

1. (PSED)

- I am starting to be able to follow our daily routine in the classroom.
- I can say goodbye to my grown-up.
- I can use the toilet independently.
- I can show friendly behaviour to my peers and school adults.

1 (CL)

- I can tell my teacher my name.
- I can communicate my thoughts and be understood.
- I can follow simple instructions.
- I can speak in simple sentences.
- I can express my basic needs to a grown-up for example being hungry, thirsty, cold tired or needing to go to the toilet.
- I can join in with familiar songs and rhymes.
- I can listen to a song or story in a small group.

1 . (PD)

- I can walk in to school.
- With adult support I am willing to have a go on the trim trail or outdoor equipment.
- I can explore the mark making opportunities in the classroom and outdoor area.
- I can use tools such as scissors and cutlery with some success.
- I show a preference for a dominant hand.
- I can draw a simple self-portrait with some recognisable features.

1 (L)

- I know that print has meaning.
- I notice print that has relevance to me - perhaps the first letter of my name, familiar logos or my door number.
- I know how to hold a book and turn the pages.
- I can listen to a short story and make comments about it.
- I can take part in Read Write Inc sessions.
- I can find my name on my peg and my tray label.
- I can hold a mark making implement and make marks.
- I can make a variety of different marks that mean something to me.



Baseline Aspiration:

I can settle into school successfully

1 (EAD)

- I can show an interest in the art and construction areas.
- Children freely explore colours and colour mixing.
- Children draw closed shapes with continuous lines and begin to use these shapes to represent objects.
- I can show an interest in the small word and roleplay area.
- Children respond to music and show an interest in musical instruments.

1 (M)

- I can recognise numbers of personal significance e.g. age.
- I can join in with counting songs such as 12345 once I caught a fish alive.
- I count with an understanding of 1-1 correspondence for up to 3 things.
- I can count out up to 3 objects usually correctly.
- I understand the cardinality of quantity up to 3.
- I show an awareness of more and fewer with concrete resources.
- I demonstrate an awareness of basic 2D shapes (circle, triangle, square, rectangle).
- I explore building with construction resources.
- I demonstrate an awareness of basic comparisons (such as big and small, short and tall).
- I can complete simple puzzles.

1 (UW)

- I can tell you who is in my family.
- I can move around the classroom and school with increasing familiarity and confidence.
- I play outside and explore the outdoor environment using my senses, showing curiosity in the natural world around me through my play.

3 (PSED)

Children are able to explain how the character in their story might feel in a certain circumstance. When listening to their peers stories children are able to respond appropriately.

3. (CL) Using the vocabulary they have learnt from stories, rhymes and poems children are able to tell their own stories. Children tell stories which include details about characters & settings have a problem and a solution. Children are beginning to use connectives to join their ideas together.

3 (PD)

Children are able to cut a variety of materials accurately with scissors. When writing their stories children mostly form their letter shapes correctly.

2 (PSED) Children are able to listen when their friends are talking. Children are able to express their likes and dislikes of the story they are telling. With adult support children can play co-operatively with their peers.

2 (CL) Children ask and answer questions to clarify they have understood the story. Children are able to speak in full sentences which are generally grammatically correct. They are becoming increasingly able to express themselves verbally to their peers and adults in the setting. Children tell stories with characters, setting and an event.

2 (PD) When exploring different materials children are able to pick small objects up accurately. They are able to use scissors with minimal support from an adult. Children are able to use a tripod grip and can use recognisable letter shapes when they are writing signs and labels.

3 (L) Children retell stories in their own play and in their Helicopter Stories. They ask and answer questions about stories they have heard.

Children use story language from known stories in their play, in their writing and in their Helicopter Stories.

Children develop characters within their story and talk as if they are a character from the story in their play.

Children have a go at writing their own story.

2 (L) Children ask questions about stories they hear. They join in with repeated or favourite phrases and begin to use them in their play. They answer questions about the story in full sentences. They use story ideas, characters and themes in their own play. Children write labels or signs to add to their story.

1 (PSED) Children express likes and dislikes about stories and are starting to be able to listen to their peers talk. (PSED)

1 (CL) Children actively listen and respond to what they hear. They learn and use new vocabulary and respond to questions. Children are starting to tell their own stories.

1 (PD) Children show an interest in mark making. Children make marks using a wide range of implements.

