

Text-led approach	Communication and Language	Literacy	Personal Social and Emotional Development	Physical Development	Mathematics	Understanding The World	Expressive Arts and Design
<p>The Gruffalo by Julia Donaldson - Funny Bones Stories by Allan Ahlberg, Owl Babies by Martin Waddell, Non-fiction Owl Facts</p> <p>Hooks Being a Maths Investigator (theme day) Harvesting the fruit and vegetables grown on our school grounds. Picking and tasting vegetable and fruit from our school garden.</p> <p>Music - Antonio Vivaldi Autumn piano version</p>	<b>Listening and Attention</b>	<b>Reading</b>	<b>Making Relationships</b>	<b>Moving and Handling</b>	<b>Number</b>	<b>People and Communities</b>	<b>Exploring Using Media and Materials</b>
	<p><b>30-50 months</b> Listen to story with increasing attention Listens to others one to one or in small groups - <i>listening and responding to others</i></p> <p><b>40-60+ months</b> Maintains attention, concentration and sits quietly during appropriate activity.</p>	<p><b>30-50 months</b> Enjoys rhyming and rhythmic activities. Shows an awareness of rhyme and alliteration. Recognises rhythm in spoken words Listens and joins in with stories. Listen to stories with increasing attention and recall. Describe main story settings, events and principal characters.</p>	<p><b>30-50 months</b> To play in a group, extending and elaborating play ideas.</p> <p><b>40-60+ months</b> Initiate conversations, attends to and takes account what people say</p>	<p><b>30-50 months</b> Use one handed tools and equipment - <i>Cutting skills</i>. Holds pencil near point between first two fingers and thumb and uses it with good control - <i>Hold a pencil effectively</i>.</p> <p><b>40-60+ months</b> Begin to handle tools, objects, construction and malleable materials safely and with increasing control. Use simple tools to effect changes to material. Negotiates space successfully, adjusting speed or direction to avoid obstacles - <i>with adult support</i> Experiments with different ways of moving. Begins to retrace vertical lines.</p>	<p><b>30-50 months</b> <b>40-60+ months</b> Counts up to 3 objects saying the number name for each item. Counts up to 6 objects from a larger group. Recognise some numerals of personal significance. Selects the correct numeral to represent 1-5 then 1-10. Counts an irregular arrangement of up to 10 objects. They can estimate how many objects they can see and check by counting them starting to use 'counting on' - <i>up to 10</i> Begins to identify own mathematical problems based on own interest and fascinations - <i>repeating pattern using 2 things</i></p>	<p><b>30-50 months</b> Knows some things that make them unique, and can talk about some of the similarities and differences in relation to friends and family.</p> <p><b>40-60+ months</b> Identifies and talks about events in their own life and in the lives of their family - <i>big family events such as birthdays</i> Shows interest in the lives of people familiar to them.</p>	<p><b>30-50 months</b> Join construction pieces together to build and balance</p> <p><b>40-60+ months</b> Build a repertoire of songs and dances. Explore what happens when they mix colours. Manipulate materials to achieve a planned effect. Use simple tools and techniques competently and appropriately. Selects tools and techniques needed to shape, assemble and join materials. Experiments to create different textures.</p>
	<b>Understanding</b>	<b>40-60+ months</b>	<b>Self-confidence and Self-awareness</b>	<b>Health and Self Care</b>	<b>Shape, Space and Measures</b>	<b>The World</b>	<b>Being Imaginative</b>
