

Foundation 1 - Autumn term - On The Farm / Let's Celebrate

Text-led approach	Communication and Language	Literacy	Personal Social and Emotional Development	Physical Development	Mathematics	Understanding The World	Expressive Arts and Design
<p><b>Autumn 1</b> Farmer Duck, Rosie's Walk</p> <p><b>Autumn 2</b> Come On Daisy - Jane Simmons Where's Spot (SSM links) - Eric Hill Say Hi To Hedgehog - Jane McGuinness It Was A Cold Dark Night.</p>	<p><b>Listening and Attention</b></p> <p><u>22-36 months</u> Listens with interest to the noises adults make when they read stories. Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. Shows interest in play with sounds, songs and rhymes. Single channelled attention. Can shift to a different task if attention fully obtained - using child's name helps focus.</p> <p><u>30-50 months</u> Listens to others one to one or in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p><b>Understanding</b></p> <p><u>22-36 months</u> Identifies action words by pointing to the right picture, e.g., "Who's jumping?" Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.' Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is?). Developing understanding of simple concepts (e.g. big/little).</p> <p><u>30-50 months</u> Shows understanding of prepositions. Responds to simple instructions.</p> <p><b>Speaking</b></p> <p><u>22-36 months</u> Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Holds a conversation, jumping from topic to topic. Learns new words very rapidly and is able to use them in communicating. Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'. Uses a variety of questions (e.g. what, where, who). Uses simple sentences (e.g. 'Mummy gonna work.'). Beginning to use word endings (e.g. going, cats).</p> <p><u>30-50 months</u> Uses talk in pretending that objects stand for something else in play. Uses vocabulary focused on objects and people that are of particular importance to them.</p>	<p><b>Reading</b></p> <p><u>22-36 months</u> Has some favourite stories, rhymes, songs, poems or jingles. Repeats words or phrases from familiar stories. Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'. <u>30-50 months</u> Aware that signs and symbols in the environment carry meaning. Looks at books independently. Handles books carefully. Shows interest in illustrations and print in books and print in the environment. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p><b>Writing</b></p> <p><u>22-36 months</u> Distinguishes between the different marks they make.</p> <p><u>30-50 months</u> Distinguished between different marks they make.</p>	<p><b>Making Relationships</b></p> <p><u>22-36 months</u> Interested in others' play and starting to join in. Seeks out others to share experiences. Shows affection and concern for people who are special to them. May form a special friendship with another child. <u>30-50 months</u> Initiates play, offering cues to peers to join them. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p><b>Self-confidence and Self-awareness</b></p> <p><u>22-26 months</u> Separates from main carer with support and encouragement from a familiar adult. Expresses own preferences and interests. <u>30-50 months</u> Selects and uses activities and resources with help. Shows confidence in asking adults (familiar) for help.</p> <p><b>Managing Feelings and Behaviour</b></p> <p><u>22-36 months</u> Seeks comfort from familiar adults when needed. Can express their own feelings such as sad, happy, cross, scared, worried. Responds to the feelings and wishes of others. Aware that some actions can hurt or harm others. Tries to help or give comfort when others are distressed. Shows understanding and cooperates with some boundaries and routines. Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. Growing ability to distract self when upset, e.g. by engaging in a new play activity. <u>30-50 months</u> Begins to accept the needs of others and can take turns and share resources, sometimes with adult support.</p>	<p><b>Moving and Handling</b></p> <p><u>22-36 months</u> Runs safely on whole foot. Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. Can kick a large ball. Turns pages in a book, sometimes several at once. Shows control in holding and using jugs to pour, hammers, books and mark-making tools. Beginning to use three fingers (tripod grip) to hold writing tools Imitates drawing simple shapes such as circles and lines. Walks upstairs or downstairs holding onto a rail two feet to a step. May be beginning to show preference for dominant hand.</p> <p><u>30-50 months</u> Draws lines and circles using gross motor movements.</p> <p><b>Health and Self Care</b></p> <p><u>22-36 months</u> Feeds self competently with spoon. Drinks well without spilling. Clearly communicates their need for potty or toilet. Beginning to recognise danger and seeks support of significant adults for help. Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt. Beginning to be independent in self-care, but still often needs adult support.</p> <p><u>30-50 months</u> Tell adults when hungry or tired or when they want to rest or play. Usually manages washing and drying hands. Gains more bowel and bladder control and can attend to toileting needs most of the time.</p>	<p><b>Number</b></p> <p><u>22-36 months</u> Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. Recites some number names in sequence. Creates and experiments with symbols and marks representing ideas of number. Begins to make comparisons between quantities. Uses some language of quantities, such as 'more' and 'a lot'. Knows that a group of things changes in quantity when something is added or taken away.</p> <p><u>30-50 months</u> Uses number names and number language spontaneously. Recites numbers in order to 10. Uses some number names accurately in play.