



**Foundation Stage Development Learning 2021/2022**



	Prime Areas of Learning			Specific Areas of Learning					
Theme	Personal, Social and Emotional	Communication and Language	Physical Development	Literacy	Mathematics	Understanding of the World  <b>British Values, Cultural Capital, maps</b>	Expressive Arts and Design	Values	RE
<b>Autumn 1</b>  <b>All about me</b>	<p>Develop their sense of responsibility and membership of a community. Plays alongside others. Participates in pretend play. Participates in pretend play with different roles. Negotiates solutions to conflicts in their play. Increasingly independent in meeting their own care needs.</p> <p>Forming good relationships and including others in play i.e. sharing. Selecting own resources. Communicating with peers and listening.</p>	<p>Using sentences of four to six words. Using because, or, and in their sentences. Answer simple why questions. Using the future and past tense. Sing a large repertoire of songs.</p>	<p>Use one-handed tools and equipment, eg making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Be increasingly independent as they get dressed / undressed eg coats and zips. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Skip, hop, stand on one leg and hold a pose</p> <p><b>Introduction to PE Unit 2: Everyday Life</b> - People who help us</p>	<p>Phonics Phase 1 Phase 2 Set 1 - s a t p Set 2 - i n m d Set 3 - g</p> <p>Blending and Segmenting</p> <p>Rhyme of the week (Nursery Rhymes)</p> <p>Helicopter Stories</p> <p>Use some of their print and letter knowledge in their early writing.</p>	<p>Baseline Numicon Subitising</p> <p>- Recognising numbers to 5, linking their names to their value - Subitise (recognise quantities without counting) up to 5.</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually (subitising). Recite numbers past 5.</p>	<p>Ourselves Our Families Our School Family Our Local Environment Our Experiences</p> <p>Exploring ICT in the environment</p>	<p>Song of the Week Colour Mixing and Self portraits Mark Making Leaf rubbing &amp; printing Skeletons</p>	<p>September - Growing Together (co operation)</p> <p>October - Thankfulness</p>	<p>School Prayer Harvest St Francis of Assisi Collective Worship</p>



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	<p>Aware of boundaries. Taking turns.</p> <p>Learning Hero Stories</p>		<p>- Friends and family - Houses and homes - Morning time - At the shops - Dinner time</p> <p><b>Physical Skills:</b> moving safely, running, jumping, throwing, catching, rolling</p> <p><b>Social:</b> Sharing and taking turns, encouraging and supporting others, responsibility</p> <p><b>Emotional:</b> Honesty and fair play, confidence, perseverance,</p> <p><b>Thinking:</b> Decision making, understanding and using rules</p>						
<p><b>Autumn 2</b></p> <p><b>Festivals and Celebrations</b></p>	<p>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.</p>	<p>Understand how to listen carefully and why listening is important. Describe events in some detail. Develop social phrases. Engage in storytimes. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes poems and songs.</p>	<p><b>Ball Skills Unit 2:</b> <b>The Weather</b> -Windy weather - Snow is falling - There's a storm coming - Rainy Days - Sunshine and Rainbows - Foggy Days</p> <p><b>Physical:</b> Rolling and tracking a ball, throwing at a target, bouncing a ball, dribbling a ball with feet, kicking a ball</p> <p><b>Social:</b></p>	<p>Set 3 o c k Set 4 c k e u r Set 5 h b f ff l l ss Phase 2 Tricky words the, to, I, no go Set 6 j v w x</p>	<p>- Count reliably using number names in order and with one to one correspondence. - Compare objects by length, thickness and weight / mass, using appropriate language to describe and order them. - Notice, describe and extend patterns, in repeating patterns, think about what part is repeated. - Compare and classify objects using given criteria and own ideas.</p>	<p>Bonfire Night Remembrance Day Friendship Week Road Safety Week Diwali Rama and Sita Advent &amp; Christmas</p> <p>Carol Singing</p>	<p>Poppies Diva Pots Nativity Christmas decorations</p>	<p>November - Courage</p> <p>December - Joy (Preparation)</p>	<p>All Saints All Souls</p> <p>Advent Christmas</p>



