



At Vernham Dean Gillum's our aim is to develop a school where there is:

**S**= Success for all

**O**=Ownership of learning (Creativity)

**A**=Achievement and aspirations

**R**=Resilient, risk takers (Courage)



Our Early Years Curriculum is underpinned by our key learning principles of SOAR and our 3 Core Christian values of Compassion, Courage and Creativity.

How did I <b>SOAR</b> in my learning today?			
<p><b>S=Stretch</b> Did I challenge myself?</p> 	<p><b>O=Out of the box thinking.</b> Did I do it "my way"- <b>Creatively?</b></p> 	<p><b>A= Apply</b> Did I apply new skills I have learned? Did I apply skills I already knew? Did I apply skills but in a different way?</p> 	<p><b>R=Resilience</b> Was I <b>courageous</b> in my learning?</p> 
<p><b>Outcome event-</b> To invite their Year 6 Buddy to a tea party planned and prepared for by themselves.</p>			

<p><b>Question Communication and Language</b></p>	<p>I can ask appropriate questions to find out what my Buddy's likes and dislikes are to plan their tea party.</p>
<p><b>Compassion Understanding of the world</b></p>	<p>I can show I have built a good relationship with my Buddy, being sensitive to their needs, and knowing what they would like/dislike for their tea party.</p>
<p><b>Courage Personal, Social, emotional development</b></p>	<p>I am an independent learner who shows resilience and perseverance, adapting to make improvements and problem solving when things may become difficult.</p>
<p><b>Creative  Expressive Arts and Design</b></p>	<p>I can apply my creative skills learned during art sessions to design and create a card/gift for my Buddy.</p>
<p><b>Read  Literacy</b></p>	<p>I can create a simple play using puppets based on a superhero</p>
<p><b>Write  Literacy</b></p>	<p>I can write an invitation for my Buddy.</p>
<p><b>Mathematics</b></p>	<p>I can use my mathematical skills to follow a simple recipe to make a cake.</p>
<p><b>Construct  Physical Development</b></p>	<p>I can construct and negotiate an obstacle course fit for a super hero.</p>

**1. Be an independent learner who shows resilience and perseverance, adapting to make improvements and problem solving when things may become difficult.**

**Milestone 1: (December 31<sup>st</sup>)**

- Children make strong relationships within the class with adults and peers by initiating conversations.
- They initiate play and offer opportunities for others to join in.
- They extend play by responding appropriately to what others say.

The children will be observed alongside their peers and will have talk scaffolded by the adults in the classroom whilst they play-through careful question and answer. Slowly this adult intervention will be altered to support peer interactions.

**Milestone 2: (March 31<sup>st</sup>)**

- Children learn to listen appropriately to one another and show respect by taking turns in conversation.
- They explain their own knowledge and understanding and can ask appropriate questions of others.
- They are beginning to take steps to resolve conflict with others through compromise

The children are more able to facilitate and lead their own interactions. The adult becomes a tool for challenging them and supports with those children who find sorting conflict more challenging.

**Milestone 3: (June 30<sup>th</sup>)**

- Children are able to play cooperatively within a larger group and take account of others ideas.
- They realise that their first idea may not be the best and so are willing to persevere.
- They are able to negotiate with others and adapt what they are doing to make improvements.
- Through photographs and discussions the children are able to discuss the process they went through and explain why they had to change things or things may not have worked first time round.

This is where we see children interacting on a real “team work” level. They independently facilitate their own negotiations with minimal adult intervention.

## 2. Ask appropriate questions to find out the information I need.

### Milestone 1: (December 31<sup>st</sup>)

- The children will be able to follow simple directions.
- Listen to stories and make comments about events using pictures as clues.
- Ask and respond to “why” questions. Show interest in the lives of other people or events.

Children will be encouraged to follow simple directions and increase the eye contact they use when speaking to someone. Appropriate ways of engaging in talk will be modelled by the adult in terms of volume. ‘Why’ questions and answers will be modelled by adults

### Milestone 2: (March 31<sup>st</sup>)

- The children will understand why listening is important.
- They can listen to one another in small groups or one to one.
- They can listen to and follow simple instructions.
- Listen to stories with increased attention and recall.
- Ask and respond to “why and “what” questions. Show interest in the lives of other people or events.

Children will be encouraged to follow simple listening rules with pictures as queues. They will have opportunities to follow simple instructions as well as give them. Children who need more support will be encouraged to start with simpler instructions and progress from there. ‘Why/What’ questions and answers will be modelled by adults. The children can follow simple instructions to make a programmable toy move ([link to UW](#))

### Milestone 3: (June 30<sup>th</sup>)

- They can respond to instructions involving a two-part sequence.
- They can listen to a story and pick out specific details from questions asked to show their understanding and can remember key points without prompts.
- They can ask who, what, where, how, who, why, when questions.
- They can respond to who, what, where, how, who, why, when questions.
- They can remember key points from responses to questions.

The children are increasingly able to ask questions. They can respond to questions asked when being read a story but can also generate their own questions about the book. For those children who may find this more of a challenge they will focus on the, what and why questions with lots of modelling and scaffold from the adult.

