

Aspiration 1

To build and celebrate positive relationships and think of others

Key Experience

To make a picnic to share with Bear Class and their Buddies



Physical Development

Talk about foods they enjoy and recognise which choices are more healthy;
Understand the importance of hygiene e.g. hand washing, tooth brushing;
Refine fine motor skills by engaging in activities such as threading, cutting, drawing and colouring, using tweezers, manipulating play-doh;
Be able to use a variety of small tools such as paintbrushes, pencils and scissors, knives;

Mathematics

Count objects, actions or sounds using 1:1 correspondence;
Compare numbers and amounts in different contexts using vocabulary of 'more', 'less', 'greater', 'fewer';
Recognise the measures of capacity, weight and length and use the correct vocabulary to describe these and make comparisons;
Find ways to measure using non-standard units;
Calculate simple addition and subtraction problems in different contexts
Share equally in different contexts

Literacy

Read individual letters by saying the sounds they make;
Choose the appropriate letter to represent the initial sound in a word;
Make marks in their play and talk about their 'writing' with an adult;
Blend sounds into words to read short words;
Write the correct letters to correspond with sounds they can hear in words;
Make purposeful marks/letter shapes in their play and be able to talk about what they represent, with an adult;
Read sentences aloud with some fluency and expression;
Write short sentences that can be read by others;
Use a capital letter and full stop to mark sentences;

Expressive Arts & Design

Begin to build their own props to support their play;
Become more confident with simple tools, using them safely;
Play co-operatively with a range of children and develop their ideas together;
Build on each other's ideas when playing co-operatively;

Communication and Language

Develop social phrases;
Begin to learn the rules of back and forth conversations;
Talk about their families and important people;
Hold conversations with friends and adults;
Use talk to help work out problems and organise thinking and activities;

PSED

See themselves as valuable individuals;
Build constructive and respectful relationships;
Express their feelings and consider those of others;
Follow instructions;
Express their own preferences and recognise that others may think differently;
Set themselves goals and work towards achieving them;
Show kindness to others and support friends;
Explain ways to stay healthy and understand the benefits of this;

Understanding the World

Name and describe people who are familiar and important to them;
Recognise that people celebrate special times in different ways;
Understand the different seasons and recognise some of the changes they see happening around them;
Explore the world map and show an interest in finding different countries with different climates (where food comes from);

Aspiration 2

To manoeuvre obstacles safely and show control and co-ordination in their movements

Key Experience

To work together to build and complete an assault course



Communication and Language

Have the confidence to speak in front of familiar people, in small groups;
Hold conversations with friends and adults;

Begin to connect ideas with a range of connectives;

Use talk to help work out problems and organise thinking and activities;

Explain how things work and why they might happen;

Articulate ideas and thoughts in well-formed sentences;

Physical Development

Begin to use large outdoor equipment e.g. pedalling a trike or moving a scooter;
Build core body strength by lifting and moving resources;

Be able to negotiate obstacles in the environment and move safely at the appropriate speeds;

Build assault courses and tracks that require different movements and negotiate these safely;

Combine different movements, changing ways of moving, speed, direction and level;

Literacy

Make purposeful marks/letter shapes in their play and be able to talk about what they represent, with an adult;

Write the correct letters to correspond with sounds they can hear in words;

Spell some words by identifying the sounds and writing corresponding letters;

Show an interest in information texts, using them to find out more about a topic, with the help of an adult;

Write short sentences that can be read by others;

PSED

Recognise the need for a healthy diet and exercise;

Give attention to the teacher;

Begin to regulate their behaviour in different situations;

Work in pairs and groups, moderating behaviour as necessary;

Become increasingly resilient when faced with challenges;

Explain ways to stay healthy and understand the benefits of this;

Show an interest in learning and seek to be involved in activities;

Understanding the World

Talk about where they live and draw simple maps to represent their homes and local area;

Describe what they can see, hear and feel whilst outside, using all of their senses;

Mathematics

Count objects, actions or sounds using 1:1 correspondence;

Use a variety of materials to build and construct, showing spatial awareness to fit pieces together by rotating and manipulating shapes;

Have an awareness of periods of time;

Recognise the measures of capacity, weight and length and use the correct vocabulary to describe these and make comparisons;

Sort and describe resources and shapes, looking for similarities and differences;

Expressive Arts & Design

Begin to make creations with others, sharing resources;

Persevere with their creations, overcoming problems in the making process;

Return to and build on previous learning, shaping ideas to overcome problems;

Return to creations to make improvements and try different approaches;

Aspiration 3

To show an interest in learning more about topics and communicating their ideas with others

