



ASPIRATION – TO DEVELOP AN UNDERSTANDING AND RESPECT FOR THE DIVERSITY OF OUR WORLD

● Communication & language
 ● Physical Development
 ● PSED
 ● Literacy
 ● Mathematics
 ● Understanding the World
 ● Expressive Arts & Design

<p>Milestone 1 Christmas</p>	<p>What will be observed</p> <p>● ● ● ● ● ●</p> <p>Children use the emotions board regularly to show how they feel at different points of the day. They can identify 'happy, sad, worried, angry,.' in themselves and know how the feeling impacts them emotionally and physically. Children enjoy sharing stories within a small group with an adult. Children are confident to talk about their own families in key group time and are beginning to recognise differences and similarities between them. Children talk about and demonstrate the school rules and show that they understand them by tidying up, focusing their attention during adult-led times, waiting for routine times of the day e.g. lunchtime. Children have developed simple strategies to support them (timers etc) to wait for things they want to play with. Children enjoy sharing their successes with their peers in small groups and are beginning to understand and share in celebrating each other's successes. Children play together in role play, construction, sand and water together (rather than parallel play) and are beginning to negotiate and communicate needs and wants more regularly.</p>	<p>What activities suggested</p> <p>Implementations/ideas</p> <ul style="list-style-type: none"> - learning songs for the harvest festival - learning songs and lines for the Christmas Nativity - fireworks art for Guy Fawks - visit to the local place of worship (church) - key person time and chatter box - odd one out Maths activities - Special places - Mini mes in small world with different expressions for different feelings - Feeling board - Star of the Day - Share personal photos (all about me) - Free drawing of their family - Using bikes both with foot pedals and hand pedals - Dolls from different ethnic backgrounds
<p>Milestone 2 Easter</p>	<p>What will be observed</p> <p>● ● ● ● ● ●</p> <p>Children begin to talk about their own emotions during their daily activities, as they continue to use the mood board and explore further emotions during key group time. They can now also identify "excited, nervous, and calm". Children continue to share stories about their own home experience and begin to point out the differences between their home routines and those of others. Children demonstrate a knowledge of and generally follow class rules, using timers and other self-management systems to help them. Children are able to show happiness for others during 'star of the day' and celebration times. They begin to resolve conflicts with the support of adults and techniques learned through the Leader in Me programme. Children enjoy stories, role-play and games including diverse characters and toys, noticing cultural differences and differences in ability. At Forest School and in the classroom, they continue to notice and begin to discuss changes in the seasons.</p>	<ul style="list-style-type: none"> - Ducks or chicks in the classroom - Frog spawn - Daffodils - Chinese New Year Celebration - Leader in me activities - Build a tower with one hand - Tidy up with one hand - Junk modelling - Free drawing - Star of the day "show and tell" - Diversity Barbie box to come into play - What is the same and what is different in shapes, numbers - Making a Chinese Dragon - Diwali
<p>Milestone 3 End of year</p>	<p>What will be observed</p> <p>● ● ● ● ● ●</p> <p>Children begin to show empathy and understanding for characters and animals, predicting their actions and feelings, accepting their different needs and comparing them to their own. Children use vocabulary of comparison in their explore to learn time, such as "the same, different, more, less", and use it to compare they own home life with that of characters from other cultures in stories that we share. Children make links between the knowledge they have amassed this year, and their own observations of the world around them and in books, and talk about what they have observed in nature, including life cycles. Children behave in a more controlled, sensible and independent way and talk about their own strengths and those of others and understand that some are not as able bodied as they are.</p> <p>Children show an understanding and acceptance that the world is populated by lots of different people with different cultures, needs, shapes and colours, and this is normalised in the classroom environment.</p>	<ul style="list-style-type: none"> • Trip to the library? - Tadpoles - Butterflies - Trip to a modern place of worship (catholic church Alresford) - 2D and 3D shapes property and manipulation - African puppet