### 3. Construct and negotiate an obstacle course.

#### Milestone 1: (December 31<sup>st</sup>)

- The children can skip, hop, standing on one leg and hold a position for a few seconds.
- They are able to balance and ride a trike or scooter.
- They are able to navigate steps/stairs using alternative feet.
- They can respond to music showing movement and rhythm. (link to UW)

The children show that they are comfortable moving around indoor and outdoor spaces.

They begin to show an awareness of the shapes they can make with their body and what their body can do.

#### Milestone 2: (March 31<sup>st</sup>)

- The children show that they can link movements together, moving freely and with confidence in a range of ways.
- They begin to understand that physical exercise is good for our bodies/well-being.
- They can climb onto equipment and jump off with two feet, from equipment or downstairs.
- They can balance on one foot.
- They can run, negotiating space and obstacles.

The children show that, particularly at break times with more children and obstacles, that they can negotiate through the space safely. They have an awareness of how movement keeps them fit and healthy and are able to manoeuvre around the adventure playground with some confidence and independence.

In the outside area they are able to join materials together and jump from one to the other.

#### Milestone 3: (June 30<sup>th</sup>)

- The children experiment with different types of movement. They show they can refine movements such as skipping, galloping, moving in all directions and at varied speeds.
- They can jump on and off objects carefully and safely and travel confidently when moving through, under, over equipment.
- They use increasing control when throwing, rolling, catching and kicking different equipment such as beanbags, hoops or balls.

The movements that the children are making are more considered now. They are able to respond appropriately to music using their bodies.

They are confidently and independently using the adventure playground as well as equipment in the outside area and exploring new ways to navigate it.

They understand the need for control when using equipment and that aim is important.

In the outside area they are able to join different materials together at different heights, move along them and from one to the other in different ways.

#### 4. Read a range of stories on one theme to create a play.

##### Milestone 1: (December 31<sup>st</sup>)

- The children can hold a book and turn the pages carefully.
- They know the difference between pictures and print.
- They can tell a story to a friend.
- They can talk about characters and events in the book and what might happen next.
- They can discuss favourite books and give reasons why.

Children are supported with understanding how books give us valuable information and enjoyment and that they are special and must be looked after.

Children are supported through puppets that link to the characters in the books to story-tell during their play, with key phrases/vocabulary modelled by the adult.

##### Milestone 2: (March 31<sup>st</sup>)

- The children begin to pick out sounds they know and read simple cvc words.
- They can re-tell a story using pictures embellishing with their own words.

Children have a good understanding that print carries meaning. They are able to blend cvc words and match to pictures.

They are increasingly more independent to re-tell a familiar story using pictures and their own words. Children who may continue to need support with this will be supported by adults.

##### Milestone 3: (June 30<sup>th</sup>)

- The children are able to pick out key information about the characters and events in a story.
- They can discuss who are the good and bad characters and why.
- By using the front cover they can predict what the book may be about.
- They are able to predict what might happen next in the story.
- They use vocabulary and events from the story in their play.
- They are able to read simple words and sentences from the book.
- They can create a story using puppets with a good and evil character and apply appropriate story language.

The children are able to identify independently who are the good and bad characters in the story.

They begin to create their own books and make up their own stories based on a theme. Looking at simple character profiles using appropriate story language vocabulary such as; "once upon a time", "The end" and it all ended "happily ever after"

## 5. Write an invitation

### Milestone 1: (December 31<sup>st</sup>)

- The children can recognise particular letters from their name, their sounds and begin to represent them.
- They can ascribe meaning to marks they make- Emergent writing independently.
- Children can hold a mark making tool with a comfortable grip (maybe tripod at this stage)
- Children make shapes/lines/patterns on a large scale.
- Children are keen to mark make independently during their play.
- Children write for a purpose.

At this stage the marks the children make are crucial and to be valued. Children should be comfortable with opportunities to emergently write and to be able to say what they have written with adults supporting and valuing their mark making.

Adults will support the children with an effective pencil grip and will plan appropriate opportunities for the children to develop their gross motor skills in large scale through Write Dance/Solent Therapy/commando moves and using a range of mark making tools, paint brushes, chubby chinks, sticks etc before putting pen to paper.

### Milestone 2: (March 31<sup>st</sup>)

- The children begin to make more recognisable shapes and letters.
- They begin to write simple cvc words using their phonic knowledge.
- They hold their mark making tool comfortably which enables them to make marks/form shapes/letters.
- The children begin to understand what a simple sentence is through talking it.
- The children are more engaged with opportunities to write during their roleplay.

Children experience lots of opportunities to write during their play, both inside and outside. The adult will model this as an adult directed learning task and then it will be left for the children to explore as an enhanced activity.

Children continue to be encouraged to write emergently but now begin to apply what they have learned in their phonic sessions. Those children who continue to need support with gross motor skills will continue to be supported through adult directed and then enhanced specific intervention linked to physical development.