2 (M)

When children are acting stories out in their role play they begin to count the props they have used, for example Goldilocks.

3 (M)

When children are acting out their stories they include a counting element to the story.

Children use measuring when making their props (for ex -make the headband fit).

Children use their knowledge and understanding of 3D shape when making their props.

Aspiration 1: Tell a story and act it out using props by taking on the role of a specific character

1 Children listen to stories read to them and begin to engage in repeated phrases. They begin to say what happened in the story. (E)

1 (EAD) Children engage in roleplay and engage in imaginative play in many areas of the provision. They use props given to them and explore the creative area.

1.(UW) Children talk about members of their immediate family and their environment. Children share important celebrations and events

1 (M) Children engage with counting rhymes, using the actions and props given to them. Children can count orally to 5

2 (EAD) Children use a variety of materials, they are able to combine materials and talk about what they have created. Children act out a familiar story or their own story.

2 (UW) Children show an interest in different occupations and ways of life. They incorporate these into their role-play.

3 (EAD) Children can tell stories in their play, they can make props to develop their story. When making props children use tools and materials appropriately. They are able to use different techniques such as painting, cutting and joining in their creations. They are able to express their feelings in response to the performances.

3. (UW) Children use their knowledge of different settings in their stories.



3 Children can maintain attention and achieve the goal of building an obstacle course, they can explain the instructions of their course to others. Children understand the importance of following the instructions for the obstacle course. Children take turns fairly and play cooperatively with friends and other peers. (PSED)

3 Children share the instructions that they have written for their obstacle course with a friend. They will use positional and directional vocabulary in their instructions. Children will develop their own thinking by using words such as and, then, before to join their ideas together. (CL)

3 Children make their own obstacle courses, making adaptations to them as necessary. The children will move around the obstacle course in a variety of ways negotiating space carefully and avoiding collisions. When writing instructions and signs for their obstacle course letters are mostly formed correctly. (PD)

2 Children are able to work collaboratively to build an obstacle course. They can ask for a turn or for a piece of equipment and then wait. They can express their likes and dislikes about the obstacle course they have built. (PSED)

2 Children are able to speak in full sentences to explain their vision for the obstacle course. They can ask questions to clarify their understanding. Children are able to orally give instructions to others about how to complete the obstacle course. (CL)

2 Children are able to make their own obstacle courses. They can move in a variety of ways such as balancing, crawling, jumping and hopping successfully. (PD)

3 Children will write a set of instructions about how to complete the obstacle course for their friend to follow, the children will write in simple sentences, blending the words that they wish to write. Children will be able to re-read their set of instructions. Children will be able to read other children's set of instructions. (E)

2 Children will be able to blend the sounds in words to read the labels or signs and short phrases the adults have written. Children will write signs and short phrases for the obstacle course, writing the sounds that they can hear in words. (E)

1 Children will work collaboratively to follow a ready built obstacle course. Children will be supported by an adult to take turns fairly. (PSED)

1 Children will be able to follow instructions to complete the obstacle course. Children to respond to simple questions or instructions (CL)

1 Children to travel around the obstacle course in a variety of ways. Adults will suggest ways to move. (PD)

2 Children are able to talk about the shapes, length, weight and sizes of the equipment that they have used in the obstacle course. Children are able to use positional and directional vocabulary themselves to describe positions and movements, for example in, on, under, forwards, backwards). (M)

3 Children compare and order the equipment a range by their size, length, weight or When giving instructions to others children use positional and directional vocabulary to describe positions and movements (for example in, on, under, forwards, backwards).
A time element is added to obstacle course, does it take more or less than a minute to complete? (M)

Aspiration 2: To design and make an obstacle course.

