



Foundation Stage Development Learning 2023/2024



Our areas of learning overlap and our framework is cross curricular and takes place both inside and outside of the classroom.
Protective Behaviours is taught termly.

	Prime Areas of Learning			Specific Areas of Learning				Religious	
Theme	Personal, Social and Emotional	Communication and Language	Physical Development	Literacy	Mathematics	Understanding of the World	Expressive Arts and Design	Values	RE
			crates, balls, pencils, pens, loose parts, skipping, climbing, construction, playdough, rolling pins, cutters scissors, lego, sand, water, digging, mud kitchen, home corner	loose parts, reading area, books, writing materials, sound mats, small world, talking tins, phonics, small world, home corner	loose parts, sorting, bead strings, numicon, dominoes, playing card, matchsticks, shapes, rulers, cubes, string, books, number tracks, number lines, chalk, home corner	British Values, Cultural Capital construction, small world, transport, garden area, crates, tablets, cd player, talking tins, metal detectors, books, maps, globe, home corner, animals	painting, drawing, colouring, playdough, junk modelling, creative area, music, chalk, crates, hole punch, scissors, lego, music, dance, dens, home corner		
Autumn 1 All about me	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. Learning Heroes - Ellie	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. Nursery Rhymes: Old McDonald Baa Baa Black Sheep Incy Wincy Spider Down at the Station A sailor went to sea, sea, sea Grand Old Duke of York	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.	Phonics Phase 1 Monster Phonics satp in mdg ock ck eur hb HF & Tricky Words a, at as in, it, is, I, an and, am, dad to, into, go, no, the get, dog, can, not, got, on, cat up, mum, put, had, oh, him, his, big, has Helicopter Stories	Baseline Numicon Subitising - Recognising numbers to 5, linking their names to their value - Subitise (recognise quantities without counting) up to 5. Develop fast recognition of up to 3 objects, without having to count them individually (subitising). Recite numbers past 5. Books: Anno's Counting Book 10 Black Dots	Ourselves Our Families Our School Family Our Local Environment Our Experiences Exploring ICT in the environment Taste Ed See - Tomatoes, shoes and colours Touch - variety of produce	Colour Mixing Self Portraits Mark Making Leaf rubbing & printing Skeletons Songs: We're so proud of our school Hello, hello Big Red Combine Harvester	September - Growing Together (co operation) October - Thankfulness	School Prayer Harvest St Francis of Assisi Collective Worship The word God is a name. Christians believe that God is the creator of the universe. Christians believe God made our wonderful world and so



Foundation Stage Development Learning 2023/2024

	<p>the Elephant - thinking Oliie Orangutan- exploring Trevor the Tortoise - perseverance</p> <p>Books: Starting School Making Friends</p> <p>Songs: What goes in your socks? Can you help me please? Line Up, Line Up</p>	<p>Books: The Little Red Hen The Enormous Turnip</p>	<p>Skip, hop, stand on one leg and hold a pose</p> <p>Introduction to PE Unit 2: Everyday Life - People who help us - Friends and family - Houses and homes - Morning time - At the shops - Dinner time</p> <p>Physical Skills: moving safely, running, jumping, throwing, catching, rolling</p> <p>Social: Sharing and taking turns, encouraging and supporting others, responsibility</p> <p>Emotional: Honesty and fair play, confidence, perseverance,</p> <p>Thinking: Decision making, understanding and using rules</p>	<p>Use some of their print and letter knowledge in their early writing.</p> <p>English: Change sings Outcomes: Fine motor skills. Instructions, poetry, posters, celebrating uniqueness, growing together</p> <p>Where the Wild Things Are Outcomes: Labels, captions, oral retelling, developing a new character</p> <p>I am Henry Finch Outcomes: Timetables, thought bubbles, lists, commands, letters of advice</p>					<p>we should look after it.</p>
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Foundation Stage Development Learning 2023/2024