### Milestone 3: (June 30<sup>th</sup>)

- The children begin to construct and write simple sentences which is readable to someone else.
- They re-read their own sentences back.
- They children are highly engaged in opportunities to write during different elements of their play and as a form of communication.
- They write simple cvc/ccvc words and apply their phonic knowledge to try and spell irregular words.
- They know that there are different types of writing such as letters/invitations/stories/lists, so that is writing for a purpose
- Spaces are used in sentences to demarcate words.
- Letters are recognisable and mostly correctly formed.

The children have opportunities to think, say, write using cubes to help them.

They have access to the tricky word wall so that they can begin to identify and copy words correctly.

For those children who may struggle to construct a sentence then a scaffold is put in place to support them such as think, say, adult scribes.

## 6. Use mathematical skills to follow a recipe.

### Milestone 1: (December 31<sup>st</sup>)

- The children explore capacity containers using varied materials-sand, water, rice etc. They use the vocabulary; full, empty.
- With support they follow a simple pictorial recipe for making playdough using number names in order to 5. They use tools such as cups, scoops, spoons.

The adult will facilitate the modelling of the vocabulary and the correct vocabulary will be displayed. The children will have lots of opportunity to explore filling and emptying containers with various materials.

### Milestone 2: (March 31<sup>st</sup>)

- They use the vocabulary-full, half-full empty. They explore how many will fill each container, estimate and count using the correct number names.
- With careful questioning from the adult the children can identify which holds more/less? How do we know?
- With an adult they use simple measurements following a recipe to make bread. Teaspoon, tablespoon, cup. Again they use the numbers correctly to follow the recipe. In enhanced provision there are activities that show following a recipe but they are muddled and the children have to use the correct numbers to put them in order.

The children explore the capacity of the containers more independently now using the correct terminology. They are keen to problem solve to find out which container holds the most.

The children understand that following a recipe is important and it needs to be in the correct order and measured accurately for it to work. The adult encourages problem solving by questioning and getting muddled with the recipe.

### Milestone 3: (June 30<sup>th</sup>)

- In a small group the children follow a recipe in making a fairy cake with an adult.
- They independently measure the ingredients using the cup, teaspoon, spoon and follow the recipe using the numbers in the correct order counting out the quantities.
- They understand how many they need to make, can count out the correct number of cases etc and share the mixture fairly.

The children are facilitated by an adult but the adult role is more as a prompt as the children are applying what they have already learned.

**7. Talk about events in their own recent past and the lives of people around them.**

**Milestone 1: (December 31<sup>st</sup>)**

- The children will remember and talk about significant events in their own lives eg- Birthday/Christmas.
- They will understand that there are members in school and in their family who are older/younger than they are and can put these in order.
- Begin to use phrases such as in the past, a long time ago as well as yesterday, today, last week, last year.
- They understand that we are all special and unique and different from each other

The children begin to gain a sense of themselves through sharing events in their own lives. They can bring objects in from home to support this.

With adult support, they gain a sense of chronology putting events and people in order and the adult models correct terminology.

The children gain a strong sense of why they are special and unique

**Milestone 2: (March 31<sup>st</sup>)**

- The children will begin to talk about events in other's lives such as parents/siblings birthdays and weddings/christenings.
- They re-enact these through their play and are supported in their understanding through visitors.
- The children identify similarities and differences between them and others and why we celebrate these.

The children have gained a greater sense of their lives and can now begin to talk about others' lives and their special events.

They are supported to use appropriate vocabulary through their play linked to different celebrations.

**Milestone 3: (June 30<sup>th</sup>)**

- The children understand that other people may have different beliefs to their own.
- They are able to compare a Christian festival with a non-Christian festival eg- Diwali.

The children through having a strong sense of themselves and their family can begin to appreciate that others have differing beliefs and all should be celebrated. They can identify similarities and differences between their own culture and that of others.

The children will create a memory book with their buddy with special memories of them during their time in Year R. They can discuss the similarities and differences between them and their Buddy as well as show great interest in their Buddy's life. They can show them as a learner and reflect on what they can do now that they couldn't do when they started at Vernham Dean.

## 8. Make a card/gift for my Buddy

### Milestone 1: (December 31<sup>st</sup>)

The children will explore what happens when they mix colours and know the terms Primary and Secondary.

They experiment with different textures- collage (leaf man, Henri Rousseau)

The children realised that tools can be used for a purpose and use tools and techniques appropriately. Creating a Christmas card/gift.

These learning opportunities will begin as adult led. The children are then able to experience working with them independently through enhanced provision.

### Milestone 2: (March 31<sup>st</sup>)

The children explore experimenting with colour, design, texture, form and function.

They look at pattern and know that different media can be combined to create new effects.

The children begin to explore more independently with less adult intervention. The adult facilitates with key questions to support the child's reasoning and process.

### Milestone 3: (June 31<sup>st</sup>)

The children select appropriate tools independently to design, shape, assemble and join materials they are using effectively.

They begin to understand how embellishing their work makes it more appealing.

The children at this point are working independently. They are taught the skills to join and assemble and are applying these skills themselves.

The children independently apply their skills to design and create an imaginative gift/card for their Year 6 Buddy. It takes into account their Buddy's likes and shows they can safely use and explore a variety of tools, materials, techniques. They then share their creations, explaining the process they have used.