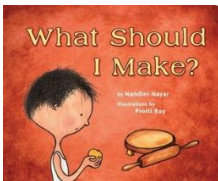

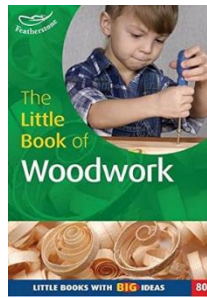
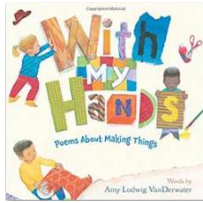



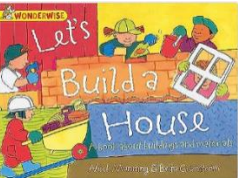


| Catherington Church of England Infant School Aspirations | | | | |
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| | Intent | Area of Learning | Implementation | Impact |
| Aspiration 1 | To create | PD M EAD UtW | Junk modelling table, woodwork area, shop role play, topic lessons, drawing club, maths lessons & CP activities. | End Milestone: Children can plan, design and make a model at the woodwork table. They can talk about what they have made and why. |
| Aspiration 2 | To work together | C & L PSED EAD UtW PD | Large construction area, junk modelling table, science lessons, outdoor explorers, QECP trip, outdoor learning club. | End Milestone: Children can work with another person/people to plan and build a den that can be used in the rain. |
| Aspiration 3 | To belong | UtW PSED C & L | Worship (whole school & class), RE lessons, church visits (termly), PSHCE lessons, floor books, daily routine. | End Milestone: Children can name people in our church community and how they help us. They can say a prayer in the church during a service. |
| Aspiration 4 | To feel | PSED C & L L | PSHCE lessons, wellbeing time, Book Talk, discussions during CP. | End Milestone: Children can use a Trick Box trick to help themselves when they need to feel calm or confident. |
| Aspiration 5 | To perform | C & L PSED EAD L | CP (discussions with adults & peers), helicopter stories, phonics & writing sessions, Drawing Club, Book Talk, story time, class assemblies, Nativity play | End Milestone: Children can tell or act out a story in front of an audience. |
| Aspiration 6 | To be independent | PD PSED UtW | PSHCE lessons, wellbeing time, daily discussion & practice, routines. | End Milestone: Children can come into the classroom on their own, put away their belongings and settle down to a funky fingers activity without adult reminders or assistance. |


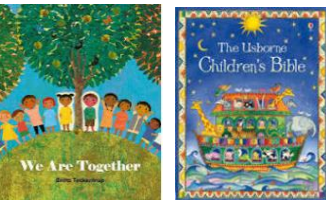
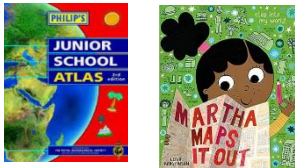
Milestones

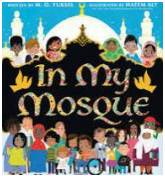
| Aspiration 1: To create | How will we achieve this? | Key texts, stories & rhymes | Continuous Provision |
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| Milestone 1 Children can attach materials to balsa wood using a hammer and small nails. | <u>AUTUMN 1 & 2</u> During Autumn 1 chn will be introduced to the area and taught safety rules. Teach all chn in groups of 3 by the end of this term (do daily). Woodwork area part of CP once all chn have been taught this skill – introduce Woodwork Wednesdays. |   | Fine motor activities – picture threading, bead threading, block play, loose parts manipulation. Junk modelling challenges – see skills progression document for progression in attaching materials. |
| Milestone 2 Children can use a screwdriver to attach materials to balsa wood using small screws. Some children can use a hand or palm drill to make a pilot hole. | <u>SPRING 1</u> Continue Woodwork Wednesdays. Drop-in whilst chn are working to teach them new skill. Adults will keep a list of which chn have been taught – screws, drills & screwdrivers only put out for general use once all chn have been taught this skill. |  | Writing go-bags & other recording/drawing/writing materials always available in all areas, including woodwork space ('viewing' area next to woodwork table for inspiration?). Encourage fluidity between woodwork table & classroom – take to craft table & message centre to amend & improve creations. |
| Milestone 3 Children can use a pull saw to cut wood to size. They can hold the wood in place using a vice and sandpaper to make edges smooth. | <u>SPRING 2</u> Continue Woodwork Wednesdays. Drop-in whilst chn are working to teach them new skill. Adults will keep a list of which chn have been taught – pull saws only put out for general use once all chn have been taught this skill (small saw only to start). SAWS MUST ONLY BE USED 1:1 WITH ADULT DIRECTLY SUPERVISING. ALWAYS PUT BACK OUT OF REACH OF CHILDREN AFTER USE. |  | Display pictures of models in area. |



