

**Aspirations:** Follow a recipe to make and bake my own food.  
 Invite my family to come to our fundraising cafe.

**Why this particular aspiration?** Our children go to school in a rural setting and as such need to widen their knowledge and understanding of the purpose of farms and their role in the food chain. We also want our children to become aware of areas of society that require the efforts, contributions and kindness of others to live a better life.

Autumn Milestones		Spring Milestones	Summer Milestones
Communication & Language	Children form positive relationships with peers, using language to share their thoughts and ideas. They begin to share these with the wider class.	Children use talk to organise thinking and clarify understanding. They ask questions to find out more and to check their understanding. They use vocabulary related to achieving the final aspiration.	Children work collaboratively and discuss instructions to achieve a shared goal.
Physical Development	Children begin to develop gross and fine motor control. Children explore their environment, running, jumping and climbing. They begin to take risks with their movements.	Children begin to develop good precision and control to achieve a desired outcome. They can dig and transfer materials accurately into containers when planting, and can control the amount of effort needed when mixing recipes to contain mess.	Children use a range of tools and cooking materials as well as fine motor skills such as kneading and mixing.
Personal, Social & Emotional	Children see themselves as valuable individuals, identify their own preferences, favourite foods, favourite past times. They can give simple views on helping others in society.	Children work collaboratively with their peers, turn taking and sharing resources. They begin to demonstrate greater responsibility for their own hygiene, for example the need for hand washing, and can explain why this is important.	Work collaboratively with a small group to follow a simple recipe, developing understanding of basic food hygiene.
Literacy	Children share stories about different characters. They read individual letter sounds. Begin to segment words and apply simple taught sounds from phonics sessions to writing for purpose within Discovery Time.	Children read and explore a range of non-fiction texts. Read stories about trees, plants, food, farms, growing, cooking, other cultures, etc. With adult help, children read and follow simple instructions for making cakes.	Children write simple sentences to describe food, taste and textures. Write invitations to families and a thank you letter to a farmer. They explore reading and writing recipes for use in the mud kitchen. Children create menus and signs for use in role play café. Read and follow instructions in small groups for making cakes.

Maths	<p>Children recognise numerals in context and understand that they represent different amounts. They begin to compare greater and smaller, more and fewer. Children begin to learn simple number facts and apply these using concrete resources. They begin to use the language involved in measurement – comparing items by size/ weight etc. Children investigate balance scales and different sized containers in the sand and water trays.</p>	<p>Children begin to select appropriate tools for measuring with greater independence. Children begin to compare weight and capacity. Children compare amounts using mathematical language. Children begin to complete simple calculations using concrete objects.</p>	<p>Children follow instructions in order to ensure the recipe works properly. They weigh and measure ingredients.</p>
Understanding the World	<p>Children begin to understand that different objects are made from different materials and some are natural and some are manmade. Children begin to explore scientific concepts through play. Children talk about their families and people important to them. Children are introduced to the fact that not all families have enough of everything for a comfortable life – connect to giving for Harvest. Children identify things they like to do and have – compare their lives to children being helped by Children in Need. Children begin to consider things they would miss if they didn't have them – link to selecting a charity for Nativity fund raising.</p>	<p>Children can identify properties of materials. Children begin to develop understanding of where food comes from and that food comes from different sources, such as trees, shops, markets. Children plant flower and vegetable seeds and care for plants as they grow. Children find out about differences in lifestyles in different countries through short video clips and stories. They are introduced to UNICEF's Rights of the Child and article 24 with children's rights to safe water to drink, nutritious food and a clean and safe environment to live in, and are introduced to charities that help some very deprived areas of the world – water in Nigeria through Unicef..</p>	<p>Children visit a farm and begin to understand the importance of farms in providing much of the food we eat. Children will recognise that some changes that occur in food when heated or cooled. Children can talk about different ways charities can help others. They can make choices about who they would like to help with their fundraising café.</p>
Expressive Arts & Design	<p>Children independently access and use different tools within the classroom and outside. Children explore the environment and create. They begin to talk about their creations.</p>	<p>Children select resources needed for mixing and measuring. They begin to familiarise themselves with these tools. Children practice making models and pictures for specific purposes.</p>	<p>Children will use tools such as knives and spoons to create their recipes. Children create role play cafes where they use props they have created, such as menus, signs, food creations, in their play.</p>