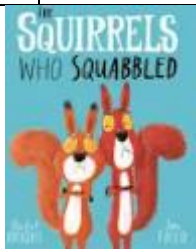
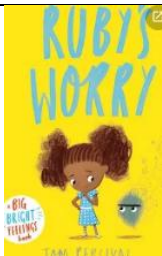


EYFS Curriculum Aspirations

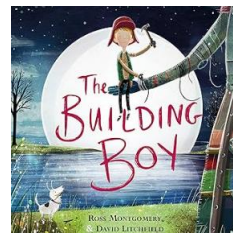
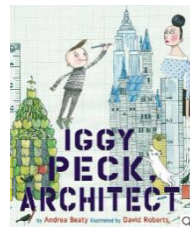
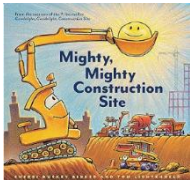
PSED			
Overarching Aspiration - Have a range of strategies to express and manage my emotions with regards to myself and my peers			
Milestone 1	Milestone 2	Milestone 3	Resources
- Settle in to school well and begin to follow class routines and expectations. - Understand the zones of regulation - Find an adult when I feel a prickly emotion - Point to an emotion and use vocabulary that matches it.	- Build positive relationships with others - Share with my friends and notice how this makes myself and my friend feel. - Explain how I am feeling and what made me feel that way. - Notice an emotion in a friend.	- Know how to manage an emotion that I feel and what to do to help myself. - Encourage or comfort a friend when I notice an emotion they may be feeling	- Zones of regulation posters - Selection of games - Mini me's to use in small world to represent themselves
Texts			
			

Physical Development

Overarching Aspiration - Use large construction materials to build and play on an adventurous obstacle course or play structure that I have created

Milestone 1	Milestone 2	Milestone 3	Resources
- Move confidently in different ways showing awareness of space and obstacles. - Begin to explore large construction materials (crates, planks, tyres) with support. - Use simple equipment safely with adult modelling.	- Combine movements (e.g., climb → jump → balance). - Begin to move and position larger equipment with some independence and talk about what is being built. - Start to create simple obstacle arrangements (e.g., placing a plank between crates). - Take manageable risks with growing awareness of safety.	- Independently design and build an obstacle course or play structure. - Use a range of large materials creatively and safely. - Adapt and improve their designs based on testing. - Collaborate with peers or work independently with sustained focus.	- Large construction - Crates - Planks - Tyres - Hard hats - High vis jackets - Design sheets for recording work

Texts

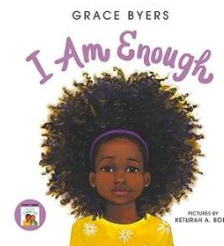
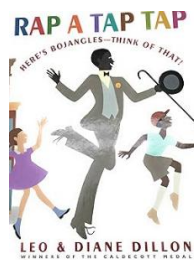
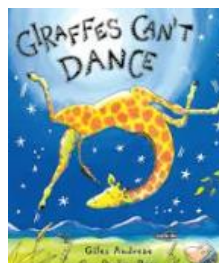


Communication and Language

Overarching Aspiration - Act out to a group of peers a known story using costumes and props that I have made myself

Milestone 1	Milestone 2	Milestone 3	Resources
- Joins in with familiar stories, rhymes and repeated phrases - Uses simple words or short phrases when acting out parts of a story - Engages in imaginative play with provided costumes and props - Watches and listens to others during small group storytelling - Begins to take on a simple role with adult prompts	- Retells familiar stories to a small group using some sequence - Speaks in sentences, beginning to project their voice - Takes on a role and interacts with peers during play - Selects or helps create simple props or costumes (e.g. drawing a mask, choosing materials) - Begins to adapt language based on the role (character voices, simple dialogue)	- Confidently acts out a known story to a group of peers - Uses clear, expressive language and full sentences - Maintains a role throughout a performance - Independently creates and uses their own costumes and props - Adapts storytelling with added detail, expression, or creativity ☑ Listens and responds appropriately to peers during the performance	- Material - Card - Creative area resources - Range of stories

Texts

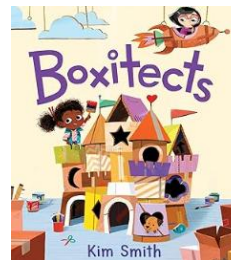
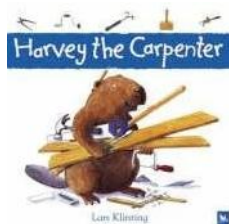


Expressive arts and design

Overarching Aspiration - Use a variety of tools to create a model using wood that shows breadth of skills and accuracy

Milestone 1	Milestone 2	Milestone 3	Resources
- Begin to explore woodwork tools (e.g. hammers, hand drills, glue, sandpaper) with close adult support - Learn and follow basic safety rules (e.g. holding tools correctly, wearing goggles, using a bench or stable surface) - Talk about what they are doing using simple language (e.g. "I'm hammering", "I'm sticking this on")	- Select and use a small range of tools with increasing independence and awareness of safety - Use tools with growing control (e.g. hammering nails with more accuracy, joining wood securely, sanding edges) - Begin to combine materials and techniques to create simple models (e.g. attaching wheels, stacking structures) - Begin to plan and adapt ideas as they work	- Independently choose from a range of tools and materials confidently and safely - Use multiple tools accurately (e.g. precise hammering, controlled gluing, effective joining methods) - Create a purposeful wooden model that shows breadth of techniques (e.g. cutting/sanding/joining/nailing, screwing) - Talk about and evaluate their creation, explaining choices and process	- Balsa - Pine - Nails - Screws - Saw - Drill - Hand drill - Hammer - Sandpaper - Loose parts

Texts



Understanding the world

Overarching Aspiration - To grow and care for my own plants and make food with them

Milestone 1	Milestone 2	Milestone 3	Resources
- Begin to explore planting through hands-on experiences (e.g. filling pots, planting seeds, watering) - Learn simple vocabulary linked to plants (e.g. seed, soil, water, grow) - Observe changes over time with adult support (e.g. noticing shoots appearing) - Take part in caring routines with guidance (e.g. watering plants regularly) - Begin to understand that plants need water, sunlight and care to grow	- Independently take part in planting and caring for plants (e.g. watering, checking soil, positioning plants) - Observe and talk about changes over time (e.g. growth, differences between plants) - Show increasing care and responsibility for living things over time - Harvest simple produce (e.g. picking herbs, vegetables) with support - Take part in simple food preparation (e.g. washing, tearing, mixing ingredients grown, tasting)	- Explain what plants need to grow and describe changes they have observed - Prepare simple food using grown ingredients (e.g. making salads, herb dishes, simple recipes) - Understand and explain the journey from seed → plant → food - Show respect for nature and talk about why caring for plants is important	- Plants - Seeds - Trowels - Compost - Pots - Herbs - DT – Food preparation utensils

Texts

