

Foundation 1 Autumn Term 1						
Communication and Language		Physical Development		PSED		
Listening, Attention,Understanding	Speaking	Fine Motor	Gross Motor	Self-Regulation	Managing Self	Building Relationships
<p>Social rules of listening Knows there are boundaries in school.</p> <p>Listening to what is read with understanding Listens to other people with interest, but can easily be distracted by other things. -Watches somebody’s face as they talk.</p> <p>Listening, retelling, recounting and performing Listens to simple stories and understands what is happening with the help of the pictures.</p> <p>Listening and learning Understands simple questions with 1 or 2 information carrying words, e.g., ‘Where is teddy?’</p> <p>Listening to following instructions Responds to very simple requests especially when shown first by an adult.</p> <p>Starts to listen to adults around them and will respond to very simple requests, usually on their own terms..</p>	<p>Phonology - Rules about the structure and sequence of speech sounds Still some substitutions and distortion of consonants. - Improving intelligibility to approx. 80%. - Consonants mastered 'p', 'm', 'n', 'w', 'h'. Pragmatics - Rule for appropriate and effective communication Engages in longer dialogues. - Assumes the role of another person in play. Semantics - Vocabulary and how concepts are expressed through words Comprehends 1,500 – 2,000 words. - Knows front and back of clothes. Responds to commands involving three actions. - Beginning to use 'is' at beginning of question. - Third person singular present tense(s) emerging (he runs). - Contracted forms of modals (won’t, can’t). - Irregular plural forms emerging (child/children).</p> <p>Pupils are starting to engage in longer dialogues.</p>	<p>Control: Picks up resources using whole hand grasp. Understands that wrist movement is needed when using crayons, brushes, or chalks. Dexterity: Cylindrical Grasp - Understands that a grasp is needed to hold resources. Flexibility: Shows a preference for a dominant hand.</p> <p>Uses a range of tools and equipment.</p>	<p>Flexibility: Matches their developing physical skills to tasks and activities in the setting. Hand-eye co-ordination: Develops hand–eye coordination by starting to show a preference for a dominant hand when eating and can accurately aim for the mouth. Balance: Shows some balance and control on a secure tool, for example on a tricycle. Strength: Begins to pull myself up on nursery play climbing equipment.</p> <p>Can use their strength to move from one thing to another.</p>	<p>Behaviour: Knows there are boundaries in school. Awareness of own feelings: Becoming more aware of themselves as an individual. Other’s feelings (empathy): Becomes aware of other people around them e.g. smiles at others during play. <i>Challenge:</i> Explores new toys and environments but ‘checks in’ regularly with a familiar adult as and when they need to. Engagement: Beginning to be aware of the range of activities and exploring those available. Children will explore areas they don’t normally go to with support or encouragement.</p> <p>Knows what is expected in school in very simple terms for example, knows where to put their coat. Has some awareness of self and others.</p>	<p>Confidence Moves confidently around the environment, making some choices for themselves. Resilience Enters the environment confidently and independently. Following rules Shows awareness of and understands some of the rules in the classroom. Making Choices Confidently makes choices within the environment for themselves. Personal Health Knows some ways we can take care of ourselves, for example seeing a doctor or dentist.</p> <p>Shows more independence and more confidence to make choices for themselves.</p>	<p>Relationships/co-operation Develops connections with other children. May develop a close friendship with another child. Play Plays with one other child (cooperative). Attachments May form a special connection with another child. Aware of own needs Starts to form a special connection with another child. Sensitivity to other’s needs Identifies a familiar adult to respond to.</p> <p>Forms an attachment with an adult in the setting.</p> <p>Jigsaw Link: Being Me in My world</p>