1 Adults will add labels to the obstacle course, such as start, finish. Adults will add actions that can be orally blended such as hop, or jump. (E)

1 Children will be encouraged to engage in imaginative play, to get involved in constructing and building. (EAD)

1 As they move around the obstacle course children will become familiar with the outdoor environment and changes to the weather.(UtW)

1 While they move around the obstacle course children to respond to positional and direction vocabulary. (M)

2 Children are beginning to use a variety of materials including combining them to represent, develop and create their own ideas with adult support. Children will be encouraged to take on a character from a story they have read. (EAD)

2 As they move around the obstacle course children will comment on what they have observed in the natural world, they will discuss weather and seasons. (UtW)

3 Children to add a story element to their obstacle course such as jump like a frog across the pond. Children are able to use materials and tools appropriately, exploring using different techniques to refine their ideas and represent their creations. (EAD)

3 Children to add a simple pictorial map of their obstacle course with some features. Children to talk about their journey they have taken on the obstacle course, discussing how they travelled and describe how long it took in simple terms. (UtW)



3 Children make healthy choices when designing their own snack and can explain why healthy food is important for our bodies. They can explain why sleep, exercise, mindfulness and water is important for their bodies. Children will observe and discuss the choices that others make and make considerate comments. (PSED)

3 Children actively engage in to and fro conversations about their own food choices and express which are healthy and which are treats. They listen to others and make responses that show they have heard and understood. Children describe foods using a range of nouns and adjectives in full sentences. (CL)

3 Children effectively eat meals with cutlery including cutting softer foods. Children prepare raw fruits and vegetables for eating by cutting, mixing, spearing on skewers or assembling on a plate. (PD)

2 Children identify what healthy food choices they make themselves and which foods they eat are treats. Children discuss what healthy and unhealthy means, including water, sleep, mindfulness and exercise as well as food. Children talk about why they wash their hands before eating and after toileting. (PSED)

2 Children talk about the food they are choosing and then eating, naming and describing it using adjectives such as sour, crunchy, juicy. They begin to play an active role in to and fro conversations about the healthy and unhealthy food choices at the snack table or in their play. (CL)

2. Children cut with knives in playful situations and make efforts to cut foods with knives. They hold the cutlery with increasing effectiveness and know that sometimes you push and sometimes you saw. Children stir with spoons, spear with forks and knock things off the forks to move them around without touching with fingers. (PD)

3 Children will write a set of instructions about how to make a healthy snack. They will write in simple sentences, blending the words that they wish to write. Children will be able to re-read their recipe/instructions. Children will be able to read other children's recipe/instructions. (E)

2 Children will share and discuss books on food. They will discuss photos and drawings of food. Children will use instructions/ recipes to make play foods in the Mud Kitchen, outside & indoor role play. They will begin to write their own simple recipes. (E)

1 Children can recognise the importance of hygiene. They recognise what food is healthy and unhealthy. (PSED)

1 Children can talk about food that they like and dislike. They can express when they are hungry or thirsty. (CL)

1 Children can use a spoon and fork to pick up food, they are able to use a knife to cut objects. (PD)

2 Children make their own comparative comments about the sizes and weights of foods and pieces of food. Children begin to observe when food has been cut in half, or count how many pieces it has been cut into. (M)

3 Children make direct comparisons of size and weight using a range of descriptive vocabulary (longer, biggest, lightest) for a range of foods. They make patterns with foods on skewers or plates, talking about their how their pattern repeats. (M)

1 Adults to share books about food to promote discussions. (E)

Aspiration 3: Design, make and evaluate a healthy snack.

1 Children use playdough and role play to make "food". They talk about what they are making and why they made it. (EAD)

1 Children begin to recognise that different people eat and drink different things. Children begin to understand how food is made and where it comes from. (U+W)

1 Children respond to comments about the size and weight of foods, making direct comparisons. (M)

2 Children make choices about their food options when making snacks such as a sandwich filling, rice cake toppings or fruit skewer fruits. They talk about why they made their choices and how they liked it. They say whether they liked their choices or not. (EAD)

2 Children talk about their food choices at home and listen to others talk about theirs, recognising that they are not the same. Children begin to be interested in smelling, touching and tasting foods that are unfamiliar to them. Children can talk about food that comes from plants or animals. They can begin to recognise that seeds grow into plants and that we eat different parts of plants (U+W).

3 Children draw their design for a healthy snack, making clear marks that show each element. They use colour and line to delineate each element. Children refer to their design when making the snack and return to the design to evaluate how it went. Children are able to identify which parts they thought went well and which they would change next time. (EAD)

3 Children can describe how families make different choices of foods and this can be because of their culture. Children can talk about foods from countries and cultures other than their own. Children are willing to explore a range of foods from cultures other than their own. Children can describe where different foods come from, talking about farms, gardens and shops. They experience growing plants and tasting the fruits or vegetables that are produced. (U+W)