	<p><b>40-60+ months</b> Respond to instructions involving a simple and then a <i>simple</i> two-part sequence.</p>	<p>Enjoys an increasing range of books. <i>Begin to use vocabulary and forms of speech that are influenced by their experiences of books.</i> Hears and says the initial sound in words - with the support of an adult</p>	<p><b>40-60+ months</b> Develop confidence to speak to others about their own needs, wants interests and opinions. <i>Confident speaking in front of a small group with adult support when needed</i> Describe self in positive terms and talk about abilities - <i>I know we are all good at different things and we are all different.</i></p>	<p><b>30-50 months</b> Aware of own feelings and know that some actions and words can hurt others feelings. Usually tolerates delay when needs are not immediately met - <i>Learn how to be tolerant and wait their turn.</i></p> <p><b>40-60+ months</b> Becoming aware of the boundaries set and of behavioural expectations in the setting. Understand that own actions affect other people <i>e.g. to not hit others</i></p>	<p><b>30-50 months</b> Usually dresses and undresses independently - <i>Beginning to dress and undress independently for PE</i> Usually dry and clean during the day.</p>	<p>Shows care and concern for living things and the environment Talk about some things that they have observed - natural environment Talk about why things happen and how things work Comment and ask questions about aspects of their familiar world</p> <p><b>40-60+ months</b> Look closely at similarities, difference and change - <i>seasonal</i></p>	<p><b>30-50 months</b> Use movements to express feelings. Create movement in response to music. Notices what adults do, imitating what is observed.</p> <p><b>40-60+ months</b> Create simple representations of events, people and objects.</p>
	<b>Speaking</b>	<b>Writing</b>	<b>Managing Feelings and Behaviour</b>	<b>Health and Self Care</b>	<b>Shape, Space and Measures</b>	<b>Technology</b>	<b>National weeks</b>
	<p><u>Assessment - vocabulary knowledge, sentence structure. Assessing speech and the need for speech and language intervention.</u></p> <p><b>30-50 months</b> Begins to use more complex sentences to link thoughts - <i>to speak in a sentence</i></p> <p><b>40-60+ months</b> Introduce a storyline or narrative into their play <i>Uses talk to clarify thinking - exploring the meaning of new words.</i> Links statements and sticks to main theme or intention.</p>	<p><b>40-60+ months</b> Hears and says the initial sound in words - with adult support <i>Give meaning to marks as they draw, write and paint</i></p>	<p><b>30-50 months</b> Usually tolerates delay when needs are not immediately met - <i>Learn how to be tolerant and wait their turn.</i></p>	<p><b>30-50 months</b> Usually dresses and undresses independently - <i>Beginning to dress and undress independently for PE</i> Usually dry and clean during the day.</p>	<p><b>40-60+ months</b> Order two or three objects by capacity - <i>children use everyday language to talk about capacity (ELG)</i></p>	<p><b>30-50 months</b> Knows how to operate simple equipment.</p> <p><b>40-60+ months</b> Completes a simple programme on a computer.</p>	<p><b>Events / Visits /Visitors</b> School nurse</p>

Foundation 2 - Half term Autumn 2 - Food Glorious Food

Text-led approach	Communication and Language	Literacy	Personal Social and Emotional Development	Physical Development	Mathematics	Understanding The World	Expressive Arts and Design	
<p>Traditional Stories - The little Red Hen, The Enormous Turnip, Room for a little one by Martin Waddell RE Christian Faith - The First Christmas</p> <p>Hooks Music 'Vivaldi' Winter Making bread Making vegetable soup The Christmas concert</p>	Listening and Attention	Reading	Making Relationships	Moving and Handling	Number	People and Communities	Exploring Using Media and Materials	
	<p><b>40-60+ months</b></p> <p>Maintains attention, concentrates and sits quietly during activities.</p> <p>Two channelled attention - can listen and do for short span.</p>	<p><b>40-60+ months</b></p> <p>Hears and says initial sounds in words - recording the sound heard.</p> <p>Segment the sounds in simple words and blend them together, and know which letters represent some of them - <i>VC words then CVC words (alphabet)</i></p> <p>Links sounds to letters naming and sounding the letters of the alphabet.</p> <p>Use vocabulary and forms of speech that are increasingly influenced by their experiences of books - directly within their play.</p> <p>Begins to read words (<i>VC/CVC words</i>)</p>	<p><b>40-60+ months</b></p> <p>Takes steps to resolve conflicts with other children e.g. begin to take turns</p> <p>Explains own knowledge and understanding of their character and asks appropriate questions.