

Make a book with pictures and words to share with others

First milestone	Second Milestone	Third milestone	Final milestone
<p>Children develop a comfortable pencil grip and can trace over lines in different directions and different orientations. They can identify initial sounds in words orally and begin to recognise rhyme and alliteration when sharing stories. Children read individual letters by saying the sound for them. They can write their name by either tracing over the words, or copying the words from a name card, writing from left to right. Children listen to stories read to them.</p>	<p>Children start to blend sounds into words and segment words into sounds for reading and writing. They first do this orally and then from left to right with print. Children try to make vc words with magnetic letters and then cvc words, and try to write these words too when introduced to letter formation through a memorable phrase, normally as a guided activity. Children begin to use emergent writing in their play with random shapes and letters being written on paper. Children begin to join in with repeated refrains in stories and to make prediction and ask questions as to what could happen next in a story. Children might try composing their own helicopter stories for sharing or performing.</p>	<p>Children begin to learn some common exception words and high frequency words to read by sight. Children start to learn and recognise some digraphs and trigraphs individually and then recognise and read these within words. Children begin to recognise syllables in words and break words into syllables when segmenting and spelling words. With scaffolding, children begin to write words and phrases to identify pictures or to express something. They know that sentences start with a capital letter and finish with a full-stop but probably do not use these consistently in their own writing. Children join in with talk for writing activities, including making story maps, stepping out stories, retelling stories and changing key characters and events in a story. They enjoy joining in with helicopter stories others have written, or making up their own helicopter stories.</p>	<p>Children write short sentences to express an idea, using words with known sound-letter correspondences. They try to use a capital letter and a full-stop when writing a sentence. They re-read their sentence as they write to ensure it makes sense. Children make their own book based on something that interests them, to share with others. It may be a short story or an information book, and it may be written in short sentences or phrases with labels. Each piece of writing is to be presented as a book with a front cover and pictures to accompany the writing.</p>

Plan and provide a picnic for one of the new families

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<p>Children are able to represent and compare numbers to 5. They can identify if one amount is more or fewer than another and can investigate the different compositions of a number such as 2 and 2, or 3 and 1 for 4. They can touch count accurately with numbers to 5 and beyond and realise that the final number they say represents the whole amount. They can count out a given amount on to a 5 frame. The children can make repeating AB patterns with colours or shapes.</p>	<p>Children can identify the shapes circle, triangle, rectangle, square and discuss types of sides and amounts of corners to support their identification. Children can identify and investigate different compositions of numbers to 10. They can touch count accurately to check an amount and are starting to arrange different amounts in different ways on tens frames. Children continue to investigate repeating patterns with 2 criteria, but increase complexity with ABB or AAB patterns.</p>	<p>Children continue to identify and compose numbers above 10. They understand that "teen" numbers are composed of ten and some more. They accurately count larger amounts above 10. They can also count on and back from different numbers to 20. Children begin to share out amounts and understand that everyone must have the same amount if it is to be fair. Children will also see that some numbers will not share equally and consider what to do in a play picnic context. Children will have experience of sharing fruit fairly for snack time. Children continue to investigate repeating patterns and investigate ABC patterns.</p>	<p>Identify how many plates, knives, forks and spoons you would need to provide a teddy bear's picnic for 1 family. Calculate by sharing how many triangle/square sandwiches they could have each if we started off with a number divisible equally by the amount of people in the family. Calculate how many carrot sticks we would need for the family if everybody wanted 4 each and calculate how many cucumber sticks we would need if everybody wanted 5 each. Design and make a repeating patterned fruit kebab with at least 3 different types of fruit for each family.</p>

Make a decorative clay tile

First milestone	Second Milestone	Third milestone	Final milestone
<p>Children learn how to manipulate play dough with their hands, Practise: rolling playdough into balls Flatting play dough in between palms. Pounding playdough. Pinching playdough with fingers Pushing fingers into playdough Twisting playdough Squeezing playdough Include dough disco activities</p>	<p>Continue dough discos. Use rolling pins to flatten playdough. Practise rolling to different thicknesses. Practise using different tools to cut playdough with. Use clay tools to experiment with mark making - try shallow marking, scoring and deeper cuts. Use different implements to create impressions, such as paintbrush ends, forks, matchsticks etc Practise removing layers Use playdough cutters through different thicknesses of playdough to create different shapes.</p>	<p>Look at different clay tiles for ideas. Draw different ideas on to paper - patterns/shapes/ animals/faces/ building/vehicles etc. Practise making above ideas in playdough and clay. Take photos of pieces you are proud of. Press natural materials into salt dough, such as leaves, flowers. Try pressing lightly, medium, hard, and then removing the material. What produces the best imprint? Leave flowers in the clay - how does that look when dry?</p>	<p>Draw your final design onto a piece of paper. Roll out a piece of clay into a tile shape. Score and name the back. Create your own pattern using different implements, being guided by your design. When dry, paint if desired. Evaluate your tile: What do you like about your tile? What could you improve on?</p>

