



St George's EYFS Aspirations-led Curriculum



Aspiration 1

To explore different cultures through the creative arts and develop an awareness and acceptance of cultural similarities and differences.



Aspiration 2

To adapt and tell a familiar story using a range of props to engage the audience.



Aspiration 3

To care for nature by growing an insect friendly garden and talk about the changes they observe throughout the year.



Aspiration 4

To explore and talk about our local area, noticing its features and the people who make it a community.



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Curriculum overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main enquiry (but not limited to...)	What Makes Me... Me		How Does Our Garden Grow		Where Land Meets Sea	
Possible lines of enquiry	<p>The people who make my world special</p> <ul style="list-style-type: none"> - Who helps me at home? - How are families similar or different? <p>The things that matter to me</p> <ul style="list-style-type: none"> - What do I enjoy doing? - What new thing do I want to try? <p>My feelings and emotions</p> <ul style="list-style-type: none"> - What makes me feel happy, excited, scared, safe, worried? - How can I look after my feelings? 	<p>My Body and how it works</p> <ul style="list-style-type: none"> - What can my body do? - How can I keep my body healthy? <p>My friends and relationships</p> <ul style="list-style-type: none"> - What makes a good friend? - How do I show kindness? <p>Future me</p> <ul style="list-style-type: none"> - What can I practice to help me grow? - What jobs/roles do I want to learn about? 	<p>Seasons</p> <ul style="list-style-type: none"> - How does our garden change in each season? - What clothes do we need to wear so we're comfy in rain, sun or snow? <p>Life Cycles</p> <ul style="list-style-type: none"> - How does a caterpillar grow into a butterfly? - How does a seed grow into a plant? <p>Wonderful Weather</p> <ul style="list-style-type: none"> - How does different weather change our garden? <p>Let's be weather detectives and spot or record what's happening outside!</p>	<p>Growing</p> <ul style="list-style-type: none"> - What helps our plants grow? - How do our plants change as they grow? <p>Bugs and Minibeasts</p> <ul style="list-style-type: none"> - Who are the tiny creatures living in our garden and what jobs do they do? - Where do different minibeasts like to hide, crawl or build their homes? <p>Garden Guardians</p> <ul style="list-style-type: none"> - How can we recycle and reuse things to help our garden? - How does picking up litter help our garden stay healthy? 	<p>Caring for our Coastline</p> <ul style="list-style-type: none"> - How can we help keep our beach clean and safe? - How do sea creatures need us to help them? <p>Staying safe by the sea</p> <ul style="list-style-type: none"> - How do we stay safe near the water and the waves? - Who helps us if someone gets into trouble at the beach? <p>Beach life</p> <ul style="list-style-type: none"> - What was the seaside like long ago? - How is our beach different today from the past? 	<p>People who support our seaside community</p> <ul style="list-style-type: none"> - Who helps our town every day? - What jobs do people do to care for our community? <p>Land, Sea and Farming</p> <ul style="list-style-type: none"> - What do farmer grown and look after near our coast? - How does farming help our town? <p>Journeys in and around our Town</p> <ul style="list-style-type: none"> - Where can the steam train take us? - How does transport help us get around our town?
Experiences	<ul style="list-style-type: none"> • Books I love - developing a love of reading at school and at home, children borrowing a weekly home read from the school library. • Learning a class song and taking part in the whole school Harvest Service at the church. • Weekly All Sort'd reading visits. • The children welcome Forrest the Fox to Acorn class. • Seasonal changes walk through the allotment and the orchard. • Apple picking from the orchard. • Natural scavenger hunt- collecting and sorting loose natural parts such as conkers, pinecones, acorns and leaves. • Gathering natural materials for our 'This is me' self-portraits. 	<ul style="list-style-type: none"> • Books I love - visit to the book fair and mystery teacher reader. Children continue to borrow a weekly library book to share at home. • Nativity performance. Children choreograph their own actions, learn new songs and perform to a large audience. • Weekly All Sort'd reading visits. • Weekly adventures of Forrest the Fox. • A village walk around the local area to notice landmarks. • Christmas craft sessions including sewing a stocking. • Crafty Church monthly visits to St George's Church for Bible stories and worship songs with a linked craft activity. 	<ul style="list-style-type: none"> • Books I love - visit to the book fair and mystery teacher reader. Children continue to borrow a weekly library book to share at home. • Weekly All Sort'd reading visits. • Weekly adventures of Forrest the Fox. • Took part in activities for the RSPB Big Garden Birdwatch • Spring Watch walk • Crafty Church monthly visits to St George's Church for Bible stories and worship songs with a linked craft activity. • Open the book and clergy worship visits. 	<ul style="list-style-type: none"> • Books I love - visit to the book fair and mystery teacher reader. Children continue to borrow a weekly library book to share at home. • Easter Service • Easter celebrations • Weekly All Sort'd reading visits. • Weekly adventures of Forrest the Fox. • I Spy around the village • Allotment visits to sow and grow. • Crafty Church monthly visits to St George's Church for Bible stories and worship songs with a linked craft activity. 	<ul style="list-style-type: none"> • Books I love - visit to the book fair and mystery teacher reader. Children continue to borrow a weekly library book to share at home. • Weekly All Sort'd reading visits. • Weekly adventures of Forrest the Fox. • 'What can I see' nature visit to the allotment. • Allotment visits to sow and grow. • Crafty Church monthly visits to St George's Church for Bible stories and worship songs with a linked craft activity. 	<ul style="list-style-type: none"> • Books I love - visit to the book fair and mystery teacher reader. Children continue to borrow a weekly library book to share at home. • End of year celebration • Sports Day • Weekly All Sort'd reading visits. • Weekly adventures of Forrest the Fox. • Allotment visits to sow and grow. • Crafty Church monthly visits to St George's Church for Bible stories and worship songs with a linked craft activity.

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	<ul style="list-style-type: none"> • Crafty Church monthly visits to St George's Church for Bible stories and worship songs with a linked craft activity. • Open the book and clergy worship visits. • Dojo picture 'Look at me' family reflection time. 	<ul style="list-style-type: none"> • Open the book and clergy worship visits. • Dojo 'what we'll build' family reflection time. • Introduce Big Write sessions. 		<ul style="list-style-type: none"> • songs with a linked craft activity. • Open the book and clergy worship visits. • 	<ul style="list-style-type: none"> • Open the book and clergy worship visits. • Outdoor learning day • Forest school 	<ul style="list-style-type: none"> • Open the book and clergy worship visits.
Practitioner Oracy Focus	<p>Introduce visuals consistently across EYFS.</p> <p>Model using language appropriately to communicate needs - commentary, repeating back, clarifying.</p> <p>Model good listening and find opportunities to create shared attention and keep interactions going.</p> <p>Model positive language to build a positive self-image using CoETL Model using language to describe feelings.</p>	<p>Use narration to model thinking and problem solving.</p> <p>Model asking questions to find out more and distinguish between a question and a fact.</p> <p>Extend interactions by adding vocabulary.</p> <p>Draw attention to misconceptions by offering alternative points of view.</p> <p>Model using language of negotiation.</p> <p>Recap on prior learning and experiences.</p> <p>Model taking turns to generate a back-and-forth conversation</p>	<p>Model making links between different environments using language of comparison.</p> <p>Model describing changes to seasons and environments.</p> <p>Extend children's vocabulary adding adjectives or using tier 3 vocabulary.</p> <p>Suggest ideas for how things have changed and encourage children to offer their ideas.</p> <p>Suggest ideas for why things might change.</p> <p>Encourage children to narrate their thinking and problem solving.</p> <p>Model imagining, posing questions such as 'what might it be like to...?' and 'what if...?'.</p> <p>Support children to recall simple facts.</p>	<p>Model remembering about changes to seasons from autumn to winter.</p> <p>Model using language related to the past.</p> <p>Remind children of activities and challenges they have encountered so far and how they solved them.</p> <p>Recap on prior learning and experiences.</p> <p>Model explaining why things happen and how things work, using clear, simple language.</p> <p>Introduce subject specific (tier 3) language.</p> <p>Pose 'how' and 'why' questions, modelling how these could be answered. Encourage children to ponder and ask questions, providing sentence stems as required.</p>	<p>Model posing problems, introducing the language of 'could', 'might', 'shall', 'should', 'what if' related to problems.</p> <p>Use narration to model thinking and problem solving and encourage children to do the same.</p> <p>Draw attention to misconceptions, encouraging children to describe what they can see and how this differs to the misconception.</p> <p>Model using subject specific language.</p> <p>Model explaining why things happen and how things work, using clear, simple language.</p>	<p>Recap on prior learning and experiences.</p> <p>Encourage children to recall and use subject specific vocabulary.</p> <p>Model your thinking to make comparisons between places, drawing on prior knowledge and experience.</p> <p>Encourage children to describe what they can see and make comparisons with other places.</p> <p>Model your thinking related to planning a celebration, considering all the elements e.g. food, decorations, activities.</p>
Key Texts Fiction and non-fiction						
Parallel Texts						

