



**Foundation Stage Development Learning 2020/2021**



	Prime areas of learning			Specific areas of learning				
Theme	Personal, Social and Emotional	Communication and Language	Literacy	Mathematics	Understanding of the World	Physical Development	Expressive Arts and design	Values
<b>Autumn 1</b>  <b>All about me</b>	Forming good relationships and including others in play i.e. sharing. Selecting own resources. Communicating with peers and listening. Aware of boundaries. Taking turns.	Can show some listening skills. Follow simple instructions. Understands the uses of the equipment. Can talk about what has happened. Can respond appropriately	Rhythmic activities (songs, rhymes). Being aware of alliteration. Looking at books and joining in with refrains. Making marks for meaning. Begin phase 2 phonics sounds. Introducing the alphabet.	Use familiar numbers in play. Recognises numbers up to 5 and can count out the right number of objects/actions. subatising pictures. Uses shapes in pictures. Exploring pattern. Explores length by comparing longer and shorter objects.	Shows an interest in their lives and those of personal significance. Knows what makes them similar and unique. Comments about what they have seen/discovered in the world.	Moves freely using suitable spaces and speed. Experiments with different ways of moving. Draws lines and circles holding a pen correctly. Can write some letters and copy their name. Understands their own needs (hunger/toilet/personal hygiene). Dresses with support Knows equipment needs to be used safely.	Learning new songs Simple construction using simple tools. Familiar role play. Creates representations using a variety of media. Experiments with sound. Explore colour mixing to create new colours.	September - Growing Together (co operation)  October - Thankfulness
<b>Autumn 2</b>  <b>Festivals and Celebrations</b>	Explains their own knowledge and asks questions. Takes on responsibility. Confident in different social situations. Aware of others feelings. Working on solving their own problems. Working as a group.	Listens with more interest and responds to stories with refrains. Can describe where something is with prepositions. Follows 2 step instructions. Using and/because in sentences. Use language to support role play.	Being aware - initial sounds- rhyming string. Aware of the structure of stories. Blending sounds. Beginning to read simple words.	Matching objects to numerals. Starts to represent numbers. Counting up to 10 and beyond. Counting up to 10 objects. subatising Using positional language. Uses shape in construction. Creates patterns. Comparing height, and weights.	Recognises and describes special events and joining in with them. They understand differences in different families and cultures. Talks about how things work. Knows how simple ICT works. Uses age appropriate software. Understands that children don't always enjoy the same thing.	Moves freely in a variety of different ways. Uses scissors and other tools safely . Show a dominant hand. Makes anticlockwise movement. Helps to put away equipment correctly.	Moving to music rhythmically. Exploring colour/texture to make pictures. Experiments with changing the sound of instruments. Joining in with a wider variety of role play.	November - Courage  December - Joy (Preparation)
<b>Spring 1</b>  <b>Culture and Places</b>	Finds compromise with peers. Confident to speak about their own needs/opinions.	Can sit quietly during an activity. Can listen and then complete an activity. Understands some humour. Asking questions.	Predicting stories. Recognising some words. Describing different	Starts to find totals by combining. One more/one less up to 5 then 10. subatising More/fewer language.	Knows that information can be selected from the computer. Shows a concern for living things. Shows an interest in different occupations.	Can stand on one foot. Can catch a ball. Experiments moving in different ways on equipment and jumps landing safely.	Repeated rhythms. Movement to music. Learning a wider variety of songs. Constructing with purpose.	January - Love (Compassion)  February - Respect



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	Understands their actions on others.	Uses different tenses. Extends vocabulary and uses new vocabulary in role play.	elements in stories. Rhyming string. Uses storylines in role play. Uses phonics to decode. Writing own name and captions.	Records work with their marks. Mathematical language to describe 2D and 3D shapes. Using distance language.		Manages own risk assessment.	Expressive in art/drama/dance.	
<b>Spring 2</b> <b>Animals</b>	Expressing preference of activity with reasoning. Knowing that some behaviour is unacceptable and why.	Listening attentively in different situations. Able to follow a story without pictures or props. Uses intonation. Links statements in an organised way.	Using information books. Reading and understanding simple sentences. Writing simple sentences using phonics.	Estimating. Subtraction in taking away. Counting up to 20. Ordering numbers to 20. subatising	Looks at patterns and change in the environment. Shows concern for living things. Make observations of animals and explain why some differences have occurred.	Demonstrates increasing control over objects. Uses tools to change materials. Moving confidently. Uses safety measures without direct supervision.	Creating different textures. Selecting a wider range of tools. Introducing storylines to their role play.	March- Forgiveness
<b>Summer 1</b> <b>Traditonal Tales</b>	Include others ideas in their activity. Can say when they need or don't need help.	Listens to stories and responds appropriately. Listens and responds to peers ideas. Listen to more complex instructions. Able to express themselves. Being aware of the listener.	Demonstrating understanding of what they have read. Writing irregular common words. Writing sentences that they and others can read.	Using mathematical language to create and solve mathematical problems. One more one less without apparatus. Addition and Subtraction- counting forwards and backwards using a number line . Use time and money language .	Know about similarities/difference s with environments/materials /living things/places. Understands the need for varied and healthy food. Understands growth and decay. Make observations of plants and explain why some differences have occurred.	Good control and co-ordination in large and small movement. Understand the importance for good health of physical exercise, healthy diet and talks about different ways to keep healthy and safe.	Adapting work when necessary. Develop a narrative. Experimentation with different textures.	April - Hope May -Friendship
<b>Summer 2</b> <b>People Who Help Us and Transition into Year 1</b>	Demonstrate sensitivity to other children and form positive relationships. Adjust their behaviour to different situations and can adapt with a new routine.	Responds appropriately to different situations. Using tense correctly. Create their own narrative.	Talk about simple features of text types. Writing more sentences using phonetically plausible attempts and uses some high frequency words. If appropriate begin cursive writing.	Doubling and halving. Counting in steps of 2, 5 and 10. Money Securing addition and subtraction within 20. Exploring larger numbers. subatising	Understands that technology is all around us. Completes a simple program on the computer.	Sports day and physical activities using a variety of equipment. Team games. Catching and throwing skills.	Children creating their own songs and adding their own music. Creating their own art pieces and explaining them.	June - Peace and justice July - Wisdom (Thankfulness)



The Characteristics of Effective Learning will be embedded in all practise with an adult led emphasis in the Autumn Term.

### 3 Characteristics of Effective Learning

#### Playing and exploring - engagement

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

#### Active learning - motivation

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

#### Creating and thinking critically - thinking

- Having their own ideas
- Making links
- Choosing ways to do things

