



**Foundation**

Question	Where can we see art in our lives?
Bible Verse	“He has made everything beautiful in its time.” – Ecclesiastes 3:11
Values	Gratitude, Creation, Adventure, Exploration, Happiness
Outcome	Virtual arts gallery
Visits/ Visitors	Tony Unwin – graffiti artist
Core texts	<ul style="list-style-type: none"> <li>• The Gruffalo – Julia Donaldson, Axel Scheffler</li> <li>• The Gruffalo’s Child – Julia Donaldson, Axel Scheffler</li> <li>• The Snail and the Whale – Julia Donaldson, Axel Scheffler</li> <li>• Room on the Broom – Julia Donaldson, Axel Scheffler</li> </ul>
Story time texts ( <b>Foundation Stage Two Only</b> )	<ul style="list-style-type: none"> <li>• Roald Dahl – ‘George’s Marvellous Medicine’ (Daffodils)</li> <li>• Roald Dahl – ‘Esio Trot’ (Buttercups)</li> </ul>
<b>Foundation Stage One</b>	
Communication and Language	
Listening, attention and understanding	<ul style="list-style-type: none"> <li>• Can answer what questions.</li> <li>• Follow routine two-step instructions with increased confidence, e.g get your bag and come to the carpet.</li> <li>• To stop and listen with increased attention when signalled by an adult.</li> <li>• Can listen to a longer story with increased attention and will ask simple questions.</li> <li>• Joins in a variety of Nursery rhymes with confidence.</li> </ul>
Speaking	<ul style="list-style-type: none"> <li>• Speaks in simple sentences, with increased fluency based upon their needs or observations.</li> <li>• Applying new vocabulary within their speaking, which they have been exposed to and taught, with adult scaffold.</li> <li>• To hold a simple, turn taking conversation with an adult, building on statements shared.</li> <li>• To begin to recognise the use of tense, and apply this with support from an adult, after modelling – can rephrase their sentence.</li> </ul>
<b>Foundation Stage Two</b>	
Communication and language	
Listening, attention and understanding	<ul style="list-style-type: none"> <li>• To make predictions on what they have heard during a story, listening carefully to the storyline.</li> <li>• To retell stories using repetition and known phrases from stories.</li> <li>• Can explain why they have chosen to use the vocabulary that they have selected.</li> </ul>
Speaking	<ul style="list-style-type: none"> <li>• Speaks in simple sentences, with increased fluency based upon their needs or observations.</li> <li>• Applying new vocabulary within their speaking, which they have been exposed to and taught, with adult scaffold.</li> <li>• To hold a simple, turn taking conversation with an adult, building on statements shared.</li> <li>• To begin to recognise the use of tense, and apply this with support from an adult, after modelling – can rephrase their sentence.</li> </ul>
<b>Foundation Stage One</b>	
Personal, Social and Emotional Development – we follow the HeartSmart programme.	
Building Relationships	<ul style="list-style-type: none"> <li>• Play with their peers, extending and elaborating ideas.</li> <li>• Begin to have a close peer or friend they play with, seeking them out during child-initiated play.</li> </ul>