Aspiration 1- To explore different cultures through the creative arts and develop an awareness and acceptance of cultural similarities and difference			
Milestones <i>Children can....</i>	Implementation <i>Adults will.... so that children can...</i>	Additional enhancements and interests	Resources
By the end of Autumn Term... Children can listen and respond to music from different cultures and countries. Children can talk about what they hear- is it fast or slow? Loud or quiet? Children can use props such as scarfs/ribbons to explore movement Children can compare and discuss likes/dislikes. Children can create actions, learn songs and perform their nativity to a large audience Children talk about special celebrations in their own families and learn about celebrations from different cultures through stories, music, dance and art Children begin to notice that people celebrate in different ways but often share similar feelings of joy, belonging and togetherness. Children explore artistic styles, patterns and colours from different cultures.	Adults select and play music from a variety of cultures during carpet time and model listening and responding. Adults model attentive listening and talk about music using descriptive language. Introducing new vocabulary linked to focus- tempo, volume, beat. Adults provide visual aids (pictures of instruments/cultural settings) to give context. Adults provide props (scarves/ribbons) and demonstrate simple movements. Adults encourage children to talk about what they hear and feel. Adults prompt children with open ended questions: 'Is this music fast or slow?' Adults will facilitate group discussions after listening sessions, validating all opinions and encouraging reasoning- 'what did you like about this one?' Adults will model respectful discussion, encourage children to share family experiences and highlight both differences and common themes such as family, kindness and celebration. Adults will encourage children to compare sounds and rhythms and support them in expressing their own responses through dance, music making and discussion.	Home corner link Small world enhancements Listening station with headphones and access to a variety of culturally diverse tracks Images displayed in the classroom of instruments Short videos shown of musicians playing different instruments Add maps or flags for children to make connections between the music and the place Visual cards for fast/slow loud/quiet to support vocabulary development Introduce simple percussion instruments so children can copy rhythms Play a 'guess the sound' game with cultural instruments Provide different textures for ribbons and scarves (silk, cotton) Offer emotion cards to help express feelings Encourage peer sharing circles to discuss likes and dislikes Create a 'music voting chart' so children can vote for their favourites Use visuals (oceans, waves, wind, forests) to inspire movement Provide costumes or accessories	Simple percussions: tambourines, maracas, hand drums Handmade instruments: shakers (rice in bottles) Audio tracks from different cultures: Out of the Ark, BBC Teach, YouTube Scarves, ribbons, streamers in different colours and materials Cultural accessories and costumes Visual inspirations- short clips, themed images (Diwali, carnival) Emotion cards Voting charts Maps and flags
By the end of Spring Term... Children experiment with movement, dance and percussion to express feelings and ideas inspired by what they hear. Children can move expressively example- loud, soft, improvising to music. Children can perform a simple dance inspired by a chosen culture to their peers. Children can begin to Identify different instruments in music they listen to- sound discrimination. Children can talk about how the music makes them feel, and what they enjoy.	Adults model contrasting movements (big/loud vs small/soft) during music sessions. Adults use descriptive language 'Let's move softly like a whisper' or 'Big and bold like a drum!' Adults will provide open space and props (scarves/ribbons) for free movement and demonstrate simple movements. Adults encourage improvisation by asking focused questions 'How would you move if the music was very quiet?' Adults teach simple, repetitive steps from a cultural dance, break down movements into small chunks and practice regularly.	Mirrors for children to watch their performance Themed visuals (animals, weather) to inspire expressive movements Display cultural images and play short videos for inspiration Show authentic performances online Play short clips of musical instruments and name them Set up a 'music corner' for free play with instruments Use picture cards of instruments for matching activities Record rehearsals and let children watch themselves to build confidence	Scarves, ribbons, streamers in different colours and materials Mirrors and iPad for recording and watching performance Music tracks with clear contrasts (fast/slow, loud/quiet) Cultural music tracks Cultural accessories and costumes Simple percussions: tambourines, maracas, hand drums Handmade instruments: shakers (rice in bottles)

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<p>Children explore stories, songs and rhymes from different cultures and identify familiar themes such as friendship, courage and family.</p> <p>Children explore artistic styles, patterns and colours from different cultures.</p> <p>Children use role play, storytelling and small world play to retell and adapt stories.</p> <p>Children recognise that everyone has unique experiences while sharing many common needs and feelings.</p>	<p>Adults organise mini performance for peers and celebrate achievement.</p> <p>Adults model emotional language: 'This music makes me feel calm'</p> <p>Adults will encourage children to compare sounds and rhythms and support them in expressing their own responses through dance, music making and discussion.</p> <p>Adults facilitate child-led ideas and encourage collaboration.</p> <p>Adults will provide examples of artwork from around the world. They will support children to observe and discuss similarities and differences.</p> <p>Adults will support children to develop confidence in their own creative choices.</p> <p>Adults will read a diverse range of texts and facilitate discussions about characters, settings and traditions. They will encourage children to make connections between stories and their own experiences.</p> <p>Adults will create opportunities for children to talk about themselves and their families. Celebrate diversity positively and helping children develop an understanding for other cultures.</p>		<p>Audio tracks from different cultures: Out of the Ark, BBC Teach, YouTube</p> <p>Visual inspirations- short clips</p> <p>Instrument flashcards/posters</p>
<p>By the end of Summer Term...</p> <p>Children can create their own movements inspired by the music.</p> <p>Children can suggest their own ideas, listen to their peers and work collaboratively.</p> <p>Children show increasing respect for others' ideas and contributions.</p> <p>Children collaborate on creative projects inspired by different cultures.</p> <p>Children can use props and costumes to enhance their performance.</p> <p>Children confidently perform a dance from another culture for their adults.</p> <p>Children can create a poster and invitation showcasing their performance.</p> <p>Children begin to explain that while people may look, speak or celebrate differently, many values and experiences are shared.</p>	<p>Adults to provide different resources into the creation area so the children can create their own instruments during 'Explore & Play'</p> <p>Adults provide varied music tracks with clear rhythms and moods</p> <p>Adults model improvisation and encourage children to make up their own moves.</p> <p>Adults offer open-ended prompts 'How would you move if the music sounds happy?'</p> <p>Adults give space and time for free movement sessions</p> <p>Adults facilitate group planning sessions, encouraging turn-taking and listening.</p> <p>Adults support negotiation and compromise when combining ideas and praise teamwork and creativity.</p> <p>Adults will model how use props safely and creatively. Children will be encouraged to choose their own accessories for the performance.</p>	<p>Mirrors for children to watch their performance</p> <p>Themed visuals (celebrations, seasons) to inspire expressive movements</p> <p>Display cultural images and play short videos for inspiration</p> <p>Show authentic performances online</p> <p>Set up a 'music corner' for free play with instruments</p> <p>A 'dance idea board' for children to draw or stick pictures of movements they like</p> <p>Add decorations linked to the culture</p> <p>Record the performance for children to watch back</p> <p>Display posters around the classroom</p> <p>Invitation writing opportunities provided</p> <p>Use story props to link songs to narratives</p>	<p>Examples of posters/invitations for inspiration</p> <p>A4 paper, coloured pens</p> <p>Scarves, ribbons, streamers in different colours and materials</p> <p>Mirrors and iPad for recording and watching performance</p> <p>Cultural music tracks</p> <p>Cultural accessories and costumes</p> <p>Simple percussions: tambourines, maracas, hand drums</p> <p>Handmade instruments: shakers (rice in bottles)</p> <p>Audio tracks from different cultures: Out of the Ark, BBC Teach, YouTube</p> <p>Visual inspirations- short clips</p> <p>Decorations</p>

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	<p>Adults will model teamwork, communication and turn-taking. Encourage children to listen to one another's viewpoints and value a range of creative ideas and perspectives.</p> <p>Adults support rehearsals with positive feedback and encouragement. They support with cues during the performance if needed.</p> <p>Adults provide the resources needed to create a poster/invitation. They will model writing key details: 'When is the performance?' and encourage creativity with drawings and decorations.</p> <p>Adults will use questioning and discussion to deepen children's thinking. Help children compare experiences respectfully and develop vocabulary linked to diversity, community and belonging.</p>		
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Aspiration 2- To adapt and tell a familiar story using a range of props to engage the audience			
Milestones <i>Children can....</i>	Implementation <i>Adults will.... so that children can...</i>	Additional enhancements and interests	Resources
<p>By the end of Autumn Term...</p> <p>Children enjoy taking part in story time.</p> <p>Children maintain focus and listen to a short story.</p> <p>Children can listen to a story, hold books the correct way and turn pages independently.</p> <p>Children actively engage with familiar stories- including repeated phrases, actions, singing words, and anticipate what's next.</p> <p>Children show a preference to particular books, example- favourite book from home. They can share something about the story.</p> <p>Children recreate representations of imaginary and real-life ideas, events and objects using conversation to keep pretend play going (sometimes with adult support).</p>	<p>Adults will share high-quality stories daily, using props, puppets, story sacks and engaging storytelling techniques, so children can develop a love of stories and begin to retell familiar events and phrases.</p> <p>Adults will model how to handle and enjoy books, revisit favourite texts, and encourage discussion about characters, settings and events, so children can talk confidently about stories and develop their understanding of narrative.</p> <p>Adults will invite pre-school children in for a shared story as part of transition.</p> <p>Adults provide familiar books for children, including popular texts linked to their pre-school experiences.</p> <p>Adults will introduce ambitious vocabulary from stories through conversation, play and continuous provision, so children can use new words when retelling stories and during pretend play.</p> <p>Adults take children to the library every week to borrow a book for home.</p>	<p>Weekly visit to our local church to hear stories being told and sing along to worship songs.</p> <p>Seasonal festivals - Diwali, Bonfire Night, Advent, Christmas, Harvest, Remembrance- associated stories</p> <p>Encouraging children to join in with simple nursery rhymes, starting with those learnt at pre-school.</p> <p>Encouraging children to join in with and learns words for nativity songs.</p> <p>Retelling Nativity story to parents/carers in church</p> <p>Simple pictorial instructions with reminders as part of routines e.g. how to store the dressing up so it is accessible, how to store instruments safely</p> <p>Storycises to support gross motor development and introduce oral storytelling.</p> <p>Books to support learning about ourselves and celebrations.</p> <p>Pictorial instructions for sharing a book with a partner.</p> <p>Create story basket for 'bump into books'</p> <p>Nativity songs, story and costumes</p>	<p>Regularly visit the library</p> <p>Junk modelling</p> <p>Dressing up basket- hats, glasses, large fabrics</p> <p>Role play masks</p> <p>Nursery rhymes / songs</p>