Key Experience

To become an 'expert' on a chosen topic and share their knowledge with the class



Communication and Language

Understand how to listen carefully and why listening is important;
Ask questions to find out more and to check understanding;
Have the confidence to speak in front of familiar people, in small groups;
Use new vocabulary in different contexts;
Begin to connect ideas with a range of connectives;
Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary;
Articulate ideas and thoughts in well-formed sentences;

Physical Development

Build strength and co-ordination by using indoor and outdoor equipment;
Be able to sit upright at a table;
Refine fine motor skills by engaging in activities such as threading, cutting, drawing and colouring, using tweezers, manipulating play-doh;
Have a comfortable and correct grip on a pencil;
Be able to use a variety of small tools such as paintbrushes, pencils and scissors;

Literacy

Read individual letters by saying the sounds they make;
Blend sounds into words to read short words;
Understand the role of information texts and engage with these to ask questions about topics;
Read sentences matched to their phonic knowledge;
Spell some words by identifying the sounds and writing corresponding letters;
Show an interest in information texts, using them to find out more about a topic, with the help of an adult;
Write short sentences that can be read by others;
Use a capital letter and full stop to mark sentences

PSED

Give attention to the teacher;
Think about the perspectives of others and show respect when listening to their ideas and memories;
Become increasingly resilient when faced with challenges;
Express their own preferences and recognise that others may think differently;
Show an interest in learning and seek to be involved in activities;
Challenge themselves by asking questions and listening to the ideas of others;

Understanding the World

Take an interest in exploring the natural world around them and talk about some of the features of their immediate environment;
Recognise how familiar things have changed over time e.g. homes, school...
Recognise some differences between different environments using stories and non-fiction texts;
Ask questions about the natural world and record answers using observations, drawings, conversations and play;
Ask questions and find out about natural processes such as floating and sinking, freezing and melting....

Mathematics

Understand that time passes and things change over time;
Recognise key times of the day and be able to sequence these using 'before' and 'after', 'later' and 'earlier';
Sort and describe resources and shapes, looking for similarities and differences;

Expressive Arts & Design

Play co-operatively with a familiar friend;
Return to and build on previous learning, shaping ideas to overcome problems;
Build on each other's ideas when playing co-operatively;

Aspiration 4

To be part of the wider school community, understanding the part they play and how to adapt their behaviour accordingly

Key Experience

To take part in Sports Day, working with their 'house' team to earn points



Communication and Language

Hold conversations with friends and adults;
Have the confidence to speak in front of familiar people, in small groups;
Talk about their families and important people;
Talk about their families and important people;
Use talk to help work out problems and organise thinking and activities;
Articulate ideas and thoughts in well-formed sentences;

Physical Development

Develop the skills needed to negotiate the school day (lining up, walking through corridors...);
Demonstrate an ability to move in different ways including walking, jogging, running, jumping;
Be able to talk about how to move around and complete a physical activity safely in the space available;
Develop ball skills; throwing and catching, kicking and aiming;
Engage in simple ball games with rules and teams;
Combine different movements, changing ways of moving, speed, direction and level;

Literacy

Recognise and write their name;
Make purposeful marks/letter shapes in their play and be able to talk about what they represent, with an adult;
Talk about events and characters in stories and begin to predict actions;
Form recognisable lower case and upper case letters;
Write short sentences that can be read by others;

PSED

See themselves as valuable individuals;
Express their feelings and consider those of others;
Understand the need for rules and see themselves as part of a community;
Begin to regulate their behaviour in different situations;
Begin to show resilience even when things are challenging;
Know the routines of the class and school and explain why it is important to follow them;
Work in pairs and groups, moderating behaviour as necessary;
Set themselves goals and work towards achieving them;
Show kindness to others and support friends;

Understanding the World

Talk about their community and familiar people;
Recognise that people have different types of families and find similarities and differences between themselves and others;
Recognise some similarities and differences between life in this country and life in other countries;
Understand the different roles people play in society and begin to think about what they might like to be when they grow up

Mathematics

Begin to find 1 more/less using practical resources;
Recognise the symbol for numbers to 10;
Compare numbers and amounts in difference contexts using vocabulary of 'more', 'less', 'greater', 'fewer';
Understand the concept of addition and subtraction, counting all and then beginning to count on/back using resources;
Find ways to make the numbers to 10;
Calculate simple addition and subtraction problems in different contexts;

Expressive Arts & Design

Play alongside others, talking about what they are doing and sharing resources;
Perform in front of others;
Play co-operatively with a range of children and develop their ideas together;
Return to and build on previous learning, shaping ideas to overcome problems;
Build on each other's ideas when playing co-operatively;

Aspiration 5

To talk about the changing environment around them and recognise similarities and differences with places around the world;

Key Experience

To create a scrap book to demonstrate the changing seasons and their effects on nature, in environments around the world;



