

Foundation 1 Autumn Term 2						
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 Follows a simple instruction.</p> <p>Listening to what is read with understanding Concentrates for a longer period of time, e.g., 3 minutes.</p> <p>Listening, retelling, recounting and performing Joins in with rhymes and songs by making sounds and by moving their body.</p> <p>Listening and learning Can find it difficult to pay attention to more than one thing at a time.</p> <p>Listening to following instructions Listens and responds to a simple instruction. Responds to adults making sounds or moving their bodies, e.g., clapping to stop activities. Understands and acts on longer sentences like ‘make teddy jump’ or ‘find your coat’.</p> <p><i>More likely to listen to and respond to a simple request or instruction. Starts to understand more of the ‘F1-specific’ vocabulary.</i></p>	<p>Phonology - Rules about the structure and sequence of speech sounds Still some substitutions and distortion of consonants.</p> <ul style="list-style-type: none"> - Improving intelligibility to approx. 80%. - Consonants mastered 'p', 'm', 'n', 'w', 'h'. <p>Pragmatics - Rule for appropriate and effective communication Uses more fillers to acknowledge partner’s message (uh-huh, okay).</p> <ul style="list-style-type: none"> - Begins code switching (using simpler language) when talking to very young pupils. - Uses more elliptical responses (omission of words from a sentence 'I played in the sand, and Ben did too'). <p>Semantics - Vocabulary and how concepts are expressed through words Comprehends 1,500 – 2,000 words.</p> <ul style="list-style-type: none"> - Knows front and back of clothes. <p>Responds to commands involving three actions.</p> <ul style="list-style-type: none"> - 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><i>Pupils are starting to engage in longer dialogues.</i></p>	<p>Control: Applies marks to large pieces of paper. This might be lines or circular movements from left to right, up and down.</p> <p>Dexterity: Begins to understand how to manipulate objects by rolling or squeezing them. For example, using playdough.</p> <p>Flexibility: Manipulates a range of materials or textures.</p> <p><i>Uses a range of tools and equipment with some control.</i></p>	<p>Flexibility: Stops confidently when moving around the environment.</p> <p>Hand-eye co-ordination: Develops hand–eye coordination by, for example, kicking a large ball into an open space.</p> <p>Balance: Shows balance and control on two feet and when controlling the body, for example, understands how to walk upstairs or downstairs.</p> <p>Strength: Chooses and uses the right resources to carry out their own plan. For example, choosing a spade when digging.</p> <p><i>Shows some control over their choice of tools.</i></p>	<p>Behaviour: Follows a simple instruction.</p> <p>Awareness of own feelings: Demonstrates a sense of self as an individual, e.g., want to do things independently, or says 'No' to adults.</p> <p>Other’s feelings (empathy): Greets another child during their play verbally or non-verbally e.g. says hello or hands them a resource to use.</p> <p><i>Challenge:</i> Understands the use of resources for a particular task.</p> <p>Engagement: May flit between several different play activities without staying at one for any length of time..</p> <p><i>Asserts themselves as an individual person with likes and dislikes.</i></p>	<p>Confidence Shows confidence in the setting even when the routine is different.</p> <p>Resilience Has a growing ability to distract oneself when upset within the environment, e.g., by engaging in new play activity with adult support.</p> <p>Following rules Begins to follow the rules of the classroom but with reminders from adults.</p> <p>Making Choices Shows confidence towards choosing new activities and experiences in the environment for themselves.</p> <p>Personal Health Models self-care routines within their play with an adult, for example caring for babies, feeding them, putting clothes on.</p> <p><i>Shows awareness that things don’t always go their way and has more flexibility when things are different.</i></p>	<p>Relationships/co-operation Begins to seek out others to share experiences</p> <p>Play Interested in others’ play and starts to join in, play might be repetitive with basic language.</p> <p>Attachments May seek out others to share experiences.</p> <p>Aware of own needs Knows to go to a familiar adult when they feel emotions for reassurance.</p> <p>Sensitivity to other’s needs Begins to be aware of emotions displayed by an adult, e.g., change of voice tone and non-verbal cues.</p> <p><i>Plays alongside other children..</i></p> <p>Jigsaw Link: Celebrating difference</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 Recites some number names in sequence (not necessarily understanding at this stage). Place value/cardinality Brings one or two objects when an adult requests. Calculation Explores placing objects in different groups and combining these groups. Can identify 1 and 2 objects when asked.</p>	<p>Counting (including pattern) Takes part in finger rhymes with numbers. Comparison Compares amounts and says same. Pattern Notices patterns and arranges things in patterns.</p> <p>Starts to use number comparison language.</p>	<p>Shape Talks about what they build and what they have used.</p> <p>Measures Investigates different measures and notices differences.</p> <p>Talks about their models and what they used to build their models, identifying different bricks and colours.</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. Historical Enquiry Shows an interest in the names of unknown objects. 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). Geographical Knowledge Children comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. 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. 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>	