



Hadfield Nursery
School

Hadfield Goals

The Hadfield Goals are a set of milestones that are unique to the children of Hadfield Nursery School.

They are a crafted set of ambitious learning goals based on what we know of the needs of children in our local community. The goals are staged to allow progression towards them.

In creating the goals, supporting evidence is taken from both Development Matters and Birth to 5 Matters which ensures that the progression of the goals is developed through relevant research and learning evidence.

This guidance will hopefully also serve as a tool for parents and carers who wish to support their child at home. Where the phrase 'adults' is used this could mean practitioners in the nursery school or parents/carers at home.

Please speak to a member of the team if you wish to have more information.

Independence in dressing

Children will be able to independently put on and take off their own coat, fasten buttons and/or zips, fasten shoes and put on own gloves, hat and scarf (where necessary). May talk about left and right. Will return clothes to appropriate space and hang coat up.

Why?

Dressing/undressing is a basic personal skill/need that is essential for children's health and wellbeing. It has been observed that the majority of children are unable to tackle these skills on arrival at nursery.

Links to:

Personal, Social and Emotional Development, Communication and Language, Physical Development

Learning steps

Stage 4: What can we expect?

To put coat on/fasten with adult support
To put on own hat and gloves
To know when to wear a coat

Stage 3: What can we expect?

To put arms in coat
To put feet in shoes
To begin to hold zip/buttons between finger/thumb

Stage 2: What can we expect?

To complete a ribbon dance
To throw beanbags towards a target
To manipulate objects

Stage 1: What can we expect?

To participate in finger and action rhymes
To use stepping stones (legs)
To assist when dressing

What does this look like for a child?

Will put coat on by self using any method.

Will attempt zips/buttons with some success but may need adult to assist
Will put on own gloves, putting fingers in correct holes
Will put a coat on when cold/wet

Will put correct arm in correct arm of coat (may or may not fasten)
Will put correct foot in correct shoe (may or may not fasten)
Will hold zip between thumb and forefinger and attempt to pull it

Will use large muscle movements to wave flags, streamers, ribbons etc
Will throw a ball with increasing accuracy
Will begin to manipulate objects and tools using fingers

Will use hand/body movements during action rhymes
Will climb up and down and along obstacles, may hold a handrail for support
Will move hands, arms, feet when adult is supporting dressing

What does this look like for adults and the learning environment?

Provide methods for children to independently put on coat
Provide instructions and opportunities for children to practice buttons/poppers/zips
Provide opportunities to discuss current weather with children and how it feels

Provide praise and/or commentary to support children to put on and take off simple clothing items such as unzipped coats, hats and wellies
Provide fine motor opportunities to push poppers, fasten buttons and pull zips

Provide opportunities for large motor movement (large brush stroke etc)
Provide opportunities for small objects to be thrown (balls, bean bags etc)
Provide an accessible range of tools, loose parts and construction to manipulate objects with fine motor skill

Provide opportunities for action rhymes, eg follow my leader
Provide apparatus in the outdoor environment to step on/off
Provide positive praise/comments when assisting dressing

What might we hear from children?

"Can you help me please?"
"I need my coat"
Language of clothing (coat etc)
"I can help you"

Characteristics of Effective Learning

Active learning
Participating in routines
Begin to correct mistakes
Keep on trying
Thinking critically
Concentrate on achieving something

Confidence in communicating

Children will listen to adults and their peers, understand what is said to them and use a range of conversational language and subject specific vocabulary. Will also use non-verbal methods of communication (eg Makaton)

Why?

James Britton (UCL) said in 1970 'Talk is the Sea upon which all else floats'. Communication forms the basis for all other learning and there is a great need following the pandemic. Includes listening, understanding and speaking

Links to:

Communication and Language, Personal, Social and Emotional Development

Learning steps

Stage 4: What can we expect?

To respond appropriately to the comments of others
To hold a short back and forth conversation
To begin to use tenses

Stage 3: What can we expect?

To join in with songs/rhymes
To retell stories (or parts of)
To begin to use simple questions

Stage 2: What can we expect?

To be able to distinguish between instrumental and body sounds
To be able to use simple vocabulary based on experience
To understand simple questions or instructions

Stage 1: What can we expect?

To be able to listen to an adult when speaking for a short time
To be able to distinguish between environmental sounds

What does this look like for a child?

