> <p>Practitioners and parents can support children learning and understanding a wider vocabulary by naming items whilst playing e.g. a child plays with a small world farm, the adult notices they have picked up a horse and says "horse" "brown horse" "horse eating"</p> <p>Children's communication can be supported by a learning environment rich in visual prompts to help children whose verbal communication is developing.</p>
<p>Second Checkpoint</p> <p>Is the child putting two or three words together? Do they ask questions often – such as the names of people or objects they find?</p>	<p>If a child uses gesture to ask for something, adults can model language e.g. a child points to the milk, the adult notices and says "more milk"</p> <p>Later, a child says "more milk" and the adult models and extends by saying "Would you like more milk?"</p> <p>Adults value the time they spend interacting with children, following their lead and listening to what they say as they begin to ask more questions.</p>
<p>Third Checkpoint</p> <p>Can the child understand simple questions about 'who' 'what' and 'where' ?</p>	<p>Adults use the '10 second rule' when asking children a questions – giving them time to process their answer.</p> <p>Practitioners are aware of the balance needed between commenting and questioning.</p> <p>Adults provide commentary on what the child is doing. For example, a child is completing a jigsaw puzzle and the adult may comment "you've found a pink piece" or may ask "where is the pink piece?"</p>
<p>Final Checkpoint</p> <p>Is the child confident to communicate using more complex questions including 'how' and 'why'? Can they understand and respond to questions they are asked?</p>	<p>Adults can support children's language and communication development by expanding on what children say and asking open ended questions such as "I wonder what would happen...?"</p> <p>Sustained shared thinking helps children to extend their thinking, solve problems and elaborate their ideas.</p>

An Inspired Individual

*Who leads their own learning, making independent choices and thinking for themselves.
They feel valued and are happy.*

Checkpoints	How children's learning can be supported
<p>First Checkpoint</p> <p>Is the child developing their sense of self and beginning to express their preferences and make their own decisions?</p> <p><i>*expressing preferences may be through gesture/action rather than speech/language</i></p>	<p>Adults can support children by following their lead and interests and providing further opportunities for them to explore these interests.</p> <p>Adults can help children to make choices by asking them to choose from a limited range of options. An example of this at pre-school is children choosing the song they'd like our sing from our song board or choosing between two stories to share at story time.</p> <p>Practitioners can provide visual prompts (picture or real objects of reference) to help children communicate their individual preferences.</p>
<p>Second Checkpoint</p> <p>Do they explore the pre-school environment and make independent choices about what they would like to play with, eat and do?</p>	<p>The pre-school team arrange the environment into well organised spaces where children know where to go to access resources and materials of their choosing.</p> <p>Key persons help children to feel safe and secure at pre-school, they support and encourage children to make their own choices and are there to help if needed.</p> <p>Adults should offer lots of praise and encouragement when children do things for themselves and celebrate their achievements. This develops self-esteem and helps children feel valued.</p>
<p>Third Checkpoint</p> <p>Children talk about their own feelings and consider the feelings of others.</p>	<p>Adults recognise, talk about and expand on children's emotions. For example they may say "Polly is happy! She loves to dance to this song"</p> <p>Use story times to discuss the emotions of the characters and make links.</p> <p>Marvellous Me box celebrates each unique child.</p>
<p>Final Checkpoint</p> <p>Children show an increasing desire to be independent and show pride in their independence (such as being proud when putting on their shoes)</p>	<p>Adults can support children's increasing independence by regularly providing new resources, activities and challenges that encourage them to develop their existing skills and follow their unique interests.</p> <p>Give children responsibilities such as helping to pour drinks, carry items and sorting.</p>

A Nature Explorer

*Who is curious about the world around them and shows respect and care for all living things.
They develop a lifelong love of nature.*

Checkpoints	How children's learning can be supported
<p>First Checkpoint</p> <p>Is the child interested in natural objects?</p>	<p>Provide a variety of natural open ended play resources for children to explore both indoors and out.</p> <p>Help children to notice natural features of their environments e.g. point out the trees you see as you walk to the shop, introducing new words/names so they begin to make connections.</p>
<p>Second Checkpoint</p> <p>Does the child enjoy exploring to the natural world? Do they begin to respond to what they see in the world around them?</p>	<p>Parents and practitioners can encourage and support children's developing interests in the natural world by providing oppourtunities to take part in nature inspired experiences such as; splashing in puddles, looking for minibeasts, collecting leaves and visiting local spaces such as parks, woodlands or streams.</p> <p>Encouraging children to make collections of natural materials that they find when out and about, this could include collecting conkers, clover or leaves. This provides further oppourtunities for counting, sorting and categorising.</p> <p>Follow the children's lead to explore their interests and fascinations. Introduce new vocabulary and talk about</p>
<p>Third Checkpoint</p> <p>Is the child aware of the need to be careful and respectful when exploring the natural world and interacting with living things?</p>	<p>Adults can help children understand how to care for living things by modelling how to handle minibeasts carefully and helping them to understand the need to be gentle.</p> <p>Help children to understand the need to respect and care for the natural world and living things.</p>
<p>Final Checkpoint</p> <p>Does the child show understand of the life cycle of living things such as plants, butterflies and other animals? Do they understand the concepts of growth and changes over time?</p>	<p>Adults can provide oppourtunities for children to get hands on experience with the concepts of growth and change by; planting seeds, plants and vegetables;</p>

A Fantastic Friend

Who is kind, considerate and forms strong relationships with others. They enjoy connecting with others, learning to share, take turns and engage in co-operative play. They have a positive attitude and awareness of their own and other cultures.

