

Foundation 2 Autumn Term 1						
Communication and Language		Physical Development		PSED		
Listening, Attention,Understanding	Speaking	Fine Motor	Gross Motor	Self-Regulation	Managing Self	Building Relationships
Raise hand to speak during carpet sessions. Take turns talking to an adult. Will maintain sustained eye contact with the speaker whilst listening. Shows that they are listening by giving the speaker their full attention. Joins in with stories and rhymes they like. Follows a story with props and pictures to support. Begins to learn and use new vocabulary with support. Begins to retell stories during play. Shows an understanding of simple questions. Follows one-step instructions directed to the group.	Interacts using their voice. Greets adults in the setting politely and looking at them. Looks at someone when they are being spoken to. Listens to longer stories and joins in with familiar refrains; can remember what happens. Listens to songs with repetition and joins in. Uses sentences that are well formed. (However, they may still have some difficulties with grammar. For example, saying “sheeps” instead of “sheep” or “goed” instead of “went”). Copies, practices and explores the meaning of new vocabulary taken from topics stories and non-fiction texts. Begins to show physical attributes of a good speaker, e.g. face the person they are communicating with etc.	Control: Shows some control when making a variety of marks using available resources. Controls larger shapes, for example, draws large-scale lines and circles. Gives meaning to marks they have made. Dexterity: Shows some dexterity, for example, five finger grasps used, uses threading equipment with control. Uses large paintbrush. Uses large-scale simple construction to create simple models (Duplo). Flexibility: Develops hand and wrist flexibility. Daily Dough Disco to strengthen fine motor dexterity. Begins to make marks and shapes using simple equipment.	Control: Shows control, flexibility and awareness of own body, for example, runs and jumps confidently landing safely on two feet. Moves in a variety of ways for example, skipping, slithering, shuffling. Can copy simple dance moves and gestures (like tip-toe around the room). Hand-eye co-ordination: Shows some hand–eye coordination with larger objects. This could be throwing or kicking a large ball. Balance: Starts to develop balance by safely using equipment in the playground. For example, a fireman’s pole or balance beam and starts to sit cross-legged on the carpet. Strength: Shows some core strength by standing in one place, running in a straight line or by carrying large building blocks with two hands. Shows an increasing awareness of what their own body can do. Engages with physical play.	Behaviour: Talks with others to solve conflicts with support. Awareness of own feelings: Separates from main carer in new setting. Talks about things of immediate interest to them. Other’s feelings (empathy): <i>Recognises simple emotions in relation to themselves.</i> Challenge: Explores new environment and resources. Engagement: Knows to look and listen when an adult is speaking. Sits on the carpet next to others during ‘class teach’. Some support is needed to settle. Follows one-step instructions directed specifically to them, e.g., referred to by their name. Begins to develop confidence and cooperation.	Confidence Confidently talks to other children when playing. Safely explores emotions beyond their normal range through play and stories Resilience Completes an activity for a sustained period with adult support and prompts. Following Rules Knows and understands what the classroom behaviour expectations are. Making Choices Selects and uses resources and activities appropriately. Personal Health Manages their outer clothing, e.g., puts their own coat on, takes it off and hang it on their peg. Uses the toilet independently and washes their hands when reminded. With encouragement, children will make healthy choices about food, drink, sleep and physical activity. Begins to use cutlery correctly with support. Begins to develop confidence with children and sustained interest in play. Manages coat and toilet with help, and cutlery.	Relationships/co-operation Demonstrates friendly behaviour, initiating interactions. Play is kept going by responding to what others are saying or doing. Play Plays in a group, extending and elaborating play ideas. Attachments Demonstrates friendly behaviour, initiating interactions with peers and other familiar adults. Aware of own needs Becomes less adult-reliant when experiencing emotions. Sensitivity to others needs Listens to adults and responds appropriately. Shows friendly behaviour, contributing to increasingly positive play and relationships. Beginning to respond to adults well. Jigsaw Link: Being Me in my world