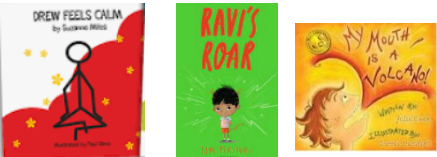
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| <p>End Milestone:</p> <p>Children can plan, design and make a model at the woodwork table using the skills they have learned. They can talk about what they have made and how they made it.</p> | <p><u>SUMMER 2</u></p> <p>Woodwork area to be open for general use during CP every day during summer term so that all chn have regular opportunities to create.</p> <p>WOODWORK POST BOX: Chn have to make their plan & post it into the post box before they can be invited into the area to build – adults to keep a list of chn waiting & ensure that all chn are being given regular access.</p> <p>Clipboards, plain, squared & lined paper, whiteboards & pens, rulers & pencils always out.</p> |  <p>The image displays three children's book covers. The top left cover is 'Maybe Something Beautiful: How Art Transformed a Neighborhood' by F. Isabel Campoy and Theresa Howell, featuring a girl's face surrounded by colorful flowers and butterflies. The top right cover is 'If I Built a House' by Chris Van Dusen, showing a boy standing next to a whimsical, colorful house. The bottom left cover is 'If I Built a Car' by Chris Van Dusen, depicting a boy running towards a car.</p> | |
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| Aspiration 2: To work together | How will we achieve this? | Key texts, stories & rhymes | Continuous Provision |
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| Milestone 1 Children know where to find small construction equipment inside the classroom. They know where to find the small world area & large construction equipment outside. | <u>AUTUMN 1</u> Classroom tour (week 2). Adults to model use of blocks, duplo, loose parts, junk modelling area (indoors) & small world & large construction outside. Writing go-bags in each area for planning. Clipboards, paper & laminated sheets in all areas to get chn into the habit of planning, drawing & labelling creations. Creation station for funky fingers. |  | Golden ticket challenges which steer the chn towards construction areas. |
| Milestone 2 Children know that people and animals need shelter. They can make a home for a toy or animal using small construction materials or small world equipment. | <u>AUTUMN 2</u> Nocturnal animals project – homework. Where do animals live? Wonderful words – shelter, nocturnal, weather, survive. |  | Construction challenges (nocturnal animal shelters, explorer dens). |
| Milestone 3 Children play in dens made by other people and begin to understand how they have been made. | <u>SPRING 2</u> QECP trip – ready-made den area. Explore, play & discuss. Teach Win-Win Trickbox trick & refer to regularly. Wonderful words – waterproof, support, sturdy, safe, compromise. |  | Chn play in 'hedge' den by mud pit (make improvements?). Hopefully development of water wall is complete by now – water challenges to test materials & creations. |

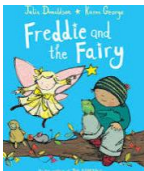
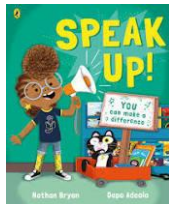
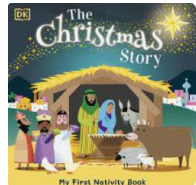


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| <p>End Milestone:</p> <p>Children can work with another person/people to plan and build a den that can be used in the rain.</p> | <p><u>SUMMER 2</u></p> <p>Trip to School Field for den making challenge (take equipment).</p> |  | <p>Collaborative challenges to be encouraged - use of Win Win trick.</p> |
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| Aspiration 3: To belong | How will we achieve this? | Key texts, stories & rhymes | Continuous Provision |
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| <p>Milestone 1</p> <p>Children can say the word ‘belong’ and can begin to explain what it means in the context of their own family. They can name a member of their family and say why that person is special to them.</p> | <p><u>AUTUMN 1</u></p> <p>End of day stories taken from key texts. Wonderful words – ‘Belong’, ‘family’, ‘special’.</p> <p>Adults model role play in home corner & discuss families during play.</p> <p>Floor book discussion every Monday – sense of belonging as a class & school.</p> <p>UtW topic – where is Catherington & where is the church? (links to Milestone 3)</p> <p>Visit the church & sing a song in the Harvest Festival.</p> |  | <p>Family pictures on display.</p> <p>Family dressing up clothes (home & work).</p> <p>Key texts (home area).</p> <p>Scrapbooks.</p> <p>School role play outside (belonging to school).</p> |
| <p>Milestone 2</p> <p>Children can listen to a prayer and tell someone what the different colours of prayer stone represent.</p> | <p><u>AUTUMN 2</u></p> <p>End of day & lunchtime prayer daily. Start with joining in with ‘Amen’ and talk about the meaning (‘so be it’).</p> <p>Class worship from week 2 – discuss prayer stones & model how to choose the appropriate colour.</p> <p>Collective worship daily (from week 4) – listening to prayer and Christian stories.</p> <p>Begin to form links with local church by inviting key members to watch the Nativity (chn to write invitations & deliver?)</p> |  | <p>Worship table in prominent position & always available.</p> <p>Stone pot on worship table – adults encourage chn to put stones in if they feel sorry/grateful/hopeful.</p> <p>Make Nativity invitations/posters.</p> <p>Make class Nativity card for Rev. Richard & Amanda.</p> |
| <p>Milestone 3</p> <p>Children can say where our local church is and can listen to a prayer in</p> | <p><u>SPRING 2</u></p> <p>Tuesday worship with Reverend Richard/Amanda – familiarity with both.</p> <p>UtW Autumn 1 – where is the church?</p> |  | <p>Drawing maps for someone to follow which shows how to get from school to church.</p> <p>Make class Easter card for Rev. Richard & Amanda.</p> |


