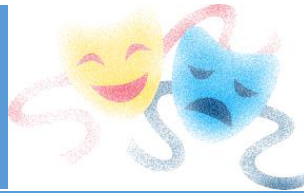


I can perform a story using props I have made with my friends to an audience.



Areas covered: PSED, Literacy, Maths, EAD, Communication and Language, Physical Development

Implementation

Core Texts/ Experiences

Resources

Milestone One (End of Autumn Term)

- I can read a range of texts in small groups and engage appropriately
- I can use props in the small world or role play areas to create a storyline
- I can make models appropriate to a story and retell with adult support
- I can use props in the small world and role play to create a storyline
- I can explore musical instruments to make a pattern
- I am already learning to perform by learning songs for the Nativity and exploring sounds with my voice.
- I can explore using musical instruments to make different sounds
- I can use my phonic knowledge to pick out letters and sounds

New cosy spaces which allow the children to explore a variety of texts
Books available for children around the class and in role play areas

Nativity

creative station outside have different props for the children to engage and explore with, make these relevant to the stories being explored in class and rotate regularly.

Music as part of enhanced provision following whole class teaching time

Start singing assembly

Singing assembly

Take part in the KS1 nativity where they will be part of the show

The enormous Turnip

I am Hungry

Books that inspire the children based on their interests

Musical instruments
Sing up

Some given props appropriate to stories being explored

Milestone Two (End of Spring Term)

- I can perform a story with my friends
- I can make models appropriate to the story and in a small group create a storyline with some adult support
- I can begin to use joining techniques to make models with support to identify the appropriate one

Encourage back and forth conversations during CP and shared reading

Small group sharing of texts based on the children's interests.

Singing assembly and Easter service – re telling of the story
Traditional tales

Musical instruments
Storytelling chair
Performance area

<ul style="list-style-type: none"> • I can begin to ask questions and predict what will happen next appropriately • I can use resources to retell stories with my friends • I can make my own props to help tell a story that I know with my friends • I can use musical instruments to make a sound effect with some support from an adult 	<p>Sing up curriculum for the children to extend knowledge of instruments, pitch and tone</p>		<p>Activites in Cp that reflect the class texts</p>
<p>Final Milestone (End of Year R)</p> <ul style="list-style-type: none"> • I can plan an event and invite others • I can use my phonic knowledge to write and invitation • I will have costumes and scenery to perform the play or story • I can perform a story I know or one I have made up • I will have the confidence to perform in front of others • I will use musical instruments to make appropriate sound effects for my story • I can use stop motion with props to tell a story e.g. Lego, play'doh • I can begin to independently select appropriate joining techniques 	<p>An opportunity for the children to write invitations to their special person to come to their show</p>		<p>Prop materials for them to make costumes and scenery</p> <p>A range of instruments</p> <p>Log slices so the audience knows where to sit</p> <p>Stop Motion software and Play'doh/ Lego etc.</p>

