



Our EYFS Aspirations



Children understand and celebrate diversity within their classroom and within the wider world.

Children have developed storytelling skills and a love of reading.

Children learn to respect and care for themselves, living things and the environment.

Children have a range of strategies to help them express and manage their emotions.

Children know how to ride a pedal bike.

Children plan for and host a celebration to showcase a creation.

Our EYFS Aspirations

Children understand and celebrate diversity within their classroom and within the wider world.

First Milestone

Children build relationships with peers and adults, settling into routines and contributing to the making of a class charter linked to children's rights. They start their EYFS journey with the topic 'All About Me'. The children identify what makes them special and share and compare likes and dislikes with one another. Photos of families are taken at the home visit and displayed in class for children to discuss as they begin to understand one another's family build up and recognise differences between families. A baby photo gallery is built with the class for children to explore how they have grown and changed through the years. Children will be able to identify 'people who help us' within their local community. Languages spoken in class will be displayed on each class 'Welcome' sign and children know greetings in each different home language. Children will understand that every child has the right to learn and use the language of their family.

Second Milestone

Children will explore the concept of 'same' and 'different', celebrating similarities and differences between themselves and their peers and others in the wider world. They will explore feelings and emotions, identifying similarities and differences between these also. Texts will be shared within daily stories that act as a mirror, a window and a sliding door to diversity within the classroom and the wider world. Children will produce Art work to celebrate and share their family culture. Children will learn different religious celebrations such as Diwali and Christmas. They will be able to identify some key facts about how Christmas is celebrated in other countries and will think about and share how Christmas (and other events) are celebrated within their family. The children will develop their understanding and share experiences of British New Year celebrations and then Chinese New Year celebrations. Children will understand that every child has the right to freedom of thought, belief and religion.

Third Milestone

Children will explore their local area and further develop their understanding of their community build up and cultural capital. They will learn about life in other countries and identify similarities and differences between contrasting environments. Children will know the basic structure of travelling abroad on a plane. They will identify food, language and monuments in France and know that Paris is the capital city. The children will learn to say 'Hello' and 'Goodbye' in French ready for their transition into Year 1 where they will have French lessons.

Final Milestone

By the end of the year it is our aim that all children are able to:

- Be open to learning about different cultures, races, religions, beliefs and needs and show respect to everybody.
- Celebrate differences with positive attitudes and an ethos of inclusion.
- Have a good awareness of all languages in Early Years and know some simple phrases.
- Be proud to share their culture and home language and to support other cultures and home languages.

Our EYFS Aspirations

Children have developed storytelling skills and a love of reading.

Throughout each milestone, children will receive a variety of opportunities to develop and nurture their love of reading. They will receive daily phonics and reading lessons. A cosy book corner with a variety of regularly updated books will be in each classroom along with the reading shed outside. Books will be integrated into the provision to encourage readers and support, scaffold and challenge play. Daily stories will ignite the children's imaginations, develop their vocabulary and teach key messages. Children will share a variety of books, involving non-fiction, fiction and poetry. Books will be selected based on topics and the interests of the children. Books will act as a mirror, a window and a sliding door to celebrate differences and to reflect realities.

First Milestone

Children develop good communication skills to talk and listen to one another. They work with talk partners and develop phonological awareness through listening and attention games and Level 1 and Level 2 Phonics teaching. Children share daily stories focused on their interests and topics and that contain key messages or focus vocabulary. They know how to listen to a story with increased attention and recall and can express which texts they like/dislikes. Children become familiar with core texts and nursery rhymes. They will know and join in with repeated refrains from a story or nursery rhyme. Children can role-play and retell the main events of a well-known story with adult support. They explore reading provision in the environment and are familiar with how to use and navigate the Book Corner. Children celebrate and share their favourite place to read at home and pictures are displayed above the class books.

Second Milestone

Children will continue to develop their communication skills through high quality interactions and a language rich environment. They will revise Level 1 and 2 Phonics teaching and will learn Level 3 sounds and tricky words. Children will continue to learn core texts and nursery rhymes. They will have opportunities to role-play and retell stories with peers through the indoor and outdoor provision. Children will identify the main characters in the story and talk about their feelings, actions and motives and work collectively to create a 'role on the wall' of an identified character. Children can role-play and retell the main events of a well-known story using actions from Pie Corbett. They can confidently select library books and texts from the reading corner, expressing their interests and likes and dislikes. Children will understand the role of an author and an illustrator and can begin to understand the difference between fiction and non-fiction texts. The children will be able to identify and draw/write the beginning, middle and end of a well-known story.