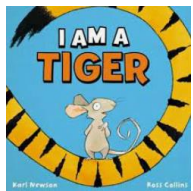


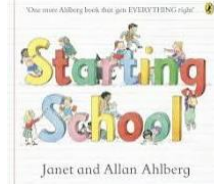
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| church. They know that our church and school have a special bond. | Spring 2 RE – visit the church (Reverend Richard to give tour?). Invite church members to class assembly. Easter service – chn to attend, sing a song & join in with Lord's prayer. | | |
| End Milestone: Children can name people in our church community and how they help us. They can say a prayer in the church during a service. | <u>SUMMER 2</u> Invite church members to class assembly. Caring for God's Acre afternoon – meet members of the church and visit the churchyard. Write a class prayer to present together in the church during the Year 2 leavers service (sorry you have to go, thank you for..... God please give them the strength to.....). |  | Thank you cards for Rev. Richard & Amanda – Make during CP & present/deliver to them. |

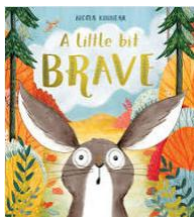
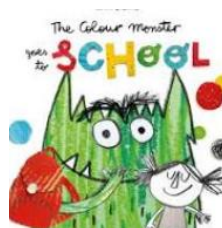
| Aspiration 4: To feel | How will we achieve this? | Key texts, stories & rhymes | Continuous Provision |
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| <p>Milestone 1</p> <p>Children understand that Drew from Trickbox helps us with our feelings.</p> | <p><u>AUTUMN 1</u></p> <p>Read first Trickbox story (Drew Feels Good). Start Wellbeing board & encourage chn to use it to help adults understand how they're feeling. Teach chn 'Feel Better' rhyme and talk about ABCD – Accept, Be, Choose, Do. Teach first trick (Mirror, Mirror) by end of this half term. Wellbeing time introduced. Have You Filled a Bucket Today? Story read to class & regularly referred to alongside Trickbox vocabulary. Wonderful words – kindness, tricks, feelings, emotions, wellbeing.</p> |  | <p>Adults to 'drop-in' on chn during CP to talk about how they're feeling and encourage sharing of emotions. Adults to model language of feelings during CP. Adults to help chn label their feelings as and when appropriate during play. Mirrors out & available all of the time so that chn can say nice things to themselves.</p> |
| <p>Milestone 2</p> <p>Children can say what to do if they or someone else feels worried at school.</p> | <p><u>AUTUMN 1</u></p> <p>Chn to be shown very early on where the safeguarding board is in school (opposite Mrs Burden's office). Chn introduced to all adults in the school by the end of this half term (invite into class during CP throughout half term). Regular reminders of who to talk to and calm, open, nurturing & supportive environment across the school to be demonstrated & maintained.</p> |  | |
| <p>Milestone 3</p> <p>Children know a way of calming themselves down</p> | <p><u>SPRING 2</u></p> <p>Drew Feels Calm story to be read at the start of this term. Both 'calm' tricks to be taught by end of this term (Floating Cloud & Colour Breathing).</p> |  | |

