

Summer term 2018-19 – Foundation Stage: The Working Farm / Seaside old and new / transport.

Creative Development



Music

To sing simple songs from memory.
To recognise and explore how different sounds can be changed.
To begin to use musical instruments.
To recognise and express feelings to music.
To recognise repeated sounds and sound patterns and match movement to music.

Imaginative Play

To engage in representational play.
To play co-operatively as part of a group.
To use imagination in role play and stories.

Exploring Media and Materials

To explore colour, texture, shape, form and space in two or three dimensions.
To capture experiences using a variety of different media and respond in a variety of ways to what he/she sees/hears/touches/smells and feels.

Knowledge and Understanding

Farms / Seaside

Sense of Time
To find out about past and present events in their own life, in those of family members and other people they meet.
To look closely at change.

Sense of Place

To show curiosity and interest by exploring surroundings.
To ask questions about why things happen and how things work.

Exploration and Investigation

To identify obvious similarities and differences.
To begin to look at patterns and change.
To investigate objects, places, materials and living things by using all the senses as appropriate.

ICT

To find out about the uses of everyday technology.
To use ICT and programmable toys to support learning.



Designing and Making Skills

To observe, select and manipulate objects and materials.
To construct in a purposeful way using simple tools and techniques.
To build and construct with a wide range of objects – selecting appropriate resources, tools and techniques and adapting his/her work where necessary.

Cultures and Beliefs

To know about their own culture and beliefs and those of other people.

Personal, Social and Emotional

Personal Development
To show an interest in classroom activities and begin to display high levels of involvement.
To select and use activities and resources independently.
To maintain attention and concentration.
To dress and undress independently and manage own personal hygiene.



Social Development

To build and form good relationships with adults and peers.
To work as part of a group or class taking turns and sharing fairly.
To begin to understand and follow the rules of the classroom.

Emotional Development

To express their needs and feelings in appropriate ways.
To begin to understand what is right/wrong and the consequences of their actions.
To begin to become aware of other people's needs and feelings.

Physical Development

Athletics

To move with control, co-ordination and confidence in a variety of ways showing awareness of space.
To travel around, under, over and through balancing and climbing equipment.
To demonstrate fine motor control and co-ordination.
To handle tools, construction and malleable materials safely and with basic control.
To recognise the importance of keeping healthy and exercising.



Mathematical Development

Numbers
To say some number names in familiar contexts such as nursery rhymes.
To recognise, order and write numbers up to 20.
To respond to the vocabulary involved in addition and subtraction in rhymes and games.
To use developing mathematical ideas and methods to solve practical problems.
To say the number names in order and reliably up to 20.

Calculating

To recognise differences in quantity when comparing sets of objects, find one more and one less from a group of up to 10 objects.
In practical activities and discussion, to begin to use the vocabulary of addition and subtraction relating addition to combining two groups and subtraction to taking away.
To use developing mathematical ideas and methods to solve practical problems.

Shape, Space and Measures

To experiment with a range of objects and materials showing some mathematical awareness.
To describe shapes in simple models, pictures and patterns, sort or match objects and recognise and create simple patterns.
To use language to describe position, size, shape and quantity.

Language for Communication

The Little Red Hen / Tiddler

Language for Communication and Thinking

To listen and respond, speaking clearly with confidence and control showing awareness of the listener.
To talk activities through, reflecting and modifying actions, using talk to organise, sequence and clarify thinking and ideas.
To use language to imagine and recreate roles and experiences.

Linking Sounds and Letters

To join in with rhyming and rhythmic activities and develop an awareness of rhyme and alliteration.
To link sounds to letters, naming letters of the alphabet.
To hear and say initial, medial and final sounds in words.
To use phonics knowledge to read and write simple and then more complex words.

Reading

To develop an interest in books and understand that print is read from left to right.
To begin to understand elements of stories – character, sequence, events and openings.
To recognise a few familiar words.
To read a range of familiar and common words independently.
To retell narratives in the correct order.
To show an understanding of how non-fiction texts can be used to find information.
To read books of their own choice with some fluency.



Writing

To experiment with mark making.
To hold a pencil correctly and begin to form letters (cursive) accurately.
To use some clearly identifiable letters to communicate meaning.
To attempt writing for a variety of purposes.
To use phonics knowledge to write simple regular words.



To begin to write simple sentences,
sometimes using punctuation.