Checkpoints	How children's learning can be supported
First Checkpoint	Adults help the children to feel safe and secure.
Does the child notice the other children and start to enjoy playing alongside them?	To help children learn other children's names play games such as roll the ball and who's got the hat. Adults can encourage children to watch/notice others and talk to them about what they are doing, go with them and model interactions.
Second Checkpoint	Adults observe the children playing and if need be, they could set up play opportunities in quiet spaces for them, with just a couple of friends to join in.
Do children play with their peers, extending and elaborating on play ideas?	Adults need to be a positive role model, offering lots of praise and encouragement for the steps they have made and continue to support them.
Third Checkpoint	Provide a learning environment that includes resources, images and learning opportunities that reflect the diversity of modern Britain and challenge stereotypes.
Does the child have a positive attitude about the differences between people?	Celebrate and value cultural, religious and community events through our yearly calendar of events.
Final Checkpoint	Adults should celebrate children for being kind, listening to and helping others.
Does the child enjoy playing co-operatively with their peers, listening to others and sharing resources?	Adults observe and comment on the positive interactions that they have observed during play. Play games where children can choose friends to join in.

An Amazing Achiever

Who settles into preschool life, enjoys learning and celebrates their unique achievements. They are resilient and confident to explore without fear of failure, bouncing back from challenges and having another go.

Checkpoints	How children's learning can be supported
<p>First Checkpoint</p> <p>Is the child settled when entering pre-school?</p>	<p>Adults work out how to transition from parent to key person, making it easier for the child. Some children may need their comforter for a short while until settled.</p> <p>Key persons build strong relationships with key children,</p>
<p>Second Checkpoint</p> <p>Does the child begin to develop confidence to explore the environment knowing their key person is close by?</p>	<p>Adults make regular eye contact with the child, smiling to reassure them they are doing really well on their own.</p> <p>When the child returns to the key person they congratulate and praise the child for their confidence.</p>
<p>Third Checkpoint</p> <p>Are children beginning to try new challenges for themselves?</p>	<p>Adults encourage children to try new challenges, modelling where necessary and supporting them initially then stepping back for them to try for themselves.</p> <p>Adults give lots of praise and encouragement for the achievements children make.</p>
<p>Final Checkpoint</p> <p>Do children show they understand that they sometimes have to keep trying to achieve the final goal?</p>	<p>Adults observe and give explanations to the children that it is alright to keep trying until they achieve their goal.</p>

A Healthy & Active Individual

Who can move with confidence, in a variety of ways. They can make and understand healthy choices. They learn how to keep themselves safe through supported 'risky' play.

Checkpoints	How children's learning can be supported
First Checkpoint	By providing a range of opportunities for children to move both indoors and outdoors.
Have they gradually gained control of their whole body through practice of large movements, such as walking, climbing, kicking and running?	Adult can model different ways of moving.
Second Checkpoint	Parents and practitioners work together to notice when young children are ready to begin toilet training. Signs include:
Children learn to use the toilet, initially with help and later, independently.	<ul style="list-style-type: none"> • They know when their nappy is wet. • Notice when they are peeing and tell adults. • Show they need the toilet by fidgeting or moving somewhere quiet. • Begin to know when they need the toilet and say so in advance.
Third Checkpoint	Adults outline the rules of Forest School before leaving the premises.
During outdoor activities such as Forest School, do they children begin to show understanding of how to make good choices and manage their own risk?	<p>Adults are good role models whilst at Forest School and remind children about the rules.</p> <p>Lots of praise and encouragement is given to children to reinforce good thinking and choices made.</p> <p>Through showing children how to manage all types of equipment large and small, children are now competent to use them safely and can explain the risks involved.</p>
Final Checkpoint	Adults carefully support children with self-care when needed but leaving them to do the last step independently to help build their self of achievement.
Children are increasingly independent in meeting their own care needs and doing things for themselves. Such as; washing hands, using toilet, putting on coat, doing up zips.	Talk to children about why hygiene is important and celebrate when they make independent health choices.

A Dynamic Designer

Who designs and makes their own creations, bringing their ideas to life! They use tools safely, with confidence and control and can write some recognisable letters.

Checkpoints	How children's learning can be supported
First Checkpoint	Finger gym activities help build children fine and gross motor skills needed for writing.
Children experiment with marks in various media including paint, sensory materials, gloop, foam, sand, water, and craft.	A wide variety of resources are available as part of continuous provisions to enable children to experiment with mark making.
Second Checkpoint	Children are encouraged to explore materials and resources. They find out what they are and what they can do and then decide how to use/combine them into their own models.
Make simple models which express their ideas and use their imagination to consider that they can do with different materials.	Practitioners enable children to collect and move resources around the environment.
Third Checkpoint	Provide a range of resources that can be used in imaginative play e.g., pinecones in role play area.
Make imaginative can complex 'small worlds' with blocks, construction kits, small world people, characters and animals.	Adults recognise that open ended resources are valuable for imaginative play. Help all children to join in with imaginative play by modelling and being involved with pretend play.
Final Checkpoint	Provide a wide range of writing oppourtunities, such as clipboards, chalk, whiteboards and lists and various pencils, pens and crayons, this should be available throughout the environment, not just the art areas.
Children write some, or all of their name.	