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| when feeling angry or upset. | Books to be read during story time & wellbeing time that show characters dealing with feelings in positive ways. | | |
| End Milestone: Children can use a Trick Box trick to help themselves when they need to feel calm or confident. | <u>SUMMER 2</u> All six tricks taught by the end of this term. Use of scenarios, puppets, toys & stories to give children practice of recognising & labelling feelings in others. Helicopter stories & wellbeing time – what trick could this character use right now? (Can you help my friend through ABCD?). |  | |

| Aspiration 5: To perform | How will we achieve this? | Key texts, stories & rhymes | Continuous Provision |
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| Milestone 1 Children know that it is important to listen. They can listen to another person tell a story and engage in conversation with someone. | <u>AUTUMN 1</u> From day 1 – teach chn egg shaker is time to stop, look, listen (empty hands – active listening). Model good listening – share scrapbooks. Daily stories at least once a day. Phase 1 phonics before Little Wandle – listening to & repeating sounds. Phase 2 phonics – listening to new phonemes and replicating. |  | Chn share scrapbooks. Indoor & outdoor role play (families & school). Going to Mrs Burden for golden tickets during CP – explaining what they did and why they're proud of it. Story telling area – re-telling stories using ready-made props. |
| Milestone 2 Children can show another person something they have made OR show them their favourite parts of Dolphins classroom. | <u>AUTUMN 2</u> Invite chn in from Year 1 – buddy up & chn share a piece of work or give a tour of classroom. Begin helicopter stories in class. Engage with Mrs Burden & parents during classroom tours (if/when appropriate). |  | Chn tell helicopter stories to an adult (Tuesdays). Junk modelling, painting & message centre – making things to show. Make signs for their favourite areas of provision. Light & dark shadow puppets. |
| Milestone 3 Children can learn a song and sing it together in front of an audience. | <u>BEGINS AUTUMN 1, CONTINUES AUTUMN 2, SPRING 2 & SUMMER 1.</u> Harvest festival song – perform in church. Nativity play – all chn join in songs, some have a dancing or speaking part. Easter service – sing class song in church. Spring & Summer class assembly. Weekly singing assemblies (Thursday). Wellbeing time (Dolphins karaoke!) |    | Puppet theatre. Develop story telling area – chn to choose own books and make own little puppets to re-tell stories (peg dolls, lolly sticks, shadow puppets). |
| End Milestone | <u>SUMMER 1</u> | | Keep helicopter masking tape on carpet – chn to lead own |

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| <p>Children can tell or act out a story in front of an audience.</p> | <p>Final class assembly – every child to have a speaking part (invite Rev. Amanda & Richard). Invite Mrs Burden & Mrs Anderson in to class to watch helicopter stories.</p> |  | <p>helicopter shows (writing go-bags). Stage area outside? (Pallet?)</p> |
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| Aspiration 6: To be independent | How will we achieve this? | Key texts, stories & rhymes | Continuous Provision |
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| Milestone 1 Children can stay and play in Dolphins Class with a parent by their side. | <u>SUMMER 2 (Before starting)</u> 2 stay and play sessions – one with adult, second one with adult if chn would like (option given). Summer fair invites to go out so chn & parents can get to know the school & staff better. PTA picnic & story time on field – families invited to enjoy together. |   | N/A |
| Milestone 2 Children can stay and play in Dolphins Class without a parent. | <u>AUTUMN 1</u> Videos, messages & pictures shared on Tapestry during summer holidays. Week 1 – afternoon after home visit. Chn to come through the classroom door on their own. Mrs Fennell at the gate with Dynamo, Miss Willet at the classroom door. Holding hands if needed. Preparation of parents & chn during home visits. Tapestry used straight away to help parents feel at ease. Funky fingers routine from start, chn steered to correct areas, given reminders and played with by both adults. In small groups of 6, chn can be shown where their peg is, bottles go, book bags etc. Given lots of help. |    | School role play outside. Make extra lunch lists & menus for chn to role play with in & out. Registers, name labels & name writing sheets to help chn recognise own name. Family pictures to be displayed from day 1 to help transition. |
| Milestone 3 Children can choose their own lunch option with some help from an adult. | <u>AUTUMN 1</u> Lunch signing up method demonstrated to and shared with parents at meet the teacher session (classroom set up as a normal morning). | | |

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| | <p>Week 2 – Show & explain to chn on first half days. Chn to tell and adult what they'd like, adult shows them how to sign up.</p> <p>Lunch menu shared with parents on tapestry week before chn stay for lunch.</p> <p>Lots of practise & extra support given to chn who need it, building up to independence when ready.</p> <p>Mrs Fennell to check options with chn before sending list to office.</p> | | |
| <p>End Milestone</p> <p>Children can come into the classroom on their own, put away their belongings, sign up for lunch and settle down to a funky fingers activity without adult reminders or assistance.</p> | <p><u>AUTUMN 1</u></p> <p>Continued support every morning for all chn. Adults continue to model & help each day, taking steps back when appropriate for individual children.</p> <p>Aim for all chn to have achieved by end of Autumn 1.</p> |   | |