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<p>Children begin use newly introduced vocabulary, including those from stories, within their play.</p> <p>With adult support children take part in the nativity, learning songs with actions and performing small roles to a larger audience.</p>	<p>Adults introduce 'Storycise' and encourage children to actively take part in a story.</p> <p>Adults provide a range of dressing up resources including material, hats, bags and glasses to support children to create a character in their play.</p> <p>Adults providing inviting, cosy reading spaces, indoors and outdoors.</p> <p>Adults will provide props to support storytelling and role play are available for the children to access e.g. puppets, role play masks, small world.</p> <p>Adults will encourage children to use props, costumes and puppets to retell familiar stories, so children can begin to adapt stories and use different ways to engage an audience.</p> <p>Adults ensure children can 'bump into books' within the environment.</p>		
<p>By the end of Spring Term...</p> <p>Children talk about the books that are shared. They can ask questions and comment on characters, images, events and identify parts they enjoyed.</p> <p>Children show a growing understanding of key story elements (character types, settings, plot structure and themes) through talk and their play.</p> <p>Children continue to use newly introduced vocabulary and developing of words within their play and other interactions.</p> <p>Children develop a storyline in their pretend play. They act out stories through small world, role play and puppets.</p> <p>With adult support children develop the skill to make music in variety of simple ways using props and body parts and add it to a familiar story.</p> <p>Children select resources and show some confidence over a variety of tools to create models and props to support retelling stories.</p>	<p>Adults will model rich discussions during story time and ask open-ended questions, so children can talk about characters, events, illustrations and their favourite parts of a story.</p> <p>Adults will ensure every child has the opportunity to borrow a library book for home every week.</p> <p>Adults will provide props to support storytelling and role play are available for the children to access e.g. puppets, role play masks, small world.</p> <p>Adults deliver 'funky finger' daily activity to support fine motor.</p> <p>Adults model discussion by sharing their own thoughts: 'I liked...' Ask open ended questions, use visual prompts to support recall.</p> <p>Adults introduce story language (beginning, middle, end, character, setting), and encourage children to act out stories in role-play or small world play.</p> <p>Adults provide open ended props for imaginative play.</p> <p>Adults help children join and extend their ideas: 'What happens next in your story?'.</p> <p>Adults model simple rhythms using instruments or body percussion, and link sounds to story events.</p> <p>Adults will introduce, revisit and model new vocabulary from stories throughout provision, so children can confidently use a growing range of words in their play and conversations.</p> <p>Adults will join children's imaginative play, extending ideas through modelling and questioning, so children can deepen their narratives and sustain play for longer periods.</p> <p>Adults demonstrate safe tool use, encouraging independence in choosing materials and supporting the children in their planning.</p>	<p>Monthly visit to local church 'Crafty Church' to listen to a variety of stories and sing along to worship songs.</p> <p>Seasonal festivals,</p> <p>Watch puppet shows and recreate stories using hand and finger puppets.</p> <p>New vocabulary words displayed and revisited.</p> <p>'Funky Fingers' daily.</p> <p>Story telling basket.</p> <p>Weekly visit to our local church to hear stories being told and sing along to worship songs.</p> <p>Seasonal festivals - Chinese New Year, Easter etc - associated stories.</p> <p>New nursery rhymes, counting songs - daily.</p> <p>Create story props using spoons, stones, cards, role-play masks.</p> <p>Make props from craft and junk modelling materials (links to following instructions).</p> <p>Fabric for dressing up as different characters and accessories e.g. bags, glasses, hats.</p> <p>Small world resources.</p> <p>Story and film sound tracks to listen to and play alongside.</p> <p>Watch puppet shows, recreate stories using hand and finger puppets.</p>	<p>Range of stories</p> <p>Nursery rhymes / songs</p> <p>Storycises</p> <p>Percussion instruments</p> <p>Junk modelling</p> <p>Dressing up basket- hats, jewellery, material, glasses</p> <p>Audio books</p>

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<p>By the end of Summer Term...</p> <p>Children act out familiar stories they have adapted using actions and props.</p> <p>Children use the growing range of vocabulary they have gathered in their play and other contexts.</p> <p>Children understand their voices can be used to bring a story to life and show awareness that facial expressions and body movements contribute to the story.</p> <p>Children develop and identify different roles and characters needed for their story and negotiate with peers when selecting roles.</p> <p>Children plan with their peers and create props needed for storytelling.</p> <p>Children share their ideas, listen and negotiate with their peers.</p>	<p>Adults model storytelling with actions and props.</p> <p>Adults encourage children to retell stories in their own words and adapt endings.</p> <p>Adults will provide opportunities to adapt familiar stories through role play, puppets, small world play and performance, so children can confidently create and act out their own versions of stories.</p> <p>Adults will provide a range of open-ended materials, tools and creative resources, so children can independently design and make props to enhance their storytelling.</p> <p>Adults model rich vocabulary during play and conversations. Adding new words to word wall to reference during activities.</p> <p>Adults will encourage children to share their story retellings with peers, so children can develop confidence in communicating ideas and performing for an audience.</p> <p>Adults will model expressive storytelling using different voices, facial expressions and actions, so children can bring characters and events to life when retelling stories.</p> <p>Adults will support children to work together to plan stories, discuss ideas and solve problems, so children can negotiate roles and make shared decisions with their peers.</p> <p>Adults will facilitate group discussions and collaborative projects, modelling turn-taking and active listening, so children can share their ideas respectfully and value the contributions of others.</p>	<p>Create own puppets and puppet theatre for storytelling.</p> <p>Use story maps and sequencing cards.</p> <p>Provide role play costumes and masks for acting out stories.</p> <p>Record children performing and replay for reflection.</p> <p>Use mirrors for children to practice expressions- play 'Guess the emotion'.</p> <p>Role cards for characters.</p> <p>Create a performance stage for children to perform to each other.</p> <p>Nature props for outdoor storytelling: leaves, sticks and stones.</p> <p>Story sacks: props, puppets and key vocabulary cards.</p> <p>Music station.</p>	<p>Range of fiction and non-fiction texts.</p> <p>Nursery rhymes / songs.</p> <p>Storycises.</p> <p>Untuned percussion instruments.</p> <p>Junk modelling.</p> <p>Dressing up basket- hats, jewellery, material, glasses.</p> <p>Audio books.</p> <p>Mirrors.</p> <p>Role cards.</p> <p>Stage.</p> <p>Natural materials.</p>

Aspiration 3- To care for nature by growing an insect friendly garden and talk about the changes they observe throughout the year

Milestones <i>Children can....</i>	Implementation <i>Adults will.... so that children can...</i>	Additional enhancements and interests	Resources
<p>By the end of Autumn Term...</p> <p>Children develop an interest in the world around them.</p> <p>Children listen to stories and rhymes about nature and insects.</p> <p>Children can show care and concern for living things by watering plants and being gentle with insects.</p> <p>Children begin to take part in back-and-forth conversations with familiar adults and peers.</p> <p>Children can identify there are 4 seasons.</p>	<p>Adults model curiosity by noticing things in the environment and asking open ended question, example- 'What do you think this is?' or 'Why do you think the leaves have changed colour?'.</p> <p>Adults encourage engagement and provide expressive story telling. They use varied tone, gestures and props to make stories interactive. Ask questions and encourage predictions.</p> <p>Adults model empathy and responsibility, example- Show the children how to water plants gently, explain why insects are important and praise caring behaviours.</p> <p>Adults actively listen and model language. They respond to children's comments with interest, extend their ideas and model turn-taking in conversations.</p>	<p>Invite children to share what they see on their way to school, real life experiences.</p> <p>Out and about seasonal walks to explore and spot birds, plants and insects.</p> <p>Create a mini nature reserve in the outdoor area with a bug hotel and bird feeder.</p> <p>Create a curiosity corner: a nature table with leaves, shells, pinecones and magnifying glasses.</p> <p>Create a story sack with props linked to nature (example- sticks, leaves, toy insects).</p> <p>Use nature soundscapes during quiet time and peer massage.</p> <p>Use puppets and talking sticks to encourage turn-taking.</p> <p>Seasonal sensory trays (autumn leaves, winter snow)</p> <p>Set up a weather station for children to record daily changes.</p>	<p>Songs and rhymes about nature and seasons.</p> <p>Nature table resources- leaves, shells.</p> <p>Magnifying glasses.</p> <p>Nature themed books fiction and non-fiction.</p> <p>Story sacks with props.</p> <p>Nature soundtracks.</p> <p>Watering cans/plant pots/seeds.</p> <p>Weather station prompts.</p> <p>Mark making.</p> <p>Visual prompts.</p>

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<p>Children can observe seasonal changes in the garden.</p> <p>With support children begin to understand 'who', 'what', 'where' questions and respond</p> <p>With support children begin to listen to their peers and share their ideas.</p> <p>Children explore and show an interest in different tools and begin to understand how to use them.</p>	<p>Adults use visual and verbal explanation. Charts, photos, short clips and real-life examples to explain the seasons. Link changes to children's experiences ('We wear coats in the winter because it's cold').</p> <p>Adults develop question understanding, simplifying language and when necessary, using visual cues. Short, clear questions and support answers with pictures, repeat and rephrase when needed.</p> <p>Adults foster peer sharing and listening. Using circle time to give each a child a turn, praise listening behaviours and model respectful responses.</p> <p>Adults Introduce tools safely, demonstrating how to use tools with a step-by-step approach. Explaining the rules and offering supervision and guidance.</p>	<p>Take photographs of the spiritual garden every month and create a display.</p> <p>Play question-based games like 'What's in the box?'.</p> <p>Introduce circle time games like 'Pass the idea' or 'Show and Tell'.</p> <p>Construction corner with blocks and loose parts.</p> <p>Season boxes.</p>	<p>Camera for photos.</p> <p>Talking stick.</p> <p>Role play props.</p> <p>Seasonal charts and flashcards.</p> <p>Seasonal sensory tray small parts.</p> <p>Season box parts.</p> <p>Loose parts for construction.</p> <p>Child-safe gardening tools.</p>
<p>By the end of Spring Term...</p> <p>Children begin to talk about changes they see over time and show a growing understanding of the world around them.</p> <p>Children talk about animals, insects, the weather and the environment and ask 'who', 'what', 'where' questions.</p> <p>Children begin to use new vocabulary in their play inside and outside.</p> <p>Observe seasonal changes in the garden.</p> <p>With support children begin to understand 'how' and 'why' questions.</p> <p>Children begin to explore the different weathers across the 4 seasons.</p> <p>Increased confidence and control when using tools.</p> <p>Create leaf rubbings or insect-inspired art.</p>	<p>Adults provide lots of rich outside opportunities for children to observe seasonal changes- notice buds, weather and insects.</p> <p>Adults model rich vocabulary- words like 'bud' 'blossom' 'pollinate' and encourage children to repeat them in their play.</p> <p>Adults open-ended questions 'what do you notice about plants?' 'Why do you think the bees are back?'</p> <p>Adults introduce 'how' and 'why' questions gradually, scaffolding answers by giving clues and explanations.</p> <p>Adults encourage responsibility by giving children roles (water monitor, insect spotter).</p> <p>Adults celebrate achievements, praising observations and care of the plants to build confidence.</p> <p>Adults support turn-taking when using tools to share discoveries.</p> <p>Adults model safe use of tools, showing correct grip for trowels and water cans.</p> <p>Adults provide opportunities for fine motor and gross motor skills: planting seeds, handling delicate leaves, carrying water, digging soil.</p> <p>Adults read books about spring and insects, discussing key vocabulary.</p>	<p>Garden Centre role-play.</p> <p>Insect hotel in small world.</p> <p>Provide natural materials for leaf and petal rubbings and collages.</p> <p>Explore weather patterns: compare sunny, rainy and windy days.</p> <p>Discuss life cycles: Use simple diagrams or real examples (caterpillar to butterfly, egg to chick).</p> <p>Count and compare- 'how many petals?' 'Which plant is taller?'</p> <p>Measure growth, use cubes, rulers, other measurable objects to track changes.</p> <p>Introduce positional language: 'The worm is under the soil'.</p> <p>Lots of mark-making opportunities, encourage children to draw what they see and label their pictures.</p> <p>Create a nature word bank, display words and pictures for reference.</p> <p>Nature journals: encourage drawing of what they see outside.</p> <p>Weather station.</p> <p>Season boxes.</p> <p>Seasonal walks.</p>	<p>Garden centre role play (till, money, price tags, gardening gloves, spades, watering cans, pots, seed packets, flowers, aprons and name badges).</p> <p>Bug hotel (twigs, bamboo, pinecones, sticks).</p> <p>Small world insects (ladybirds, bees, caterpillars)</p> <p>Natural materials (stone, sticks, bark, moss).</p> <p>Magnifying glasses.</p> <p>Real leaves and petals.</p> <p>Weather station props (thermometer, rain gauge, wind spinner, weather symbols chart, laminated cards for sunny, windy, rain).</p> <p>Clipboards for observations</p> <p>Simple life cycle diagrams/books/small world.</p> <p>Flowers, counting cubes, rulers for measuring height.</p> <p>Camera for photos.</p> <p>Mark making- nature journals.</p> <p>Labels and word cards for writing.</p> <p>Season box- linked theme.</p>
<p>By the end of Summer Term...</p> <p>Children are now using a range of new vocabulary introduced through books and activities.</p>	<p>Adults select purposeful books that connect to gardening, seasons, insects and caring for nature.</p> <p>Adults model new words during play and conversations.</p> <p>Adults create word-rich environments with labels and displays.</p>	<p>Nature explorer station.</p> <p>Create a 'Garden Helpers' rota for responsibility</p> <p>Story sacks and role-play to reinforce vocabulary.</p>	<p>Story books about nature, seasons and gardening.</p> <p>Non-fiction texts that encourage curiosity.</p> <p>Word cards and vocabulary displays.</p>

