

### Communication & Language

(FS1) 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.

### Literacy

(FS1) . 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.

### Maths

(FS1) Recites some number names in sequence  
Knows that numbers identify how many objects are in a set. Sometimes matches numeral and amount. Counts objects to 10, and beginning to count beyond.

## Foundation Stage Theme 5 Where are we going?

### Physical

(FS1) Children to attempt to dress for the outdoor. Beginning to use three fingers (tripod grip). Children to move safely around one another and obstacles indoors and outdoors 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.. Children to move freely with pleasure and confidence in a range of ways. Observes the effects of activity on their bodies. 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. Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters.

### Understanding the world

(FS1). Children to notice detailed features of objects in their environment. Children to talk about why things happen and how things work.  
(FS2) Enjoys joining in with family customs and routines Looks closely at similarities, differences, patterns and change Completes a simple program on a computer.

### Expressive arts

(FS1) Children are beginning to make-believe by pretending, and uses available resources to create props to support role-play.

### PSE/Religious Education

(FS1) Children 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.

## Visits, Visitors, Community

Animal Man Visit