Managing Self	<ul style="list-style-type: none"> <li>Increasingly follow rules, understanding why they are important.</li> <li>Do not always need an adult to remind them of a rule.</li> <li>To consistently be able to tend to most toileting needs independently.</li> </ul>
Self-regulation	<ul style="list-style-type: none"> <li>Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> </ul>
<b>Foundation Stage Two</b>	
Personal, Social and Emotional Development – we follow the HeartSmart programme.	
Building Relationships	<ul style="list-style-type: none"> <li>Hold back &amp; forth conversations, listening to their peers' ideas and responding appropriately.</li> <li>Show empathy in simple ways, e.g. finding an adult for a child who is hurt.</li> </ul>
Managing self	<ul style="list-style-type: none"> <li>Begin to understand and discuss consequences of our behaviour, e.g. If I hit someone, it hurts and they are upset.</li> <li>Work on short activities independently.</li> </ul>
Self-regulation	<ul style="list-style-type: none"> <li>Explain to an adult what has happened when they are upset.</li> <li>"Bounce back" quickly and with more independence.</li> <li>Begin to solve conflicts through speaking to each other and being assertive, e.g. "Stop that, I don't like it."</li> <li>Express their feelings and consider the feelings of others.</li> </ul>
<b>Foundation Stage One</b>	
Physical Development	
Fine Motor Skills	<ul style="list-style-type: none"> <li>Holds scissors with increased confidence in the correct position, maintain this when modelled by adult.</li> <li>Children will continue to use the four-finger and thumb grip with increasing accuracy where 4 fingers are held on the tool and movement is mainly from the wrist. Hands and fingers move as one.</li> <li>Able to become increasingly independent in dressing and getting changed.</li> </ul>
Gross Motor Skills	<ul style="list-style-type: none"> <li>Walks with increased confidence going up stairs, using alternate feet.</li> <li>Is able to maintain balance using hands and body to stabilise.</li> <li>Climb or move across small apparatus with increased independence, in using their upper body.</li> <li>Can stand on one foot but may require some support to hold onto.</li> <li>Can confidently paint, draw or use tools on vertical surfaces, in both small and large movements.</li> <li>Copy movements in a simple sequence with ease, using both sides of my body to support bi-lateral movement.</li> <li>Can throw a ball with increased accuracy at a target.</li> </ul>
<b>Foundation Stage Two</b>	
Physical Development	
Fine Motor Skills	<ul style="list-style-type: none"> <li>Is able to manipulate scissors to cut around shapes, and when using tougher materials such as card, cardboard.</li> <li>Begin to start using the zip on their coat.</li> <li>Pictures include more detail and have a variety of different shapes and lines. Care is taken with drawing and pictures become increasingly accurate.</li> </ul>
Gross Motor Skills	<ul style="list-style-type: none"> <li>Improved hand-eye coordination to throw and catch a large ball.</li> <li>To develop greater balance when standing or hopping on one foot, knowing to use their arms to support balance.</li> </ul>
<b>Foundation Stage One</b>	
Literacy	
Comprehension	<ul style="list-style-type: none"> <li>Understand the key concepts about print: <ul style="list-style-type: none"> <li>the names of the different parts of a book e.g: author, illustrator, blurb.</li> <li>page sequencing</li> <li>print can have different purposes</li> </ul> </li> <li>Begin to retell familiar phrases from well-known stories.</li> <li>Knowing the three key elements to a story beginning, middle and end and where these come in the stories that are read.</li> </ul>

Word Reading	<ul style="list-style-type: none"> <li>• Recognise their name in print, without picture prompts.</li> <li>• To identify and create alliterative phrases using known sounds.</li> <li>• Begin to make links between the letters they see within the environment and words they know.</li> </ul>
Writing	<ul style="list-style-type: none"> <li>• Simple, shapes (circles), lines and patterns are created and their names known. E.g: line dot, circle, wavy, swirl.</li> <li>• A cross can be formed.</li> <li>• Form 'Letter-like-forms' (mock letters) these resemble letters using different shapes such as circles, swirls and lines.</li> <li>• Use of talk to relay phrases or sentences to captured and describe their mark making.</li> <li>• Children can recall what they have drawn or written and talk to an adult about it.</li> <li>• Initial sounds and some letters in their name being to form.</li> </ul>
<b>Foundation Stage Two</b>	
Literacy	
Comprehension	<ul style="list-style-type: none"> <li>• To begin to ask questions about the story/text they are studying.</li> <li>• To begin to infer how characters are feeling/what they're doing using the pictures/clues in the story.</li> <li>• To know what a non-fiction book is.</li> <li>• To know what a poem is, and join in in whole-class recall.</li> </ul>
Word Reading	<ul style="list-style-type: none"> <li>• To know and identify initial sounds in words.</li> <li>• To understand the difference between blending and segmenting.</li> <li>• To begin following and touching the phonemes and graphemes as they read them.</li> <li>• To begin blending to read simple cvc words using the taught phonemes.</li> <li>• To read a short caption. E.g: The tap.</li> </ul>
Writing	<ul style="list-style-type: none"> <li>• Remember, hold and talk a sentence aloud.</li> <li>• Write all of their name, with improved letter formation.</li> <li>• Use their knowledge of letter sounds to confidently write initial sounds.</li> <li>• Use their phonic knowledge to begin securely writing CVC words,</li> <li>• segmenting their phonemes aloud</li> <li>• To re-read the CVC words they have written and clearly articulate the word, to check it makes sense. E.g: labels.</li> <li>• To spell taught tricky words correctly and form short captions e.g: The mat, A cat, To dad.</li> </ul>
<b>Foundation Stage One</b>	
Maths – we follow the NCETM Mastering Number programme.	
Number	<ul style="list-style-type: none"> <li>• Count aloud confidently to 5 and know some number names past it.</li> <li>• To become confident in applying 1- 1 counting up to 5.</li> <li>• Explores using a range of their own marks and signs to which they ascribe mathematical meanings.</li> <li>• Compare amounts using more mathematical language such as 'more', 'less', 'same'.</li> <li>• Show 'finger numbers' up to 5.</li> <li>• To know that anything can be counted e.g: claps, jumping</li> <li>• (Abstraction principle)</li> </ul>
Numerical Patterns	<ul style="list-style-type: none"> <li>• Takes part in simple number games – e.g. how many bean bags can we get into this hoop.</li> <li>• Make predictions – What might happen next in a sequence or a routine?</li> <li>• During play, can informally describe the relationship between quantities they can see, using words such as big, small, more, less, same.</li> <li>• Spotting patterns in rhymes and stories.</li> <li>• Are able to talk about what they want to choose/complete or do 'now' in the moment.</li> </ul>