Will respond to peers/adults comments with appropriate comment/action
Will hold a back and forth conversation of at least 3 turns
Will begin to use tenses (eg playing, played, will play) with some errors

Will join in with a range of songs/rhymes – will sing some by self
Will be able to talk about familiar stories or books (may include stories from own experiences)
Will begin to use simple questions (eg what, where, who)

Will be able to note individual instrumental and body sounds
Will be able to use some learned vocabulary in the correct context based on their experiences
Will show an interest in playing with sounds, songs and rhymes

Will listen for more than three minutes to a story or part of a story
Will be able to follow a 1 part instruction
Will be able to make note of some individual sounds when using the indoor or outdoor environment

What does this look like for adults?

Model conversation at every opportunity with others (including puppets/small world) to promote appropriate responses, back and forth conversation, use of tenses
Reframe children's responses gently when errors are made

Provide opportunities for children to learn new rhymes and songs
Provide stories with repetitive phrases and structures to support language structures
Model questions using what/where/who

Provide adult led opportunities to hear and name instrument and body sounds
Encourage children to make sounds during their play
Build vocabulary by giving choices, naming new objects and modelling sentences

Provide opportunities for children to listen to stories (out of group time)
Model being a listener by listening to children and modeling responses
Encourage children to learn each other's names and use them
Discuss the sounds children can hear

What might we hear from children?

Parts (or whole) of stories, songs and rhymes
Commenting on sounds they hear in and around the nursery
Labelling what they see or do (eg "I'm painting a picture")

Characteristics of Effective Learning

Playing and Exploring
Talking to themselves
Responding to new experiences
Bringing their own fascinations into their play
Thinking Critically
Making links between ideas they come up with

Fine motor fluency

Children will be able to hold scissors effectively to enable them to cut carefully and accurately around a picture. Children will also be able to carry scissors safely.

Why?

The development of children's fine motor skills are essential to future writing success. This goal ensures that children have the necessary fine motor dexterity and strength in wrist, hand and fingers.

Links to:

Physical Development, Literacy, Expressive arts and design

Learning steps

Stage 4: What can we expect?

To be able to hold a pair of scissors effectively
To be able to cut effectively around a simple shape

Stage 3: What can we expect?

To be able to use pincers/tongs to pick up an object and move it to a container (including pegs)
To be able to cut an object with an age appropriate tool
Begin to use scissors to snip

Stage 2: What can we expect?

To be able to turn knobs both clockwise and anti-clockwise
To be able to screw and unscrew a jar or bottle lid

Stage 1: What can we expect?

To be able to poke holes in playdough with fingers
To be able to squeeze, roll and pinch playdough

What does this look like for a child?

Will hold scissors using finger and thumb
Will use hand strength to open and close scissors
Will make snips in a range of materials including paper, card, plastic using some control

Will use tweezers to pick up one object and move it to a container
Will pick up small objects such as peas/poms poms with finger/thumb
Will use an appropriate tool to cut food or similar (eg lunchtime)

Will manipulate tools/knobs/bottle lids in a screwing action
Will begin to show a preference for a dominant hand
Will begin to operate mechanisms such as locks, handles and pulleys

Will use full grasp to be able to squeeze malleable materials
Will be able to use extended finger to make marks in malleable materials
Will make a connection between their own movement and the marks they make

What does this look like for adults and the learning environment?

Provide a range of cutting tools including a range of scissors
Provide a range of materials for children to practice cutting
Model the correct and safe use of scissors, using hand over hand over hand technique where appropriate

Provide a range objects for transportation with fingers or tweezers
Provide craft activities involving sticking and placing small objects
Use toy/child appropriate knives and tools to cut playdough, fruit, manipulatives etc

Provide opportunities for twisting, turning and screwing motions
Provide children a range of mark making materials
Provide an accessible range of materials for filling, emptying and carrying with different materials to put in them

Provide opportunities for manipulating malleable materials
Provide modelling opportunities such as dough disco
Provide playdough tools to support manipulation

What might we hear from children?

Relevant vocabulary related to cutting eg chop, snip, cut etc
Relevant vocabulary related to manipulating malleable materials eg roll, squeeze, press, slap etc

Characteristics of Effective Learning

Playing and Exploring
Make independent choices
Active learning
Keep on trying
Thinking Critically
Concentrate on achieving something

Create a model

Children will be able to choose their own resources and use them safely to make a model or creation (by joining pieces together) then be able to talk about what materials they have used and how they have used them to create their design

Why?

To design their own model children need to use thinking and problem solving skills to decide what materials they need and how they need to join them. Children will develop physical skills as they join the materials

Links to:

Communication and Language, Physical Development, Expressive Arts and Design

Learning steps

Stage 4: What can we expect?

To use different joining techniques to join materials together
To be able to communicate what each part of the model represents
Shares knowledge with others

Stage 3: What can we expect?

