

Foundation 1			
	F1 Topic	F1 Books	F1 Trips/ Visits
Autumn 1	<p>All about me</p> <ul style="list-style-type: none"> - Family - Feelings - Senses - Similarities and differences - Rules and boundaries - Health - Likes and dislikes 	<p>7 weeks: Tuesday 1st September – Friday 16th October</p> <p>W1 Transition: Selection of traditional text: We're Going on a Bear Hunt/ Dear Zoo/ Owl Babies W2/ W3 My family, my friends – Baseline Assessments Purple: Monkey Puzzle W4/ W5 Our differences and similarities: Day Monkey, Night Monkey W6 My emotions: The Colour Monster by Anna Lenas W7 Joining together (our differences, emotions and colour): Mixed by Aree Chung</p>	<p>October – phone call parents' evening.</p>
Autumn 2	<p>Winter</p> <ul style="list-style-type: none"> - Bonfire night - Fire safety - Different occupations - Seasons – Winter to Autumn - Ice and snow - Christmas - Freezing and melting 	<p>7 weeks: Monday 2nd November – Friday 18th December</p> <p>W1 Fire Safety: Frances the Firefly W2 Fire Safety: There's a Dragon in Your Book by Tom Fletcher W3 Ice – Assessment Week (1) Orange: The Polar Bear and the Snow Cloud by Jane Cabrera W4 Ice – Assessment Week (2) Orange: Winter Sleep A Hibernation Story by Sean Taylor W5 Season Change: Me... By Emma Dodd W6/ W7 Winter/ Christmas: The Nativity Story – A Miracle in Town</p>	<p>Fire service (truck W1) – tbc.</p> <p>Christmas Craft – family invitation – tbc.</p>
Spring 1	<p>Once upon a time</p> <ul style="list-style-type: none"> - Traditional tales - Rhyme and rhythm - Technology, using computers to find out facts 	<p>6 weeks: Monday 4th January – Friday 12th February</p> <p>W1/ W2 The Three Little Pigs: Traditional Tale W3 The Three Billy Goats Gruff: Traditional Tale W4 Goldilocks and The Three Bears: Traditional Tale W5 The Gingerbread Man: Traditional Tale W6 Little Red Riding Hood: Traditional Tale</p>	<p>Story Teller – Drumming workshop (Pre-School, F1).</p>
Spring 2	<p>Curious creatures</p> <ul style="list-style-type: none"> - Farm animals - Jungle animals - Woodland animals - Different occupations - Season change – Spring 	<p>6 weeks: Monday 22nd February – Thursday 1st April</p> <p>W1 Safari Animals: Little Red and the Very Hungry Lion by Alex T. Smith W2 Woodland Animals – Assessment Week (1) Green: The Gruffalo by Julia Donaldson W3 Woodland Animals – Assessment Week (1) Green: The Gruffalo's Child by Julia Donaldson W4 Farm Animals: What the Ladybird Heard by Julia Donaldson W5 Farm Animals: Rosie's Walk by Pat Hutchins W6 Recap: Dear Zoo by Rod Campbell</p>	<p>White Post Farm Visit (Pre-school, F1 and F2).</p> <p>Rosie's walk – Hen visit.</p> <p>Police officer to read the story: What the Ladybird Heard.</p> <p>March – parents' evening.</p>
Summer 1	<p>Down at the bottom of the garden</p> <ul style="list-style-type: none"> - Plants - Growing sunflowers - Seasons – Summer - Mini-beasts 	<p>5 weeks: Monday 19th April – Friday 21st May</p> <p>W1 Plant Growth: Jaspers Beanstalk by Nick Butterworth W2/ W3 Plant Growth: My Magnificent Jelly Bean Tree by Maura Finn W4 Mini-beasts – Assessment Week (1) Yellow: The Very Hungry Caterpillar W5 Mini-beasts – Assessment Week (2) Yellow: Nonfiction Text – The Life Cycle of a Butterfly/ The Life Cycle of a Frog</p>	<p>Gardening focus.</p> <p>Garden party, reading picnic, Easter bunny drop the dummy – family invitation.</p> <p>Caterpillars and butterflies – order.</p>
Summer 2	<p>Under the water</p> <ul style="list-style-type: none"> - River - Seaside - Ponds - Under the sea - Sea creatures - Pirates - Friendships - Goodbye 	<p>7 weeks: Monday 7th June – Friday 22nd July</p> <p>W1/ W2 Pond: The Life Cycle of a Frog/ Tadpoles Promise by Jeanne Willis W3 Sea: Shark in the Park by Nick Sharratt W4 Sea: Shark in the Dark by Nick Sharratt W5 Sea: Rainbow Fish by Marcus Pfister W6/ W7 Pirate: Port Side Pirates! By Debbie Harter</p>	<p>Reports.</p> <p>Visit to school pond.</p> <p>Fire service to come in to talk about safety around water.</p> <p>Pirate party – family invitation.</p>

Development Matters – Foundation 1 Term Links

Key:

Red: Autumn **Green:** Spring **Yellow:** Summer **Purple text:** Birth to Three **Blue text:** Three to Four

Communication and Language

Birth to three years

Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent.

Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods.

Watch someone's face as they talk.

Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements.

Enjoy singing, music and toys that make sounds.

Recognise and are calmed by a familiar and friendly voice.

Listen and respond to a simple instruction.

Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling).

Babble, using sounds like 'ba- ba', 'mamama'.

Use gestures like waving and pointing to communicate.

Reach or point to something they want while making sounds.

Copy your gestures and words.

Constantly babble and use single words during play.

Use intonation, pitch and changing volume when talking.

Understand single words in context – 'cup', 'milk', 'daddy'.

Understand frequently used words such as 'all gone', 'no' and 'bye-bye'.

Understand simple instructions like "give to mummy" or "stop".

Recognise and point to objects if asked about them.

Generally focus on an activity of their own choice and find it difficult to be directed by an adult.

Listen to other people's talk with interest, but can easily be distracted by other things.

Can become frustrated when they can't make themselves understood.

Start to say how they are feeling, using words as well as actions.

Start to develop conversation, often jumping from topic to topic.

Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.

Use the speech sounds m, b, n, w.

Are usually still learning to pronounce: /t/ /h/ /w/ /r/ /d/ /l/ /f/ multi-syllabic words such as 'banana' and 'computer'.

Listen to simple stories and understand what is happening, with the help of the pictures.

Identify familiar objects and properties for practitioners when they are described. For example: 'kate's coat' 'the cat', 'ginger apple'.

Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.

Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').

Three to four years

Enjoy listening to longer stories and can remember much of what happens.

Can find it difficult to pay attention to more than one thing at a time.

Use a wider range of vocabulary.

Understand a question or instruction that has two parts, such as 'Get your coat and wait at the door'.

Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"

Sing a large repertoire of songs.

Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.

May have problems saying: some sounds: r, j, th, ch, and sh multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.

Use longer sentences of four to six words.

Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.

Can start a conversation with an adult or a friend and continue it for many turns.

Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."



Physical Development

Birth to three years

Lift their head while lying on their front.
Push their chest up with straight arms.
Roll over: from front to back, then back to front.
Enjoy moving when outdoors and inside.
Sit without support.
Begin to crawl in different ways and directions.
Pull themselves upright and bouncing in preparation for walking.
Reach out for objects as co-ordination develops.
Eat finger food and develop likes and dislikes.
Try a wider range of foods with different tastes and textures.
Lift objects up to suck them.
Pass things from one hand to the other. Let go of things and hands them to another person, or drops them.
 Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.
 Clap and stamp to music.
 Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.
Enjoy starting to kick, throw and catch balls.
 Build independently with a range of appropriate resources.
Begin to walk independently – choosing appropriate props to support at first.
Walk, run, jump and climb – and start to use the stairs independently.
Spin, roll and independently use ropes and swings (for example, tyre swings).
 Sit on a push-along wheeled toy. Use a scooter or ride a tricycle.
Develop manipulation and control.
Explore different materials and tools.
 Use large and small motor skills to do things independently. For example, manage buttons and zips, and pour liquids.
 Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.
Learn to use the toilet with help and then independently.

Three to four years

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
 Go up steps and stairs, or climb up apparatus, using alternate feet.
 Skip, hop, stand on one leg and hold a pose for a game like musical statues.
Use large-muscle movements to wave flags and streamers, paint and make marks.
 Start taking part in some group activities which they make up for themselves, or in teams.
 Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
 Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
 Use one-handed tools and equipment, for example, making snips in paper with scissors.
 Use a comfortable grip with good control when holding pens and pencils.
 Start to eat independently and learning how to use a knife and fork.
Show a preference for a dominant hand.
Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.
Make healthy choices about food, drink, activity and toothbrushing.

Personal, Social and Emotional Development

Birth to three years

Find ways to calm themselves, through being calmed and comforted by their key person.

Establish their sense of self.

Express preferences and decisions. They also try new things and start establishing their autonomy.

Engage with others through gestures, gaze and talk.

Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.

Find ways of managing transitions, for example from their parent to their key person.

Thrive as they develop self-assurance.

Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.

Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.

Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.

Feel strong enough to express a range of emotions.

Grow in independence, rejecting help ("no do it!"). Sometimes this leads to feelings of frustration and tantrums.

Begin to show "effortful control". For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.

Be increasingly able to talk about and manage their emotions.

Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.

Develop friendships with other children.

Safely explore emotions beyond their normal range through play and stories.

Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when..."

Three to four years

Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.

Develop their sense of responsibility and membership of a community.

Become more outgoing with unfamiliar people, in the safe context of their setting.

Show more confidence in new social situations.

Play with one or more other children, extending and elaborating play ideas.

Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.

Increasingly follow rules, understanding why they are important.

Do not always need an adult to remind them of a rule.

Develop appropriate ways of being assertive.

Talk with others to solve conflicts.

Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.

Begin to understand how others might be feeling.