Space, Shape and Measure	<ul style="list-style-type: none"> <li>To start seeing shapes within the environment, and knowing their names.</li> <li>Begin to use 2D shapes to create pictures, talking about how they have used them.</li> <li>To know and talk about a familiar route.</li> <li>Know how to make structures using blocks, considering the different blocks/shapes they are using.</li> <li>Children to talk about what is happening in a picture – referring to spatial relationships. E.g: ‘What is in the box?’</li> <li>Can describe when an item such as a jug is either full or empty.</li> <li>Incidentally use language linked to measure within their play.</li> </ul>
--------------------------	---

**Foundation Stage Two**

Maths – we follow the NCETM Mastering Number programme.

Number	<ul style="list-style-type: none"> <li>Subitising to 5.</li> <li>Building numbers out of 1’s.</li> <li>Cardinality of 5 using fingers, dice numicon to recognise and represent numbers.</li> <li>Compare using amounts for comparison within their play and everyday experiences.</li> <li>Begin to have an awareness of the composition of 5.</li> <li>Say one number for each item in order: 1,2,3,4,5. (Stable-order counting) and recognise the numeral.</li> <li>Begin to explore the formation of numbers</li> <li>Become familiar with number bonds to 5.</li> </ul>
--------	---

Numerical Patterns	<ul style="list-style-type: none"> <li>Count aloud in order to 5 and beyond.</li> <li>Begin to understand the order of numbers 5-10</li> <li>Know the days of the week</li> <li>Copy, continue and create an AB pattern.</li> <li>Notice and correct an error in an AB pattern.</li> <li>Use language to describe the relationship between quantities (e.g. ‘more than, less than and equal to)</li> <li>Are able to share objects to make an equal group.</li> </ul>
--------------------	---

Space Shape and Measure	<ul style="list-style-type: none"> <li>Engage with capacity activities and share what they can see happening, knowing when something is empty or full.</li> </ul>
-------------------------	---

**Foundation Stage One**

Understanding the World

Past and Present	<ul style="list-style-type: none"> <li>Start to use the vocabulary linked to time with increased accuracy.</li> <li>Know their own history and apply basic chronology e.g: I was a baby and then I grew and got bigger. Now I am a big boy.</li> <li>Able to discuss and share who is special to them and explain why.</li> <li>Show an increased interest in different occupations.</li> <li>Can recognise pictures within non- fiction books and talk about them, sharing their own knowledge and applying new vocabulary.</li> </ul>
------------------	---

