

Communication & Language

(FS1) Listens to stories with increasing attention and recall. Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is.?). Responds to simple instructions, e.g. to get or put away an object. Beginning to understand 'why' and 'how' questions. Uses a variety of questions (e.g. what, where, who). Beginning to use more complex sentences to link thoughts (e.g. using and, because). Uses vocabulary focused on objects and people that are of particular importance to them.

(FS2) Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Maintains attention, concentrates and sits quietly during appropriate activity. Listens and responds to ideas expressed by others in conversation or discussion. Beginning to use more complex sentences to link thoughts (e.g. using and, because). Uses vocabulary focused on objects and people that are of particular importance to them. Uses language to imagine and recreate roles and experiences in play situations.

Literacy

(FS1) Repeats words or phrases from familiar stories. Listens to stories with increasing attention and recall. Looks at books independently. Handles books carefully. Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places.

(FS2) 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. Listens to stories with increasing attention and recall. Recognises familiar words and signs such as own name and advertising logos. Looks at books independently. Handles books carefully. Hears and says the initial sound in words. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Gives meaning to marks they make as they draw, write and paint. Hears and says the initial sound in words. Writes own name.

Maths

(FS1) Uses some number names and number language spontaneously. Uses some number names accurately in play. Recites numbers in order to 10. Beginning to categorise objects according to properties such as shape or size. Begins to use the language of size. 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. Uses positional language.

(FS2) Knows that numbers identify how many objects are in a set. Sometimes matches numeral and quantity correctly. 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 objects to 10. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. Beginning to use mathematical names for 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Uses shapes appropriately for tasks. Uses positional language. Can describe their relative position such as 'behind' or 'next to'.

Physical

(FS1) Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Draws lines and circles using gross motor movements. Can usually manage washing and drying hands. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.

(FS2) 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. Experiments with different ways of moving. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Begins to form recognisable letters. Can usually manage washing and drying hands. Eats a healthy range of foodstuffs and understands need for variety in food. Usually dry and clean during the day. Shows understanding of how to transport and store equipment safely.

Foundation Stage **Theme 1** **Ourselves**

Expressive arts

(FS1) Enjoys joining in with dancing and ring games. Sings a few familiar songs. 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. Engages in imaginative role-play based on own first-hand experiences. Uses available resources to create props to support role-play.

(FS2) Begins to build a repertoire of songs and dances. Explores what happens when they mix colours. Constructs with a purpose in mind, using a variety of resources. Create simple representations of events, people and objects. Chooses particular colours to use for a purpose. Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme.

Understanding the world

(FS1) Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life. Enjoys playing with small-world models such as a farm, a garage, or a train track. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed. Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.

(FS2) Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life. Talks about why things happen and how things work. Looks closely at similarities, differences, patterns and change. Completes a simple program on a computer.

PSE/Religious Education

(FS1) Interested in others' play and starting to join in. Separates from main carer with support and encouragement from a familiar adult. Expresses own preferences and interests. Can select and use activities and resources with help. Shows understanding and cooperates with some boundaries and routines. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.

(FS2) Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. Initiates conversations, attends to and takes account of what others say. Confident to speak to others about own needs, wants, interests and opinions. Aware of the boundaries set, and of behavioural expectations in the setting.
R.E Topics - Creation, people who care for us.

Visits, Visitors, Community
Priest,
Multi Faith Week