



Foundation

Question	Where can our travels take us?
Bible Verse	"In the beginning, God created the heavens and the earth" – Genesis 1:1
Values	Courage, Creative, Adventure, Exploration, Joy
Outcome	Write our own book: 'The Smartest Child in Farnfield!'
Visits/ Visitors	Farm Trip
Core texts	<ul style="list-style-type: none"> • 'Me on the Map' by Joan Sweeney • 'We are Britain' by Benjamin Zephaniah • 'The Smartest Giant in Town' by Julia Donaldson
Story time texts	<ul style="list-style-type: none"> • Book of the week
Foundation Stage One	
Communication and Language	
Listening, attention and understanding	<ul style="list-style-type: none"> • Can listen to a longer story and recall simple key events, phrases or characters. • To sing favourite nursery rhymes with independence
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. • Can use talk to inform imaginative play, to support and sustain play.
Foundation Stage Two	
Communication and Language	
Listening, attention and understanding	<ul style="list-style-type: none"> • To be able to summarise what they have heard during storytime. • To confidently retell stories in depth, selecting appropriate vocabulary to re-tell this in their own words. • Use new vocabulary they have learnt to talk about illustrations or events in their own lives.
Speaking	<ul style="list-style-type: none"> • To use newly acquired vocabulary within their talk and writing, applying this within different situations over a period of time. • To use a range of connectives to join sentences correctly using 'if, or, but' within their speech. • To sequence events with greater independence, talking about them in detail and including the use of fronted adverbials. • To begin to recall familiar poems, recalling these aloud.
Foundation Stage One	
Personal, Social and Emotional Development – we follow the HeartSmart programme	
Building Relationships	<ul style="list-style-type: none"> • With support of an adult, talk with others to solve conflicts and come up with solutions such as compromises.
Managing self	<ul style="list-style-type: none"> • Begin to explain rules to their peers. E.g: sharing what they should be doing. • 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"> • 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"> • Show understanding of another child's perspective in discussion, e.g. explaining what motivated someone to behave in a particular way. • Engage with stories, which explore different emotions and behaviours, supporting the children to identify these. • Form relationships with visitors or guests.
Managing self	<ul style="list-style-type: none"> • Know and talk about the different factors that support their overall health and wellbeing, drawing on their own experiences. E.g; food choices, hygiene, oral health etc. • Sort healthy and unhealthy foods, knowing the impact and effects they have on the body. • Be able to tend to all needs independently. • Talk about how to look after their teeth.
Self-regulation	<ul style="list-style-type: none"> • Link events (in books, real life etc) with feelings and discuss them, e.g. She is angry that he snatched the toy. • Demonstrate understanding around emotions and feelings, articulating their own ideas and reasoning. • Work towards becoming an independent learner; not requiring as much adult support

Foundation Stage One

Physical Development

Fine Motor Skills	<ul style="list-style-type: none"> • 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. • 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. • 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. • With increasing accuracy can catch a ball with two hands.

Foundation Stage Two

Physical Development

Fine Motor Skills	<ul style="list-style-type: none"> • To be able to confidently and independently manipulate scissors to cut around shapes, and when using tougher materials such as card, cardboard. • To confidently zip their coat up without adult support. • When drawing pictures, they are highly detailed and increasingly accurate.
Gross Motor Skills	<ul style="list-style-type: none"> • To be able to sit on a chair comfortably. • Participate in team games alongside others be considerate to other participants, their movements and cooperation. • To practise key movements to develop confidence and skill with jumping, hopping etc, navigating these movements within a space, stopping and starting on command. • To become confident with copying a simple sequence of routine in a game or dance. • Safely navigate themselves over, under and through apparatus and play equipment. • Begin to follow a simple set of instructions in a game. • Gain confidence in changing direction when running.

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 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 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.
Writing	<ul style="list-style-type: none"> • Knows that marks communicate meaning and that these are for reading. • Write some of their name.