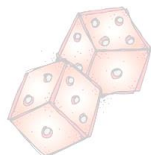
I can plan a tea party for my family



Areas covered: Physical Development, Communication and Language, Maths, Literacy, PSED, Understanding the world and Expressive Arts and Design.	Implementation	Core Texts/ Experiences	Resources
<p>Milestone One (End of Autumn Term)</p> <ul style="list-style-type: none"> I will have explored the mud kitchen and malleable areas and utilised the tools provided to create pies and cakes. Vocabulary will include: Stir, Mix, full, empty, add more, bake. I will be able to follow a simple recipe to create their own play'doh with the right amounts of ingredients. I will experiment with different scents independently to make a scent of their choice. I will record their steps and self-publish it to Tapestry so that they can follow the recipe with a grown up at home. I will create their own packaging to enable them to take the play doh home using basic joins. 	<p>Adapt the mud kitchen so it has a pantry of ingredients and good range of tools.</p> <p>Real life tools and ingredients available in malleable and mud kitchen.</p> <p>Malleable area to expand with a range of ingredients (play doh station)</p> <p>Technology to be made available to enable the children to capture their steps.</p>	<p>Taste different cakes and discuss tastes and scents using five senses.</p> <p>Adult directed baking.</p> <p>Children's recipe books.</p>	<p>China/ real plates, jugs, mugs, glasses etc.</p> <p>Whisks</p> <p>Wooden spoons</p> <p>Cake tins</p> <p>Scales</p> <p>Card for menus</p> <p>Pantry ingredients including herbs, natural enhancements</p> <p>Play doh ingredients</p>
<p>Milestone Two (End of Spring Term)</p> <ul style="list-style-type: none"> I can read a simple recipe with some adult support to make and sandwich I will begin to make cakes independently in the cake station, considering and deciding on flavour, amounts and ingredients. I will record the steps using different medias such as writing, drawing or photographs to then create their own recipe. I will use more specific café and baking narratives in their role play in the malleable and mud kitchen. This will include: Stir, Mix, full, empty, add more, bake, whisk, cost, price, amounts, totals, orders, change I will create my own packaging to enable them to take the play doh or cake home using joins with adult support. 	<p>Add a recipe book to the mud kitchen and play'doh table.</p> <p>Introduce the cake station and with adult support bake own cake. (treat)</p> <p>Share their recipe with a friend.</p> <p>Create a class recipe book.</p>	<p>Taste different cakes and discuss tastes and scents using five senses.</p> <p>Adult directed baking.</p> <p>Children's recipe books.</p> <p>Gingerbread Man</p>	<p>A display using different joining techniques in the creative area for the children to follow.</p>

<p>Final Milestone (End of Year R)</p> <ul style="list-style-type: none"> • I will use appropriate body movements and grip firmly with either hand to mix ingredients together. • I will use a variety of small tools such as scoops, teaspoons, jugs, hand whisk and wooden spoons to make the cake. • I know how to half • I can use my phonic knowledge to write and invitation • • I can use my number knowledge to invite the correct • I will present a recipe of my own choice in an appropriate way, composing each step with some adult support. • I can select the correct ingredients and write a shopping list with some adult support. • I will create an invitation and post it to my special guest • I can invite 'special guests' to come and have a cake in the café and I will serve them. I will take orders from a menu that I have created with adult support. 	<p>Have a discussion about each other's recipes where they can say what they liked and disliked</p> <p>Model how to use the different tools to bake the cake</p> <p>Using their knowledge of halving to make sandwich</p>	<p>Trip to post office to send invitation to their special guest</p> <p>Trip to shops to buy ingredients</p>	<p>All of the above plus a pantry of ingredients for the children to choose from</p> <p>Teaspoons Jugs Scoops Wooden spoons Whisks</p>

I can make and take part in games that uses number, shape and measures.



Areas covered: Communication and Language, PSED, Physical Development, Literacy, Mathematics, EAD

Milestones	Implementation	Core Texts/ Experiences	Resources	Motivations
<p>Milestone One (End of Autumn Term)</p> <ul style="list-style-type: none"> I can begin to take part in a structured game directed and facilitated by an adult I can follow simple instructions that have been verbalised to me I can listen to my friends when they are talking I am beginning to understand the key skills in maths I can use the creative area to create purposeful things I can use appropriate tools in the creative area with some adult guidance I can listen to some instructions I can follow an order of turn taking 	<p>Different maths games available for board game Fridays Snap Connect 4</p> <p>During key person time play small group games</p>	<p>Rosie’s walk One Thing We are the shapes Count on me</p>	<p>Orchard Games Connect 4</p> <p>Tools in creative area</p>	<p>To begin to play some games that my older brothers, sisters or siblings play.</p>
<p>Milestone Two (End of Spring Term)</p> <ul style="list-style-type: none"> I can take part in game led by an adult that involves shape, number and measures. I can follow simple instructions to know how to play a game I can listen to my friends when they tell me how to play a game I can begin to use my mathematics knowledge to take part in a game I can use the creative area to recreate known games I can use appropriate tools with a small amount of adult support to create a game I can recognise that I can’t always win I can listen to instructions well before I begin a game I understand time and sequential vocabulary such as first, next and last. 	<p>Introduce: Uno, card ordering, darts outside</p> <p>Continue to play games during key person time but with less support.</p>	<p>Maths morning with adults</p> <p>I spy Numbers</p> <p>1 – 10 and back again</p> <p>Just how long is a piece of string Jack and the Beanstalk</p>	<p>Cards Uno Darts Connect 4 Orchard Games</p> <p>Tools in creative area</p>	<p>I can play a range of games involving my maths skills.</p>
<p>Final Milestone (End of Year R)</p> <ul style="list-style-type: none"> I have created a game involving number that I can play with my friends 	<p>Introduce card game tens and higher, lower, monopoly</p>	<p>One is a snail, ten is a crab Ten friendly fish</p>	<p>Orchard Games Cards</p>	<p>Create a game for their year 6 buddy to play with them.</p>