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			Co-operation, sharing and taking turns Emotional: Determination <b>Thinking:</b> Using tactics, decision making		- Compare the amount within groups after classification.				
<b>Spring 1</b> <b>Culture and Countries</b>	<b>Finds compromise with peers. Confident to speak about their own needs/opinions. Understands their actions on others.</b>	Granny went to Market Katie Goes to London Get Busy Dad's Back Chinese New Year Dual Language Books Engine, Engine - Indian Counting Rhyme  <b>Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts.</b>	<b>Dance Unit 2: Places</b> -My visit to the park -Under the sea -At the fireworks display - At the fireworks display -The Jungle -On the farm  <b>Physical:</b> Travelling, copying and performing actions, balance, co-ordination <b>Social:</b> Respect, co-operating with others <b>Emotional:</b> Confidence <b>Thinking:</b> Counting, observing, and providing feedback, selecting and applying actions	Phase 2 Tricky words the, to I, no, go Set 7 y z zz qu Consonant digraphs ch sh th ng Vowel digraphs ai ee igh oa oo oo ar	Counting and Sorting Counting and Comparing Spatial Thinking Magnitude - Ordering and Estimating  - Accurately count a set of items, give the value of the set and be able to compare this to the amounts in other sets. - Use counting to compare and find a precise numerical difference in wide and varied contexts. - Develop spatial thinking and spatial language linked to position and direction, both in movements and represented using symbols. - Know the position of numbers to 10 and their relationship to other numbers.	Where do we come from? Maps England India Romania Poland China	<b>Chinese Writing</b> <b>Candles</b> <b>Maps</b> <b>Drawing of famous landmarks</b> <b>William Morris</b> <b>Traditional Dancing</b> <b>Valentine's Day</b> <b>Cards</b>	January - Love (Compassion)  February - Respect	Epiphany St Valentine's Day Chinese New Year  Lent Shrove Tuesday Ash Wednesday  <b>Feeling Good Week</b>  Beliefs about the beginning of the world Candlemas How people show care and concern
<b>Spring 2</b> <b>Animals</b>	<b>Expressing preference of activity with reasoning.</b>	<b>Book Week</b>	<b>Fundamentals Unit 2: Places and Spaces</b> -At the circus	Vowel digraphs ur ow oi ear air ure er	Regrouping the whole Regrouping parts to find the whole	Water Animals Hot / Desert Land Animals Cold Land Animals	<b>Mother's Day cards</b> <b>Observational drawings of animals</b> <b>Birds - collage</b>	March- Forgiveness	St David's Day Mother's Day Palm Sunday Easter Sunday