Third Milestone

The children will know a large repertoire of stories and have developed good storytelling language. They will revise Level 2 and 3 Phonics and will learn Level 4. The children will confidently explore core texts and nursery rhymes. They will listen attentively to stories and engage in discussions about them. The children will be able to link events in a story to their own experiences. They will be able to 'hot seat' different characters, further understanding their motives, actions and feelings. The children can retell known stories using learnt vocab, storytelling language and actions from Pie Corbett. They will carry out role-play to retell the beginning, middle and end of a story and will perform this to the class. The children will know how to innovate a story and write their own alternate ending. They will begin to understand simple features of a non-fiction text and will explore a range of books including poetry. The children will contribute a page to a class book that will be collated and added to the book corner.

Final Milestone

By the end of the year it is our aim that all children are able to:

- Enjoy reading as a class, in a group, with a peer and individually.
- Complete a simple book review that can be displayed in the school library.
- Make, illustrate and write their own simple book that includes a beginning, a middle and an end.

Our EYFS Aspirations

Children learn to respect and care for themselves, living things and the environment.

First Milestone

Children develop an awareness of their environment and settle into school routines. They are able to recognise when they need to, and go to the toilet independently. Children understand the importance of good hygiene and wash their hands independently. The children are able to catch a cough and a sneeze safely and can independently blow their nose. The children know the class routines and have developed their listening skills. They understand how to line up correctly and sit and listen appropriately. The children know that there are 'Helping Hands' who collect, wash and distribute the fruit and who deliver post to the office. Children are supported to develop relationships and positive social interactions are modelled and nurtured. The children follow one step instructions with guidance. They have developed the knowledge of how to be safe in the school community and know the job names of 'people who help us' such as police, doctors, nurses and the fire crew.

Second Milestone

Children know what keeps them healthy. They understand the importance of making healthy food choices, drinking water, exercising, getting enough sleep and brushing their teeth. The children also understand how to make healthy choices about screen time. They can follow one step instructions independently. The children build healthy relationships in the class between friends and adults. Teacher's encourage independence and talk through the process of resolving conflicts with peers. Children know how to care for animals through their visit to a local farm. They apply this understanding by observing and caring for chicks that they hatch from eggs in an incubator. The children know the life cycle of a chick. They work collectively to care for the chicks correctly. The children discuss what the chicks need to be healthy and compare this to themselves. This care is further consolidated as they explore mini-beasts in the outdoor provision.

Third Milestone

Children are able to follow two step instructions independently. They are able to solve problems and conflicts with others. The children know how to plant a seed and how to care for it as it grows. They are responsible for watering plants in our environment. Children can look after caterpillars and know what is needed. They learn how to care for the environment and develop strategies for this linked to 'reduce, re-use, and recycle'. The children have completed an art project linked to recycling and have created posters for our community on how to care for the environment. The children know who keeps us safe in the community and understand the roles of police, doctors and nurses and fire crew. They understand how to be a safe pedestrian and have practised key skills through a walk around of our local area.

Final Milestone

By the end of the year it is our aim that all children are able to:

- Establish and maintain positive relationships.
- Understand the importance of making healthy and safe lifestyle choices.
- Risk assess in their own play, both in the classroom and outside.
- Care for animals and plants.
- Independently make good choices that care for the environment.

Our EYFS Aspirations

Children have a range of strategies to help them express and manage their emotions.

First Milestone

Children will form positive relationships with the adults in class, understanding who they can go to for help and support when needed. They will familiarise themselves with the classroom as a safe space and will understand that they can go to the 'Calm Corner' if they need any quiet reflection time. Children will be introduced to 'The Zones of Regulation'. They will understand the four different Zones and will be able to identify one or more feelings in relation to each colour. The children will also be introduced to 'Trick Box' and will know how to use the tricks 'Mirror Mirror' and 'Stand Tall'. Children will read 'The Colour Monster' to support their understanding of different emotions and how they can make us feel.

Second Milestone

Children will continue to develop positive relationships with their teachers and peers. They will know how to use the 'Calm Corner' and tools within it to support them with identifying and expressing their emotions. The children will be able to verbalise how they are feeling in relation to The Zones of Regulation and will be able to place their named peg on one of the four colours to represent this. Children will be able to identify two or more feelings in relation to each colour and will be able to link reasons as to why they might feel that emotion. The children will continue to use the tricks 'Mirror Mirror' and 'Stand Tall' and will also learn the tricks 'Breathing Colour' and 'Floating Cloud'.