- I have written instructions for other people to know how to play my game
- I can follow other children's instructions to play a new game that I haven't played before
- I can use my knowledge of number, shape and measures to join in different games
- I can use the creative area to create a game of my choice to play with my peers
- I can use good fine motor control to form my game including the numbers, pictures and cutting accurately using appropriate tools
- I can accept defeat well
- I can give clear instructions verbally to others so that they can play my game
- I can listen to instructions while engaged in an activity
- I can understand time and sequence concepts using terms such as first, then and last

Simon Sock
1 to 20

Junior
Monopoly

Tools in creative
area

I am a Forest School super star enjoying the campfire safely.



Areas covered: PSED, Literacy, Maths, EAD, Communication and Language, Understanding The World, Physical Development	Implementation	Core Texts/ Experiences	Resources
<p>Milestone One (End of Autumn Term)</p> <ul style="list-style-type: none"> I have had a range of experiences which has allowed me to develop a knowledge and sense of the world around me on the basis of our school. I am recognising our seasons I can talk about different journeys I go on regularly and the places I go and record these using creative materials I can understand some abstract concepts of ‘one of’, ‘before’ and ‘after’ with some visual cues I am learning to recognise when I am hot and cold and how to put my coat and jumper on 	<p>Introduce different types of journeys and where we might go often.</p> <p>What is a journey?</p> <p>Start to get changed for PE</p> <p>Tuff tray and water tray linked to autumn art</p> <p>Learning to put coats on</p>	<p>A walk around school to look at seasonal changes</p> <p>Intro to Forest School</p> <p>Let’s play outside I am Hungry</p>	<p>Large construction area</p> <p>Creative materials in the classroom able to reflect their journeys and thoughts</p> <p>Maps available in the classroom of the school</p> <p>Autumn art</p> <p>Small world vehicles</p>
<p>Milestone Two (End of Spring Term)</p> <ul style="list-style-type: none"> I have had a range of experiences which has allowed me to develop a knowledge and sense of the world around me. I am recognising the change in seasons I can use a variety of resources to construct a range of different props with my peers to imitate a journey I regularly experience before drawing a map which is mostly adult supported I can understand some abstract concepts of ‘one of’, ‘before’ and ‘after’ independently I recognise that sometimes on journeys and activities things might go wrong and with support I can adapt my journey. I am learning to wear the correct clothing for outdoor play. I am building my skills for getting changed by getting changed regularly for PE I am aware of my body being my body and the boundaries and expectations when getting changed 	<p>Have different places of interest for them to imitate in their play</p> <p>Tuff tray and water tray linked to winter art</p> <p>Learning to dress for Forest School</p>	<p>Forest School</p> <p>Jack and the beanstalk Three little pigs</p> <p>Walk around school to observe seasonal changes</p>	<p>Maps available in class</p> <p>Winter art</p> <p>Forest school experiences</p> <p>Different vehicles in small world</p>

<p>Final Milestone (End of Year R)</p> <ul style="list-style-type: none"> • I have had a range of experiences which has allowed me to develop a knowledge and sense of the world around me • I have a range of vocabulary which enables me to talk about the cultural, social and technological diverse world around me. • I can use a variety of resources to construct a range of different props with my peers to imitate going on different types of journeys and then draw a map using control and precision • I can follow a routine of the day using time related vocabulary independently e.g. first I will walk here.. • I can resolve conflicts and things that arise on different activities and regulate my emotions appropriately. Eg – I can't do a certain activity • I am able to keep myself safe in Forest School 	<p>Life cycles</p> <p>Plan our journey to Forest school in a map form</p> <p>Getting ourselves changed appropriately for Forest School and PE</p> <p>Able to list the safety rules of Forest School</p>	<p>Wildlife park</p> <p>Oi get off our train</p>	<p>Bus timetables Train timetables</p> <p>Bus/ Train routes</p> <p>Maps of local areas Bug hunting</p>