To be able to join more complex construction (Mobilo, Clic, K/hex etc)
To tell someone what they have made

Stage 2: What can we expect?

To be able to manipulate playdough with increasing control (squeeze, flatten etc)
To be able to press an object onto another (stick)

Stage 1: What can we expect?

To be able to join simple play equipment (eg duplo)
To be able to stack up to 7 objects safely

What does this look like for a child?

Will gain confidence in using a range of joins, eg glue, tape, paper clip, fasteners, string, staples, nails.
Will show confidence in talking about the different parts of their model
Is able to share knowledge and skills learned with others

Will explore and become familiar with more complex construction materials
Will be able to talk confidently about what they have made and begin to talk about its parts

Will be able to use a growing range of techniques to manipulate malleable materials
Will be able to use the required force and dexterity to press one object onto another (stick)

Will show an interest in joining simple construction equipment together
Will become interested in experimenting with stacking objects, building up and knocking down
Show increasing control in grasping, placing, joining and picking up

What does this look like for adults?

Provide a range of opportunities for children to join materials.
Model use of materials, extending the challenge for children where appropriate
Ask questions of the children as they make to enable children to 'talk through' their design

Provide more challenging construction resources, modelling their use
Adults to talk through what they are doing, what they are making and how they are making it

Provide plentiful malleable materials, modelling techniques
Provide adult led group sessions to model/practice manipulation (eg dough disco)
Provide opportunities for different materials to be 'stuck' together

Provide simple construction equipment, modelling its use
Provide an accessible range of loose parts and construction equipment to encourage children's emerging manipulative skills

What might we hear from children?

"Look what I've made!"
Asking for materials that are not immediately available to support their making
"I need help to fit this together"
"I want to do it like that"

Characteristics of Effective Learning

Playing and Exploring
Make independent choices
Active learning
Keep on trying
Thinking Critically
Concentrate on achieving something

Confident mark maker

Using a comfortable grip, children will be able to draw representative figures, label objects with some recognisable letters and be able to write their own name with some recognisable letters

Why?

In order for children to be 'school ready', children need to develop the strength and skill for mark making and control to be able to form some letters and numbers as a starting point for writing.

Links to:

Physical Development, Writing

THIS GOAL LINKS WITH FINE MOTOR FLUENCY

Learning steps

Stage 4: What can we expect?

To write some recognisable letters (eg from name)
To draw with increasing complexity such as representing a face with a circle and including details

Stage 3: What can we expect?

To be able to make simple representations of objects/words and give meaning to them
To confidently use a range of mark making tools.

Stage 2: What can we expect?

To use large mark making equipment to draw enclosed shapes and lines
To make circle/spiral marks
Use large motor movements form shapes

Stage 1: What can we expect?

To be able to trace or make marks with their finger(s) in different textures
To be able to add marks to drawings which they give meaning to

What does this look like for a child?

Will attempt to write own name using a combination of lines, circles and curves
Will imitate adults writing by making continuous lines of shapes and symbols
Will use shapes to represent objects adding details

Will begin to draw simple representations of familiar objects
Will identify what the marks represent
Will hold mark making tools effectively to be able to make a variety of marks

Will use large muscle movements to draw circles, lines and enclosed shapes
Will draw with a range of objects
Will use large motor movements to form shapes (eg ribbon dancing)

Will be able to follow lines or shapes with finger
Will use finger to make marks in materials such as sand, paint, shaving foam etc
Will begin to comment on the marks they make

What does this look like for adults and the learning environment?

Motivate children to write by providing opportunities in a wide range of ways
Model and include children in using signs and writing to expand playful experiences
Help children to add details to their drawings by selecting interesting objects to draw, and pointing out key features

Draw attention to signs and symbols and talk about what they represent
Scribe special words and stories that are told to you by children
Ensure children see adults writing for a purpose, eg shopping lists, messages for parents, labels

Model the use of mark making objects giving children opportunity to practice
Provide models within the environment for children to take inspiration from
Model the use of mark making in all areas

Provide a wide range of stimulating equipment to encourage mark making
Provide children with a range of different surfaces to make marks on

What might we hear from children?

Using names and/or properties of shapes
Giving meaning to shapes eg "that's my house"
Distinguishing between writing and drawing eg creating a mark and saying "that's my name" or creating a shape and saying "that's my house"

Characteristics of Effective Learning

Playing and Exploring
Make independent choices
Active learning
Keep on trying
Thinking Critically
Concentrate on achieving something

Riding a bike

Children will be able to ride a wheeled vehicle independently, showing awareness, safety and coordination

Why?