</p> <p><b>Shape, Space and Measures</b></p> <p><u>22-36 months</u> Notices simple shapes and patterns in pictures. Beginning to categorise objects according to properties such as shape or size. Begins to use the language of size. Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'. Anticipates specific time-based events such as mealtimes or home time.</p> <p><u>30-50 months</u> Shows interest in shape and space by playing with shapes or making arrangements with shapes.</p>	<p><b>People and Communities</b></p> <p><u>22-36 months</u> Has a sense of own immediate family and relations. In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. Beginning to have their own friends. Learns that they have similarities and differences that connect them to, and distinguish them from, others.</p> <p><u>30-50 months</u> Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends.</p> <p><b>The World</b></p> <p><u>22-36 months</u> Enjoys playing with small-world models such as a farm, a garage, or a train track. Notices detailed features of objects in their environment.</p> <p><u>30-50 months</u> Talks about things they have observed such as plants, animals, natural and found objects.</p> <p><b>Technology</b></p> <p><u>22-36 months</u> Knows how to operate simple equipment. Shows an interest in technological toys. Shows skill in making toys work. Knows that information can be retrieved by computers.</p> <p><u>30-50 months</u> Shows an interest in technological toys with knobs or pulleys or real objects such as cameras and mobile phones.</p>	<p><b>Exploring Using Media and Materials</b></p> <p><u>22-36 months</u> Joins in singing favourite songs. Creates sounds by banging, shaking, tapping or blowing. Shows an interest in the way musical instruments sound. Experiments with blocks, colours and marks.</p> <p><u>30-50 months</u> Enjoys joining in with dancing and ring games. Sings a few familiar songs. Imitates movement in response to music.</p> <p><b>Being Imaginative</b></p> <p><u>22-36 months</u> Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.' Beginning to make-believe by pretending.</p> <p><u>30-50 months</u> Engages in imaginative role play on own first hand experiences. Builds stories around toys.</p> <p><b>National weeks</b></p> <p>Rail Safety (Oct) Children in Need (Nov) Anti-Bullying Week (Nov) Road Safety (Nov) Fire Safety (fireworks) (Nov)</p> <p><b>Events / Visits /Visitors</b></p> <p>Andrew's Hedgehog Hospital. Nativity / Christmas performance.</p>

Foundation 1 - Spring term - Porridge and Piglets / Magic and Mystery

Text-led approach	Communication and Language	Literacy	Personal Social and Emotional Development	Physical Development	Mathematics	Understanding The World	Expressive Arts and Design
<p><b>Spring 1</b> Rhyming traditional tales: Jack and the Beanstalk Red Riding Hood Goldilocks and The Three Bears Three Billy Goats Gruff The Gingerbread Man The Three Little Pigs</p> <p>Going on a Bear Hunt</p> <p><b>Spring 2</b> Room on a Broom Superworm Jasper's Beanstalk</p>	<p><b>Listening and Attention</b></p> <p><b>30-50 months</b> Listens to others one to one or in small groups when conversations interest them. Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in stories and rhymes. Focusing attention - still listen or do but can shift attention. Is able to follow directions (if not intently focused on own choice of activity)</p> <p><b>Understanding</b></p> <p><b>30-50 months</b> Understands use of objects. Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting a picture. Responds to simple instructions. Begins to understand why and how questions</p> <p><b>Speaking</b></p> <p><b>30-50 months</b> Beginning to use more complex sentences to link thoughts (e.g. using and, because). Can retell a simple past event in correct order (e.g. went down slide, hurt finger). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks e.g. who, what, when, how. • Uses a range of tenses (e.g. play, playing, will play, played).</p>	<p><b>Reading</b></p> <p><b>30-50 months</b> Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Suggests how the story might end. Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters. Shows interest in illustrations and print in books and print in the environment. Recognises familiar words and signs such as own name and advertising logos. Looks at books independently. Handles books carefully. Knows information can be relayed in the form of print. Holds books the correct way up and turns pages. Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p><b>Writing</b></p> <p><b>30-50 months</b> Sometimes gives meaning to marks as they draw and paint. Ascribes meaning to marks that they see in different places. Begins to see sounds from their own names in other words. Understands 'sentences' have a beginning and an end.</p>	<p><b>Making Relationships</b></p> <p><b>30-50 months</b> Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children Initiates play, offering cues to peers to join them Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p><b>Self-confidence and Self-awareness</b></p> <p><b>30-50 months</b> Can select and use activities and resources with help. Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing, and will communicate freely about own home and community. Shows confidence in asking adults for help</p> <p><b>Managing Feelings and Behaviour</b></p> <p><b>30-50 months</b> Aware of own feelings, and knows that some actions and words can hurt others' feelings Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met Can usually adapt behaviour to different events, social situations and changes in routine.</p>	<p><b>Moving and Handling</b></p> <p><b>30-50 months</b> Moves freely and with pleasure and confidence in a range of ways Mounts stairs, steps or climbing equipment using alternate feet. Walks downstairs, two feet to each step while carrying a small object. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can stand momentarily on one foot when shown. Can catch a large ball. Draws lines and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control Can copy some letters, e.g. letters from their name.</p> <p><b>Health and Self Care</b></p> <p><b>30-50 months</b> Can tell adults when hungry or tired or when they want to rest or play. Observes the effects of activity on their bodies. Understands that equipment and tools have to be used safely.</p>	<p><b>Number</b></p> <p><b>30-50 months</b> Uses some number names and number language spontaneously. Uses some number names accurately in play. Recites numbers in order to 10. Knows that numbers identify how many objects are in a set. Beginning to represent numbers using fingers, marks on paper or pictures Sometimes matches numeral and quantity correctly. Shows curiosity about numbers by offering comments or asking questions. Compares two groups of objects, saying when they have the same number Shows an interest in number problems. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Shows an interest in numerals in the environment. Shows an interest in representing numbers. • Realises not only objects, but anything can be counted, including steps, claps or jumps.</p> <p><b>Shape, Space and Measures</b></p> <p><b>30-50 months</b> Shows an interest in shape and space by playing with shapes or making arrangements with objects. Shows awareness of similarities of shapes in the environment. Uses positional language. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Shows interest in shapes in the environment. Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</p>	<p><b>People and Communities</b></p> <p><b>30-50 months</b> Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events from own experiences. Recognises and describes special times or events for family and friends. Shows interest in different occupations and ways of life. Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends and family</p> <p><b>The World</b></p> <p><b>30-50 months</b> Comments and asks questions about aspects of their familiar world such as places where they live or the natural world. Talks about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Develops an understanding of growth and decay and changes over time. Shows care and concern for living things and the environment.</p> <p><b>Technology</b></p> <p><b>30-50 months</b> Knows how to operate simple equipment. Shows an interest in technological toys. Shows skill in making toys work. Knows that information can be retrieved by computers</p>	<p><b>Exploring Using Media and Materials</b></p> <p><b>30-50 months</b> Enjoys joining in with dancing and ring games. • Sings a few familiar songs Beginning to move rhythmically. Imitates movement in response to music. Taps out simple repeated rhythms. Explores and learns how sounds can be changed. Explores colour and how colours can be changed. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Beginning to be interested in and describe the texture of things. Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. Realises tools can be used for a purpose</p> <p><b>Being Imaginative</b></p> <p><b>30-50 months</b> Developing preferences for forms of expression. Uses movement to express feelings. Creates movement in response to music. Sings to self and makes up simple songs. Makes up rhythms. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Engages in imaginative role-play based on own first-hand experiences. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. Uses available resources to create props to support role-play. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p> <p><b>National weeks</b></p> <p>Drugs / Red Ribbon Day (Jan) Internet Safety (Feb) Chinese New Year 12<sup>th</sup> Feb 2021</p> <p><b>Events / Visits /Visitors</b></p> <p>Goldilocks and The Three Bears video performance for classes.</p> <p>Spring bulb / sunflower seed planting in preparation to sell in the summer term.</p>

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<p><b>Summer 1</b> Dear Zoo The Very Hungry Caterpillar</p> <p><b>Summer 2</b> Magic Beach - Alison Lester The Storm Whale - Benji Davis Billy's Bucket - Kes Gray The Rainbow Fish - Marcus Pfister</p>	<p><b>Listening and Attention</b></p> <p><b>30-50 months</b> Listens to others one to one or in small groups when conversations interest them. Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in stories and rhymes. Focusing attention - still listen or do but can shift attention. Is able to follow directions (if not intently focused on own choice of activity)</p> <p><b>40-60 months</b> Two-channelled attention - can listen and do for short span</p>	<p><b>Reading</b></p> <p><b>30-50 months</b> Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Suggests how the story might end. Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters. Recognises familiar words and signs such as own name and advertising logos. Knows information can be relayed in the form of print. Holds books the correct way up and turns pages.</p> <p><b>40-60 months</b> Knows that print carries meaning and, in English, is read from left to right and top to bottom. Enjoys an increasing range of books. Knows that information can be retrieved from books and computers.</p>	<p><b>Making Relationships</b></p> <p><b>30-50 months</b> Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children Initiates play, offering cues to peers to join them Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p><b>40-60 months</b> Initiates conversations, attends to and takes account of what others say.