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<p>Children are listening to their peers and confidently sharing their own ideas.</p> <p>Children use their knowledge and understanding developed from gardening to plant and grow their own sunflower.</p> <p>Children have developed an understanding of the 4 seasons and can identify differences.</p> <p>Children understand and show caring hands to the creatures they observe.</p> <p>Children can confidently talk about the plants and insects they have observed over the year.</p> <p>What plants need to grow.</p> <p>Children begin to respond to and ask 'how' and 'why' questions.</p> <p>Children use a range of tools safely, independently and with purpose.</p>	<p>Adults encourage children to use vocabulary in context: 'Can you describe the sunflower?'.</p> <p>Adults facilitate circle time discussions, modelling active listening and respectful responses.</p> <p>Adults demonstrate planting steps clearly, explain what the plant needs to grow and encourage responsibility by assigning care tasks.</p> <p>Adults use visual aids (season wheels, photos) to discuss changes observed over the year. They link to real experiences: 'We wear hats in summer because it is hot'.</p> <p>Adults model gentle handling and explain why it's important. They praise caring actions and teach respect for living things.</p> <p>Adults Prompt recall, encourage descriptive language, and use photos and displays as memory aids.</p> <p>Adults model curiosity and encourage children to ask questions during activities, then providing simple, clear explanations.</p> <p>Adults demonstrate safe tool use. They supervise and support independence, explaining the purpose: 'We use a spade to dig soil for seeds.</p>	<p>Create a 'Word of the Week' display linked to aspiration.</p> <p>Introduce 'Show & Tell' nature items.</p> <p>Create a collaborative project- summer collage.</p> <p>Create a sunflower growth chart, take weekly photos for a display.</p> <p>Make a season scrapbook with children's drawings.</p> <p>Seasonal sensory trays.</p> <p>Seasonal box.</p> <p>Out and about seasonal walks.</p> <p>Weather station.</p> <p>Bug hotel with magnifying glasses to observe then encourage recording what they find, this can then be added to a nature journal.</p> <p>Photo timelines of garden changes.</p> <p>Science experiments to feed curiosity and encourage children to ask questions during activities.</p> <p>Construction corner with loose parts.</p>	<p>Puppets and props, small world animal parts for retelling stories.</p> <p>Visual prompts for discussion (photos/insects).</p> <p>Sunflower seeds.</p> <p>Child-sized gardening tools.</p> <p>Plant pots and soil.</p> <p>Growth chart for tracking progress.</p> <p>Season wheels and posters.</p> <p>Seasonal sensory tray small parts.</p> <p>Season box parts.</p> <p>Loose parts for construction.</p> <p>Mark making.</p> <p>Camera for photos.</p> <p>Explorer role play.</p>
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Aspiration 4- To explore and talk about our local area, noticing its features and the people who help make it a community.

Milestones <i>Children can....</i>	Implementation <i>Adults will.... so that children can...</i>	Additional enhancements and interests	Resources
<p>By the end of Autumn Term...</p> <p>Notice familiar places around them, including beach, park and surrounding areas.</p> <p>Recognise some people who help in our community, such as shop staff, teachers, bus drivers, RNLI lifeguards, railway staff, doctors and café workers.</p> <p>Talk about simple things they see on their way to school, discuss the different ways to travel to school and begin to understand basic road safety, like holding hands and stopping at the kerb.</p> <p>Show curiosity about vehicles and transport in the area, such as buses, delivery vans and Swanage Railway trains.</p> <p>Begin to notice how to look after the coast, school grounds and local</p>	<p>Take children on short simple walks around the school and local village pointing out things such as church, park, nature path, so children can start to notice where they live.</p> <p>Adults will use photos, stories and small-world resources to introduce places like the Jurassic Coast, Swanage Railway and Corfe Castle to recognise these local landmarks.</p> <p>Adults talk about 'people who help us', arrange local visits, use real photos and videos to encourage conversations about different roles in the community.</p> <p>Adults can talk to the children about early road safety, using high vis and complete a traffic survey to observe how busy the local road is.</p> <p>Adults can encourage children to help care for the environment, talking about why we recycle and where it goes, water our class plants and investigate the local wildlife.</p>	<p>Mini litter pick around the playground.</p> <p>Build a bird feeder.</p> <p>Compare beach photos through the seasons.</p> <p>Safety near roads, water and rail in small world play.</p> <p>Sort toy vehicles into sets for road, rail and sea.</p> <p>Traffic survey- watch real traffic and log what they observe.</p> <p>Village map making and adventure to follow the maps.</p> <p>Practice 'stop, look, listen' at a pretend crossing on the playground.</p> <p>Photo match of local places to real life locations.</p>	<p>Photo cards.</p> <p>Local area map/ camera.</p> <p>Small world- transport, rail, sea, bridges, trees.</p> <p>Role-play costumes/props.</p> <p>Picture books.</p> <p>Road safety signs.</p> <p>Journey sequencing cards.</p> <p>Binoculars and clipboards.</p> <p>Litter pickers.</p>

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<p>environment, for example recycling and caring for the local wildlife.</p> <p>Talk about the changing seasons and how autumn affects the beach and local nature.</p> <p>Share simple ideas about how to keep themselves safe near roads, rail and water.</p>	<p>Adults chat with the children about seasonal changes observing what clothes we need for different weathers and monitoring the different weathers, for example recording the rain flow.</p>		
<p>By the end of Spring Term...</p> <p>Talk about different places in our seaside town and recognise features like the pier and beach huts.</p> <p>Name more community workers such as postal workers, librarians, doctors</p> <p>Talk about what the RNLI does and how lifeboat crews help people in trouble at sea.</p> <p>Begin to understand how we care for the environment by recycling, saving water and not disturbing wildlife.</p> <p>Ask and answer simple 'who', 'what' and 'where' questions about places and people in the community.</p> <p>Use everyday words to describe where things are (next to, behind, across the road, near the beach).</p> <p>Talk about safer choices when walking near roads or crossing them, looking and listening carefully.</p> <p>Notice signs of spring in our local area, such as new plants growing near the coast and busier spaces such as local parks.</p> <p>Represent their favourite places using drawings, simple maps, photos or small-world play.</p>	<p>Go on wider local walks to explore places like the pier, beach huts and paths. So children can talk more deeply about different parts of their seaside town.</p> <p>Adults will introduce more community jobs roles through books, role play (postal workers, librarians, railways staff, gardeners) – allowing children to understand the variety of people who help where they live.</p> <p>Adults will model and encourage positional and descriptive language (next to, behind, near the beach) Supporting children to explain what they see using simple vocabulary. Adults can reinforce this with simple positional games and using the language in different scenarios.</p> <p>Adults will practice road safety using real crossings and modelling how to look both ways, to increase the children's safety awareness.</p> <p>Adults will share stories and videos linked to local places like Corfe Castle and Swanage Railway, so children begin to build connections to the wider community.</p> <p>Adults will continue to teach ways to care for the environment such as protecting rock pools and being careful with natural objects, supporting children to develop respect for their surroundings.</p> <p>Adults support children in creating drawings, models, maps or photos of their favourite local places, encourage pride and belonging in their community.</p>	<p>Photos, videos and google maps to explore features of the coast.</p> <p>Spot workers by uniform- visitor.</p> <p>Who helps us? Role play.</p> <p>RNLI and lifeboat crew- visit.</p> <p>Lifeboat building and launch.</p> <p>Rescue a toy at sea.</p> <p>Sort real life recycling items.</p> <p>Water class plants and maintain garden, gently hunting for minibeasts.</p> <p>Signs of Spring nature walk for buds, bird and new plants.</p> <p>Build favourite places using natural materials.</p>	<p>Photo cards.</p> <p>RNLI props, photos and videos.</p> <p>Materials for boat making.</p> <p>Clean recyclable items.</p> <p>Nature exploration tools.</p> <p>Spring spotting sheets.</p> <p>Loose parts- shells, corks, stones.</p> <p>Camera.</p>
<p>By the end of Summer Term...</p> <p>Confidently name and talk about local landmarks including our Jurassic coast, Swanage Railway and Corfe Castle.</p> <p>Describe simple journeys you can take around the local area, for example 'We walk past the shop and then across the</p>	<p>Adults provide maps, simple routes and photos to talk about the Jurassic Coast, the railway, the beach and the wider Purbeck area- so children can begin representing places in their own ways.</p> <p>Adults will facilitate a beach visit where children can explore familiar places more confidently, so they learn to talk about journeys and local features.</p>	<p>Act out a journey with a large floor map.</p> <p>Build landmarks (Corfe Castle, railway, Swanage Bay) using sand, blocks and loose parts.</p> <p>'Landmark Hunt' Use photos around the school and identify the local location. Practise simple RNLI safety steps through role play.</p>	<p>Loose parts, blocks and construction.</p> <p>Local landmark photo cards.</p> <p>Large floor map, blank paper to create floor map.</p> <p>Toy vehicles, small world, seaside set.</p>