Physical Development

Talk about how to use the roads safely and demonstrate safe pedestrian behaviour;
Be able to talk about how to move around and complete a physical activity safely in the space available;
Be able to talk about their own experiences and routines as well as the lifestyles of different characters in storybooks;
Continue to develop fluency of movement and control when playing;

Understanding the World

Recognise that the environment changes through the year and begin to talk about the change of seasons;
Explore the changing local environment; gather evidence of changes through drawings, use of colour, gathering objects....;
Explain some of the changes they see happening in the natural world around them;
Recognise some differences between different environments using stories and non-fiction texts;
Understand the different seasons and recognise some of the changes they see happening around them;
Ask questions about the natural world and record answers using observations, drawings, conversations and play;

Literacy

Answer questions about what is read to them;
Understand the role of information texts and engage with these to ask questions about topics;
Read sentences matched to their phonic knowledge;
Spell some words by identifying the sounds and writing corresponding letters;
Show an interest in information texts, using them to find out more about a topic, with the help of an adult;
Write short sentences that can be read by others;

Expressive Arts & Design

Explore different art resources to discover how to use them and their effects;
Be able to talk about what they have created and what it represents;
Take care and time with creations; drawing with some detail and creating shapes, form and colour appropriate for what they are making;
Take the opportunities to use music in their play; creating mood and matching instruments and music to characters;
Draw carefully, observing shape, colour and form to create recognisable pictures;
Build on each other's ideas when playing co-operatively;

Communication and Language

Ask questions to find out more and to check understanding;
Learn new vocabulary;
Use new vocabulary in different contexts;
Begin to connect ideas with a range of connectives;
Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary;
Explain how things work and why they might happen;
Articulate ideas and thoughts in well-formed sentences;

PSED

Think about the perspectives of others and show respect when listening to their ideas and memories;
Express their own preferences and recognise that others may think differently;
Give attention to the teacher even when involved in activities;
Express their interest in topics and ask questions to find out more;
Show an interest in learning and seek to be involved in activities;
Challenge themselves by asking questions and listening to the ideas of others;

Mathematics

Compare numbers and amounts in difference contexts using vocabulary of 'more', 'less', 'greater', 'fewer';
Talk about shapes in the environment and begin to describe these using simple vocabulary;
Count beyond 10, recognising the pattern of the teen numbers and the wider number system;
Have an awareness of periods of time such as days of the week, how long lunchtime is....;
Sort and describe resources and shapes, looking for similarities and differences;

Key tasks

Aspiration 1:

Reading and following simple instructions
Weighing and measuring ingredients
Sharing ingredients
Writing an invitation to their buddies
Choosing a setting
Finding out where different foods come from
Comparing preferences
Thinking of others' likes and dislikes
Role play special times together
Consider other special times we celebrate and how
Considering a healthy diet
Building relationships
Hygiene

Aspiration 2:

Drawing maps of home and surroundings – maps of our assault courses
Co-operative building
Returning and improving ideas
Practising different moves
Timing assault courses/circuit training
Recording and improving personal bests
Instruction writing
Signs
Practising skills
How to stay fit and healthy – why it's important
Healthy eating
Learning about famous athletes

Aspiration 3:

Asking questions of various topics
Role playing experts – creating props to support play

Visitors to talk about their jobs/interests
Information texts
Presenting knowledge through pictures, writing, orally
Being aware of others' interests
Learning to listen carefully to others
Performing in front of others
Looking at changes over time

Aspiration 4:

Creating class charter
Taking part in assemblies and whole school events
Using stories and information from visitors to find out about the local community
Comparing communities with those around the world
Recognising/role playing different roles in a community
Talking about families and important people – where do they fit in
Recognising class rules and school rules
Working towards house points
Being able to tally and count up totals
Recognising more/less in competitions
Working as part of a pair/group/team to complete challenges e.g. junk modelling, maths problems, jigsaws
Reading and retelling stories – looking for the theme of teamwork
Name games – getting to know class and then buddies and then wider school
Paired activities with other classes – reading stories, making something, field trips...

Aspiration 5:

Welly walks
Playground maps
Postcards from around the world – exploring different environments
Tree tallies etc
Shape hunt/Colour hunt
Poetry
Labelling objects we find to represent the seasons
Sketching
Viewfinders
Use of pastels/paint
Use of music to represent the seasons (classical)
Dance – conkers/snowflakes/walking in the rain/the sun has got his hat on

Creating the sketch books with photos/pictures/labels

Weather station

World map work

Safari/Ice expedition/Jungle adventure etc role play using props

Bird watching and tallies

Planting and growing in different seasons

Butterflies

Stories from around the world

Character/settings

Information books/internet/e-books