Foundation 0 Autumn Term 1

Communication and Language		Physical Development		PSED			
Listening, Attention, Understanding	Speaking	Fine Motor	Gross Motor	Self-Regulation	Managing Self	Building Relationships	
Social rules of listening	Phonology - Rules about the	Control:	Flexibility	Behaviour:	Confidence	Relationships/co-operation	
Shows interest in adults around	structure and sequence of	Claps and stamps to music.	Rolls sideways on the floor.	Plays with increasing	Uses a familiar adult to share	Uses a familiar adult as a	
them.	speech sounds	Builds independently with a	Hand-eye co-ordination:	confidence on their own,	their feelings with such as	secure base from which to	
Listening to what is read with	Are usually still learning to	range of appropriate resources.	Can place something on a shelf	because they know their key	excitement or pleasure, and for	explore. Starts to acknowledge	
understanding	pronounce:	Dexterity:	(for example) where it is	person is nearby and available.	'emotional refuelling' when	other peers and what they are	
Shows interest in intonation	l/r/w/y/f/th/s/sh/ch/dz/j -	Asks for help when something	supposed to go.	Awareness of own feelings:	feeling tired, stressed or	doing.	
and facial expressions by adult.	multi-syllabic words such as	needs moving or changing.	Balance:	Thrives as they develop self-	frustrated.	Play	
Listening, retelling, recounting	'banana' and 'computer'.	Flexibility:	Sits on a push-along wheeled	assurance. If they are	Resilience	Plays by themselves but	
and performing	Pragmatics - Rule for	Moves something through the	toy, uses a scooter or rides a	established in the provision,	May be distracted for a short	content to have others play	
Selects familiar objects by	appropriate and effective	air and stop e.g. bubble wand.	tricycle.	they will demonstrate	time by an adult or other	nearby.	
name and will go and find	communication		Strength:	confidence. If they are new to	children when upset.	Attachments	
_		Controls their movements by	Gradually gains control of their	the environment they show	Following Rules	Exploring new situations when	
objects when asked, or	Experiments with volume.	stopping their limbs.	whole body through continual	willingness.	Acknowledges social cues for	supported by a familiar person.	
identifies objects from a group.	Semantics –	., 5	practice of large movements,	Other's feelings (empathy):	rules and routines during the	Aware of own needs	
Understands simple sentences	Cautious of common dangers,		such as waving, kicking, rolling,	Starts to notice what others	day but may not follow them.	Finds ways to feel comfort.	
(e.g. 'Throw the ball.').	such as stairways, animals.		crawling and walking.	enjoy.	Making Choices	Sensitivity to other's needs	
Recognises and points to	Uses pronouns – I, me, you,			Challenge:	Begins to choose more than	Takes things they want from	
objects if asked about them.	mine (he, she, and it emerging).			Shows an interest in playing	one area of interest.	other children.	
Identifies familiar objects and	No antino la sti sussiti		Participates in tidying up	alongside other children.	Personal Health		
properties for practitioners	Negative 'not' emerging.		moving something to the	Engagement:	Communicates health and self-	Developing confidence to play	
when they are described: for			correct place.	Uses that engagement to	care needs, e.g. needing their	where others are.	
example: 'Katie's coat			Som Got primos.	achieve a goal. For example,	nappy changed, needing to		
Listening and learning				gesture towards their cup to	wash their hands, etc. most of		
Turns towards familiar sounds.				say they want a drink.	the time (may still have		
Also startled by loud noises and				Say they want a armik.	accidents, etc.)		
accurately locates the source of				Shows an interest in others	accidents, etc.)		
a familiar person's voice, such				and is tolerant of other	Begins to self soothe using a		
as their key person or a parent.				children.	distraction and acknowledge		
Limited exploring of				cimaren.	social cues.		
environment joining in little					Social caes.		
with activities.							
Listening to following							
instructions							
Listens to another child while							
playing.							
Looks at where the sound is							
coming from.							

Literacy			Maths				
Word Reading	Comprehension	Writing	Number Numerical Patterns			Shape Space and Measures	
Phonics Listens intently to stories they enjoy by joining in with repeated refrains. Treats and handles books with care, holding them correctly, turning the pages, etc. Phonological Awareness Joins in with rhymes and songs fluently, remembering the words. Engages with words, books, print and songs more independently during their play.	Asks questions or makes comments about what they can see. Shows particular interest in stories or parts of stories.	Handwriting Can use large threading equipment with support. Uses gross motor (whole body) movements to make marks and explore mark making Composition Identifies the picture and where something might be in the picture. Spelling/Phonics Notices an adults marks and tries to copy. Mark making with a range of tools.	Number Stamps, claps, the right number of times with adult support. Place value/cardinality Can say how old they are. Calculation Knows that there are more children if another joins the group. Says how old they are and shows the right number of fingers.	Counting (including pattern) Counts in everyday contexts, sometimes skipping numbers - '1-2-3-5.' Comparison Knows that there are more children if another joins the group. Pattern Shows an interest in pictures, items etc arranged in patterns. Counts in everyday contexts, sometimes skipping numbers - '1-2-3-5.'		Shape Shows awareness of how to navigate their bodies around the space. Measures Compares sizes, weights etc. using gesture and language - 'high/low'. Is aware of how to navigate their bodies around the space.	
			Expressive Arts and Design				
Past and Present	People Culture and Communities	The Natural World	Creating with Materials		Being Imaginative and Expressive		
Chronology and Sequencing Enjoys pictures and stories about themselves, family and other people. Historical Enquiry Shows curiosity to handle unknown objects. Similarities and Differences Notices children around them and points to their features like a tee shirt. Children show they are noticing changes by pointing to things that are different and acknowledging when things are different.	Religious Education Children listen to stories about people from different communities. Locational Geography Children can say the name of their town, Geographical Knowledge Children can talk about a holiday or trip somewhere. Similarities and Differences Notice differences between people.	Working Scientifically Explores materials with different properties. Similarities and Differences Explores natural materials, indoors and outside. Explore objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking	Art-Drawing Start to make marks intentionally. Creates large lines and circles and marks. Painting Starts to notice the paint moves with the fingers and brushes. Likes to dip the brush and watch the paint on the paper. Colour Notices there are different colours to choose from. Multimedia Begins to independently explore a range of media through sensory activities using whole body. DT-Design Starts to make models and structures. Technical Knowledge Begins to imitate how an adult uses tools. Shows interest in mark marking large and sometimes small scale.		Imagination and Creativity Responds emotionally and physically to music when it changes. Sometimes creates moved to music. Musical development: Hearing & listening Anticipates phrases and actions in rhymes and songs, like 'Peepo'. Enjoys singing, listening to music and joins in with toys that make a sound. Musical development: vocalising & singing Joins in with songs and rhymes, making some sounds. Makes repetitive sounds. Musical development moving & dancing Notices and is interested in the effects of making movements which leave marks. Moves and dances to music. Musical development Exploring & playing Explores a range of sound-makers and instruments and plays them in different ways. Begins to play alongside other music they hear. Moves and interacts to music. Claps with adults to the music.		