References: clay flower tiles - Primrose Hill school Camden

<https://www.dailymotion.com/video/x7xpd6c> - clay tile making demonstration by teacher - kapow art y2 skills craft using clay

Natalie Blake Studios - textured tile gallery

Clay relief tiles for kids with air drying clay <https://artfulparent.com/create-colorful-clay-relief-tiles-for-kids-with-air-drying-clay/>

Making nature print clay hangers 5 min video <https://www.youtube.com/watch?v=Np9RCjgkhHM>

Clay leaf prints short video <https://www.youtube.com/watch?v=VGeygrfKZk>

Complete Class 1's Great Physical Challenge

First milestone	Second Milestone	Third milestone	Final milestone
<p>Be prepared to try out using different wheeled toys in the outside area - can you make them go forward or backwards? Can you peddle a tricycle? Explore traversing the challenge trail - can you cross the bridge, climb the ramp and descend the opposite ramp? Can you cross the balance beam with rope supports? Can you hang from the lower bar? Can you follow instructions for simple ball games? Can you catch a large ball thrown from close proximity? Use NHS gross/fine motor programmes to build body strength.</p>	<p>Ride a balance bike across the playground. Begin to use a 2 wheeled scooter to travel a short distance of 1 or 2 metres. Find ways of moving up, down and across the hall wall bars. Walk and balance along a bench independently and then progress to walking along an upturned bench/ balancing beam with support? Can you hang from the monkey bars - can you move to the next monkey bar? Can you throw a large ball to hit a target? Can you throw a large ball underarm for a friend to catch? Can you catch a large ball thrown by a friend - moving to catch it if you have to? Can you kick a ball a short distance to a partner, can you stop a ball with your foot kicked to you?</p>	<p>Ride a two wheeled scooter across the play ground Increase the ease of using balance bike - can you make it move slow and fast, can you raise your feet off the ground at times when you travel on the balance bike? Can you ride the bike between slalom cones? Can you ascend the challenge trail slope safely using the rope to pull yourself up? Can you descend the challenge trail safely using the rope to lower yourself? Can you ascend/descend the challenge trail using the netting? Can you walk across the balance beam indepdently?</p>	<p>Complete the challenge circuit: Ride a 2 wheel scooter around a course on the playground. Move to the challenge trail and step over the challenge trail stepping stones and then move along the suspended balance beam and log balance beam. Run up the tower and descend the rope to the ground. Ride a balance bike around the school field. Run through the low hurdles and then aim and throw 5 beanbags into a hoop. Run to an adult and throw and catch a ball with the adult 10 ten times. Dribble a football in and out of cones and shoot a goal. Run to the hall and bunny hop along a bench. Travel along a second bench on to a ledge and jump and safely land on to a mat. Walk along the balance beam and either climb or swing on a rope. Move to the wall bars and move across the bars from one side of the hall to the other. Finally, swing across the monkey bars.</p>

To Tell a Story to a small group/class

First milestone	Second Milestone	Third milestone	Final milestone
<p>To follow rules for circle-time of speaking when you have the toy and listening when you don't.</p> <p>To talk to children during circle times about things which interest/please them.</p> <p>To follow and carry out our carpet time rules.</p> <p>To be able to sit and concentrate and listen to a story at class story time.</p> <p>To say what they like/don't like about a story using specific vocabulary, limiting pointing to identify objects and limiting use of pronouns <i>this, that</i> and pointing.</p>	<p>To join in with repeated phrases of stories, such as "I'll huff and I'll puff and I'll blow your house down".</p> <p>To act out stories using role play, puppets.</p> <p>To ask questions to find things out about a story.</p> <p>To identify characters, settings, problems and solutions in stories.</p> <p>To make own story map of a told story based on one created in shared reading/writing.</p> <p>To join in with whole class retelling/imitating of a story using a story map.</p> <p>To use introduced vocabulary in your retelling of a story.</p> <p>To make up simple helicopter stories/stone stories.</p> <p>To speak to a group about things that interest you using complete sentences.</p>	<p>To speak in whole sentences using present, past and future tenses.</p> <p>To join in with discussions and suggestions regarding a story.</p> <p>To innovate a story by changing key characters/settings/words and altering on a story map.</p> <p>To use some time connectives, such as first, after that, next/ sentence openers, such as once upon a time, one day, later on, eventually, to connect ideas/actions of your story.</p> <p>To use connectives because, so, and in retellings.</p> <p>To use revised story map to tell story.</p> <p>To use story stones to create a story using the story sequence precedent of character, setting, problem, solution.</p> <p>To tell your story by creating and following your stone sequence.</p>	<p>Plan your story using pictures or story stones.</p> <p>To improve your story by adding precise/new vocabulary/ repeated refrains to either your stones or story map.</p> <p>To speak clearly and in sentences when telling your final story to either a small group or the class.</p> <p>To answer any questions posed to you about your story.</p>