</p> <p>Initiates conversation and attends to and takes account of what others say - <i>listen and respond</i></p>	<p><b>40-60+ months</b></p> <p>Experiments with different ways of moving.</p> <p>Negotiates space successfully, adjusting speed or changing direction to avoid obstacles.</p> <p>Travels with confidence and skill around equipment.</p> <p>Handles construction safely and with increasing control.</p> <p>Shows preference for a dominant hand.</p> <p>Begins to use anticlockwise movement and retrace vertical lines.</p> <p>Uses a pencil and holds it effectively to form recognisable letters.</p>	<p><b>40-60+ months</b></p> <p>Selects the correct numeral to represent to correct group of objects 1-10, then 1-20.</p> <p>Counts objects to 10, and begins to count beyond 10.</p> <p>Finds 1 more from a group of objects up to 5, then 10 objects.</p> <p>Says the number that is 1 more than a given number.</p> <p>Counts actions or objects that cannot be moved.</p>	<p><b>40-60+ months</b></p> <p>Enjoys joining in with family customs and routines - <i>link cultural stories</i>.</p> <p>Begins to differentiate between past and present</p>	<p><b>40-60+ months</b></p> <p>Begins to build a repertoire of songs and dances.</p> <p>Explores the different sounds of instruments.</p> <p>Explores what happens when they mix colours.</p> <p>Understands that different media can be combined to create new effects.</p> <p>Uses simple tools and techniques competently and appropriately.</p>	
	Understanding							
	<p><b>40-60+ months</b></p> <p>Responds to instructions involving a two-part sequence.</p> <p>Listens and responds to ideas expressed by others in conversation or discussion.</p>	Writing	<p><b>40-60+ months</b></p> <p>Confident speaking in front of a small group - <i>to an audience</i>.</p> <p>Take steps to resolve conflicts with other children - <i>Sharing and turn taking</i>.</p>	<p><b>Self-confidence and Self-awareness</b></p>	<p><b>40-60+ months</b></p> <p>Confident speaking in front of a small group - <i>to an audience</i>.</p> <p>Take steps to resolve conflicts with other children - <i>Sharing and turn taking</i>.</p>	<p><b>Health and Self Care</b></p>	<p><b>Shape, Space and Measures</b></p>	<p><b>The World</b></p>
		<p><b>40-60+ months</b></p> <p>Begins to break the flow of speech into words.</p>	<p><b>Managing Feelings and Behaviour</b></p>	<p><b>40-60+ months</b></p> <p>Shows an understanding of the needs for safety when tackling new challenges and considers and manages some risks.</p>	<p><b>40-60+ months</b></p> <p>Order and sequence familiar events.</p>	<p><b>40-60+ months</b></p> <p>Looks closely at similarities and differences, patterns and change - <i>farm/town/seasonal</i></p>	<p><b>Being Imaginative</b></p>	
	Speaking	<p><b>40-60+ months</b></p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning of new words.</p> <p>Uses language to imagine and recreate roles and experiences in play situations.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Introduces a storyline or narrative into their play.</p>	<p><b>40-60+ months</b></p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence - <i>to write VC/CVC words</i>.</p> <p>Writes own name and other things such as labels, captions.</p> <p>Segments the sounds in simple words and blend them together - <i>VC words then CVC words (alphabet)</i></p>	<p><b>40-60+ months</b></p> <p>Understands that their own actions affect other people - <i>apologise to their peers when necessary</i></p> <p>Aware of boundaries set, and of behavioural expectations in the setting.</p> <p>Beginning to be able to negotiate and solve problems without aggression.</p>	<p><b>40-60+ months</b></p> <p>Usually dresses and undresses independently- <i>can zip up coat and do buttons</i>.</p> <p>Eats a healthy range of foodstuffs and understands need for a variety in food.</p> <p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p>	<p><b>40-60+ months</b></p> <p>Begins to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes.</p> <p>Select a particular named shape.</p> <p>Uses everyday language related to time.</p> <p>Can share between 2 using numbers up to 6 and begins to use halving.</p>	<p><b>Technology</b></p>	<p><b>National weeks</b></p>