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<p>road to the beach' 'We drove the car past the beach and onto the ferry'.</p> <p>Recall RNLI sea-safety rules and talk about community roles with more detail, such as how the RNLI help people, how rangers care for nature and how transport workers help us travel.</p> <p>Describe changes they notice across the year linked to the seasons and weather- busy beaches, flowers growing, warmer weather, more boats- talk about why this happens.</p> <p>Explain ways to look after the coast in summer and why it matters, for example- taking rubbish home and only leaving footprints to help keep local wildlife safe.</p> <p>Represent their local area using maps, drawings or models.</p>	<p>Adults will model caring behaviour during outdoor time (using bins, respecting plants, walking on paths).</p> <p>Adults will encourage role play sceneries exploring risky or careless behaviours and invite the children to fix the mistakes.</p> <p>Adults will build a season watch board with photos children take on local walks using simple prompts: 'what plants have grown since last time?'</p> <p>Adults will provide weather symbols and a daily weather check.</p> <p>Adults will support the learning through the books available, reading seasonal books linked to nature and the coast.</p> <p>Adults will use story maps on large paper to draw simple routes and model describing journeys aloud: 'First we go past the shop, then left downhill towards the beach'. Talking about directions using simple language (across, next to, near).</p> <p>Adults will develop the children's understanding of the RNLI through stories, puppets, pictures and role play.</p>	<p>Match helpers to their jobs/roles.</p> <p>Seasonal walk.</p> <p>Match season pictures to the correct time of year and discuss.</p> <p>3D map using chalks, materials and blocks to show the train, the coast and the buildings.</p>	<p>RNLI resources.</p> <p>Community role-play props.</p> <p>Picture sorting cards.</p> <p>Season observation kit.</p> <p>Outdoor materials for walks- buckets and baskets.</p> <p>Art and modelling materials.</p>
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Autumn Term Teach Children to...

Oracy Focus	C&L	PSED	PD
<p>Attention, listening and understanding Understand they need to look at who is talking to them Understand they need to think about what the person is saying.</p> <p>Listen to and understand instructions about what they're doing, whilst busy with another task.</p> <p>Vocabulary Link new words to those already known.</p> <p>Speech sounds Produce speech that is clear and easy to understand, though may still have some immaturities.</p> <p>Break words up into syllables, e.g. "Fri..day" - 2 syllables, "Sat...ur..day" - 3 syllables.</p> <p>Recognise words that rhyme or sound similar, e.g. "Cat and hat - they rhyme", "Bananas and pyjamas - they sound similar".</p> <p>Work out what sound comes at the beginning of a word, e.g. "Sit begins with 's'. Sun, silly, Sam and sausage all begin with 's'."</p> <p>Sentence building and grammar Use some irregular past tense words, e.g. "I drank all my milk", "She took my teddy"</p>	<p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Use talk to organise thinking and explain ideas.</p> <p>Engage in back-and-forth exchanges about experiences.</p> <p>Use language to express ideas and feelings.</p> <p>Talk about fast/slow, loud/quiet</p> <p>Follow a series of instructions.</p> <p>Listen to what a peer is saying and respond with a sensible comment or question.</p> <p>Take it in turns to speak.</p> <p>Uses language to imagine and recreate rolls and experiences in play situations.</p> <p>Maintain attention to something of interest for short or long periods, can be listen and do for short span.</p> <p>Retell some stories that they have read and recall the main events.</p> <p>Know when to pause talking to allow someone else to speak.</p>	<p>PSHE- SCARF Me and My Relationships All about me What makes me special Me and my special people Who can help me? My feelings My feelings (2)</p> <p>Valuing Difference I'm special, you're special Same and different Same and different families Same and different homes I am caring I am a friend</p> <p>Express preferences and make choices.</p> <p>Show confidence in performing in front of others.</p> <p>Develop positive attitudes about the differences between people.</p> <p>Show confidence in exploring new activities.</p> <p>Confident to share likes/dislikes.</p> <p>Dress themselves with basic items.</p>	<p>Develop overall body strength, coordination, balance and agility.</p> <p>Develop coordination and control through movement to music.</p> <p>Move energetically and with control during dance and such as when running and jumping.</p> <p>Explore movement with scarves.</p> <p>Move and stop safely.</p> <p>Identify and find personal space.</p> <p>Use a range of movements to travel (hop, skip, jump).</p> <p>Know how to sit correctly on a chair.</p> <p>Use core muscles to sit upright with straight back.</p> <p>Know exercise is part of keeping your body fit and the importance of healthy eating.</p> <p>Use on dominant hand for writing.</p>

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<p><i>Conversations and social interaction</i> Start conversations with other people and join in with group conversations.</p> <p>Join in and organise role play with friends.</p>	<p>Learn new vocabulary linked to story text.</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Ask questions to find out more and check they understand what has been said to tell.</p> <p>Engage in story times.</p> <p>Learn rhymes poems and songs.</p> <p>Children will sit and listen for short periods of time and join in with repeated phrases.</p> <p>Listen to and join in with stories and rhymes, recalling some repetitive phrases.</p> <p>Children will respond to simple questions and share ideas in small groups.</p> <p>Begin to ask questions like 'why are the leaves falling?' or 'where have the bees gone?'</p> <p>Use descriptive language to talk about what they see in the garden ('I see a ladybird on a leaf').</p> <p>Children can engage in back-and-forth exchanges with adults and peers.</p> <p>Children can respond to comments and initiate conversation.</p> <p>Respond to simple questions about stories and experiences.</p> <p>Understand and respond to 'who', 'what', 'where' questions with support.</p> <p>Start a conversation.</p> <p>Have a two-way conversation about a topic that interests them.</p> <p>Respond with a comment or question to continue a conversation.</p> <p>Ask 'who' 'when' 'what' 'why' questions.</p> <p>Respond to why questions.</p>	<p>Meet their own needs, get a drink if they are thirsty.</p> <p>Manage to wait for their turn.</p> <p>Make healthy choices about looking after their bodies, e.g. washing hands, brushing teeth, healthy eating.</p> <p>Follow school routines e.g. lining up/washing hands.</p> <p>Use feeling words (sad, happy, nervous, excited) to describe how they are feeling.</p> <p>Include others in their play.</p> <p>Understand we have similar and different likes.</p> <p>Understand we are all unique.</p> <p>See themselves as a valuable individual.</p> <p>Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others.</p> <p>Clear idea about what they want to do in their play and how they want to go about it.</p> <p>Children will water plants and handle insects gently.</p> <p>Show care for living things and the environment.</p> <p>Begin to understand that actions can affect others and living things.</p> <p>Take turns in conversation and listen to others.</p> <p>Children can wait their turn and share one idea during circle time.</p> <p>Express their feelings and consider the feelings of others.</p> <p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Understand we are all unique.</p> <p>Understand we have similar and different likes.</p> <p>Include others in their play.</p> <p>Wait for their turn.</p> <p>Recognise they belong to different communities and social groups and communicate freely about own home and community.</p>	<p>Use scissors to make snips.</p> <p>Trace circles and lines.</p> <p>Clockwise and anticlockwise movements with a writing implement.</p> <p>Hold knife and fork correctly.</p> <p>Put on a coat including zips.</p> <p>Grip a pencil between two fingers and thumb (tripod grip).</p> <p>Retrace lines up down clockwise and anticlockwise (to support letter writing).</p> <p>Use of construction e.g. Lego, multilink cubes</p> <p>Use simple tools with support.</p> <p>Begin to use tools for a purpose.</p> <p>Children can use spades, and watering can safely with adult guidance.</p> <p>Move and stop safely.</p> <p>Identify and find personal space.</p> <p>Climb over and under obstacles.</p> <p>Move around obstacles.</p> <p>Move energetically.</p> <p>Use a range of movements to travel.</p> <p>Ride scooters or similar.</p> <p>Peddle trikes or similar.</p> <p>Throw and kick a large ball.</p> <p>Negotiate space successfully when playing racing and chasing games with peers.</p> <p>Experiment with different ways of moving testing out ideas and adapting movements to reduce risk.</p>
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	<p>Use some specific vocabulary that is learnt from books or other context.</p> <p>Take part in pretend play, communicating and negotiating with peers.</p> <p>Sing songs rhymes and poems.</p> <p>Retell simple stories.</p> <p>Join in with repeated refrains and key phrases.</p> <p>Use the future and past tense.</p> <p>Use talk to organise themselves and their play.</p>		
Literacy	Maths	UW	EAD
<p>HFW to read- a, I, the, is, to, in, it, at, of, was, on, up and, all, go, get, big, can, dog, yes, am, can, my, Mum.</p> <p><u>Writing</u> Talk in sentences of up to 4 words (present and past tense) Use the personal pronoun 'I' in speech when talking about themselves Break the flow of speech into words Write their own name Link sounds to letters Orally segment the sounds heard in words Represent initial sound using taught phonics Grip a pencil between two fingers and thumb (tripod grip) Word, sound, letter (terminology)</p> <p>Progression to... Talk in sentences of 6* words or more (present and past tense) Retell simple stories Describe an event or object using a picture prompt Use clearly identifiable letters to write a word that can be read by others Write words that can be read by others, in meaningful contexts Write their own name Write labels and phrases Spell words by identifying sounds in them and representing the sounds with a letter or letters Write the sounds in CVC words in the correct order Identify the number of sounds in a word Know, when writing at a table, to sit on a chair with both feet flat on the floor Know, when writing at a table, to sit on a chair with their back against the back of the chair Know, when writing at a table, to sit on a chair with hips directly under shoulders</p>	<p>Match, Sort and Compare. Match objects Match pictures and objects Identify a set Sort objects to a type Explore sorting techniques Create sorting rules Compare amounts</p> <p>Talk about Measure and Patterns. Compare size Compare mass Compare capacity Explore simple patterns Copy and continue simple patterns Create simple patterns</p> <p>It's Me 1.2.3 Find 1, 2 and 3 Subitise 1, 2 and 3 Represent 1, 2 and 3 1 more 1 less Composition of 1, 2 and 3</p> <p>Circles and Triangles Identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe position</p> <p>1, 2, 3, 4, 5 Find 4 and 5 Subitise 4 and 5 Represent 4 and 5 1 more</p>	<p>Begin to recognise and celebrate diversity in music and traditions.</p> <p>Listen to music from different cultures.</p> <p>Knows that children do not always enjoy the same things and are sensitive to this.</p> <p>To know that events come in sequence and to identify what comes next in the school day.</p> <p>To talk about some sequences of things in their own life.</p> <p>To talk about things that have happened.</p> <p>Know we do different things at different times of the day and at different times of the year e.g. Christmas.</p> <p>Know words phrases like yesterday and last week relate to different amounts of time.</p> <p>Know and use phrases like long time ago and many years ago and know that these relate to time before they were born.</p> <p>Explore the natural world around them.</p> <p>Children will notice and talk about things they see outdoors.</p> <p>Show curiosity about the environment.</p> <p>Notice and talk about the changes in the natural world.</p> <p>Observe and describe what they see.</p>	<p>Listen attentively, move to and talk about music, expressing feelings and responses.</p> <p>Respond to what they hear, expressing thoughts and feelings.</p> <p>Explore and engage in dance and movement activities.</p> <p>Sing in a group, increasingly matching the pitch and following the melody.</p> <p>Explore similarities and differences in music and traditions.</p> <p>Explore movement with props.</p> <p>Develop storylines in their pretend play.</p> <p>Singing in a group, increasingly matching the pitch and following the melody.</p> <p>Hold and cut with a pair of scissors.</p> <p>Use a glue stick (pull and twist).</p> <p>Use a Sellotape dispenser.</p> <p>Cut string/wool, pull tight with a friend.</p> <p>Say what they want to make.</p> <p>Identify what they like about their creation.</p> <p>Have experience of different types of materials.</p> <p>Draw shapes e.g. circle for head.</p>