Riding a wheeled vehicle relies on strong core strength and coordination which is vital in securing coordinated gross motor muscle movements

Links to:

Physical Development

Learning steps

Stage 4: What can we expect?

To be able to use a balance bike safely and with coordination
To be able to use the bike to move around obstacles

Stage 3: What can we expect?

To be able to use a pedalled trike
To coordinate both legs/feet to make the trike move independently

Stage 2: What can we expect?

To understand simple direction (forwards and backwards)
To push a wheeled object in different directions

Stage 1: What can we expect?

To balance on a step or beam with support
To step between two stepping stones

What does this look like for a child?

Will sit on a balance bike, supporting self independently

Will use feet to push off and move the bike independently

Will turn handlebars and move around objects, gaining confidence

Will use wheeled toys with increasing skill such as pedaling, balancing, holding handlebars and sitting astride

Will be able to move a pedaled trike by using own force on pedals. (may need support)

Will move forward in different ways

Will experiment in moving backwards and understand both directions

Will push a wheeled object with control, eg pushchairs, scooters, trucks etc

Will balance on stepping stones/beams with support using core balance

Will move between stepping stones or fixed beams with support

Will sit on a push-along wheeled toy showing some balance

What does this look like for adults and the learning environment?

Provide a range of two wheeled vehicles
Encourage children to use balance and pedaling together, with support

Provide a wide area, including obstacles (such as a track) for children to practice on

Provide a range of three wheeled/pedaled vehicle encouraging children to sit, push, balance and pedal the vehicles

Provide games and activities for children to move in different directions

Ensure children understand directions such as forwards and backwards

Provide a range of large wheeled objects (pushchairs etc) for children to move in different directions

Provide a wide range of physical apparatus that support physical development

Provide support for moving along beams and stepping stones

What might we hear from children?

"I can pedal"

"Look at me"

Characteristics of Effective Learning

Active learning

Keep on trying

Show goal orientated behavior

Begin to correct mistakes

Thinking Critically

Concentrate on achieving something

A love of reading

Children will demonstrate a love of books and stories by being able to retell parts/all of stories they have heard, use key vocabulary heard and will begin to recognise some letters/words they have seen.

Why?

Early reading is crucial to children's future academic success. Reading is the building blocks on which entire curriculums are built and children can only access these curriculums with the correct reading skills. Our role is to establish an early love that ensures children have the desire to learn to read as they grow.

Links to:

Literacy - Reading

Learning steps

Stage 4: What can we expect?

- To begin to recognise words that are familiar
- To engage in conversation about stories, extending vocabulary
- To make up own stories and storyboards using methods such as Tales Toolkit

Stage 3: What can we expect?

- Will repeat familiar parts of stories they have heard
- To begin to understand print concepts

Stage 2: What can we expect?

- To respond to pictures in books
- To look at books alone or with an adult

Stage 1: What can we expect?

- To begin to pay attention to songs/rhymes
- To show an interest in story props/sacks and simple stories with repeated refrains

What does this look like for a child?

Will recognise familiar words and signs, such as own name and some logos

Will answer questions about stories they have read and express own ideas, using new vocabulary

Will join in with repeated refrains and anticipate key events and phrases

Will begin to understand that print has meaning

Will make comments or observations about what they see in books
Will be able to answer simple questions about what they see in books
Will look at books by self or with an adult, turning pages independently

Will begin to join in with actions and sounds in familiar song and book sharing experiences

Will enjoy sharing a book with an adult
May use words and phrases from familiar stories

What does this look like for adults and the learning environment?

Provide opportunity for children to recognise familiar signs and symbols in everyday life

Provide opportunities to share more complex stories that extend children's vocabulary

Provide opportunities to re-read stories and read stories that children already know encouraging children to 'read'

Provide familiar print (including different types of reading materials) in different areas of the nursery, encouraging children to observe and comment

Provide enticing areas for sharing books with a wide range of interests

Provide opportunity for 1:1 sharing of books with adults, allowing children to choose books

Provide daily story times in groups

Provide daily opportunity for song and rhyme times

Provide quality time every day to tell and read stories to children, using puppets, soft toys, or real objects as props

Provide interactive books

What might we hear from children?

Key vocabulary or repeated story refrains

"I liked it when..."

"I think he/she should have..."

"Shall we pretend to be..."