Mathematics

Birth to three years

Combine objects like stacking blocks and cups. Put objects inside others and take them out again.

Take part in finger rhymes with numbers.

React to changes of amount in a group of up to three items.

Compare amounts, saying 'lots', 'more' or 'same'.

Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.

Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'

Climb and squeezing selves into different types of spaces.

Build with a range of resources.

Complete inset puzzles.

Compare sizes, weights etc. using gesture and language: 'bigger', 'little/smaller', 'high/low', 'tall', 'heavy'.

Notice patterns and arrange things in patterns.

Three to four years

Fast recognition of up to 3 objects, without having to count them individually ('subitising').

Recite numbers past 5.

Say one number for each item in order: 1,2,3,4,5.

Know that the last number reached when counting a small set of objects tells you how many there are in total.
(cardinal principle)

Show 'finger numbers' up to 5.

Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

Experiment with their own symbols and marks as well as numerals.

Solve real world mathematical problems with numbers up to 5.

Compare quantities using language: 'more than', 'fewer than'.

Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.

Understand position through words alone – for example, 'The bag is under the table.' – with no pointing.

Describe a familiar route.

Discuss routes and locations, using words like 'in front of' and 'behind'.

Make comparisons between objects relating to size, length, weight and capacity.

Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.

Combine shapes to make new ones – an arch, a bigger triangle etc.

Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.

Extend and create ABAB patterns – stick, leaf, stick, leaf.

Notice and correct an error in a repeating pattern.

Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Literacy

Birth to three years

Enjoy songs and rhymes, tuning in and paying attention.

Join in with songs and rhymes, copying sounds, rhythms, tones and tempo.

Say some of the words in songs and rhymes.

Copy finger movements and other gestures.

Sing songs and say rhymes independently, for example, singing whilst playing.

Enjoy sharing books with an adult.

Pay attention and responds to the pictures or the words.

Have favourite books and asks them out, to share with an adult, with another child, or to look at alone.

Repeat words and phrases from familiar stories.

Ask questions about the book. Makes comments and shares their own ideas.

Develop play around favourite stories using props.

Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.

Enjoy drawing freely.

Add some marks to their drawings, which they give meaning to. For example: "That says mummy."

Make marks on their picture to stand for their name.

Three to four years

Understand the five key concepts about print:

print has meaning

the names of the different parts of a book

print can have different purposes

page sequencing

we read English text from left to right and from top to bottom

Develop their phonological awareness, so that they can:

spot and suggest rhymes

count or clap syllables in a word

recognise words with the same initial sound, such as money and mother

Engage in extended conversations about stories, learning new vocabulary.

Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.

Write some or all of their name.

Write some letters accurately.



Understanding The World

Birth to three years

Repeat actions that have an effect.

Explore materials with different properties.

Explore natural materials, indoors and outside.

Explore and respond to different natural phenomena in their setting and on trips.

Make connections between the features of their family and other families.

Notice differences between people.

Three to four years

Use all their senses in hands-on exploration of natural materials.

Explore collections of materials with similar and/or different properties.

Talk about what they see, using a wide vocabulary.

Begin to make sense of their own life-story and family's history.

Show interest in different occupations.

Explore how things work.

Start seeds and care for growing plants.

Understand the key features of the life cycle of a plant and an animal.

Begin to understand the need to respect and care for the natural environment and all living things.

Explore and talk about different forces they can feel.

Talk about the differences between materials and changes they notice.

Continue to develop positive attitudes about the differences between people.

Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Expressive Art and Design

Birth to three years

Show attention to sounds and music.

Respond emotionally and physically to music when it changes.

Move and dance to music.

Anticipate phrases and actions in rhymes and songs, like 'Peepo'.

Explore their voices and enjoy making sounds.

Join in with songs and rhymes, making some sound.

Make rhythmical and repetitive sounds.

Explore a range of sound-makers and instruments and play them in different ways.

Notice patterns with strong contrasts and be attracted by patterns resembling the human face.

Start to make marks intentionally.

Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.

Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.

Enjoy and take part in action songs, such as 'Twinkle, Twinkle, Little Star'.

Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.

Explore different materials using all their senses to investigate them. Manipulate and play with different materials.

Use their imagination as they consider what they can do with different materials.

Make simple models which express their ideas.

Three to four years

Take part in simple pretend play, using an object to represent something else even though they are not similar.

Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.

Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.

Explore different materials freely, in order to develop their ideas about how to use them and what to make.

Develop their own ideas and then decide which materials to use to express them.

Join different materials and explore different textures.

Make closed shapes with continuous lines, and begin to use these shapes to represent objects.

Draw with increasing complexity and detail, such as representing a face with a circle and including details.

Use drawing to represent ideas like movement or loud noises.

Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.

Explore colour and colour-mixing.

Listen with increased attention to sounds.

Respond to what they have heard, expressing their thoughts and feelings.

Remember and sing entire songs.

Sing the pitch of a tone sung by another person ('pitch match').

Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

Create their own songs, or improvise a song around one they know.

Play instruments with increasing control to express their feelings and ideas.