



**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	<ul style="list-style-type: none"> <li>Starting School – Janet and Allan Ahlberg</li> <li>When I was young – James Dunbar and Martin Remphry</li> <li>Peepo – Janet and Allan Ahlberg</li> <li>Mr Big – Ed Vere</li> </ul>
<b>Communication and language</b>	
Listening, attention and understanding	<ul style="list-style-type: none"> <li>Know why listening is important and can demonstrate good listening skills through eye contact, body language when adults or peers are speaking.</li> <li>Can listen to a longer story with good attention and focus, talking about what they know.</li> <li>To understand what and why questions, answering these appropriately and providing reasoning.</li> <li>To know and sing a variety of nursery rhymes, with confidence.</li> </ul>
Speaking	<ul style="list-style-type: none"> <li>To talk in full sentences coherently to express ideas, interests etc.</li> <li>To use 'because' to explain their reasoning.</li> <li>To recall experiences and share these with an adult or peers.</li> </ul>
<b>Personal, Social and Emotional Development – we follow the HeartSmart programme.</b>	
Building Relationships	<ul style="list-style-type: none"> <li>Is happy to meet with new adults and children, presenting with a welcoming attitude.</li> <li>Plays alongside 'familiar' peers with ease, or demonstrates cooperation with new/unfamiliar peers.</li> </ul>
Managing self	<ul style="list-style-type: none"> <li>To be able to tend to most toileting needs independently.</li> </ul>
Self-regulation	<ul style="list-style-type: none"> <li>To identify some emotions and link these to their experiences.</li> <li>To transition into the setting with some support from an adult.</li> </ul>
<b>Physical Development</b>	
Fine Motor Skills	<ul style="list-style-type: none"> <li>Is able to use scissors one handed and manipulate turning the paper with the opposite hand.</li> <li>Can cut in a straight line with increased fluency, through continuous movements, without pulling and tearing the paper, making snips when moving forwards.</li> <li>Now have a preference for a dominant hand and use this to effectively manipulate tools.</li> <li>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.</li> </ul>
Gross Motor Skills	<ul style="list-style-type: none"> <li>Know how to balance and use a balance bike with both feet on the ground.</li> <li>Begins to explore balance when using pieces of equipment, walking across wide planks with confidence.</li> <li>Is able to use both hands and legs (bi- lateral movement) to climb with increased confidence and independence.</li> <li>Able to effectively complete activities that cross the midline, with increased ease.</li> <li>Stand on one foot without support for a short period of time, leading towards hopping with increased confidence.</li> <li>Recall a sequence or pattern of movement and execute this confidently, with children increasingly creating their own.</li> <li>Can catch a ball with two hands.</li> </ul>
<b>Literacy</b>	

Comprehension	<ul style="list-style-type: none"> <li>• Answer simple questions when asked about the story they have heard.</li> <li>• Have an awareness between fiction and non-fiction books.</li> <li>• Have a favourite book or bank of stories which they can talk about.</li> <li>• Make comments and shares their own ideas based on the stories read to them.</li> </ul>
Word Reading	<ul style="list-style-type: none"> <li>• Know how to continue a rhyming string.</li> <li>• Hear and identify words that have been blended aloud.</li> <li>• Begins to break the flow of speech into words, to hear and say the initial sound in words.</li> <li>• Orally segment simple cvc words aloud; hearing and identifying some of the phonemes.</li> </ul>
Writing	<ul style="list-style-type: none"> <li>• Knows that marks communicate meaning and that these are for reading.</li> <li>• Remember and talk a sentence aloud.</li> <li>• Write most or all of their name.</li> <li>• Use some of their print and letter knowledge in their early writing to record the initial sounds they hear.</li> <li>• To identify and say the sound they have written.</li> </ul>
<b>Maths – we follow the NCETM Mastering Number programme.</b>	
Number	<ul style="list-style-type: none"> <li>• Fast recognition of up to 3 objects, without having to count them individually ('subitising')</li> <li>• Links numerals with amounts up to 5 and potentially beyond.</li> <li>• Experiment with their own symbols and marks as well as numerals.</li> <li>• Able to talk about simple real- world mathematical problems with numbers up to 5, and start to solve them.</li> <li>• Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> </ul>
Numerical Patterns	<ul style="list-style-type: none"> <li>• To count aloud in order 1-5 securely.</li> <li>• Have some understanding of the order between 5-10.</li> <li>• Have an awareness of order and sequence linked to time. E.g: days of the week, daily routine.</li> <li>• Are able to copy and continue an AB pattern.</li> <li>• Begin to notice and error in a repeating pattern.</li> </ul>
Space Shape and Measure	<ul style="list-style-type: none"> <li>• To identify and name 2D shapes.</li> <li>• Are able to use language such as curve, straight, round and flat to describe 2D shapes.</li> <li>• To begin planning to use shapes within their pictures.</li> <li>• To represent a familiar route using simple marks.</li> <li>• Understand simple positional language such as on, under, and in and use it with increased accuracy in their own play and talk.</li> <li>• Is able to confidently apply the language and action of emptying and filling containers, understanding the difference.</li> <li>• Understand through the support of visual prompts what activities are happening now and next.</li> <li>• Can talk about different aspects of measure such as heavy and light, big and small, long and short.</li> </ul>
<b>Understanding the World</b>	
Past and Present	<ul style="list-style-type: none"> <li>• Are able to talk about past events using longer sentences.</li> <li>• Able to use vocabulary linked to the passing of time. E.g tomorrow, yesterday.</li> <li>• Apply the correct tense with increasing accuracy, when talking about past or present events.</li> <li>• Confidently talk about who is in their family and immediate community.</li> </ul>
The Natural World	<ul style="list-style-type: none"> <li>• Use of their sense to explore the natural world, commenting on what they can see, hear, feel etc.</li> <li>• Recognise that there are differences in weather, and comment on changes they notice.</li> <li>• Talk about the differences in materials and how they change</li> </ul>
People, Culture and Communities	<ul style="list-style-type: none"> <li>• Know and talk about their local area and can identify key places they go to.</li> <li>• Engages in small world play, which they share their knowledge of different environments within.</li> </ul>
<b>Expressive Art &amp; Design</b>	
Creating with Materials	<ul style="list-style-type: none"> <li>• Can ascribe meaning to their creations.</li> <li>• Know of different tools to use when painting and can talk about the effects.</li> <li>• Know the names of colours and have some knowledge of how these can be mixed.</li> </ul>
Being Imaginative and Expressive	<ul style="list-style-type: none"> <li>• Engages with pretend play and has developed narrative based upon their experiences and exposure to storylines.</li> <li>• Joins in with familiar songs, can sing these independently.</li> <li>• Engages with small world play and is beginning to build their own.</li> </ul>