I can create a museum all about me



<p>Areas covered: PSED, Literacy, EAD, Communication and Language, Understanding The World, Physical Development</p>	<p>Implementation</p>	<p>Core Texts/ Experiences</p>	<p>Resources</p>
<p>Milestone One (End of Autumn Term)</p> <ul style="list-style-type: none"> • I can identify places and people that are important to me • I can talk about things that I like doing • I can talk about things I like e.g. trains, toys, dollys • I can use my phonics to write initial and last sounds for some words • I can complete obstacle courses, climb larger equipment and take part in simple PE lessons designed to keep me healthy • I can identify some friends in my class • I am beginning to identify things that I am good at with some adult support • I am starting to learn if I am happy or sad • I know to ask an adult if I need help • I am familiar with all of my surroundings in school • I can draw pictures of myself 	<p>Circle times and weekly surveys</p> <p>Self portrait CP</p> <p>Play leaders</p> <p>Crating a display outside the classroom</p> <p>Tour of the school</p>	<p>PE lessons</p> <p>Forest School</p> <p>What makes me, me Pete the cat</p>	<p>Different family pictures on display and discussed</p> <p>Different role play outfits for children to access</p> <p>Pictures of them doing things with their friends around the classroom</p>
<p>Milestone Two (End of Spring Term)</p> <ul style="list-style-type: none"> • Where I live • I can identify different places and people in my community • I can talk about things I like doing and represent this using creative materials • I can recognise how something is different now to before I was born using pictures • I can identify different places that are special to me • I am beginning to use my sounds to write short phrases • I can spot books that are about different places I have seen in my community • I can talk about people who are important to me • I recognise that my friends might like different things to me • I recognise that other people may have different ideas and opinions • I am beginning to understand conflict and how to resolve it • I can identify what I am good at 	<p>Have time allocated to celebrate one another</p> <p>Bring in and talk about things that interest them</p> <p>Read the colour monster</p> <p>Key celebrations around different cultures linking to other aspirations</p>	<p>Make mini me’s to help talk about feelings</p> <p>Make a trophy for somebody else after talking about our strengths as a class- celebrate one another!</p> <p>Walk around local area to look at houses and identify key vocab</p>	<p>Creative area stocked with things to make a trophy/ medal for a friend</p> <p>Materials to build different houses</p> <p>Certificates to award one another in CP</p>

		<p>The Colour monster Three little pigs Billy Goats</p>	
<p>Final Milestone (End of Year R)</p> <ul style="list-style-type: none"> • I can talk about my community and different people within it • I can display things that I like doing in an appropriate way • I can display things of interest to me • I can identify how a subject of interest has changed from my grandparents, to my parents to me • I can use technology to show natural places that interest me • I can write about different things in my life so my visitor can learn more about me • I can read books of interest relevant to different cultures and natural places • I can create a game that shows a way which I can keep healthy and play with my friends • I can show others what I am good at and how I can get even better at that thing • I can talk about ways in which different people are different • I can ask questions to others about their museum 	<p>Invite different people in from community to talk to the children</p> <p>Create a display outside the classroom of where we have been links to other aspirations</p> <p>Invite different generations of people in to talk about different aspects of life in different time periods</p> <p>Time to play games led by play leaders in Upper KS2</p>	<p>Museum where they invite a special person to share all the things about them</p>	<p>Museum artefacts needed for artefacts through time</p> <p>Relevant creative and modelling materials available</p>

I can help prepare, learn about and celebrate different cultural celebrations.