							<p><b>40-60+ months</b></p> <p>Completes a simple program on a computer.</p> <p><i>Operates equipment safely.</i></p>	<p>Bonfire night</p> <p>Fire safety</p> <p>Remembrance Day</p> <p>Diwali 13<sup>th</sup> Nov</p>
								<p><b>Events / Visits /Visitors</b></p>

Text-led approach	Communication and Language	Literacy	Personal Social and Emotional Development	Physical Development	Mathematics	Understanding The World	Expressive Arts and Design
Jack and the Beanstalk/Growing a bean Little Red Riding Hood Wolves Gingerbread Man  <b>Hooks</b> Music 'Frozen' - PE Chinese New Year celebrations (12 <sup>th</sup> Feb)  Out of Ark: Red Riding Hood, Jack and the Beanstalk	<b>Listening and Attention</b>  <u>40-60+ months</u> Listens to stories from beginning to end and answers questions about what they have heard.  Two channelled attention - can listen and do for short span.  Shows interest when presented with alternative possibilities.	<b>Reading</b>  <u>40-60+ months</u> Continues a rhyming string.  Segments the sounds in simple words and blend them together and know which letters represent some of them - <i>CVC then to CVCC</i>  Links sounds to letters naming and sounding the letters of the alphabet.  Read words and simple sentences..  Talks about a favourite book they have read.	<b>Making Relationships</b>  <u>40-60+ months</u> Takes steps to resolve conflicts with other children e.g. finding a compromise.  They take account of one another's ideas about how to organise their activity e.g. <i>Choosing how to design/build</i>  <b>Self-confidence and Self-awareness</b>  <u>40-60+ months</u> Confident in speaking in front of a small group.  Willingly participates in a range of activities and chooses a range of activities.  Shows enthusiasm and excitement when participating and engaging in a variety of activities  Chooses equipment necessary to complete a task.	<b>Moving and Handling</b>  <u>40-60+ months</u> Experiments with different ways of moving - <i>explaining their movement</i>  Jumps off an object and lands appropriately.  Negotiates space successfully, adjusting speed or changing direction to avoid obstacles.  Travels with confidence and skill around, under, over and through, balancing and climbing on equipment.  Shows increasing control over an object in pushing, patting, throwing, catching or kicking.  Handles tools and construction safely with increasing control - <i>Pushing/pulling apart, fixing/joining together.</i>  Uses a pencil and holds it effectively, to form recognisable letters, most of which are correctly formed correctly.  Begins to form recognisable letters.	<b>Number</b>  <u>40-60+ months</u> <i>Understanding the value of Zero and nothing how to represent it 0 - use the language: zero, nothing there, all gone, none, empty. Compare groups of objects up to five.</i>  Selects the correct numeral to represent a correct group of objects 1-10, then 1-20. Counts objects to 10, and beyond 10. Begins to use 'teens' to count beyond 10. Finds the total number in two groups by adding all of them. Uses the language of 'more' and 'fewer' - <i>less/more</i> to compare two sets of objects. In practical activities and discussion, begin to use the vocabulary involved in adding. Begins to identify own mathematical problems.  <b>Shape, Space and Measures</b>  <u>40-60+ months</u> Begins to use mathematical names for 'solid' 3 D shapes and 'flat' 2D shapes and mathematical terms to describe shapes <i>Recognition of flat 2d shapes. Triangle, Square, Rectangle, Circle Semi-circle, Hexagon, Pentagon</i> <i>Language - flat, 2d, sides, corners, points, edges, straight, curved, round, long, short</i> Selects a particular named shape. Uses familiar objects and common shapes to create and recreate patterns and build models - <i>use shapes appropriately for tasks.</i> Describes their relative position - <i>understanding of positional language.</i> Order 2 or 3 items by length or height. Measure short period of times in simple ways. Beginning to use everyday language related to money.  <b>ELG</b> Children solve problems - <i>Compares objects by weight/capacity</i> <i>Puts objects in order by weight/capacity.</i> Children use everyday language to talk about size - <i>long, longer, longest, short, shorter, shortest, length</i>	<b>People and Communities</b>  <u>40-60+ months</u> Identifies and talks about events in their own life and in the lives of family members - <i>spending time with family at the weekend etc</i>  Notifies that others may have different special days.  Joins in with customs and routines - <i>and cultural stories.</i>  <b>ELG</b> Talk about past and present events in their own lives.  <b>The World</b>  <u>40-60+ months</u> Knows familiar places identifying features.  Identifies features of materials and living things.  <b>ELG</b> Talks about similarities and difference in relation to places.  Talks about the features of their own immediate environment and how environments might vary from one another.  <b>Technology</b>  <u>40-60+ months</u> Completes a simple program on a computer.  Uses ICT hardware to interact with age appropriate computer software.  <i>Logging on and off on the computers in the Computing room.</i>  Begins to understand how technology is used in everyday life.	<b>Exploring Using Media and Materials</b>  <u>40-60+ months</u> Begins to build a repertoire of songs and dances.  Explores the different sounds of instruments.  Explores what happens when they mix colours.  Experiments to create different textures.  Manipulates materials to achieve a planned effect.  Selects appropriate resources and adapts work where necessary.  Select tools, materials and techniques needed to shape, assemble and join materials they are using  <b>ELG</b> Safely use and explore a variety of materials, tools and techniques.  <b>Being Imaginative</b>  <u>40-60+ months</u> Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences.  Chooses particular colours to use for a purpose.  Plays alongside others who are engaged in the same theme.  Plays co-operatively as part of a group to develop and act out a narrative.  <b>ELG</b> Represent their ideas, thoughts and feelings through design and technology.  <b>National weeks</b>  <b>Chinese New Year 12<sup>th</sup> Feb</b>  <b>Events / Visits /Visitors</b>
	<b>Understanding</b>						
	<u>40-60+ months</u> Listens and <i>follow</i> a two-part sequence.  Listen and respond to the ideas expressed by others.	<b>Writing</b>					
	<b>Speaking</b>	<u>40-60+ months</u> Begins to break the flow of speech into words.  Continues a rhyming string.  Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.  Writes own name and other things such as labels, captions.  Segments the sounds in simple words and blend them together - <i>CVC then to CVCC</i>  Attempts to write short sentences in meaningful contexts - <i>with adult support</i>  Link sounds to letters naming and sounding the letters of the alphabet.	<b>Managing Feelings and Behaviour</b>	<b>Health and Self Care</b>			
	<u>40-60+ months</u> Extends vocabulary, especially by grouping and naming, exploring the meaning of new words - <i>topic/theme links.</i>  Uses language to imagine and recreate roles and experiences in play situations.  Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.  Introduces a storyline or narrative into their play.  Shows an awareness of past and future.		<u>40-60+ months</u> Understands that their own actions affect other people - <i>tries to comfort and support a child if they are upset when due to their actions.</i>  <i>Follow (Aware of) boundaries set, and behavioural expectations in the setting.</i>  Begin to be able to negotiate and solve problems without aggression	<u>40-60+ months</u> Shows an understanding of the needs for safety when tackling new challenges and considers and manages some risks.  Practice some appropriate safety measures without direct supervision.  Shows understanding of how to transport and store equipment safely.  Eats a healthy range of foodstuffs and understands the need for variety in food.  Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.			

