



Foundation

Question	Where can our travels take us?
Bible Verse	"In the beginning, God created the heavens and the earth" – Genesis 1:1
Values	Courageousness, Creation, Adventure, Exploration, Joy
Outcome	Travel Documentary
Visits/ Visitors	Dentist
Core texts	<ul style="list-style-type: none"> • 'From my Window' by Otavio Júnior (Author), Vanina Starkoff (Illustrator) • 'Along the Tapajos' by Fernando Vilela (Author, Illustrator), Daniel Hahn (Translator) • 'Greta and the Giants' by Zoë Tucker (Author), Zoe Persico (Illustrator) • 'There's a Rang-Tan in my Bedroom' by James Sellick (Author), Frann Preston-Gannon (Illustrator)
Story time texts	Book of the week
Foundation Stage One	
Communication and Language	
Listening, attention and understanding	<ul style="list-style-type: none"> • Can answer what and why questions, with increased explanation and reasoning using 'because'. • Can listen to a longer story and recall simple key events, phrases or characters. • To sing favourite nursery rhymes with independence, understanding key phrases and words within such as positional language, amounts, actions.
Speaking	<ul style="list-style-type: none"> • Use longer sentences, applying at least 4-6 words coherently. • To increasingly apply new vocabulary, which they have acquired over the year in their talk. • Can hold a longer conversation, with many turns with little prompts from the adult. • To include both past and future tense within their speech, not always correctly applied e.g: irregular verbs (swimmed and swam) • Can use talk to inform imaginative play, to support and sustain play. • With support can begin to ask what or why questions, during play or interaction to improve understanding.
Foundation Stage Two	
Communication and language	
Listening, attention and understanding	<ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
Speaking	<ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher
Foundation Stage One	
Personal, Social and Emotional Development – we follow the HeartSmart programme.	

Building Relationships	<ul style="list-style-type: none"> • Talk with others to solve conflicts and come up with solutions such as compromises. • Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.
Managing Self	<ul style="list-style-type: none"> • Begin to explain rules to their peers. E.g: sharing what they should be doing. • To have an idea and goal of what they want to achieve. • To take responsibilities within their environment, feeling like they belong within a community • To be able to tend to most toileting needs independently.
Self-regulation	<ul style="list-style-type: none"> • Develop appropriate ways of being assertive, rather than becoming upset or distressed. • To be able to identify some emotions and feelings. • Begin to understand how others might be feeling.

Foundation Stage Two

Personal, Social and Emotional Development – we follow the HeartSmart programme.

Building Relationships	<ul style="list-style-type: none"> • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.
Managing self	<ul style="list-style-type: none"> • Confidently talk about how to look after their teeth. • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
Self-regulation	<ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Foundation Stage One

Physical Development

Fine Motor Skills	<ul style="list-style-type: none"> • Is able to use scissors one handed and manipulate turning the paper with the opposite hand. • Can cut in a straight line with increased fluency, through continuous movements, without pulling and tearing the paper, making snips when moving forwards. • Now have a preference for a dominant hand and use this to effectively manipulate tools. • Over time, they become more confident in holding a pencil and will be able to use a static tripod grip, using three fingers and a thumb, the hand and fingers move as a unit. • Needs minimal support to dress, but may rely on the prompts of an adult.
Gross Motor Skills	<ul style="list-style-type: none"> • Walk with increased confidence going downstairs using alternate feet with minimal support. • Know how to balance and use a balance bike with both feet on the ground. • Begins to explore balance when using pieces of equipment, walking across wide planks with confidence. • Is able to use both hands and legs (bi-lateral movement) to climb with increased confidence and independence. • Able to effectively complete activities that cross the midline, with increased ease. • Can stand on one foot without support for a short period of time, leading towards hopping with increased confidence. • Can recall a sequence or pattern of movement and execute this confidently, with children increasingly creating their own. • With increasing accuracy can catch a ball with two hands.

Foundation Stage Two

Physical Development

Fine Motor Skills	<ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases • Use a range of small tools, including scissors, paint brushes and cutlery • Begin to show accuracy and care when drawing.
Gross Motor Skills	<ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Foundation Stage One	
Literacy	
Comprehension	<ul style="list-style-type: none"> • To answer simple questions when asked about the story they have heard. • To have an awareness between fiction and non-fiction books. • To have a favourite book or bank of stories which they can talk about. • Make comments and shares their own ideas based on the stories read to them.
Word Reading	<ul style="list-style-type: none"> • To know how to continue a rhyming string. • To hear and identify words that have been blended aloud. • Begins to break the flow of speech into words, to hear and say the initial sound in words. • To orally segment simple cvc words aloud; hearing and identifying some of the phonemes.
Writing	<ul style="list-style-type: none"> • Knows that marks communicate meaning and that these are for reading. • Remember and talk a sentence aloud. • Write most or all of their name. • Use some of their print and letter knowledge in their early writing to record the initial sounds they hear. • To identify and say the sound they have written.
Foundation Stage Two	
Literacy	
Comprehension	<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary • Anticipate – where appropriate – key events in stories • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
Word Reading	<ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs • Read words consistent with their phonic knowledge by sound- blending • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Writing	<ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed • Spell words by identifying sounds in them and representing the sounds with a letter or letters • Write simple phrases and sentences that can be read by others.
Foundation Stage One	
Maths –NCETM Mastering Number programme.	
Number	<ul style="list-style-type: none"> • Fast recognition of up to 3 objects, without having to count them individually ('subitising') • Links numerals with amounts up to 5 and potentially beyond. • Experiment with their own symbols and marks as well as numerals. • Able to talk about simple real-world mathematical problems with numbers up to 5, and start to solve them. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
Numerical Patterns	<ul style="list-style-type: none"> • To count aloud in order 1-5 securely. • Have some understanding of the order between 5-10. • Have an awareness of order and sequence linked to time. E.g: days of the week, daily routine. • Are able to copy and continue an AB pattern. • Begin to notice and error in a repeating pattern. • Can talk about what they want to do now and then next.