Milestones Areas covered: PSED, Communication and Language, Literacy, Maths, Understanding the world, Expressive arts and design, Physical Development	Implementation	Core Texts/ Experiences	Resources
Milestone One (End of Autumn Term) <ul style="list-style-type: none"> • I can use basic 2D shapes to create a simple Rangoli pattern when learning about Diwali • I can ask a question or make a comment about something that I don't understand when learning about the celebration and am responding in an age appropriate manner • I can identify if something is right or wrong • I am beginning to learn new vocabulary about different cultures and special celebrations • I can retell a story with some of the key events from a celebration • I can use different people or accessories within my imaginative play in the role play area or in small world with adult support • I can help make decorations to celebrate different events • I can draw a picture or use some initial stages of writing to invite somebody to our nativity • I know that there are different buildings in our community that people go to to celebrate. • I can engage in learning opportunities that are appropriate for me about different cultural celebrations. • I know I celebrate special things at home such as my birthday • I know that people celebrate Christmas and why 	<p>Use adults to model appropriate use of small world and role play areas.</p> <p>Talk about and share what they do to celebrate particular events.</p> <p>Create colour monster/ zones of relevance display and teach the children how to use (see aspiration 1)</p> <p>Weave different cultural celebrations into the teaching and learning in EYFS</p>	<p>Yom Kippur- kindness and inclusivity</p> <p>Harvest festival</p> <p>Diwali- The Best Diwali Ever</p> <p>Hannukah Bonfire Night Black History Month Remembrance Christmas/nativity</p> <p>BOOKS: - Little Glow,</p>	<p>Things to make Rangoli patterns</p> <p>Ingredients to make Rangoli sweets</p> <p>Nativity script/ play</p> <p>Small world and role play accessories that represent the event</p>
Milestone Two (End of Spring Term) <ul style="list-style-type: none"> • I can ask questions if I don't understand something and I am beginning to modulate my emotions and expressions to events • I can talk about when is right or wrong and am beginning to recognise when some things are inappropriate • I am beginning to use new vocabulary with adult support 	<p>Have a range of real life objects and decorations for the children to explore- fully immerse them in some of the</p>	<p>Chinese New Year- The great race, I love Chinese New Year</p> <p>Lent Valentines Day Mothers Day Easter</p>	<p>Animals in role play</p> <p>Role play resources for cultural celebrations being learned about</p>

<ul style="list-style-type: none"> • I can act out stories or events remembering to include the main events with my friends or by myself • I can use different people or accessories within my imaginative play in the role play area or in small world • I can use my growing knowledge of 2D shapes and patterns to create decorations • I can use some precision to create lanterns for Chinese New Year • I can create an invite with adult support for someone to attend an event • I know that people go to different places to celebrate • I can identify that some people around the world and in our community celebrate some things that I don't at home 	<p>celebrations appropriately</p> <p>Invite more people in to discuss what they celebrate and how- including people within school community</p>	<p>Bringing the Rain to Kapiti Plain</p>	<p>Artifacts to look at and explore</p>
<p>Final Milestone (End of Year R)</p> <ul style="list-style-type: none"> • I will be able to modulate/hide emotions and express socially appropriate responses to events • I can talk about what is right or wrong and understand that some things are inappropriate • I can use some abstract words when I talk about a celebration I don't normally celebrate • I can act out stories in detail about the celebrations with my friends or by myself • I can recreate cultural celebrations using the small world area • I know that different people celebrate different things and can recall ways which they may celebrate together • I can use my knowledge of shapes to make different decorations for the classroom to take part in celebrations • I can write an invitation to somebody to invite them to an event • I can use good fine motor skills and precision with a range of small tools when creating decorations • I know that some places are special to members of my community • I understand that people have different beliefs and celebrate special times in different ways 	<p>Model using small world figures appropriate/ inappropriate responses- freeze frame within key person time</p> <p>Incorporate different cultural celebrations into the curriculum</p> <p>Have an event see Aspirations 3 and 6 for them to invite someone to as a celebration e.g. end of first year at school</p> <p>Look at different ways to celebrate the same celebration</p>	<p>Ramadan Eid-</p> <p>The most exciting Eid Zahra's blessing The Lost Ring</p>	<p>Sensory toys in the classroom</p> <p>Sweets often used within Eid celebrations</p> <p>Small world and role play resources of the cultural celebrations being learned about</p>