



Foundation

Question	What if our lives never changed?
Bible Verse	Lord, you know everything there is to know about me. You perceive every movement of my heart and soul, and you understand my every thought before it even enters my mind. – Psalm 139: 1-6
Values	Gratitude, Respect, Adventure, Exploration, Acceptance, Happiness
Outcome	Mr Big's Band performance.
Visits/ Visitors	Mr Bethell
Core texts	- Starting School – Janet and Allan Ahlberg - When I was young – James Dunbar and Martin Remphry - Peepo – Janet and Allan Ahlberg - Mr Big – Ed Vere
Foundation Stage One	
Communication and Language	
Listening, attention and understanding	- To stop and listen when signaled by an adult. - Can sing a simple Nursery rhyme, including most words.
Speaking	- Can link up to five words together when speaking. - Ask and answer simple questions, e.g. where is Mummy? What is next? What is happening?
Foundation Stage Two	
Communication and language	
Listening, attention and understanding	- Know why listening is important and can demonstrate good listening skills through eye contact, body language when adults or peers are speaking. - Can listen to a longer story with good attention and focus, talking about what they know. - To understand what and why questions, answering these appropriately and providing reasoning. - To know and sing a variety of nursery rhymes, with confidence.
Speaking	- To talk in full sentences coherently to express ideas, interests etc. - To use 'because' to explain their reasoning. - To recall experiences and share these with an adult or peers.
Foundation Stage One	
Personal, Social and Emotional Development – we follow the HeartSmart program	
Building Relationships	- Begin to show more confidence in new social situations. - Play with increased cooperation.
Managing self	- Select and use activities and resources, with help when needed. - Begin to take responsibilities for their own items and tend to basic needs e.g: putting on coat, hat etc. - To begin to tend to toileting needs with some independence.
Self-regulation	- Seek help through finding an adult. - To participate in games with adults and with support begin to share and turn take without becoming overly distressed.
Foundation Stage Two	
Personal, Social and Emotional Development – we follow the HeartSmart program	
Building Relationships	- Is happy to meet with new adults and children, presenting with a welcoming attitude. - Plays alongside 'familiar' peers with ease, or demonstrates cooperation with new/unfamiliar peers.
Managing self	To be able to tend to most toileting needs independently.
Self-regulation	- To identify some emotions and link these to their experiences. - To transition into the setting with some support from an adult.

Foundation Stage One	
Physical Development	
Fine Motor Skills	- Children will begin to apply a four- finger and thumb grip where 4 fingers are held on the tool and movement is mainly from the wrist. Hands and fingers move as one. Some adult support may be required. - Able to take off and put on their coat.
Gross Motor Skills	- Shows increasing confidence in walking backwards and sideways. - Has developed good spatial awareness. - Able to sit comfortably without resting or leaning on furniture or adults. - To stand from sitting without requiring support or furniture to hold onto. - Is able to climb small apparatus with some support from adults. - Can use upper body to wave flags and streamers with ease, using large muscle movements.
Foundation Stage Two	
Physical Development	
Fine Motor Skills	- 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. - 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.
Gross Motor Skills	- 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. - Stand on one foot without support for a short period of time, leading towards hopping with increased confidence. - Recall a sequence or pattern of movement and execute this confidently, with children increasingly creating their own. - Can catch a ball with two hands.
Foundation Stage One	
Literacy	
Comprehension	- Understand the key concepts about print: print has meaning. - Pay attention and respond to the pictures or the words in the stories that are read to them.
Word Reading	Have a repertoire of familiar known nursery rhymes that they can sing.
Writing	- Knows that mark making is a form of purposeful communication. - Creation of pre-literate wavy scribbles or mock handwriting, moving from the left to right. - Simple, shapes, lines and patterns are beginning to be produced.
Foundation Stage Two	
Literacy	
Comprehension	- Answer simple questions when asked about the story they have heard. - Have an awareness between fiction and non-fiction books. - 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	- Know how to continue a rhyming string. - 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. - Orally segment simple cvc words aloud; hearing and identifying some of the phonemes.

Writing	• 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 One	
Maths – we follow the NCETM Mastering Number Programme	
Number	• Take part in finger rhymes with numbers. • Begin to use fast recognition to identify a number without counting it. Knowing securely 1. (subitising) • To become confident in applying 1- 1 counting up to 3. • Able to make amounts using 1's up to 3. • Link numbers to a small amount such as 1-3, e.g showing 2 cubes, with the number 2.
Numerical Patterns	• With support, begins to quantify small groups or collections through every day routines e.g “we have three oranges.” • Engages in daily routines, register, snack time, tidy up time. • To join in with the repeated patterns in stories and rhymes. • With support from visual prompts begin to consider routines and understand what they are doing ‘now’.
Space, Shape and Measure	• Talk about shapes that they can see using informal language. • Uses silhouettes/ shadowing to develop knowledge of shape. • Begin to explore emptying and filling.
Foundation Stage Two	
Maths – we follow the NCETM Mastering Number programme	
Number	• 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	• 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.
Space Shape and Measure	• 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 One	
Understanding the World	
Past and Present	• Talks about their immediate family. • Seek out adults or peers to discuss their experiences. • Able to talk about where they live. • Know that there are people who help us in the community.

The Natural World	• Have an awareness that plants and living things are to be cared for. • Know and talk about the different features in living things (animals, plants, flowers.) • Engaging in hands-on exploration. • Explore and engage with different materials.
People, Culture and Communities	• Have an understanding that people are different. • Able to talk about their own likes and dislikes.
Foundation Stage Two	
Understanding the World	
Past and Present	• Are able to talk about past events using longer sentences. • Able to use vocabulary linked to the passing of time. E.g tomorrow, yesterday. • Apply the correct tense with increasing accuracy, when talking about past or present events. • Confidently talk about who is in their family and immediate community.
The Natural World	• Use of their sense to explore the natural world, commenting on what they can see, hear, feel etc. • Recognise that there are differences in weather, and comment on changes they notice. • Talk about the differences in materials and how they change
People, Culture and Communities	• Know and talk about their local area and can identify key places they go to. • Engages in small world play, which they share their knowledge of different environments within.
Foundation Stage One	
Expressive Art & Design	
Creating with Materials	• Begin to know names of colours, not always labelling these accurately. • Begin to give some meaning to their creations. • Draw simple shapes and outlines.
Being Imaginative and Expressive	• Hear and join in with familiar rhymes and songs, making sounds, noises or using the words if known. • Start to participate in pretend play alongside peers. • Start to use their imagination for the use of different objects (representation).
Foundation Stage Two	
Expressive Art & Design	
Creating with Materials	• Can ascribe meaning to their creations. • Know of different tools to use when painting and can talk about the effects. • Know the names of colours and have some knowledge of how these can be mixed.
Being Imaginative and Expressive	• Engages with pretend play and has developed narrative based upon their experiences and exposure to storylines. • Joins in with familiar songs, can sing these independently. • Engages with small world play and is beginning to build their own.