Space Shape and Measure	<ul style="list-style-type: none"> To identify and name 2D shapes. Are able to use language such as curve, straight, round and flat to describe 2D shapes. To begin planning to use shapes within their pictures. To represent a familiar route using simple marks. Understand simple positional language such as on, under, and in and use it with increased accuracy in their own play and talk. Is able to confidently apply the language and action of emptying and filling containers, understanding the difference. Understand through the support of visual prompts what activities are happening now and next. Can talk about different aspects of measure such as heavy and light, big and small, long and short.
Foundation Stage Two	
Maths –NCETM Mastering Number programme.	
Number	<ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number Subitise (recognise quantities without counting) up to 5 Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
Numerical Patterns	<ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
Space Shape and Measure	<ul style="list-style-type: none"> Discuss routes and locations, using words like 'in front of' and 'behind' Understand position through words alone. For example, "The bag is under the table," – with no pointing. Describe a familiar route. Identify and describe features of 2D shapes (e.g. orientation, size, number of sides) Move and combine shapes to compose, and decompose, 2D pictures. Knowing the names of 3D shapes. Build structures by copying pictures (e.g. use instruction diagrams to build a castle using blocks) Describe a more route using a bank of locational/positional terminology. To confidently apply the language and understanding to the terms full, empty and half full when exploring capacity. To use the terms today, yesterday and tomorrow with increased confidence. Use the terms bigger, smaller, longer, short, heavier and lighter to describe the compared measure.
Foundation Stage One	
Understanding the World	
Past and Present	<ul style="list-style-type: none"> When discussing past or present events use tense within their talk, with some accuracy e.g: We went to the park. I played at the park, Look! I am jumping. Sentences are much longer when discussing events. Are aware of past events and can draw on these to make links in learning. Comment on images of familiar situations within the past. Begin to understand occupations and have their own aspirations.
The Natural World	<ul style="list-style-type: none"> Begin to understand that changes happen and have an awareness of seasons and weather patterns. E.g: it is hot in Summer. Be able to talk about items in the natural world using appropriate vocabulary. Understand and discuss the features of a life cycle. Understand that their behaviour can have an effect on the natural world. Start to ask direct questions about the natural world. Understand the need to care for and protect the natural world. Know how to use different equipment and tools when exploring the outdoor world. Beginning to use the correct terminology to describe the forces they have experienced. Talk about the differences in materials and how they change.

People, Culture and Communities	<ul style="list-style-type: none"> • Have an awareness and understanding that there are different countries across the world. • Able to talk about the differences in places explored or visited. • Recognise key features within their surrounding and landscape, beginning to compare buildings, weather, animals etc. • Understand that we celebrate special occasions. • Have a positive outlook on the differences within their community. • Able to ask questions to further their knowledge of the differences between people and culture
---------------------------------	--

Foundation Stage Two

Understanding the World

Past and Present	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.
------------------	--

The Natural World	<ul style="list-style-type: none"> • Recognise some environments that are different to the one in which they live. • Know that there is land and sea • Use all their senses in hands-on exploration of natural materials. • Begin to understand the need to respect and care for the natural environment and all living things. • Recognise key features within their surrounding and landscape, beginning to compare buildings, weather, animals etc. • Explore the natural world around them, making observations and drawing pictures of animals and plants • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
-------------------	--

People, Culture and Communities	<ul style="list-style-type: none"> • Recognise and explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts, photos and (when appropriate) maps. • Have an awareness and understanding that there are different countries across the world. • Able to talk about the differences in places explored or visited. • Understand that we celebrate special occasions. • Have a positive outlook on the differences within their community. • Able to ask questions to further their knowledge of the differences between people and culture. • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
---------------------------------	--

Foundation Stage One

Expressive Art & Design

Creating with Materials	<ul style="list-style-type: none"> • Know the names of the primary colours; red, yellow and blue, and that these can be mixed to create other colours. • Beginning to use paint and colours correctly, to represent objects. • Explore colour and colour mixing, to create different colours with increased confidence. • Can use different resources to paint and talk about the different effects they create. • Can show different emotions in their work through colour, drawing etc. • Begin to join different materials, using simple methods and basic tools.
-------------------------	--

Being Imaginative and Expressive	<ul style="list-style-type: none"> • Create and sing their own songs or adapt ones that they are familiar with. • Narrative becomes more imaginative and complex, with the children able to create and improve small worlds using construction blocks and kits.
----------------------------------	---

Foundation Stage Two

Expressive Art & Design

Creating with Materials	<ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used.
-------------------------	--

Being Imaginative	<ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher.
-------------------	--

and Expressive

- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.