

Aspiration: Children are confident members of the class, who feel safe, secure and supported to join in with school life and school challenges and are confident to communicate and interact with others.

Why this particular aspiration? Our children’s social development was interrupted at age 2 by COVID and many missed out on attending playgroups with parents and had their pre-school experiences interrupted and shortened. Consequently many have been cautious in their play and interaction with others at pre-school, choosing to talk less and play with younger children.

	Autumn Milestones	Spring Milestones	Summer Milestones
Communication & Language	Understand how to listen carefully and why listening is important. Give simple views of what they do and don’t like about a story/subject. Use new vocabulary in different contexts. Begin to use talk to solve problems, organise thinking etc. Learn rhymes, poems and songs. Ask questions to find out more .	Articulate their ideas in well- formed sentences. Use talk to collaborate with peers working towards a shared goal. Use talk to reflect on their learning and to ask for help if necessary.	Describe events in some detail, using full sentences and past, present and future tenses. Use talk to help work out problems and organise thinking
Physical Development	Develop gross and fine motor skills. Explore the environment, including the challenge trail and Upham Rec. Join in with jogs in the grounds and stretching and strengthening exercises for core and fine motor control.	Continue to develop pencil control and a comfortable pencil grip, and develop the foundations of handwriting style. Use school hall apparatus to develop gross motor skills, core strength and balance. Join in with confidence with outside PE sessions developing gross motor skills for sport.	Display strong gross and fine motor skills, with a good level of balance, agility and coordination, which allow children to manage both large and small tools and to control wheeled play equipment confidently and safely.
Personal, Social & Emotional Development	Learn to share toys and objects with others and to take turns. Treat school equipment and toys respectfully. Begin to see themselves as a valuable individual, sharing information about their families and their interests. Begin to build constructive relationships with classmates, buddies and school adults. Carry out our classroom rules and routines. Join in with different ring games, singing games and large group games.	Express their feelings and consider the feelings of others, help others willingly. Join in with different types of play with different groups of children to think beyond the here and now to see another perspective. Be at ease playing in the school grounds and attending assemblies. Show resilience and perseverance in the face of challenge, we don’t give up in Class1.	Be willing to make mistakes and learn from them – grow your brain! Enjoy being part of their class and undertake group and class challenges. To set and reach a goal they have set themselves.

Literacy	<p>Begin to explore books in the environment. Enjoy listening to stories read aloud. Recognise that print carries meaning. Blend sounds into words. Make up helicopter stories to share with class.</p> <p>Begin to write sounds and segment to spell simple words or initial sounds. Use some mark making in their play, including some letters from their names</p>	<p>Begin to mark make in play using taught letter sounds. Begin to read some letter groups that each represent one sound and begin to read words. Write simple CVC words and some taught tricky words. With adult support, begin to write short phrases. Read books containing taught sounds and some common exception words. Discuss different stories and ask questions about the plot. Give own views on what might happen next. Use story prompts and stones to make up stories.</p>	<p>Read and enjoy books of a suitable level, containing taught sounds. Share stories beyond phonics reading level. Write simple sentences for purpose. Imitate and innovate simple stories.</p>
Maths	<p>Sing counting songs and rhymes, recognise when amounts are decreasing, increasing and compare groups of objects. Recognise numerals of personal significance. Represent, compare and composition of numbers to 5. Explore the properties of 2d shapes. Counting forwards and backwards from 10.</p>	<p>Subitise amounts 1-5. Comparing 2 groups and comparing numbers to 10. Begin to identify number bonds within in 10. Use reasoning and sentence stems to explain their mathematical thinking.</p>	<p>Demonstrate secure understanding of number facts up to ten using a range of resources. Identify numerals to 20. Use sharing and grouping to work out problems. Complete simple calculations and begin to record.</p>
Understanding the World	<p>Understand that people are different from themselves and show interest in what others have to say. Share “All About Me” books sharing information of family and their personal history, and ask and answer questions about other class members. Recognise seasonal change and use senses to explore these changes in our school grounds and the village. Use a class month timeline to develop understanding of past and present</p>	<p>Explore our village, noting key physical and human features. Make maps of our grounds and our village and look at these places on maps. Explore beyond our village and catch a bus to Bishop’s Waltham. What shops and services can we identify and how do they help us? Meet important members of society, such as a nurse, police, dentist, librarians, and find out more about them. Create pictures and models of springtime.</p>	<p>Investigate the past through stories and visitors. Join in and hear older people’s experiences on bring a grandparent to school day, understanding that other people have had different life experiences to themselves. Children talk about the lives of others, including key historical figures. They will encounter technology in differing ways in farm vehicles, hospitals, schools, libraries and homes, and in stories and videos.</p>
Expressive Arts & Design	<p>Share songs and rhymes in class. Learn to represent objects in drawing. Explore collage, paint, printing, modelling, musical instruments.</p>	<p>Expand children’s bank of songs and rhymes they know by heart and share with peers. Use specific tools with increasing dexterity, such as scissors, glues, tape dispensers, making choices of which materials and methods to use based on increasing experience. Respond to music and represent some music making using own notation.</p>	<p>Produce different pieces of art work using methods based on artists studied, such as Matisse or Seurat. Use a range of tools to create drawings and models for specific purposes. Perform and participate in singing/musical activities.</p>