



Pippin Class Curriculum Outcomes/Progression models in Pippin Class

(Early Years Foundation Stage)



Milestone 1 - When I start School - Where planning for my learning will begin

Milestone 4 - When I finish EYFS - Ready for my transition into Year one

- These Curriculum outcomes are carefully planned with Little Pips Nursery ensuring progression is at the centre of every child's EYFS learning journey.
- The broad yet balanced outcomes allows every child to succeed within their individual next steps and interests which will be adapted to support all seven areas of the EYFS.
 - Pippin Class is a class made up of the majority of Reception aged children. The Curriculum outcomes will be embedded throughout Own learning choices, Continuous Provision and Adult led tasks. Year one children will also have opportunity to develop and secure the Curriculum outcomes through adaptation of the outcomes supporting the National Curriculum.

In Pippin Class, I will...

Communication and Language

Experience a language-rich environment

Take part in meaningful interactions with adults and friends throughout the day

Engage actively with frequent stories, songs and rhymes

Be **Encouraged** to share my ideas , thoughts and experiences

Personal, Social and Emotional Development

Experience strong, warm, and supportive relationships with adults
Be supported to **Manage** my emotions and develop a positive sense of self

Learn how to look after my body and stay safe

Confidently take risks and know it is ok to make mistakes

Physical Development

Pursue a happy, healthy, and active life

Play and develop a lifelong love for the outdoors

Explore and play within a carefully resourced, high quality environment ,developing confidence and control

Literacy

Develop a lifelong love of reading

Acquire language comprehension through talking and sharing books with adults

Communicate using meaningful marks

Mathematics

Develop a deep understanding of numbers to 10

Have **Frequent Opportunities** to test and develop my ideas

Develop a lifelong love of Mathematics

Understanding the World

Make sense of my physical world and my local community

Foster an understanding of our culturally, socially, technologically and ecologically diverse world

Enrich and widen my vocabulary

Expressive Arts and Design

Develop my imagination and creativity

Actively engage with all aspects of the arts

Interpret and appreciate everything around me

Progression models EYFS- Pippin Class.

1. Settle in and become a confident learner

Mile Stone 1	Mile Stone 2	Mile Stone 3	Mile Stone 4
<ul style="list-style-type: none">Join in with group activities and follow new school routines of the day.	<ul style="list-style-type: none">Build relationships with key people by listening to the needs of others and playing cooperatively.	<ul style="list-style-type: none">Have own ideas and able to adapt activities in different ways applying own knowledge.	<ul style="list-style-type: none">Share own ideas but to be confident in succeeding in a main intent of activities.

2. Develop independence and have responsibilities.

Mile Stone 1	Mile Stone 2	Mile Stone 3	Mile Stone 4
<ul style="list-style-type: none">Feed self-using a knife and fork/opening own packets and able	<p>To be responsible for self-tasks e.g. -Dressing independently -Hand washed using soap. = To Zip or button Up own or others coats.</p>	<ul style="list-style-type: none">Be caring and giving to others with key skillsPatienceResilience	<ul style="list-style-type: none">To tidy and keep own belongings safe without always needing to be reminded.

to ask for help if needed.		<ul style="list-style-type: none"> • Reflection 	
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3. To have experience of the world around me

<p>Mile Stone 1</p> <p>Listen to stories and music, which are varied, and cultural asking questions and comparing own real life experiences.</p>	<p>Mile Stone 2</p> <ul style="list-style-type: none"> • To adapt learning through exploration and curiosity • (Outdoor learning/ learning choices). 	<p>Mile Stone 3</p> <ul style="list-style-type: none"> • Be mindful of different Religions and other people's beliefs as well as their own. Celebrating cultural events. 	<p>Mile Stone 4</p> <ul style="list-style-type: none"> • To know where I live (Village) and what communities there are in the area.
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4. Gross Motor- To move in a variety of ways

<p>Mile Stone 1</p> <ul style="list-style-type: none"> - Able to choose activities inside and out with a purpose. 	<p>Mile Stone 2</p> <ul style="list-style-type: none"> • Join in with group movements and dances with control. Modelling to others. 	<p>Mile Stone 3</p> <ul style="list-style-type: none"> • Confidently use scooters with control and team games - E.g. -Obstacle course - Stuck in the mud. 	<p>Mile Stone 4</p> <ul style="list-style-type: none"> • To set up own activities considering space.
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5. Observe and be a part of watching something grow

<p>Mile Stone 1</p> <ul style="list-style-type: none"> • Follows seasonal changes within the year calendar. 	<p>Mile Stone 2</p> <ul style="list-style-type: none"> • Describes and notices change to growing things including plants, humans and animals. 	<p>Mile Stone 3</p> <ul style="list-style-type: none"> • Be aware of the senses from the outside, natural world including discussion of how environments and living things differ in different countries. 	<p>Mile Stone 4</p> <ul style="list-style-type: none"> • Be independent and responsible In caring for plants and animals.
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6. To be part of cooking experiences

<p>Mile Stone 1</p> <ul style="list-style-type: none"> • To be responsible of own hygiene before any cooking or sensory opportunity. 	<p>Mile Stone 3</p> <p>Take part in sensory experiences, which involve concentration measuring and pouring with control.</p>	<p>Mile Stone 4</p> <p>Work alongside others to make a simple recipe (Focussed on listening waiting our turn)</p>	<p>Mile Stone 5</p> <ul style="list-style-type: none"> • Can adapt and correct mistakes, or ask for help knowing safety precautions.
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7. Fine Motor - Pencil and Scissors.

Mile Stone 1	Mile Stone 2	Mile Stone 3	Mile Stone 4
<ul style="list-style-type: none">• Take part in Doh disco rotating fingers and lower arm.	<ul style="list-style-type: none">- Mark make using large and small marks with control and own representation.	<ul style="list-style-type: none">• Use scissors with control to cut paper	<ul style="list-style-type: none">• Practice mark making directions of letters and writing from left to right• Holding pencil in a tripod grip.