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<p>Know, when writing at a table, to have their elbow and forearm on the table. Use a comfortable grip with good control when holding pens and pencils Use one dominant hand for writing Word, sound, letter (terminology)</p> <p>Enjoy listening to and joining in with songs and rhymes.</p> <p>Know print is read, left to right, top to bottom.</p> <p>Pick out simple information from books (fiction and non-fiction).</p> <p>Answer basic retrieval questions, e.g. who or where.</p> <p>Find the title of the book.</p> <p>Have a broadened experience of stories.</p> <p>Knows that information can be retrieved from books, computers and mobile digital devices.</p> <p>Show book behaviours, start at the front, turn the pages, have the book up the right way round.</p> <p>Know print is read left to right, top to bottom.</p> <p>Follow each read word with their finger.</p> <p>Read some common exception words (detailed in phonics overview).</p> <p>Join in with predictable phrases when books are being read to them.</p> <p>Have a broadened experiences of stories and names stories they have read and enjoyed.</p> <p>Pick out simple information from books (fiction and non-fiction).</p> <p>Show understanding of what is read by or too them by naming main characters or key events.</p> <p>Answer basic retrieval questions.</p> <p>Respond to "tell me what happened".</p> <p>Read individual letters by saying the sounds of them.</p> <p>Enjoy listening to and joining in with songs and rhymes.</p> <p>Children join in with repeated phrases and actions.</p> <p>Begin to retell stories in their own words.</p>	<p>1 less Composition of 4 and 5 Composition 1-5</p> <p>Shapes with 4 Sides Identify and name shapes with 4 sides Combine shapes with 4 sides Shapes in the environment My day and night</p>	<p>Understand that photos are a way of showing what happened in the past e.g. baby photo.</p> <p>Talk about things that have happened.</p> <p>Know and use phrases 'a long time ago' and 'many years ago' and know that these relate to a time before they were born.</p> <p>Know that events come in sequence.</p> <p>Talk about some sequences of things in their own life.</p> <p>Know that they belong to a school community.</p> <p>Talk about the features of their own immediate environment.</p> <p>Complete a simple program on electronic devices.</p> <p>Name and describe people who are familiar to them.</p> <p>Talk about members of their immediate family and community.</p>	<p>Draw straight and curved lines.</p> <p>Know that different media creates a different effect e.g. chalk looks different to felt tip.</p> <p>Name red, yellow and blue.</p> <p>Use some form of tripod grip to hold paintbrush/chalk etc.</p> <p>Describe their picture and say what it is.</p> <p>Begin to understand changes in the environment.</p> <p>Notice and talk about the changes they see in the weather and seasons.</p> <p>Children can name all 4 seasons with visual prompts.</p> <p>Use some form of tripod grip to hold paintbrush/chalk etc.</p> <p>Use hands/brushes/natural resources.</p> <p>Create using paint and different media.</p> <p>Know objects shapes/textures can be transferred to paper e.g. handprint/rubbing.</p> <p>Say what they did and how they did it (materials tools, techniques).</p> <p>Describe their picture and say what it is,</p> <p>Stroke the paintbrush one way.</p> <p>Say what they like or dislike about an artist's work.</p> <p>Roll paint over found objects to create prints.</p> <p>Mould dough/clay by pinching, rolling, stretching and squeezing.</p>
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EYFS Aspirations Curriculum

<p>Children answer simple questions about the stories.</p> <p>Find the title of the book.</p> <p>Know print is read left to right top to bottom.</p> <p>Answer basic retrieval questions e.g. who and where questions.</p> <p>Pick out simple information from books (fiction and non-fiction).</p> <p>Join in with predictable phrases when books are being read to them</p> <p>Show understanding of what is read by or too them by naming key events.</p> <p>Have a broadened experience of stories and recount favourite books.</p>			
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Spring Term Teach Children to...			
Oracy Focus	C&L	PSED	PD
<p>Attention, listening and understanding Understand longer 2 to 3 part spoken instructions e.g. "get your coat, then choose a partner and line up by the door" Understand 'how' and 'why' questions.</p> <p>Vocabulary Understand that words can be put into groups or categories, and give examples from each category e.g. animals, transport, food Understand a range of words to describe the idea of time, shape, texture, size and know in which context to use them, E.g. Soon, early and late; square, triangle and circle; soft, hard, and smooth; big, tiny and tall.</p> <p>Sentence building and grammar Join phrases with words such as 'if', 'because', 'so', 'could', e.g. "I can have a biscuit if I eat all my dinner".</p> <p>Storytelling and narrative Re-tell favourite stories - some parts as exact repetition and some in their own words, e.g. "...going on a bear hunt, going to catch a big one, we're not scared...and he chased them all the way home".</p> <p>Describe events. These may not always be joined together or in the right order, e.g. "Daddy was cross. We was late for the football. It was broken. The car tyre".</p>	<p>Use talk to describe movements and respond to music.</p> <p>Use a wide range of vocabulary to describe sounds, instruments and feelings.</p> <p>Use a wider range of vocabulary to describe dynamics (fast, slow, loud, soft).</p> <p>Listen and respond to ideas expressed by others.</p> <p>Contribute ideas for groups routines and roles.</p> <p>Develop vocabulary to describe sounds.</p> <p>Begin to use some descriptive language: soft, deep, sharp.</p> <p>Use language to express ideas and emotions.</p> <p>Begin to use complex sentences to explain feelings and choices.</p> <p>Use new vocabulary through the day.</p> <p>Describe events in some detail.</p>	<p>Keeping Safe What's safe to go onto my body Keeping myself safe- What's safe to into my body (including medicines) Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe</p> <p>Rights and Respect Looking after my special people Looking after my friends Being helpful and caring for our classroom Caring for our world Looking after money (1): recognising, spending, using Looking after money (2): saving money and keeping it safe</p> <p>Show confidence exploring new activities.</p> <p>Work collaboratively in creative movement activities.</p> <p>Show confidence in performing in front of others.</p> <p>Take pride in achievements and celebrate peer's successes.</p> <p>Explain feelings and preferences.</p>	<p>Develop overall body strength, coordination, balance and agility.</p> <p>Move energetically and with control, adjusting speed and direction.</p> <p>Combine movements into sequences and respond to rhythm.</p> <p>Learn a sequence of simple steps.</p> <p>Remember sequence of patterns of movements relating to dance and rhythm.</p> <p>Use core muscles to sit upright and achieve a good posture on a chair or on the floor.</p> <p>Balance on and off equipment.</p> <p>Jump safely from a piece of equipment.</p> <p>Hold scissors correctly.</p> <p>Use a tripod grip with increased confidence.</p>