Foundation 2 - Half term Spring 2 - Jungle Fever

Text-led approach	Communication and Language	Literacy	Personal Social and Emotional Development	Physical Development	Mathematics	Understanding The World	Expressive Arts and Design
Walking through the jungle - Julie Lacombe The Tiger Who Came to Tea - Judith Kerr Rumble in the jungle - Giles Andreae Non-Fiction Tiger Facts - DK book, Wild Baby Animals - DK, Jungle Animals - DK book Parrot Facts - DK books	<b>Listening and Attention</b>	<b>Reading</b>	<b>Making Relationships</b>	<b>Moving and Handling</b>	<b>Number</b>	<b>People and Communities</b>	<b>Exploring Using Media and Materials</b>
	<p><b>ELG</b></p> <p>They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p>	<p><b>40-60+ months</b></p> <p>Links sounds to letters naming and sounding the letters of the alphabet.</p> <p>Know information can be retrieved from books and computers.</p> <p>Begins to read words and simple sentences.</p> <p><b>ELG</b></p> <p>They use phonic knowledge to decode regular words and read them aloud with some accuracy.</p> <p>They also read some common irregular words - all of phase 2.</p>	<p><b>ELG</b></p> <p>Children play co-operatively, taking turns with others.</p> <p>Take account of one another's ideas about how to organise their activity.</p>	<p><b>40-60+ months</b></p> <p>Shows increasing control over an object - patting, pushing, rolling, throwing, catching and kicking.</p> <p>Jumps and lands appropriately and safely.</p> <p>Begins to form recognisable letters - correctly</p> <p><b>ELG</b></p> <p>They move confidently in a range of ways, safely negotiating space.</p>	<p><b>40-60+ months</b></p> <p>Finds the total number in two groups by adding all of them.</p> <p>Uses the language of more' and 'fewer' - less/more to compare two sets of objects.</p> <p>In practical activities and discussion, begin to use the vocabulary involved in adding.</p> <p>Records using marks that they can interpret and explain.</p> <p><b>ELG</b></p> <p>Count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.</p>	<p><b>40-60+ months</b></p> <p>Notifies that others have special days.</p> <p><b>ELG</b></p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p><b>40-60+ months</b></p> <p>Constructs with a purpose in mind, using a variety of resources.</p> <p>Selects appropriate resources and adapts work where necessary.</p> <p><b>ELG</b></p> <p>Sing songs, make music and dance, and experiment with ways of changing them.</p>
	<b>Understanding</b>		<b>Self-confidence and Self-awareness</b>				<b>Being Imaginative</b>
	<p><b>40-60+ months</b></p> <p>Able to follow a story without pictures or props.</p> <p><b>ELG</b></p> <p>They begin to answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<b>Writing</b>	<p><b>40-60+ months</b></p> <p>Willingly participate in a wide range of activities.</p> <p><b>ELG</b></p> <p>They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.</p>	<b>Health and Self Care</b>		<b>The World</b>	<p><b>40-60+ months</b></p> <p>Initiates new combinations of movement to express ideas and feelings.</p> <p><b>ELG</b></p> <p>They represent their own ideas, thoughts and feelings role play and stories.</p>
	<b>Speaking</b>	<p><b>40-60+ months</b></p> <p>Attempts to write short sentences in a meaningful contexts</p> <p><b>ELG</b></p> <p>Children begin to use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>Write some irregular common words - phase 2.</p>	<b>Managing Feelings and Behaviour</b>	<p><b>40-60+ months</b></p> <p>Eats a healthy range of foodstuffs and understands the need for variety in food.</p> <p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p><b>ELG</b></p> <p>They manage their own basic hygiene and personal needs with some success, including dressing and going to the toilet independently.</p>	<b>Shape, Space and Measures</b>	<p><b>40-60+ months</b></p> <p>Look closely at similarities and differences, patterns and change.</p> <p><b>ELG</b></p> <p>They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<b>National weeks</b>
	<p><b>40-60+ months</b></p> <p>Shows an awareness of past and future.</p> <p><b>ELG</b></p> <p>They begin to use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>They develop their own narratives and explanations by connecting ideas or events.</p>		<p><b>ELG</b></p> <p>Talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</p>		<p><b>40-60+ months</b></p> <p>Beginning to use everyday language related to money.</p> <p>Can share between 2 using numbers up to 6 and begins to use halving.</p> <p><b>ELG</b></p> <p>They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>	<b>Technology</b>	<b>Events / Visits /Visitors</b>
						<p><b>ELG</b></p> <p>Recognise that a range of technology is used in places such as homes and schools.</p> <p>They select and use technology for particular purposes.</p>	

Foundation 2 - Half term Summer 1 - To Infinity and Beyond

