

Aspiration 4 for cohort	
Children at Kingsclere will be able to work cooperatively to create games demonstrating a deep understanding of number and recognising the reason for rules.	
Milestone	What we will observe
Milestone 1 <i>What is Kingsclere Primary School like?</i>	Children get to know routines and begin to form relationships, built on respect, with familiar peers and adults. They enjoy a range of songs, rhymes and stories that involve counting and number names. They know number names and are able to count objects saying the names in order. They begin to explore the composition of 2 and 3. Children play with a range of construction toys and jigsaws, beginning to explore spatial awareness and position. They play a good mix of indoor and outdoor activities with a wide range of open-ended materials.
Milestone 2 <i>Shall we go for a walk?</i>	Children experience opportunities to play in a variety of groups, helping them to develop relationships. They have positive behaviours modelled around them and are encouraged to express their feelings in a safe and secure way. When they are counting they match each number to an object or action and understand that the last number is the number of the whole group, the cardinal number, and they begin to find the correct numeral. Children are able to recognise small quantities in familiar patterns, explore the composition of 4 and 5 and understand one more or one less. Through exploration of the environment the children are beginning to recognise shapes and use shape names. There are many opportunities to use large muscle movements, climbing, skipping, running, hopping, crawling, with space to practise with no expectations. Children begin to use precise vocabulary to describe movements and directions.
Milestone 3 <i>I wonder what is beyond my window? What is it like to work together?</i>	Through familiarity with the learning dinosaurs, the children are beginning to recognise learning behaviours in themselves, in particular resilience and perseverance (stickasaurus and tryatops). They are aware of the high expectations for listening and following instructions. Through play the children begin to explore ways of recording quantities, such as dots, marks, shapes. They recognise small quantities in random patterns and have some experience of making number bonds to 5. The language of greater than, less than, the same becomes familiar to them and they are able to compare lengths and weights in practical activities. The children start to recognise patterns when counting and can use them to help them develop their counting. Children enjoy physical play and have regular experience of feeling 'out of breath'. They are set physical challenges and practice the art of balancing to conclude movements.
Milestone Final <i>What is the same and what is different? How do we know it is Summer?</i>	Children set goals for themselves in discovery time and work productively towards them. They work and play cooperatively with others, showing the ability to listen, follow instructions and explain why rules are necessary. They show a deep understanding of number to 10, demonstrating composition and automatically recalling number bonds to 5 and above. They can count readily beyond 20 and compare quantities successfully. They are able to work with odds and evens and some double facts. In physical play the children are negotiating space and obstacle safely and confidently, demonstrating strength, balance and coordination. They move with energy and enthusiasm, assertive enough to try out new challenges.