EYFS Aspirations Curriculum

<p><i>Conversations and social interaction</i> Play co-operatively and pretend to be someone else talking. These games can be quite elaborate and detailed.</p>	<p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Engage in non-fiction books.</p> <p>Understand new vocabulary used by adults that links to learning.</p> <p>Name and identify characteristics of the 4 seasons.</p> <p>Ask questions to find out more information and clarify thinking.</p> <p>Describe a process they have learned about.</p> <p>Ask questions to find out more and check understanding.</p> <p>Children ask and answer simple questions during discussions.</p> <p>Use new vocabulary in different contexts.</p> <p>Understand 'why' questions.</p> <p>Respond to 'how' and 'why' questions with support.</p> <p>Extend their sentences to add more detail so they can communicate their needs thoughts and feeling more clearly.</p> <p>Use vocabulary related to topics taught and books they have read together.</p> <p>Repeat new vocabulary in the context of a story.</p> <p>Ask relevant and purposeful questions of others.</p> <p>Describe an event/object adding interesting details.</p> <p>Express their feelings and thoughts/opinions in different context e.g. imaginative play, class discussion.</p> <p>Use the correct tense when speaking.</p> <p>Negotiate by giving a reason why they want to do something.</p>	<p>Work collaboratively, taking turns and listening to others' ideas.</p> <p>Work effectively in pairs and small groups.</p> <p>Follow taught routines and class rules without each part of the sequence being prompted.</p> <p>Responds to an adult when they have been asked to do something.</p> <p>Express their emotions in an appropriate way.</p> <p>Recognise how someone is feeling from the way they behave.</p> <p>Build constructive and respectful relationships.</p> <p>Manage their own needs, e.g. personal hygiene.</p> <p>Show increasing confidence to try new activities and talk about what they like.</p> <p>Develop resilience- keep trying when challenges arise (plant doesn't grow).</p> <p>Begin to manage impulses, follow simple instructions outdoors.</p> <p>Use words to express feelings about outcomes.</p> <p>Children volunteer to share garden observations and keep trying with planting task even if the first attempt isn't successful.</p> <p>Children follow safety rules and express how they feel about their garden project using simple emotion words.</p> <p>Build positive relationships, take turns and listen to each other.</p> <p>Children wait to take turns with the tools.</p> <p>Show care for living things and the environment.</p> <p>Take simple responsibility in daily routines.</p> <p>Able to seek adult support and articulate their wants and needs.</p> <p>Show confidence in speaking to others about their own needs wants interest and opinion in a familiar group.</p> <p>Clear idea about what they want to do in their play and how to achieve it.</p>	<p>Draw some common shapes e.g. circle, square and triangle.</p> <p>Draw simple representations of common objects.</p> <p>Explain why they have chosen to draw in a certain way e.g. circles for bodies, lines for arms.</p> <p>Form taught letters correctly with correct start and end point of letters.</p> <p>Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Use one-handed tools and equipment.</p> <p>Show control when using a tool for a purpose.</p> <p>Children use spades and watering cans with growing independence.</p> <p>Understand good practices with regard exercise, healthy eating, drinking water, sleeping and hygiene.</p> <p>Understand the need for safety when taking new challenges.</p> <p>Consider and manage some risk independently.</p> <p>Use two-wheel bikes.</p> <p>Jump safely from a piece of equipment.</p> <p>Balance on and off equipment.</p> <p>Throw kick and catch a large ball.</p>
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Literacy	Maths	UW	EAD
<p>HFW- she, we, this, went, he, no, Dad, are, look, see, me, for, day, play, going, away, come, you, they, like, do, so, pull, full, put, his.</p> <p><u>Writing</u> Say a short phrase aloud before writing (in response to a prompt) Use future tense orally Write phrases that can be read by others, in meaningful contexts Identify specific successes in their writing, with adult support, e.g. identify a diagraph in their writing. Use 'went' as the past tense of 'go' Write labels and phrases Separate 2 words with a space Segment the sounds in simple words for spelling Use taught digraphs in writing Write taught common exception words that are spelt correctly (a, I, the) Know, when writing at a table, what a good position for writing looks like Draw common shapes</p> <p>Progression to... Say a complete sentence aloud before writing. Remember the sentence they have said aloud before writing. Use 'and' in an oral sentence to extend their ideas Describe events in detail using pictures or other prompts Write short sentences that can be read by others, in meaningful contexts Remember the sentence they have said aloud before writing it Write short sentences that end with a full stop Use a full stop at the end of a sentence Separate words with spaces Write taught common exception words that are spelt correctly (to, no, go, into, my) Spell words using correct GPC's Identify the parts of common exception words that are hard to spell Spell 'went' as the past tense of 'go'</p>	<p>Alive in 5 Introduce zero Find 0 to 5 Subitise 0 to 5 Represent 0 to 5 1 more 1 less Composition Conceptual subitising to 5</p> <p>Mass and Capacity Compare mass Find a balance Explore capacity Compare capacity</p> <p>Growing 6, 7, 8 Find 6, 7 and 8 Represent 6, 7 and 8 1 more 1 less Composition 6, 7 and 9 Make pairs- odd and even Double to 8 (find a double) Double to 8 (make a double)</p> <p>Length, Height and Time Explore length Compare length Explore height Compare height Talk about time Order and sequence time</p> <p>Building 9 and 10 Find 9 and 10 Compare numbers to 10 Represent 9 and 10 Conceptual subitising to 10 1 more 1 less Composition to 10 Bonds to 10 (2 parts)</p>	<p>Begin to recognise and celebrate cultural diversity.</p> <p>Talk about traditions and why they are important.</p> <p>Explore similarities and differences in instruments from different cultures.</p> <p>Know about similarities and differences between themselves and others, communities, cultures and traditions.</p> <p>Can create content such as a video recording, stories, photo, or picture on screen.</p> <p>Can use the internet with adult supervision to find and retrieve information of interest to them.</p> <p>Know that children do not always enjoy the same things and are sensitive to this.</p> <p>Know similarities and differences between themselves and their peers.</p> <p>Talk about what they see, using a wider vocabulary.</p> <p>Notice and comment on changes in the environment.</p> <p>Children describe changes to plants/weather.</p> <p>Explore the natural world and notice seasonal changes.</p> <p>Talk about what they see and begin to explain why things happen.</p> <p>Children identify signs of spring.</p> <p>Talk about weather and seasonal changes.</p> <p>Begin to compare weather patterns.</p> <p>Know that objects and stories can help us learn about the past.</p>	<p>Explore and engage in music, dance and movement activities.</p> <p>Begin to combine movements with expression and create simple sequences.</p> <p>Perform songs and dance with each other.</p> <p>Plan and rehearse a performance, showing confidence and expression.</p> <p>Listen attentively to music and identify sounds.</p> <p>Begin to distinguish between instruments.</p> <p>Respond to what they hear, expressing thoughts and feelings.</p> <p>Begin to link feelings to musical elements (This song makes me feel happy).</p> <p>Learn simple cultural dance steps.</p> <p>Create collaboratively sharing ideas resources and skills.</p> <p>Know that materials can be joined together in different way and that some ways are better than others.</p> <p>Select appropriate resources and say what they are going to make.</p> <p>Plan what they want to make, e.g. verbal/design.</p> <p>Know different ways materials can be joined e.g. glue, Sellotape, staples, paperclips.</p> <p>Mix colours to make new ones.</p> <p>Names some secondary colours.</p> <p>Make thick and thin lines.</p>

EYFS Aspirations Curriculum

<p>Develop core muscle strength to achieve and support good posture when sitting at a table or sitting on the floor. Show accuracy and care when drawing Draw simple representations of common objects</p> <p>Enjoy listening to and joining in with songs and rhymes.</p> <p>Begin to recognise some words in songs.</p> <p>Able to recall and discuss stories or information that has been read to them or that they have read themselves.</p> <p>Reenacts and reinvents stories they have heard in their play.</p> <p>Ask questions about a text being read to them.</p> <p>Use vocabulary related to topics taught and books they have read together</p> <p>Blend sounds into words so that they can read short words made up of known letter sound correspondences.</p> <p>Read some common exception words.</p> <p>Read words and simple sentences containing taught graphemes.</p> <p>Use sequencing words (e.g. first, before) to sequence events when retelling a story.</p> <p>Use what has happened so far in the story to help them predict what could happen next (using their own life experiences).</p> <p>To know what a setting is and to be able to identify where stories they've read are set.</p> <p>Say what they like about the stories that they have read.</p> <p>Identify the main event and characters in the book they have been read.</p> <p>Retell a familiar story using predictable phrases.</p> <p>Begin to use words learned from stories and experiences.</p> <p>Use some of their print and letter knowledge in early writing.</p> <p>Enjoy drawing and giving meaning to marks.</p> <p>Use writing in play and to communicate ideas.</p> <p>Children will draw what they see outdoors (plants, insects) and attempt to label their pictures using their initial sounds and familiar letters.</p>	<p>Explore 3-D Shapes Recognise and name 3-D shapes Find 2-D shapes within 3-D shapes Use 3-D shapes for tasks 3-D shapes in the environment Identify more complex patterns Copy and continue patterns Patterns in the environment</p>	<p>Know that some things are the same and some things are different in the place, being able to name some of the similarities and differences.</p> <p>Recognise that some things happen before they were born e.g. dinosaurs.</p> <p>Talk about things in the past, present and future e.g. things that are personal to them.</p> <p>Know about people outside their family and talk about what makes them special.</p> <p>Draw information from a simple map.</p> <p>Comment on images of familiar situations in the past.</p>	<p>Create some recognisable shapes and features e.g. rainbow, sun, face.</p> <p>Make choices about the materials they use.</p> <p>Explore different materials freely.</p> <p>Experiment with textures and natural materials.</p> <p>Children make rubbings and collages using leaves and petals.</p> <p>Make choices about the materials they use.</p> <p>Describe their picture and say what they like about it.</p> <p>Select appropriate resources and say what they will make.</p> <p>Add detail to drawings which represent each part of the object e.g. face/body/arms</p> <p>Make a repeated press print pattern with chosen objects (beads, buttons, sponges).</p> <p>Introduce a storyline or narrative into their play.</p> <p>Play cooperatively as part of a group to create, develop and act out an imaginary idea or narrative.</p>
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EYFS Aspirations Curriculum

Reenacts stories they have heard in their play.			
Describe main story settings, events and characters in increasing detail.			
Use vocabulary and forms of speech that are increasingly influence by their experiences of reading.			
Enjoy an increasing range or print and digital books both fiction and non-fiction.			
Know that information can be retrieved from books, computers and mobile digital devices.			
Able to recall and discuss story's or information that have been read to them or they have read themselves.			

Summer Term Teach Children to...			
Oracy Focus	C&L	PSED	PD
<p>Vocabulary Name objects, characters and animals from a description, e.g. "It lives in the jungle and is fierce with big teeth and is stripy." Children at this age will ask if they are unsure.</p> <p>Use words more specifically to make their meaning clear, e.g. "I didn't want my yellow gloves, I wanted the spotty ones that match my hat".</p> <p>Speech sounds Develop good knowledge and understanding of sounds and words, which are important for reading and spelling.</p> <p>Sentence building and grammar Use well-formed sentences, longer sentences and sentences with more details, E.g. "I made a big round pizza with tomato, cheese and ham on top" Ask and answer 'what', 'where', 'when', and 'what could we do next' questions.</p> <p>Show that they can use language to reason and persuade, e.g. "Can I go outside because it's stopped raining?".</p> <p>Storytelling and narrative List events with some detail, E.g. "We went to the seaside, and I made the biggest sandcastle ever and we ate fish and chips on newspaper".</p> <p>Add something that's gone wrong in their own stories, e.g. "...but the little boy dropped his big ice cream on the floor, and he was very sad and crying..".</p> <p>Use longer and more complicated sentences within their stories, e.g. "When he got home he saw an enormous crocodile sitting on the sofa and the crocodile said good morning, because he was a friendly crocodile".</p> <p>Conversations and social interaction Use language to communicate a wider range of things - such as ask, negotiate, give opinions and discuss ideas and feelings, E.g. "Can we go to the park after school today - it's a lovely sunny day and it will be fun" Give details that they know are important and will influence the listener, e.g. "Ahmed fell over that stone, Javid didn't push him".</p>	<p>Engage in extended conversation about stories, music and experiences.</p> <p>Use talk to organise thinking and explain ideas.</p> <p>Negotiate roles and share ideas collaboratively.</p> <p>Listen to and build on what other people say in group discussion.</p> <p>Able to follow a story without pictures or props.</p> <p>Listens and responds to ideas expressed by others in discussion or conversations.</p> <p>Understands questions such as: 'who, why, when, where and how.'</p> <p>Extends vocabulary exploring the meaning and sounds of new words.</p> <p>Beginning to understand humour e.g. nonsense rhymes and jokes.</p> <p>Connect one idea or action to another using a range of connectives. "I knew it must be cold outside because he was putting on his coat".</p> <p>Use new vocabulary in different contexts.</p> <p>Apply new words in play and conversation.</p> <p>Children confidently use words like 'roots', 'stem', 'sunflower'.</p> <p>Talk about what they see, using wider vocabulary.</p> <p>Ask questions to find out more and check understanding.</p> <p>Begin to ask questions to clarify thinking.</p> <p>Children ask and answer 'how' and 'why' questions independently.</p> <p>Explain so that others understand their needs, thoughts and feelings.</p>	<p>Being My Best Bouncing back when things go wrong Yes, I can! Healthy eating My healthy mind Move your body A good night's sleep</p> <p>Growing and Changing Seasons Life stages- plants, animals, humans Life stages: Human life stage- who will I be? Where do babies come from? Getting bigger Me and my body - girls and boys</p> <p>Show confidence in performing in front of others.</p> <p>Work collaboratively, taking turns and listening to others' ideas.</p> <p>Perform confidently for an audience and celebrate achievements.</p> <p>Take pride in achievements and celebrate others' successes.</p> <p>Will take steps to resolve conflicts with other children by negotiating and finding a compromise, sometimes by themselves, sometimes with support.</p> <p>Show increased flexibility and co-operation as they are more able to understand others needs wants and behaviours.</p> <p>Give praise to others.</p> <p>Think about the consequence of actions.</p> <p>Know people can feel more than one feeling at once.</p> <p>Know some strategies for calming down.</p> <p>Take turns in conversations, express ideas and listen to others.</p> <p>Children share ideas during circle time and respond to peers.</p> <p>Show confidence in group discussions.</p>	<p>Move energetically and with control, adjusting speed and direction.</p> <p>Combine movements into sequences and respond to rhythm.</p> <p>Create and perform a choreographed routine.</p> <p>Combine movements into sequences and respond to rhythm.</p> <p>Develop coordination and balance through dance and performance.</p> <p>Have a comfortable tripod grip.</p> <p>Use a knife and fork with increased independence.</p> <p>Form taught letters correctly, both lower and upper case.</p> <p>Understands how to transport and store equipment safely.</p> <p>Practices appropriate safety measures without direct supervision.</p> <p>Combine different movement with ease and fluency.</p> <p>Develop overall body strength, balance, coordination and agility.</p> <p>Show care for living things and the environment.</p> <p>Handle living things gently and respectfully.</p> <p>Children handle insects gently and respect their habitat.</p> <p>Use a range of tools competently and safely.</p> <p>Show independence and control when using the tools.</p> <p>Children dig soil, water plants and use tools without adult help.</p> <p>Negotiate space and obstacles safely.</p> <p>Adjust speed and change direction to avoid obstacles.</p> <p>Throw, catch, kick and pass a large ball.</p>