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	<p>Knowing that some behaviour is unacceptable and why.</p>	<p>Fiction and Non-Fiction Animal Books</p> <p>Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well formed sentences.</p> <p>Connect one idea or action to another using a range of connectives. Use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p>	<p>- On safari -Under the sea -Space explorers -At the farm -Into the woods</p> <p><b>Physical:</b> Travelling, copying and performing actions, balance and co-ordination</p> <p><b>Social:</b> Respect, co-operating with others</p> <p><b>Emotional:</b> Working independently, confidence</p> <p><b>Thinking:</b> Counting, observing and providing feedback, selecting and applying actions</p>	<p>Phase 3 Tricky words he she we me be was you they all are my her</p> <p align="center">Book Week</p>	<p>Finding the whole and missing parts</p> <p>- Have a deep understanding of the numbers to 10. - Have automatic recall of numbers to five and know some bonds to 10. - Through a deep understanding of numbers to 10, have automatic recall of number bonds to 5 and some bonds to 10 and compare amounts.</p>	<p>Pets</p> <p align="center">Science Week</p>	<p>Easter</p>		<p>Easter symbols Special Places Symbols of the Cross Forgiveness</p>
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		Use new vocabulary in different contexts. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.							
<b>Summer 1</b>	<b>Traditional Tales</b>	<p>Include others ideas in their activity. Can say when they need or don't need help.</p> <p>Little Red Riding Hood Jack and the Beanstalk Goldilocks and the Three Bears Elves and Shoemaker Little Red Hen Three Billy Goats Gruff Cinderella</p> <p>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.</p>	<p><b>Gymnastics Unit 2: Traditional Tales</b></p> <p>Jack and The Beanstalk x 3 Goldilocks and the three bears x 3</p> <p><b>Physical:</b> Shapes, balances, jumps, rock and roll, barrel roll, straight roll, progressions of a forward roll, travelling</p> <p><b>Social:</b> Leadership, taking turns, helping others</p> <p><b>Emotional:</b> Determination</p> <p><b>Thinking:</b> Selecting and applying skills, creating sequences</p>	<p>Phase 2, Phase 3 Phase 4 Tricky words said have like so do some come were there little one when out what</p> <p>Little Red Riding Hood Jack and the Beanstalk Goldilocks and the Three Bears Elves and Shoemaker Little Red Hen Three Billy Goats Gruff Cinderella</p>	<p>Regrouping the whole Regrouping parts to find the whole Finding the whole and missing parts</p> <p>- Have a deep understanding of the numbers to 10. - Have automatic recall of numbers to five and know some bonds to 10. - Through a deep understanding of numbers to 10, have automatic recall of number bonds to 5 and some bonds to 10 and compare amounts.</p>	<p>Planting beans Potatoes</p>	<p><b>Traditional Tales characters and settings</b></p>	<p>April - Hope May -Friendship</p>	<p>Feeling Safe Places of Worship Special Places religious and non-religious</p>



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<p><b>Summer 2</b></p> <p><b>People Who Help Us and Transition into Year 1</b></p>	<p>Demonstrate sensitivity to other children and form positive relationships. Adjust their behaviour to different situations and can adapt with a new routine.</p>	<p>Responds appropriately to different situations. Using tense correctly. Create their own narrative.</p>	<p>Games Unit 2: Around the World</p> <p><b>Physical:</b> Running, changing direction, striking a ball</p> <p><b>Social:</b> Communication, co-operation, taking turns, respect, supporting others</p> <p><b>Emotional:</b> Honesty, managing emotions, perseverance</p> <p><b>Thinking:</b> Using tactics</p> <p>Sports Week</p>	<p>Phase 2, Phase 3 and Phase 4</p> <p>Adjacent consonants - read and spell (blends) tr str lk cr pt trap strong milk crept</p> <p>What the Ladybird Heard Non - Fiction</p>	<p>Counting beyond 20 Counting in 2's Counting in 10's Symmetry</p> <p>- Explore and represent patterns within numbers upto 10, including evens and odds, double facts and how quantities can be distributed equally.</p> <p>- Verbally count beyond 20, recognise the pattern of the counting system.</p> <p>- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, or the same as another quantity.</p>	<p>Understands that technology is all around us. Completes a simple program on the computer.</p>		<p>June - Peace and justice</p> <p>July - Wisdom (Thankfulness)</p>	<p>Islam - story of Muhammad Buddhism - The Lion and the Jackal Helping Others Friendship</p>
<p><b>ELG throughout Reception</b></p>	<p><b>Self Regulation</b> <b>Managing Self</b> <b>Building Relationships</b></p>	<p><b>Listening, Attention and Understanding</b> <b>Speaking</b></p>	<p><b>Gross Motor Skills</b> <b>Fine Motor Skills</b></p>	<p><b>Comprehension</b> <b>Word Reading</b> <b>Writing</b></p>	<p><b>Number</b> <b>Numerical Patterns</b></p>	<p><b>Past and Present</b> <b>People Culture and Communities</b> <b>The Natural World</b></p>	<p><b>Creating with Materials</b> <b>Being Imaginative and Expressive</b></p>	<p>Love and Respect</p>	
	<p><b>Managing Self:</b> - Confident to try new activities and show independence, resilience, and perseverance in the face of challenge. - Explain the reasons for rules, know right from wrong and try to behave accordingly. - Manage their own basic hygiene and personal needs including dressing, going to the toilet and understanding the importance of healthy food choices. <b>Self Regulation:</b> Understanding own and others' feelings,</p>	<p><b>Listening, Attention and Understanding:</b> - Listen attentively and respond appropriately to what they hear with relevant questions, comments and actions during the whole class and small group discussions. - Comment on and ask questions about what they heard to clarify understanding. Hold conversation when engaged in back and forth exchanges with teachers and peers. <b>Speaking:</b> Participate in small group, class and 1:1 discussions, offering their own ideas, using</p>	<p><b>Gross Motor:</b> - Negotiate space and obstacles safely with consideration for themselves and others. - Demonstrate strength, balance, and co-ordination when playing - Move energetically such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>Fine Motor Skills:</b> - Hold a pencil effectively in preparation for fluent writing - Using the tripod grip in almost all cases - Use a range of small tools, ie. scissors, paintbrushes, cutlery.</p>	<p><b>Comprehension:</b> - Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. - Anticipate where appropriate - key events in stories. Use and understand recently introduced vocab, during discussion about stories, non-fiction, rhymes and poems during role-play. <b>Word Reading:</b> - Say a sound for each letter of the alphabet and know at least 10 digraphs.</p>	<p><b>Number:</b> - Have a deep understanding of numbers to 10, including the composition of each number. - Subitise up to 5. - Automatically recall number bonds to 5 (incl subtraction facts) and some number bonds to 10, including doubling facts. <b>Numerical Patterns:</b> - Verbally count beyond 20, recognising the pattern of the counting system. - Compare the quantities up to 10 in different contexts, recognising when one quantity is greater than, less than and the same as the other quantity.</p>	<p><b>Past and Present:</b> - Talk about lives of people around them and their roles in society. - Know some similarities and differences between things in the past and now - drawing on their experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books read in class and storytelling. <b>The Natural World:</b> - Explore and make observations of the natural world. Understand important processes and changes, including seasons and changing states of matter.</p>	<p><b>Creating with Materials:</b> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design pattern, texture, form and function. - Share creations, explaining the processes they have used. Make use of props and materials when role playing characters in narratives and stories. <b>Being Imaginative and Expressive:</b> - Invent, adapt and recount narratives and stories with peers and their teacher. - Sing a range of well known nursery rhymes and songs.</p>		