To invent and teach a game to a friend

First milestone	Second Milestone	Third milestone	Final milestone
<p>Listen attentively to simple instructions for how to play a game.</p> <p>Take part in a variety of turn taking games and board games such as pairs, snap, snakes and ladders etc.</p> <p>Take part in whole class games such as What's the Time Mr Wolf, Stuck In the Mud, Simon Says.</p> <p>Take part in party games such as musical chairs, keeper of the keys, hokey cokey.</p>	<p>Take part in simple team games, eg relays, tunnel ball, football, dodgeball.</p> <p>Think of games and activities we could do to keep ourselves warm in the winter weather.</p> <p>Understand and follow more complex instructions when undertaking games in PE.</p> <p>Play Simon Says and be the person that gives instructions.</p>	<p>Join in with composing questions, statements and commands in groups.</p> <p>Understand that a question requires a reply (as in What's the time Mr Wolf?),instructions tell us how to do something (such as the rules of a game) and a command tells us to do something (such as when playing Simon Says).</p>	<p>Provide instructions to a friend for how to play a game.</p> <p>Think about what resources you will need - will you need a board, a dice, counters, a ball, beanbag, hoops etc - are there any things you need to make?</p> <p>Think about where the best place to play your game would be - indoors/outdoors, at a table, on the floor.</p> <p>Think about what you need to do to play the game and win the game.</p> <p>Think about how you could demonstrate playing the game to your friend.</p> <p>Think about how you would answer questions from your friend.</p> <p>Think about how you would use the imperative tense to give clear instructions.</p> <p>Have fun playing your invented game together.</p>

To grow a flower display

First milestone	Second Milestone	Third milestone	Final milestone
<p>To observe changes in plants and trees during the season of Autumn. Know and observe that trees and plants die back at this time of year, shedding leaves and sometimes producing nuts. Know that these nuts are seeds to potentially grow further trees from. Examine the seeds of different vegetables and flowers that are available for harvesting in Autumn. Collect seed from runner beans, pumpkins and flowers to store over winter for planting later.</p>	<p>Know that the weather becomes colder in Autumn and Winter and many native plants do not grow flowers or fruit at these times. Observe and record new growth in school grounds and local area.</p> <p>Know that many fruit and vegetables have different shaped, sized and coloured seeds inside which can then grow into further plants - draw and paint representations of these. Plant some early flower seeds to observe how they germinate and grow.</p>	<p>Plant seeds into compost. Observe how seeds produce a shoot and roots when germinating and know that strong roots are essential for growth for feeding and supporting the plant. Care for seedlings as they grow with water, heat and sunlight. With help, transplant seedlings into individual plugs and continue to care for plants. Observe the occurrence of buds and blossom of trees in Spring, drawing pictures of same and knowing that Spring brings longer warmer days which encourage growth in plants. Note how summer brings lots of sustained new growth in trees and plants.</p>	<p>Plant seedlings into final positions in a tub of compost and care for them to ensure they flower and grow. Ensure they receive sunlight and water, and enough heat to ensure they thrive.</p>

To grow a garden in a tub

First milestone	Second Milestone	Third milestone	Final milestone
Observe how plants and trees change and decline in Autumn. Note how trees lose leaves but some produce seeds in the form of acorns, nuts, conkers etc.	Explore Seeds in fruit and veg Observe buds growing on trees, shoots coming through ground. Explore different plants growing in different areas of the school and the village.	Plant seeds Care for them with heat, water, light. Care for them with planting into plugs. Explore formal gardens in Bishops Waltham.	Using knowledge of flower planting and how seeds we have planted will produce flowers, draw a simple plan of flowers you would like to grow in a display. Plant up seedlings to match your plan. Care for your seedlings to enable them to grow into a display.

To create a flower display

Milestone 1	Milestone 2	Milestone 3	Final Milestone
To observe changes in plants and trees during the season of Autumn. Know and observe that trees and plants die back at this time of year, shedding leaves and sometimes producing nuts. Know that these nuts are seeds to potentially grow further trees from. Examine the seeds of different vegetables and flowers that are available for harvesting in Autumn. Collect seed from	Know that the weather becomes colder in Autumn and Winter and many native plants do not grow flowers or fruit at these times. Observe and record new growth in school grounds and local area. Know that many fruit and vegetables have different shaped, sized and coloured seeds inside which can then grow into further plants - draw and paint representations of	Plant seeds into compost. Observe how seeds produce a shoot and roots when germinating and know that strong roots are essential for growth for feeding and supporting the plant. Care for seedlings as they grow with water, heat and sunlight. With help, transplant seedlings into individual plugs and continue to care for plants. Observe the occurrence of buds and blossom	Plant seedlings into final positions in a tub of compost and care for them to ensure they flower and grow. Ensure they receive sunlight and water, and enough heat to ensure they thrive.

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