Text-led approach	Communication and Language	Literacy	Personal Social and Emotional Development	Physical Development	Mathematics	Understanding The World	Expressive Arts and Design	
<p>Aliens Love Underpants by Claire Freedman and Ben Cort, Whatever Next by Jill Murphey, Supertato by Sue Hendra</p> <p>Music - The Planets by Gustav Holst</p> <p>Out of Ark: Space songs</p>	<b>Listening and Attention</b>	<b>Reading</b>	<b>Making Relationships</b>	<b>Moving and Handling</b>	<b>Number</b>	<b>People and Communities</b>	<b>Exploring Using Media and Materials</b>	
	<p><b>ELG</b> Listen attentively in a range of situations.</p> <p>Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>They give their attention to what others say and respond appropriately</p>	<p><b>ELG</b> Read and understand simple sentences.</p> <p>They also read some common irregular words.</p> <p>They demonstrate understanding when talking with others about what they have read.</p> <p>They use phonic knowledge to decode regular words and read them aloud accurately.</p>	<p><b>ELG</b> They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</p> <p>Children play co-operatively, taking turns with others.</p> <p>They take account of one another's ideas about how to organise their activity.</p>	<p><b>ELG</b> Children show good control and co-ordination in large and small movements.</p> <p>They move confidently in a range of ways, safely negotiating space.</p> <p>They handle equipment and tools effectively, including pencils for writing.</p>	<p><b>ELG</b> Count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number.</p> <p>Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer.</p> <p>They solve problems, including doubling, halving and sharing.</p>	<p><b>ELG</b> Talk about past and present events in their own lives and in the lives of family members.</p> <p>They know that other children don't always enjoy the same things, and are sensitive to this.</p>	<p><b>ELG</b> Sing songs, make music and dance, and experiment with ways of changing them</p> <p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	
	<b>Understanding</b>		<b>Self-confidence and Self-awareness</b>				<b>Being Imaginative</b>	
	<p><b>ELG</b> Follow instructions involving several ideas or actions.</p> <p>They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>		<p><b>ELG</b> Confident to try new activities, and say why they like some activities more than others.</p> <p>They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.</p> <p>They say when they do or don't need help</p>	<b>Health and Self Care</b>			<p><b>ELG</b> Use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories</p>	
	<b>Speaking</b>					<b>Shape, Space and Measures</b>		
	<p><b>ELG</b> They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>Express themselves effectively, showing awareness of listeners' needs.</p> <p>They develop their own narratives and explanations by connecting ideas or events</p>				<p><b>ELG</b> Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p> <p>They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p><b>ELG</b> They recognise, create and describe patterns.</p>		
			<b>Managing Feelings and Behaviour</b>				<b>Technology</b>	
		<b>Writing</b>					<p><b>ELG</b> Recognise that a range of technology is used in places such as homes and schools.</p> <p>They select and use technology for particular purposes.</p>	<b>National weeks</b>
		<p><b>ELG</b> They write simple sentences which can be read by themselves and others.</p> <p>They also write some irregular common words.</p> <p>Use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>Some words are spelt correctly and others are phonetically plausible.</p>	<p><b>ELG</b> Talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable.</p> <p>They work as part of a group or class, and understand and follow the rules.</p> <p>They adjust their behaviour to different situations, and take changes of routine in their stride.</p>					<b>Events / Visits /Visitors</b>

Foundation 2 - Half term Summer 2 - Nature Detectives

Text-led approach	Communication and Language	Literacy	Personal Social and Emotional Development	Physical Development	Mathematics	Understanding The World	Expressive Arts and Design
The Hungry Caterpillar - Eric Carle What the ladybird heard - Julia Donaldson Mad about Minibeasts - Giles Andreae (Poetry) Non-Fiction Minibeasts - DK books (alongside mad about minibeasts) Lifecycles series by Camilla De La Bedoyere - Caterpillar to Butterfly, Tadpole to Frog	<p><b>Listening and Attention</b></p> <p><b>ELG</b> Listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p><b>Exceeding</b> Listen to instructions and follow them accurately, asking for clarification if necessary. They listen attentively with sustained concentration to follow a story without pictures or props. They can listen in a larger group, for example, at assembly.