Third Milestone

Children will develop their resilience through PSHE learning, thinking about how to persevere even when things go wrong. They will know how to use the 'Calm Corner' and strategies within it to manage their emotions. They will be able to identify three or more emotions linked to each of the Zones and will have a simple understanding of why they might feel that way and what can support or impact this. The children will continue to use the tricks 'Mirror Mirror', 'Stand Tall', 'Breathing Colour' and 'Floating Cloud' and will also learn how to use the tricks 'Win-Win' and 'Free Flow'. They will be able to consider and show an understanding towards the feelings of others and will be able to moderate their own feelings socially and emotionally.

Final Milestone

By the end of the year it is our aim that all children are able to:

- Use the Zones of Regulation to identify, understand and express how they are feeling.
- Effectively use six tricks to manage their emotions.
- Consider the feelings of others and adapt their own behaviour accordingly.

Our EYFS Aspirations

Children know how to ride a pedal bike.

First Milestone

The children develop their balancing and awareness skills in PE lessons and throughout the provision. They can walk on and safely navigate around stepping stones and can stand on one leg. The children are developing their fine motor skills through 'Funky Fingers' lessons and provision. They can use tweezers to pick something up and can carry out simple threading using beads and string. The children can roll out a sausage shape using playdough. Their attention focus may be for shorter bursts and adults model the importance of trying again when something is tricky. Adults model feelings of frustration and overcoming this; demonstrating to the children the importance of challenge themselves. Children develop their confidence exploring the use of the balance bikes and their familiarity of the bike track layout. They understand the importance of wearing a helmet when riding a bike.

Second Milestone

At this second milestone children will be able to push and glide on a balance bike. They are aware of direction, spatial awareness and can travel in a straight line. The children can stop on a bike safely. They can move around cones on a balance bike and they can fasten and unfasten their helmet with support. Children are encouraged to lengthen the amount of time they spend exploring the activity. Successes are celebrated and adults recognise those who have shown perseverance on a task.

Third Milestone

Children can begin to steer around things and use pedals on a bike. They have a good sense of spatial awareness and can move into the gaps. The children can weave in and out of cones and can start and stop safely on a pedal bike. They can fasten and unfasten their helmet independently and navigate their way successfully around the track.

Final Milestone

By the end of the year it is our aim that all children are able to:

- Safely start and stop on a pedal bike.
- Pedal and steer around an obstacle.
- Change direction.
- Navigate around the track safely demonstrating strong core balance.
- Plan a route.
- Obtain their 'Balanceability' certificate.

Our EYFS Aspirations

Plan and host a celebration for our creations.

First Milestone

Children will develop an exploration of the Sand, Water, and Sensory areas. They will be able to pour and start to measure out amounts using cups, jugs, spoons etc. They will be able to take turns. With adult support, children mix different ingredients and explore what happens. They are guided to use different tools and discuss what happens to their mixture. Children can roll out playdough using a rolling pin and cut out shapes. They have developed their gross motor skills through climbing and can carry out mixing techniques. Children share their birthday celebrations, using what they know from their own experiences and have learnt from others to contribute to the planning of a celebration for the class mascot's birthday! Children explore invitations and write one as a class. They work together to create decorations and to follow a simple recipe to make jelly. The children practise safely cutting and mashing the jelly using different tools.

Second Milestone

Children have developed their fine motor skills and can carry out chopping and spreading. They apply their knowledge of healthy eating to make fruit kebabs and sandwiches. In a small group, the children can follow a recipe with an adult and can count quantities, for example 'two slices of ham' or 'four pineapple chunks'. The children can select ingredients to make a sandwich. They can follow a list with adult support. The children know the importance of handwashing and hygiene.

Third Milestone

By this third milestone the children will now be more independent and can follow a recipe as part of a small group. They can read a simple sentence or label on a recipe card. Children bake gingerbread biscuits and write instructions to explain the process. Children independently fill measures carefully and recognise the numerals on recipe cards. When they count out quantities, they independently say the numbers as they go in the correct sequence and stopping at the cardinal value. The children research past British celebrations and write a list to plan what is needed for a party. The children make a scone with some variation in flavour, such as a cheese scone or sultana scone.

Final Milestone

By the end of the year it is our aim that all children are able to:

- Write an invitation to their guest.
- Create something they want to share at the celebration.
- Host their families at our collective celebration.
- Make decorations to contribute to the design of the party.