Characteristics of Effective Learning

Playing and Exploring

Exploring interests and fascinations
Respond to new experiences (stories)

Thinking Critically

Take part in pretend play
Use pretend play to think beyond the 'here and now'

Number fluency

Children will be able to understand cardinality (the number of objects in a set), count up to 10 objects in a set and subitise up to 5 objects. Children will also be able to compare two sets of objects and say which has more

Why?

In order for children to be school ready, they need a good understanding of the basic principles of counting, comparison, cardinality and composition

Links to:

Mathematics

Learning steps

Stage 4: What can we expect?

To recite numbers past 5
To subitise up to 3 objects
To link numerals to amounts (up to 5)

Stage 3: What can we expect?

Will begin to represent numbers using fingers
Can count up to 3 objects with 1:1 correspondence
To recognise some numerals

Stage 2: What can we expect?

To count in everyday contexts (may skip some numbers)
Will react to a change of amount in up to 3 objects

Stage 1: What can we expect?

To begin to join in with simple number rhymes
To use some language of number in play and group times
May begin to represent numbers (eg with fingers)

What does this look like for a child?

Will say numbers in order past 5 and beyond

Will recognise up to 3 objects without the need to count them. Will know there are 3 objects even when arranged differently

Will show correct number of objects to match numeral

Will begin to 'show' fingers up to 5

Will correctly count three objects, often touching each one

Will recognise some numerals in and around the environment. Will use some correct number names.

Will attempt to count during play, may skip some numbers

Will recognise when an amount of objects has been changed.

Will give you two or three items from a larger group

Will say some words and use some actions from simple number rhymes

Will begin to use some language of number in general play

May use some language of comparison in general play (eg he's got more)

What does this look like for adults and the learning environment?

Regularly say counting sequences in play contexts

Provide dots/dice/counters to encourage recognition of number patterns

Use small numbers to manage the learning environment

Model using fingers to count in rhymes and when counting

Model counting language everywhere
Provide opportunities for children to explore cardinality eg jigsaws with two ducks and the number 2.

Provide plentiful counting resources

Provide opportunities for counting objects in play and in group, eg getting two objects at snack time

Sing finger rhymes such as 'two little dickie birds involving hiding and returning
Help children to match counting words to objects

Provide opportunities for group number rhymes, modelling actions/finger counting

Provide stories with number language in

Model number language in play

What might we hear from children?

Different types of number language, eg number names, counting, more, less, ordinal language,

Characteristics of Effective Learning

Playing and Exploring

Exploring interests and fascinations

Referring to visual aids

Thinking Critically

Take part in pretend play

Solve real problems

Recognise and celebrate difference

Children will be able to talk about their own cultures and can also describe some aspects of other cultures that they have learned about. Children show curiosity about difference and will ask questions/make comments to extend understanding through all social situations

Why?

Our local community is not very diverse and it is essential that our children become familiar and accepting of the differences between themselves and others as they learn to see life beyond their own local community.

Links to:

Understanding the World, Personal, Social and Emotional Development

Learning steps

Stage 4: What can we expect?

To recognise that people have different beliefs and celebrate special times in different ways

Stage 3: What can we expect?

To talk about and celebrate festivals in own culture
Knows that others don't always celebrate in the same way

Stage 2: What can we expect?

To make connection between features of their own families and other families
To see difference positively

Stage 1: What can we expect?

To notice differences between themselves and others
To notice differences between other people

What does this look like for a child?

Will be able to begin to talk about some ways in which families from cultures that are different from their own celebrate
Will be able to name some special festivals
Will comment on similarities

Will be able to talk about own experiences of festivals
Will recognise that others may not share same festival
Will recognise that others may have their own festivals and celebrate in different ways

Will notice similarities and differences between their own and other families
Will be accepting and talk in a positive way about differences

Will learn that they have similarities and differences that connect them to and distinguish them from others
May start to comment on or gesture (eg point) to things they like about other people

What does this look like for adults and the learning environment?

Celebrate and value cultural, religious and community events
Involve parents in planning and discussing cultural celebrations
Encourage children to develop positive relationships with community members who visit the setting

Celebrate and value cultural, religious and community events
Provide opportunities for children to talk about their own experiences and share them with others

Point out similarities and differences between their own family and others
Provide opportunities for children with EAL to talk in their own language
Encourage children to talk about their own home life and to ask others

Share photographs of children's families, friends, pets etc
Support children's understanding of difference by using props such as puppets to tell stories
Model positive attitudes

What might we hear from children?

Comments on similarities or differences they see
Comments about own family
Comments on family traditions
Compares own traditions with other families

Characteristics of Effective Learning

Playing and Exploring
Respond to new experiences
Thinking Critically
Take part in pretend play
Come up with own ideas
Make links between ideas