Literacy			Maths		
Word Reading	Comprehension	Writing	Number	Numerical Patterns	Shape Space and Measures
<p>Phonics: Listening and making sounds: I join in with, match and copy everyday sounds using my mouth to make different sounds and noises. Recalling and sequencing sounds: I name and match some animals/objects making their sounds in sequence Talking about sounds: I talk about stories making everyday sounds to go with the pictures Word reading Shows a strong interest in print in books. Phonological Awareness Identifies environmental sounds and can copy/repeat some. Joins in with songs and rhymes, copying sounds, rhythms, tunes and tempo. <i>Identifies environmental sounds and can copy/repeat some.</i></p>	<p>Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.</p> <p><i>Likes to read a book with an adult.</i></p>	<p>Handwriting Independently mark makes with lines and circles Begins to recognise that writing and drawing are separate. Spelling Makes marks on their picture to stand for their name (or something specific). Composition Can say how they made the marks.</p> <p><i>Mark making and drawing with a range of tools and equipment.</i></p>	<p>Number Displays counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Place value/cardinality Explores using a range of their own marks and signs to which they ascribe mathematical meanings. Calculation Reacts to changes of amount in a group of up to three items.</p> <p><i>Starts to use some number names and starts to ascribe names to objects in a rhythmical way.</i></p>	<p>Counting (including pattern) Counts in everyday contexts, sometimes skipping numbers. Comparison Compares amounts and says more. Pattern Completes inset puzzles.</p> <p><i>Counts rhythmically and can count in songs and rhymes.</i></p>	<p>Shape Builds with a range of resources. Measures Compares sizes, weights etc. using gesture and language, e.g., bigger, little, smaller, high, low, tall, heavy.</p> <p><i>Builds using different equipment of different sizes and shapes.</i></p>

			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 Begins to make sense of their own life-story and family’s history.</p> <p>Historical Enquiry Shows an interest in the names of unknown objects.</p> <p>Similarities and Differences Talks about members of their immediate family and community.</p> <p><i>Children start to be curious about the people around them. They show interest in characters in stories and also people in school.</i></p>	<p>Religious Education Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life indoors and outdoors. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p>Locational Geography Talks about their home and the places they go to in their immediate environment. Recalls where objects belong. Matches parts of objects that fit together (e.g., puts the lid on a teapot).</p> <p>Geographical Knowledge Children comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Similarities and Differences Shows interest in different occupations. Notices differences and similarities between people.</p> <p><i>Children notice differences in story books etc</i></p>	<p>Working Scientifically Shows curiosity in the environment around them inside and outdoors.</p> <p>Similarities and Differences Explores collections of materials with similar and/or different properties. Talks about what they see, using a wide vocabulary. Explores and talks about different forces they can feel. Talks about the differences between materials and changes they notice.</p> <p><i>Children start to explore the environment around them.</i></p>	<p>Art- Drawing Begins to enter the pre-schematic stage of drawing, gaining control over the marks being made. Develops a bank of motions to produce marks. Begins to use representation to communicate, e.g., Drawing a line and saying, 'That’s me' and the meaning remains consistent when asked. Uses the arm, wrist, and finger muscles.</p> <p>Painting Experiments with blocks of colours and marks. Paints the entire page to cover the background.</p> <p>Colour Has an interest in objects that are their favourite colour.</p> <p>Multimedia Explores how objects feel.</p> <p>DT- Design Knows what they want to build.</p> <p>Make To explore and experiment with a range of media through sensory exploration.</p> <p>Technical Knowledge Imitates how an adult uses tools.</p> <p>Evaluate Engages and explores using a range of tools in the environment with the support of an adult.</p> <p>Food and Nutrition Can wash and dry hands independently. Can name different foods.</p>	<p>Imagination and Creativity Begins to make-believe by pretending. Imaginative play is based around toys that closely represent the real item. Takes part in simple pretend play, using an object to represent something else. Imaginative play is based and driven by objects. Imaginative play is based on familiar scenarios, for example, mixing the cake mix, talking on the telephone.</p> <p>Musical development: Hearing & listening Shows an interest in the way musical instruments sound. Listens with increased attention to sounds.</p> <p>Musical development: vocalising & singing Sings to and with toys, props, resources. Repeats phrases of songs. Sings and chants with and to others.</p> <p>Musical development moving & dancing Moves in response to rhythms heard played on instruments, e.g., a drum. This could be small movements, e.g., moving fingers or large movements such as jumping. Knows some action songs.</p> <p>Musical development Exploring & playing Knows that we interact with an instrument to create sounds (cause and effect) by banging, shaking, tapping, or blowing. Explores sounds as part of play.</p> <p><i>Enjoys making sounds with musical instruments whilst moving to music. Likes listening to music and responds to songs and music.</i></p>