Literacy			White Rose Maths			
Word Reading (Anima Phonics)	Comprehension	Writing	Block 1- Match, Sort & Compare		Block 2- Measures & Patterns	
<ul style="list-style-type: none">Phase 2 phonemesOral blendingSounding out and blending with 20 new grapheme-phoneme correspondencesNew common exception (Rainbow words): the, to, I Beginning to link graphemes and phonemes Links phonemes to every letter of the alphabet and begins to blend them in words.	Holds a book and turns the pages from the front to the back. Understands what a letter is. Understands what a word is. Shows an interest in reading often choosing a book to look at themselves or with friends.	Handwriting I can use a comfortable grip showing a preference for a dominant hand when using pens or pencils. (Crocodile grip) I can begin to form some lowercase letters. I can write some or all of my name. Composition I can tell an adult what I have drawn or painted. I can give meaning to my marks as I write. I can create a representation of people, events and objects.	I can ... Match objects Match pictures and objects Identify a set Sort Objects to a type Explore sorting techniques Create sorting rules Compare amount		I can... Compare size Compare mass Compare capacity Explore simple patterns Copy and continue simple patterns Create simple patterns	
			Expressive Arts and Design			

Past and Present	People Culture and Communities	The Natural World	Creating with Materials	Being Imaginative and Expressive
<p>Chronology and Sequencing Uses the environment (visual timetables) to sequence and discuss the day’s structure using vocabulary – now, next.</p> <p>Talks about themselves and their immediate family</p> <p>Understands the generational relationships in a basic family tree including their siblings, mum, dad, and grandparents.</p> <p>Historical Enquiry Takes an interest in and comments on unknown objects, exploring their; textures, mass, moving parts etc. Vocabulary: hard, soft, bumpy, spikey, cold, smooth, heavy, light, spins, winds (add precise when sourced objects and seen opportunities).</p> <p>Can talk about their own family and the people around them describing features about them.</p>	<p>Religious Education Celebrates and comments on the visual differences (supported through similarities) between us all as a cohort.</p> <p>Locational Geography Talks about their home and the places they go to in their immediate environment.</p> <p>Geographical Knowledge Knows that some places are far away, and we cannot walk there.</p> <p>Similarities and Differences Makes observations of landscapes in photos, books, and videos.</p> <p>Knows features of their own environment.</p>	<p>Working Scientifically Shows curiosity in the environment around them inside and outdoors.</p> <p>Similarities and Differences Says what they can hear, see, and feel whilst outside.</p> <p>Discusses and observes the similarities/ differences in the season: Autumn</p> <p>Notices features of the immediate environment.</p>	<p>Art- Drawing Understands that they can use lines to enclose a space and begins to use these shapes to represent objects. Drawings show what the child perceives as most important about the subject. Gives meaning to marks they make. Marks recognisably represent an object (people with head, arms, and legs). Drawings include squares, rectangles and circles.</p> <p>Painting Uses large and medium brushes to add colour to add lines in sweeping movements to make simple representations.</p> <p>Colour Explores mixing colours and observes the changes. Distinguishes between colours and names them.</p> <p>Multimedia Manipulates malleable materials to create shapes. Selects from a variety of resources to use in collage based on personal choices and criteria. 'Its pink , I like pink'.</p> <p>DT- Design Creates items of personal interest. Uses the environment/images to support the decision of what to create</p> <p>Technical Knowledge Knows how to and can join construction pieces together to build and balance. Begins to understand colour, shape and space. Knows how to put things together in a basic way.</p> <p>Food and Nutrition Knows what textures are and can use them to describe different fruits and vegetables – soft, hard, sweet, sour, crunchy, smooth. Recognises and name some common fruits and vegetables. Knows vegetables are grown. Know that eating fruit and vegetables is good for us. Know there is a sequence to follow when preparing food.</p>	<p>Imagination and Creativity Develops preference for forms of expression.</p> <p>Creates movement in response to music.</p> <p>Sings to themselves and makes up own songs.</p> <p>Engages in imaginative role play based on own first-hand experiences that includes roles and simple narrative, for example, having dinner together, going to the shops.</p>