

Aspirational Curriculum for The Early Years Foundation Stage



Milestone 1 - **December 2024**

Milestone 3 - **May 2025**

Milestone 2 - **March 2025**

End of Year Goal - **July 2025**

THE FEDERATION OF
BURLEY AND SOPLEY
PRIMARY SCHOOLS



Celebrate

I have explored different cultures within my school and my wider world.

I am able to describe how a community or culture of my choice celebrate a significant festival.

Milestone 1	Milestone 2	Milestone 3	End of Year Goal
<p>I can talk about my own identity - to know what me and my family celebrate.</p> <p>I can identify a cultural festival celebrated by others and can describe how they celebrate their festival.</p>		<p>I can create an item that could be used when celebrating a cultural festival.</p>	<p>I can explain how a culture I have learnt about this year celebrates a significant festival differently to how I celebrate with my family.</p>
<p>Christians Remembering Harvest Festival Autumn Guy Fawkes Bonfire Firework Diwali Light Symbol Important Belonging Celebrate Family Together Bethlehem Christian Church</p>	<p>Easter Jesus New Christian Symbol Egg Reminder Celebrate Reflect Carnival Together Unique</p>	<p>Spring Faith Culture Artifact Decoration Celebrate Home Worship Festival</p>	<p>Christians Forward Jesus Stories Followers Culture Moral Spiritual Inquire Apply Evaluate</p>

Create

I can create costumes and props for our end of year production.

I can use a range of tools and techniques to create items of my choice.

Milestone 1	Milestone 2	Milestone 3	End of Year Goal
<p>I can use a range of methods to join two pieces of paper together, scissors to cut paper and card and make marks using tools of my choice with paint.</p>	<p>I can mix primary colours to make a colour of my choice and can use a range of joining and mark making techniques to create a piece of art or item and can talk about how I have made it.</p>	<p>I can talk about what I am going to make and can choose the tools and methods I am going to use to make my creation. I can use more than one method to create a piece of art.</p>	<p>I can plan and create an item with a purpose using one or more joining methods and I can make a piece of art to be displayed.</p>
<p>Join Together Card Paper Fold Split Pin Staple Palm Drill Paint Paintbrush Sponge Printing Painting Create Picture Artist Cut Weaving Ribbon Weaving Frame Threading Scissors Cooking Mixing Weighing Baking Powder Paint Poster Paint</p>	<p>Present Plan Review Materials Different Security Tag Rollers Stampers Attaching Primary Colours Colour Mixing Screwdriver Hammer Nail Screw Saw Vice Thread Fabric Needle Peg Creating Cooking Boiling Kneading Folding Proving Combining</p>	<p>Needle Sewing Tacking Pattern Design Planning Printing Molding Chalks Pastels Sketching Clay Mannequin Drilling Hammering Water Colours Adapt</p>	<p>Joining Attaching Presenting Purpose Displayed Entering Audience</p>

Discover

I have discovered a joy for reading and sharing stories.

I can use a range of methods to present my own story with others at our end of year production.

Milestone 1	Milestone 2	Milestone 3	End of Year Goal
<p>I know which story is my favorite and can talk about why I like it. I can listen to a story and can recall 2 events and can talk about what I like and do not like about it. I can join in with familiar nursery rhymes and songs.</p>	<p>I can retell familiar stories in my play using either role play, small world or drawing and painting. I can predict what might come next in a story. I can describe how a story from the past is different from a modern story.</p>	<p>I can create my own story during drawing club drawing and retell it to a friend. I can retell a simple story in my play, including a beginning, middle and end.</p>	<p>I can write and retell my own story to the parents at the end of the year.</p>
<p>Repeat Familiar Next Culture First Like Character Singing Listen</p> <p>Story Predict Guess British Last Dislike Setting Middle Recall</p>	<p>Past History Technology Modern Similar Different</p>	<p>Drawing Club Code Create Imagination Illustration Author Plot</p>	<p>Alternative Version Different Perform Audience Collaborate Unique</p>

Explore

I have a knowledge of the wildlife in my school grounds.

I can create a simple map of my school grounds and can follow it to find different areas of the school.

I can have a go at challenges and will now see them through until I have overcome them.

Milestone 1	Milestone 2	Milestone 3	End of Year Goal
<p>To explore a range of ways to move around in the outside area, making sure that you move around obstacles. To follow simple instructions such as forwards, backwards, in front of and behind.</p> <p>To become more independent - get ready to go outdoors, identifying the appropriate clothing for the current season.</p> <p>To collect the harvest from the garden and use this to cook with.</p>	<p>Visit another school and explore the different species of plants growing, compare this to what is growing in my own school grounds.</p> <p>I can move around the school grounds with increasing control and can jump and land on two feet, following one step instructions given by an adult.</p> <p>To describe how the school grounds are changing as the seasons change.</p>	<p>To plant seeds in the school house garden, knowing what plants need to grow.</p> <p>To challenge yourself when moving around the outside environment.</p> <p>To carry out risk assessments when creating obstacle courses to ensure that they are challenging, but safe.</p>	<p>To record and follow a simple map around my own school grounds, identifying different species of trees and plants.</p>
<p>Hop, skip, jump, run, climb, balance.</p> <p>Independent, suitable, wet weather, warm weather, coat, waterproofs, wellington boots, hat, gloves.</p>	<p>Seasons, spring, summer, winter and autumn. Changes, seasonal, deciduous, evergreen, native, similar, different.</p> <p>Warm, cold, day length, cooler.</p> <p>Safe, jump, travel, forwards, backwards, over, under, next to, behind and in front of, instruction.</p>	<p>Sun hat, sun cream. Protect, warm, hydrate.</p> <p>Hot, water, grow, nutrition, seeds, plants, native, vegetable, seasonal. Stem roots, leaves, petals.</p> <p>Risk, safe, assessment, adventure, travel, challenge, move.</p>	<p>Map, travel, follow, path, tree, birds eye view, cartographer. Plants, species.</p>

Investigate

I can mix ingredients together to make a mixture of my choice.

I can plan and make a cake for our end of year celebration.

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<p>To begin to understand what happens when wet and dry ingredients are mixed together when making playdough.</p> <p>To begin collecting materials to be added to a creation of choice.</p>	<p>To use a range of tools to manipulate and change malleable materials. To be able to follow a simple set of instructions to create your own mud kitchen recipe or gloop.</p> <p>Using single words, record your own recipes.</p>	<p>To be able to make a cake using a simple recipe measuring in cups and to understand that some ingredients can not be separated once combined. To answer how and what questions about what they have made.</p> <p>Using captions and simple sentences to record own recipes.</p>	<p>Children will plan, create and evaluate their own mixture. They will write instructions that others can follow.</p>
<p>Solid, liquid, full, overflow, capacity, half full. Together, squash, flat, roll, shape.</p>	<p>Change, pour, tumble, trickle, sticky, soft, smooth, rough, bumpy. Record, write, share, recipe book. Gloop, instructions.</p>	<p>Simple, recipe, question, answer, combined, together, liquid, solid, pour, separate.</p>	<p>Combine, mixture, recipe, evaluate, reflect, instructions, record, audience, celebrate .</p>