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	<p>and able to regulate their behaviour accordingly.</p> <ul style="list-style-type: none"> <li>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>- Give focussed attention, responding appropriately even when engaged in an activity and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><b>Building Relationships:</b></p> <ul style="list-style-type: none"> <li>- Work and play co-operatively and take turns with others.</li> </ul> <p>Form positive attachments with adults and friendships with peers. Show sensitivity to others' needs</p>	<p>recently introduced vocab.</p> <p>Offer explanations for why things might happen making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate.</p> <p>Express ideas and feeling about their experiences using full sentences, including use of tenses and conjunctions, with support from the teacher.</p>	<p>- Begin to show accuracy and care when drawing</p>	<p>Read words consistent with phonic knowledge by sound blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>Writing:</b></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p><b>People, Culture and Community:</b></p> <p>Describe their immediate environment using knowledge from observation, stories, non-fiction texts and maps.</p> <ul style="list-style-type: none"> <li>- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate maps.</li> </ul>	<p>- Perform songs, rhymes, poems and stories with others and when appropriate try to move in time with music.</p>		
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The Characteristics of Effective Learning will be embedded in all practise with an adult led emphasis in the Autumn Term.

### Characteristics of Effective Learning

Playing and exploring - engagement	Active learning - motivation	Creating and thinking critically - thinking
<ul style="list-style-type: none"> <li>• Finding out and exploring</li> <li>• Playing with what they know</li> <li>• Being willing to 'have a go'</li> </ul>	<ul style="list-style-type: none"> <li>• Being involved and concentrating</li> <li>• Keeping trying</li> <li>• Enjoying achieving what they set out to do</li> </ul>	<ul style="list-style-type: none"> <li>• Having their own ideas</li> <li>• Making links</li> <li>• Choosing ways to do things</li> </ul>



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