

## **Communication & Language**

(FS1) Understands more complex sentences, Understands 'who', 'what', 'where' in simple questions. Developing understanding of simple concepts (e.g. big/little). 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. Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories 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.

(FS2) Maintains attention and concentrates. Two-channeled attention - can listen and do for short span. Responds to simple instructions. Links statements and sticks to a main theme or intention. Introduces a storyline or narrative into their play.

## **Literacy**

(FS1) Distinguishes between the different marks they make. Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places. 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. Has some favourite stories, rhymes, songs, poems or jingles. Repeats words or phrases from familiar stories.

(FS2) Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Knows that information can be retrieved from books and computers. Sometimes gives meaning to marks as they draw and paint. Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. Links sounds to

## **Maths**

(FS1) Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. Notices simple shapes and patterns in pictures. 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. Beginning to categorise objects according to properties such as shape or size. Begins to use the language of size. 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 (FS2). Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up to ten objects. Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less

# **Foundation Stage** **Theme 2** **Celebrations**

## **Physical**

(FS1) Can tell adults when hungry or tired or when they want to rest or play. Observes the effects of activity on their bodies. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. 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.

Helps with clothing, e.g. puts on hat, unzips zipper on jacket, and takes off unbuttoned shirt. Beginning to be independent in self-care, but still often needs adult support. 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.

(FS2) Understands that equipment and tools have to be used safely. Children show good control and co-ordination

## **Expressive arts**

(FS1) 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. developing preferences for forms of expression. Experiments with blocks, colours and marks.

(FS2) Introduces a storyline or narrative into their play. Plays alongside other children who are engaged in the same theme. Plays cooperatively as part of a group to develop and act out a narrative. Explores what happens when they mix colours. Experiments to create different textures. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately.

## **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. Learns that they have similarities and differences that connect them to, & distinguish them from, others. Enjoys playing with small-world models such as a farm, a garage, or a train track. Seeks to acquire basic skills in turning on and operating some ICT equipment.

(FS2) Enjoys joining in with family customs and routines 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. Seeks out others to share experience. Separates from main carer with support and encouragement from a familiar adult. Seeks comfort from familiar adults when needed. Shows understanding and cooperates with some boundaries and routines.

(FS2) Demonstrates friendly behavior, initiating conversations and forming good relationships with peers and familiar adults. Can select and use activities and resources with help. Confident to talk to other children when playing, and will communicate freely about own home and community. Can take turns and share resources, sometimes with support from others. Takes steps to resolve conflicts with other children, e.g. finding a compromise.

## **Visits, Visitors, Community**

Ash End House Farm Visit  
Foundation Nativity Play