

Communication & Language

(FS1) 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. 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. Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Able to follow a story without pictures or props.

Literacy

(FS1) 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. Repeats words or phrases from familiar stories.

(FS2) 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. Sometimes gives meaning to marks as they draw and paint. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Hears and says the initial sound in words. Writes own name and other things such as labels, captions. Identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name.

Maths

(FS1) Knows that a group of things changes in quantity when something is added or taken away. Compares two groups of objects, saying when they have the same number. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.

(FS2) Selects the correct numeral to represent 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. Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Beginning to use mathematical names for 'solid' 3D shapes. Beginning to use everyday language related to money. Orders and sequences familiar events. Measures short periods of time in simple ways. Records, using marks that they can interpret and explain.

Physical

(FS1) Observes the effects of activity on their bodies. Runs skillfully 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 near point between first two fingers and thumb and uses it with good control. Helps with clothing, e.g. puts on hat, unzips zipper on jacket, and takes off unbuttoned shirt. Can kick a large ball.

(FS2) Understands that equipment and tools have to be used safely. Children 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. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters. Experiments with different ways of moving. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.

Foundation Stage Theme 3 It's a Magic

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. 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. Aware of the boundaries set, and of behavioural expectations in the setting.

Visits, Visitors, Community

Mad Hatters Tea Party