</p> <p><b>Understanding</b></p> <p><b>ELG</b> Follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p><b>Exceeding</b> After listening to stories, children can express views about events or characters in the story and answer questions about why things happened. They can carry out instructions, which contain several parts in a sequence</p> <p><b>Speaking</b></p> <p><b>ELG</b> Express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about event</p> <p><b>Exceeding</b> show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often connecting ideas. They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.</p>	<p><b>Reading</b></p> <p><b>ELG</b> Read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p><b>Exceeding</b> Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read.</p> <p><b>Writing</b></p> <p><b>ELG</b> Use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words.</p> <p><b>Exceeding</b> Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing.</p>	<p><b>Making Relationships</b></p> <p><b>ELG</b> Play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p><b>Exceeding</b> Children play group games with rules. They understand someone else's point of view can be different from theirs. They resolve minor disagreements through listening to each other to come up with a fair solution. They understand what bullying is and that this is unacceptable behaviour.</p> <p><b>Self-confidence and Self-awareness</b></p> <p><b>ELG</b> Are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help</p> <p><b>Exceeding</b> Children are confident speaking to a class group. They can talk about the things they enjoy, and are good at, and about the things they do not find easy. They are resourceful in finding support when they need help or information. They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them.</p> <p><b>Managing Feelings and Behaviour</b></p> <p><b>ELG</b> Talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p><b>Exceeding</b> Children know some ways to manage their feelings and are beginning to use these to maintain control. They can listen to each other's suggestions and plan how to achieve an outcome without adult help. They know when and how to stand up for themselves appropriately. They can stop and think before acting and they can wait for things they want.</p>	<p><b>Moving and Handling</b></p> <p><b>ELG</b> Show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p><b>Exceeding</b> Children can hop confidently and skip in time to music. They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size.</p> <p><b>Health and Self Care</b></p> <p><b>ELG</b> Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> <p><b>Exceeding</b> Children know about, and can make healthy choices in relation to, healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.</p>	<p><b>Number</b></p> <p><b>ELG</b> Count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p> <p><b>Exceeding</b> Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.</p> <p><b>Shape, Space and Measures</b></p> <p><b>ELG</b> Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p> <p><b>Exceeding</b> Children estimate, measure, weigh and compare and order objects and talk about properties, position and time.</p>	<p><b>People and Communities</b></p> <p><b>ELG</b> They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p><b>Exceeding</b> Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. They know that other children have different likes and dislikes and that they may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.</p> <p><b>The World</b></p> <p><b>ELG</b> Know about similarities and differences in relation to places, objects, materials and living things.</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p><b>Exceeding</b> Children know that the environment and living things are influenced by human activity. They can describe some actions, which people in their own community do, that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking, experimentation.</p> <p><b>Technology</b></p> <p><b>ELG</b> Recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p> <p><b>Exceeding</b> Children find out about and use a range of everyday technology. They select appropriate applications that support an identified need, for example in deciding how best to make a record of a special event in their lives, such as a journey on a steam train</p>	<p><b>Exploring Using Media and Materials</b></p> <p><b>ELG</b> Sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>Exceeding</b> Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations, they find out and make decisions about how media and materials can be combined and changed.</p> <p><b>Being Imaginative</b></p> <p><b>ELG</b> Use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories</p> <p><b>Exceeding</b> Children talk about the ideas and processes, which have led them to make music, designs, images or products. They can talk about features of their own and others' work, recognising the differences between them and the strengths of others.</p> <p><b>National weeks</b></p> <p><b>Events / Visits /Visitors</b></p>