</p>	<p><b>Moving and Handling</b></p> <p><b>30-50 months</b> Moves freely and with pleasure and confidence in a range of ways Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can stand momentarily on one foot when shown. Can catch a large ball. Draws lines and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control Can copy some letters, e.g. letters from their name.</p> <p><b>40-60 months</b> Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines.</p>	<p><b>Number</b></p> <p><b>30-50 months</b> Uses some number names and number language spontaneously. Uses some number names accurately in play. Knows that numbers identify how many objects are in a set. Beginning to represent numbers using fingers, marks on paper or pictures Sometimes matches numeral and quantity correctly. Shows curiosity about numbers by offering comments or asking questions. Compares two groups of objects, saying when they have the same number Shows an interest in number problems. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Shows an interest in numerals in the environment. Shows an interest in representing numbers. Realises not only objects, but anything can be counted, including steps, claps or jumps.</p> <p><b>40-60 months</b> Recognise some numerals of personal significance. Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item Counts actions or objects which cannot be moved. Counts objects to 10. Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to 5.</p>	<p><b>People and Communities</b></p> <p><b>30-50 months</b> Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events from own experiences. Recognises and describes special times or events for family and friends. Shows interest in different occupations and ways of life. Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends and family</p>	<p><b>Exploring Using Media and Materials</b></p> <p><b>30-50 months</b> Taps out simple repeated rhythms. Explores colour and how colours can be changed. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Beginning to be interested in and describe the texture of things. Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. Realises tools can be used for a purpose</p>
	<p><b>Understanding</b></p> <p><b>30-50 months</b> Understands use of objects. Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting a picture. Responds to simple instructions. Begins to understand why and how questions</p> <p><b>40-60 months</b> Responds to instructions involving a two-part sequence. Listens (and responds) to ideas expressed by others in conversation or discussion.</p>	<p><b>Writing</b></p> <p><b>30-50 months</b> Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places.</p> <p><b>40-60 months</b> Gives meaning to marks they make as they draw, write and paint. Links sounds to letters (some). Writes own name.</p>	<p><b>Managing Feelings and Behaviour</b></p> <p><b>30-50 months</b> Aware of own feelings, and knows that some actions and words can hurt others' feelings Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met Can usually adapt behaviour to different events, social situations and changes in routine.</p> <p><b>40-60 months</b> Aware of the boundaries set, and of behavioural expectations in the setting.</p>	<p><b>Health and Self Care</b></p> <p><b>30-50 months</b> Can tell adults when hungry or tired or when they want to rest or play. Observes the effects of activity on their bodies. Understands that equipment and tools have to be used safely.</p> <p><b>40-60 months</b> Usually dry and clean during the day.</p>	<p><b>Shape, Space and Measures</b></p> <p><b>30-50 months</b> Shows an interest in shape and space by playing with shapes or making arrangements with objects. Shows awareness of similarities of shapes in the environment. Uses positional language. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Shows interest in shapes in the environment. Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. <b>40-60 months</b> Selects a particular named shape. Can describe their relative position such as 'behind' or 'next to'. Orders two or three items by length or height. Orders two items by weight or capacity.</p>	<p><b>The World</b></p> <p><b>30-50 months</b> Comments and asks questions about aspects of their familiar world such as places where they live or the natural world. Talks about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Develops an understanding of growth and decay and changes over time. Shows care and concern for living things and the environment.</p>	<p><b>Being Imaginative</b></p> <p><b>30-50 months</b> Developing preferences for forms of expression. Uses movement to express feelings. Creates movement in response to music. Sings to self and makes up simple songs. Makes up rhythms. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Uses available resources to create props to support role-play. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p>
	<p><b>Speaking</b></p> <p><b>30-50 months</b> Beginning to use more complex sentences to link thoughts (e.g. using and, because). Can retell a simple past event in correct order (e.g. went down slide, hurt finger). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks e.g. who, what, when, how. Uses a range of tenses (e.g. play, playing, will play, played).</p> <p><b>40-60 months</b> Uses language to imagine and recreate roles and experiences in play situations.</p>	<p><b>Technology</b></p> <p><b>30-50 months</b> Knows how to operate simple equipment. Shows an interest in technological toys. Shows skill in making toys work. Knows that information can be retrieved by computers</p> <p><b>40-60 months</b> Uses ICT hardware to interact with age-appropriate computer software.</p>	<p><b>National weeks</b></p> <p>Health Eating (June)</p>	<p><b>Events</b></p> <p>Sports Day Ugly Bug Ball</p>			