

Aspirations Framework

Grateley Primary

Early years

2022/2023



Intent

The intention of the aspirations framework is to provide a progressive model which will allow all children to demonstrate their growth in emotional, social, physical and academic areas. Children will receive the support needed to become interested and engaged learners who feel safe and inspired to attempt challenges and learn from mistakes.

Implementation

Children will be taught through progressive learning journeys as well as enjoying a varied and inspiring environment which allows them to demonstrate their learning and understanding. They will be involved and valued as learners, being given opportunities to pursue their own interests as well as work collaboratively with others. Through the use of resources and questioning, children will deepen their understanding and ability in the seven areas and adult knowledge of how children develop will support this process.

A good partnership with parents will be crucial to developing a sense of the 'whole' child. Opportunities will be taken to share proud moments and experiences from school and home, to allow children to see that their efforts are valued and respected.

Impact

The achievements of children will be observed through their play and their contributions and responses to learning journeys. Adults will spend time talking with and asking questions of the children to allow them to demonstrate progress towards the aspirations. The way children learn and their involvement and engagement will be as important as their recorded outcomes, when assessing the children.

The ultimate goal is to see happy children who are interested and excited by learning and who show resilience and bravery when faced with challenges. The aspirations framework will help adults to ultimately use their knowledge of the child to assess against the Early Learning Goals and to make a judgement as to children's readiness for year

1.



Aspiration:

To be able to use the scooters and trikes to **SAFELY MANOEUVRE** around **OBSTACLES** with appropriate **CONTROL** and **SPEED**



Be active and interested in the outdoor equipment.

Build up core body strength to be able to use and move the scooters and trikes.



Show the co-ordination, balance and strength necessary to confidently ride the scooters and trikes.

Have an awareness of themselves and the space around them, including others in that space, so that they can play safely on equipment.



Show the control and balance necessary to steer the scooters and trikes around given obstacles.

Have the confidence and control to build up speed but still manoeuvre safely and successfully around obstacles.



Aspiration:

To express and **SHARE** ideas and **OPINIONS** about **STORIES, INTERESTS** and **EXPERIENCES** using a rich range of **VOCABULARY** and **LANGUAGE** structures

BUTTERFLY



BUTTERFLY



Engage in story times and take an active part in activities and experiences. Use words and taught vocabulary in their play to express wants and ideas.



Use appropriate vocabulary in a range of contexts, to express ideas in clear sentences.

Listen to the ideas of others and respond appropriately.

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Use talk to organise their thinking and overcome problems.

Connect ideas to help explain themselves clearly to their listener.

PUPA



Aspiration:

Develop the **OBSERVATIONAL SKILLS** and **FINE MOTOR SKILLS** needed to **DRAW** pictures of the world around them, noticing and including the appropriate **DETAILS** and **COLOURS**.

Develop an interest in observing the world around them and noticing details in their environment.

Be able to hold a pencil correctly and apply the appropriate pressure to enable them to draw lines and shapes.



Develop the attention to look closely at what is in front of them, noticing shapes and colours.

Sit in a comfortable, upright position at a table and refine their pencil control, allowing greater care to be taken as they draw.



Show perseverance, refining and improving their drawings so that they are recognisable to others.

Notice colours and try to match appropriately.

Take pride in their creations and be able to talk about them with others, explaining what they have drawn.



Aspiration:

ENGAGE with stories and texts and begin to want to **READ** appropriate texts for themselves. Be able to **READ** these simple texts **ALoud**, with the correct **INTONATION**.

Engage with texts which are read to them, showing enjoyment and asking questions about characters and events.

Begin to recognise letter sounds and how to blend these sounds together to read simple words.



Show the confidence to try reading words for themselves, using known letter sounds and blending skills.

Be focussed when reading, persevering with decoding texts and re-reading to build up fluency.

Be able to read short sentences aloud in a familiar group.



Be able to decode appropriate texts independently and re-read for understanding. Build up reading stamina and begin to think how to read these texts aloud, with the appropriate intonation, showing understanding and enjoyment.



Aspiration:

To **ARTICULATE** ideas in a variety of contexts and be able to **WRITE** these for others to **READ**, using **RECOGNISABLE WORDS** and **PHONIC SKILLS** for **SPELLING**

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Verbally rehearse an idea using clear language structures.

Begin to recognise letters and their sounds, starting to form lower case letters correctly.



Add detail to verbal ideas using 'because' and 'and'. Segment simple words and write the corresponding letters, forming most so that they are recognisable.

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Rehearse a short sentence and then attempt to write separate words, segmenting each sound in order.

Form most letters correctly and space out words so others can read what is written.

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Aspiration:

Use '**BECAUSE**' to explain their **OPINIONS** or **ANSWER QUESTIONS** about **WHY** they think things have happened or **WHY** things have changed over time.

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Be able to give opinions about stories and real-life events, telling others what they think and listening to the ideas of others.

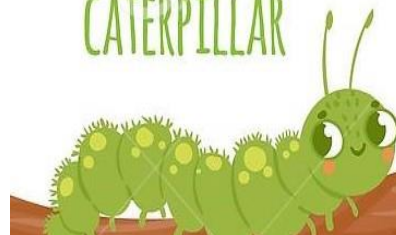
Ask questions about things that happen and recognise that things change over time.



Be able to explain ideas in full sentences and recognise that we extend these sentences using 'because' to give a reason for things.

Practise using 'because' in sentences to explain their own opinions and choices.

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Aspiration:

To be able to **MENTALLY RECALL** number **FACTS** for the numbers up to **10**.



Confidently count forwards and backwards to 10.
Be able to use 1:1 correspondence to count up to 10 objects and recognise the numerals to represent each number.

Have an understanding of more and less, recognising the value of numbers to 10.



Understand that addition combines numbers and totals more. Be able to use resources to complete simple addition number facts up to 10.



Recognise that different combinations of numbers can total the same amount.

Begin to mentally know some number facts for each of the numbers up to 10, using simple patterns in the number system to support this e.g. $1+9$, $2+8$, $3+7$



Aspiration:

To be able to **SHARE** resources in a larger **GROUP** and to recognise that we sometimes have to **WAIT** for the things that we **WANT**.

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Explore the different resources available and engage in play with a range of these.

Recognise that we are part of a larger group, understanding that we need to share and take turns with equipment.



Be able to express our wants verbally, using questions and talking politely to others in the group.

Be able to wait patiently for resources if they are already being used by others.

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Negotiate and compromise with others in the group.

Be flexible in our play, adapting ideas if things are not available immediately, and finding alternative resources to use for a purpose.

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Aspiration:

To use different materials and resources to **CREATE PROPS** that can be used to support their play.

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Explore the different resources in the environment.

Play co-operatively with others.



Introduce a narrative to their play, building on the ideas of others and extending their play.

Introduce resources, using their imagination to pretend that objects represent other things.

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Say what things are needed in their play and build these with different materials and objects in the environment.

Explain what they have made and show how these can be incorporated into their play.

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