Foundation Stage Two

Literacy	
Comprehension	<ul style="list-style-type: none"> To begin to ask questions about the story/text they are studying. To begin to infer how characters are feeling/what they're doing using the pictures/clues in the story. To know what a non-fiction book is. To know what a poem is, and join in with whole-class recall. To have built up a bank of familiar stories, which they can share and talk about with their peers/adults. To use familiar story-telling language. E.g: Once upon a time, Suddenly, Finally, The end. To begin using taught 'ambitious' vocabulary within their own play and story-telling.
Word Reading	<ul style="list-style-type: none"> To know most phoneme-to- grapheme correspondence for each letter in the alphabet. To read simple cvc words with increased confidence and fluency. To begin to apply the taught digraphs in their reading. These may need some reminders and action prompts from adults. Reading simple captions that include the learnt tricky words and digraphs with increased confidence. E.g: Go back, No boots. To start reading simple sentences with independence applying all learnt skills. To spot and read the taught tricky words within their decodable books.
Writing	<ul style="list-style-type: none"> To use taught digraphs in words correctly. E.g: moon, coat. Continual application of correctly spelt and taught tricky words. To use short sentences, with taught digraphs E.g: The coat is red. To consistently use full stops at the end of short sentences. Know the capital letter for each letter in the alphabet. To re-read what they have written using their knowledge and skill of blending.
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') 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. Are able to copy and continue an AB 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 some 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.
Foundation Stage Two	
Maths –NCETM Mastering Number programme.	
Number	<ul style="list-style-type: none"> To Recognise and name digits (1- 20) Apply the cardinal principle to groups of objects to 10. Use counting to share and group objects. To become confident using and applying the part whole model, to explore number composition 1-10. Have an awareness of mathematical symbols. Automatically recall number bonds to 5. Solve real-life maths problems with numbers up to 5.
Numerical Patterns	<ul style="list-style-type: none"> Accurately count items to 10 with one-to-one correspondence. Verbally count to 20 aloud, with not all teen numbers in sequence. Name the days of the week confidently.

	<ul style="list-style-type: none"> • Understand the days of the week are in an order and can recall them. • Copy and continue a more complex pattern. E.g. ABC, ABB, ABBC • Know that groups can be created both equally and unequally, recognising and identifying this with increased reasoning. • Identify one more/ one less to consecutive numbers. • Begin to explore the pattern of double facts to 5.
Space Shape and Measure	<ul style="list-style-type: none"> • Discuss the features of a familiar route and represent these using detailed marks • Identify 2D shapes circle, square, rectangle and triangle. • To start seeing shapes within shapes e.g: the triangle and square in a house. • Able to discuss and explore the concept of 'half' when discussing capacity or sharing. • To discuss events with an adult using the terminology today, yesterday and tomorrow. • To be able to begin comparing elements of measure. • Discuss routes and locations, using words like 'in front of' and 'behind'
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. • Comment on images of familiar situations within the past.
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. • Start to ask direct questions about the natural world. • Know how to use different equipment and tools when exploring the outdoor world.
People, Culture and Communities	<ul style="list-style-type: none"> • 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.
Foundation Stage Two	
Understanding the World	
Past and Present	<ul style="list-style-type: none"> • Comment on the images of familiar situations from the past. E.g "They are writing on a chalkboard." • Be able to identify past events through the use of stories. • Talk about their family and community with increased detail and share important experiences. • Have a good awareness of different families and how these are made up. • Sequence and organise their own story ideas on a story map, applying vocabulary such as next, after etc.
The Natural World	<ul style="list-style-type: none"> • Take time to explore the natural world around them, making brief observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments. • Understand some important processes and changes in the natural world around them, including changing states of matter. • Know that living things have similarities and differences. • Know that we use plants for food. • Know what and why a map is needed, and have knowledge of drawing simple information from one. • Know that we live in England, UK. • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
People, Culture and Communities	<ul style="list-style-type: none"> • Show an understanding that they are a part of a community. • Talk about the differences they identify or observe. E.g hair type, skin colour. • Understand that people like and dislike different things. • Identify and discuss differences between environments, comparing them to their own. • Know to seek out information from a non-fiction book to further their understanding. • Understand that people have different beliefs and can talk about special celebrations or traditions. • Starts to make links between religious stories shared.

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. • Beginning to use paint and colours correctly, to represent objects. • Can use different resources to paint and talk about the different effects they create.
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"> • Know how to mix colours accurately, some guidance may still be required. • Return to their work or build by improving or refining their ideas. • Explore how different materials can be joined and show increased ability to problem solve. • To create more complex and creative art work, with a range of materials. • Know that you can make art with a range of different materials. • Safely use and explore a variety of materials, tools and techniques. • Shape using modelling materials. (Sculpture)
Being Imaginative and Expressive	<ul style="list-style-type: none"> • Sing along with their peers in a group, matching their pitch and melody. • Use their own resources or imaginary items to lead their own pretend play or narrative. • Begin to create scenarios in collaboration with others, where each child takes on a different role. • Begin to follow pattern, rhythm and repeated actions with increased accuracy. • Following simple dances or actions.