	<p>Explain their point of view clearly when they disagree using words instead of actions.</p> <p>Use talk to work out problems and organise thinking.</p> <p>Use talk to take on different roles during imaginative play.</p> <p>Use props and materials to enhance imaginative play.</p> <p>Use the correct tense when speak,</p> <p>Give me detail to explain what they think about why something happens.</p> <p>Use talk to explain, make predictions, draw conclusions and speculate.</p>	<p>Show care and concern for living things and the environment.</p> <p>Children take turns in group planting activities and share ideas about caring for plants and insects.</p> <p>Children show responsibility by watering plants independently.</p> <p>Manage their own needs.</p> <p>Know people can feel more than one emotion at once.</p> <p>Know some strategies for calming down.</p> <p>Show confidence in choosing resources and perseverance in carrying out chosen activity.</p> <p>Can describe what they can do well and are getting better at describing themselves in positive terms.</p> <p>Give praise to others.</p> <p>Know the basics of sun safety.</p> <p>Think about other people's point of view.</p> <p>Reflects on a conflict (was what they did right?)</p>	<p>Travel with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Show increased control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Move in a range of ways, moving freely and with confidence making changes to body shape position and pace e.g. crawling, skipping, sliding and running.</p>
Literacy	Maths	UW	EAD
<p>HFW- by, here, some, one, today, once, there, where, said, love.</p> <p><u>Writing</u></p> <p>Say a complete sentence aloud before writing.</p> <p>Remember the sentence they have said aloud before writing.</p> <p>Use 'because' in an oral sentence to give a reason</p> <p>Orally retell the whole of a familiar story (beginning, middle and end)</p> <p>Use past tense verbs: ran, walked, drank, fell, sat, jumped, found, in speech</p> <p>Write short sentences containing words with known sound-letter correspondences using a capital letter and full stop</p> <p>Write sentences beginning with 'I'</p> <p>Form capital letters (T, I, M)</p> <p>Use a capital letter at the start of a sentence</p> <p>Write phonetically plausible attempts at multisyllabic words</p> <p>Link sounds to letters, naming and sounding the letters of the alphabet</p> <p>Hold a pencil in a tripod grip in preparation for fluent writing</p>	<p>To 20 and Beyond</p> <p>Build numbers beyond 10 (10-13)</p> <p>Continue patterns beyond 10 (10-13)</p> <p>Build numbers beyond 10 (14-20)</p> <p>Continue patterns beyond 10 (14-20)</p> <p>Verbal counting beyond 20</p> <p>Verbal counting patterns</p> <p>How many now?</p> <p>Add more</p> <p>How many did I add?</p> <p>Take away</p> <p>How many did I take away?</p> <p>Manipulate, Compose and Decompose</p> <p>Select shapes for a purpose</p> <p>Rotate shapes</p> <p>Manipulate shapes</p> <p>Explain shape arrangements</p> <p>Compose shapes</p> <p>Decompose shapes</p> <p>Copy 2-D shape pictures</p> <p>Find 2-D shapes within 3-D shapes</p> <p>Sharing and grouping</p>	<p>Recognise and celebrate cultural diversity.</p> <p>Talk about traditions and why they are important.</p> <p>Perform a cultural dance and explain its origin.</p> <p>Explore instruments and music from different parts of the world.</p> <p>Use ICT hardware to interact with age-appropriate computer software.</p> <p>Develop digital literacy skills to access, understand and interact with a range of technologies.</p> <p>Understand some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Know about similarities and differences between themselves, their peers and among families, communities, cultures and traditions.</p>	<p>Explore and engage in music, dance and performance.</p> <p>Plan and perform a sequence of movements with increasing control.</p> <p>Create own movements and combine into a performance.</p> <p>Use props and costumes to support imaginative play and performance.</p> <p>Create representations of both imaginary and real-life ideas, events, people and objects.</p> <p>Talk about their creation and how they made it.</p> <p>Choose and use appropriate tools and techniques needed to shape assemble and join materials.</p> <p>Talk about something that could be improved.</p> <p>Draw a plan of what they want to make.</p> <p>Add details to drawings which represent objects e.g. details on a face or plant.</p>

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<p>Use a range of small tools, including scissors, paint brushes and cutlery. Show accuracy and care when drawing Separate words with spaces</p> <p>Progressing to...</p> <p>Use the correct tense when speaking, especially with irregular verbs e.g. went</p> <p>Re-read a sentence to check it makes sense Listen to or state an idea to improve writing in conversation or discussion Write short sentences containing words with known sound-letter correspondences using a capital letter and full stop Write sentences beginning with 'I' Use a capital letter at the start of a sentence Use a full stop at the end of a sentence Know the alphabet song Form lower case letters correctly using print or in line with the school's handwriting progression. Develop the foundations of a handwriting style which is fast, accurate and efficient. Separate words with spaces</p> <p>Write for a purpose, using marks, letters or words.</p> <p>Create posters and invitations using print and pictures.</p> <p>Include details about the performance on the posters and invitations.</p> <p>Read some common exception words.</p> <p>Use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>Say what part of the story they like best and why.</p> <p>Talk about their favourite stories comparing them to each other.</p> <p>Compare what they thought might happen to what actually happened in a story.</p> <p>Anticipate key events in stories being read to them.</p> <p>Use story telling language; once upon a time, happily ever after.</p> <p>Develop their own narratives and explanations by connecting ideas and events.</p> <p>Form lower case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Reread what they have written to check it makes sense.</p>	<p>Explore sharing Sharing Explore grouping Grouping Even and odd sharing Play with and build doubles</p> <p>Visualise, Build and Map Identify units of repeating patterns Create own pattern rules Explore own pattern rules Replicate and build scenes and constructions Visualise from different positions Describe positions Give instructions to build Explore mapping</p> <p>Consolidation</p>	<p>Compare and contrast characters from stories including figures from the past.</p> <p>Comment on images of familiar situations in the past.</p> <p>Plant seeds and care for growing plants.</p> <p>Show understanding of what plants need to grow.</p> <p>Children plant seeds and water them regularly.</p> <p>Understand changes in the natural world.</p> <p>Talk about seasonal differences and weather patterns.</p> <p>Children name the seasons and describe differences.</p> <p>Recall and describe past experiences. Children can recall and describe observations.</p> <p>Understand that photos are a way of showing what happened in the past.</p> <p>Talk about things that are the same/different in a story/video about the past compared to know.</p> <p>Give an opinion on change.</p> <p>Talk about why something might have changed.</p> <p>Identify if something (object/photo/story) is from a long time ago.</p> <p>Know that they are part of a wider community (church/town/clubs).</p> <p>Understand that some places are special to members of their community.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Know how to make secondary colours, e.g. green.</p> <p>Talk about a process to make a picture/print.</p> <p>To compare their work to someone else's, notice somethings which are the same or different.</p> <p>Explore different materials freely.</p> <p>Use drawing to represent ideas and experiences.</p> <p>Combine marks, shapes, textures to express ideas.</p> <p>Children create observational drawings of sunflowers adding labels and captions.</p> <p>Talk about their creation and how they made it.</p> <p>Choose and use appropriate tools and techniques needed to shape assemble and join materials.</p> <p>Talk about something that could be improved.</p> <p>Mould dough/clay into a shape or a specific object.</p> <p>Compare their work to someone else's.</p> <p>Combine materials to create new textures.</p>
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<p>Use some of their print and letter knowledge in early writing.</p> <p>Enjoy drawing and giving meaning in marks.</p> <p>Begin to write for a purpose in play and real experiences.</p> <p>Children label drawings with familiar sounds.</p> <p>Children write simple captions for nature photos or journals.</p> <p>Include everyday literacy artifacts in play such as label, instructions, signs, envelopes etc.</p> <p>Engage with books, and other reading material at an increasingly deeper level drawing on their phonic knowledge to decode words.</p> <p>Use subject knowledge and illustrations to interpret the text.</p> <p>Read simple phonically decodable words and simple sentences.</p> <p>Link sounds to letters naming and sounding the letters of the alphabet.</p> <p>Continue a rhyming string and identify alliteration.</p> <p>Develop their own natures and explanations by connect ideas and events.</p>			
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EYFS Aspirations Curriculum

Communication and Language		Personal, Social and Emotional Development		Physical Development	
The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.		Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.		Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.	
Literacy		Mathematics		Understanding the World	
It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).		Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.		Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.	
				Expressive Arts and Design	
				The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.	