The Natural World	<ul style="list-style-type: none"> <li>Start to comment on changes and differences they see within the environment. E.g: leaves have fallen off the tree.</li> <li>Know how to plant seeds and care for plants/flowers.</li> <li>Demonstrate caring behaviours towards living things.</li> <li>Show curiosity through question.</li> <li>Use more descriptive vocabulary when discussing living things.</li> <li>Developmental awareness of forces and how these can be used within their play.</li> <li>Take interest in different materials and how they can be changed.</li> </ul>
-------------------	---

People, Culture and Communities	<ul style="list-style-type: none"> <li>Show understanding that they are apart of a community.</li> <li>Talk about the differences they identify or observe. E.g hair type, skin colour.</li> <li>Understand that people like and dislike different things.</li> </ul>
---------------------------------	---

**Foundation Stage Two**

Understanding the World

Past and Present	<ul style="list-style-type: none"> <li>Know that people around them have different roles in society and talk about their lives in depth.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons.</li> </ul>
------------------	---

	<ul style="list-style-type: none"> <li>• Comment on pictures of familiar situations that they have experienced in the past. E.g last week's cooking session.</li> <li>• Use vocabulary linked to time with increased accuracy to describe their experiences.</li> <li>• Can discuss chronology of who is in their family.</li> <li>• Happily engage in non-fiction texts, understanding the difference in the text type.</li> <li>• Has an awareness of time, such as the days of the week and months in a year.</li> </ul>
The Natural World	<ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• Know that plants grow and are usually green.</li> <li>• Know that plants change as they grow.</li> <li>• Know that changes occur when animals grow.</li> </ul>
People, Culture and Communities	<ul style="list-style-type: none"> <li>• Know some stories from the Bible, including Easter.</li> <li>• 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.</li> <li>• Begin to engage with big ideas (R.E.)</li> <li>• Talk about thoughts and feelings (R.E.)</li> </ul>
<b>Foundation Stage One</b>	
Expressive Art & Design	
Creating with Materials	<ul style="list-style-type: none"> <li>• Explore colour and colour-mixing, using the colour names with increased accuracy.</li> <li>• Starting to paint for a purpose, ascribing meaning to their work.</li> <li>• Talk about different textures with increased vocabulary, e.g: bumpy, rough.</li> <li>• Draw with increased detail and accuracy.</li> <li>• Start to draw with continuous lines and use these to represent objects.</li> </ul>
Being Imaginative and Expressive	<ul style="list-style-type: none"> <li>• Remember and sing entire songs of familiarity</li> <li>• Begin to develop narrative within their play when using small world resources and models, using wider vocabulary and imagination.</li> <li>• Name some instruments and begin to describe the type of sounds they make.</li> <li>• Begin to play instruments with increased, control, rhythm or beat.</li> </ul>
<b>Foundation Stage Two</b>	
Expressive Art & Design	
Creating with Materials	<ul style="list-style-type: none"> <li>• Experiment with colours of paint.</li> <li>• Shape using modelling materials.</li> <li>• Know that art exists all around us.</li> <li>• Select appropriate resources when designing.</li> <li>• Know that materials can be joined using tools and techniques.</li> <li>• Adapt their work if necessary.</li> <li>• Know that products move.</li> <li>• Know that products need to be strong.</li> <li>• Stir, mix and pour ingredients.</li> <li>• Know how to select materials and explain their choices.</li> <li>• Know how to select colours for a purpose.</li> <li>• Add detail to Paintings and drawings making them more representative of their subject .</li> <li>• Work alongside their peers on art work sharing their resources cooperatively.</li> </ul>
Being Imaginative and Expressive	<ul style="list-style-type: none"> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them when creating music.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> <li>• Begin to record ideas in different ways (notation).</li> <li>• Sing along to songs with increased accuracy.</li> <li>• Use musical instruments for a purpose, and engage with this in their play to follow simple beats, rhythms etc. Understand how to control the instrument to create a desired sound.</li> </ul>

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• Participates in small world play, with increased narrative, building up a storyline with their peer, which is increasingly complex and imaginative.</li></ul> |
|--|---|