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Autumn 2 Festivals and Celebrations	Build and Constructive and respectful relationships. Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally. Manage their own needs - personal hygiene. Know and talk about the different factors that support their overall health and well being - healthy eating, toothbrushing, having a good sleep routine. Anti-Bullying Week - focus on friendship Trip: The Postal Museum	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. Books: The Jolly Christmas Postman Nursery Rhymes: 12345 once I caught a fish alive Wind the Bobbin Up Hickery, dickery, dock Nativity Songs	Ball Skills Unit 2: The Weather -Windy weather - Snow is falling - There's a storm coming - Rainy Days - Sunshine and Rainbows - Foggy Days Physical: Rolling and tracking a ball, throwing at a target, bouncing a ball, dribbling a ball with feet, kicking a ball Social: Co-operation, sharing and taking turns Emotional: Determination Thinking: Using tactics, decision making	Monster Phonics f ff l ll ss j v w x y z zz qu ch sh th ng Long oo ar HF & Tricky Words he, she, we, me, be, of if, off, you, my, they, for will, all, went, was, from, help to, her, with, are then, them, that, this, said Helicopter Stories English: My Shadow is Pink Outcomes: spoken rhyme, questions, notes, lists, instructions Super Milly Outcomes: Timetables, thought bubbles, lists, commands The Polar Express Outcomes: narrative, retelling	- 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. - Compare the amount within groups after classification. Engine, Engine and Indian Counting Rhyme	Bonfire Night Remembrance Day Friendship Week Road Safety Week Diwali Rama and Sita Advent & Christmas Carol Singing Taste Ed Hear - loud and quiet foods Smell - flavour and spice - spice, carrots, apples	Poppies Bonfire Night Diva Pots Nativity Christmas decorations Songs: Stop, Look, Listen (Road Safety) Nativity Make a pattern with shapes We'll sing the story of Christmas Happy Christmas Christmas Conga	November - Courage December - Joy (Preparation)	Collective Worship Remembrance Diwali All Saints All Souls Advent Christmas Carol Singing Nativity Why do Christians perform Nativity plays at Christmas? To know that Christians believe that God came to Earth in human form as Jesus. To know that Christians believe Jesus came to show that all people are precious and special to God.



Foundation Stage Development Learning 2023/2024

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<p>Spring 1</p> <p>Culture and Countries</p>	<p>Finds compromise with peers. Confident to speak about their own needs/opinions. Understands their actions on others.</p>	<p>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.</p> <p>Books: Katie Goes to London Get Busy Dad's Back Chinese New Year Dual Language Books Engine, Engine - Indian Counting Rhyme The Great Race Maps, Atlas</p> <p>Nursery Rhymes: There's a hole at the bottom of the sea London Bridge is falling down Buckle My Shoe Head, shoulders, knees and toes Hey diddle, diddle, the cat and the fiddle</p>	<p>Dance Unit 2: Places -My visit to the park -Under the sea -At the fireworks display - At the fireworks display -The Jungle -On the farm</p> <p>Physical: Travelling, copying and performing actions, balance, co-ordination</p> <p>Social: Respect, co-operating with others</p> <p>Emotional: Confidence</p> <p>Thinking: Counting, observing, and providing feedback, selecting and applying actions</p>	<p>Monster Phonics oo (u) ow ee ur ai or</p> <p>HF & Tricky Words look, now, down see, going, just, have it's, do, so</p> <p>Helicopter Stories</p> <p>English The Magic Paintbrush Outcomes: thought bubbles, labels, oral re-telling, writing in role, thank you letters</p> <p>Look Up! Outcomes: Non-chronological report Dialogue, diaries, re-telling, ship's log</p> <p>The Night Pirates Outcomes: Writing in role, letters, labels, and captions</p>	<p>Counting and Sorting Counting and Comparing Spatial Thinking Magnitude - Ordering and Estimating</p> <p>- 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.</p> <p>Books: How do Dinosaurs count to 10? Hop Little Frog Zero is the leaves on the tree</p>	<p>Where do we come from? Maps England India Romania Poland China</p> <p>Songs: We're going around the world Chinese New Year</p> <p>The Enormous Potato and making 'healthy' chips</p> <p>Taste Ed Taste - sweet and sour - citrus fruits All the senses - raw and cooked</p>	<p>Chinese Writing Candles Maps Drawing of famous landmarks William Morris Traditional Dancing Valentine's Day Cards</p>	<p>January - Love (Compassion)</p> <p>February - Respect</p>	<p>Epiphany St Valentine's Day Chinese New Year</p> <p>Lent Shrove Tuesday Ash Wednesday</p> <p>Feeling Good Week</p> <p>Being Special</p> <p>Where do we belong?</p> <p>Chn can re-tell religious stories and recall what happens during a Christian baptism. Chn can recall simply how other religions welcome a baby. Using religious stories, they can connect with their own personal experiences. Chn can explain what makes them special and how it feels to be celebrated.</p>



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<p>Spring 2</p> <p>Animals</p>	<p>Expressing preference of activity with reasoning. Knowing that some behaviour is unacceptable and why.</p> <p>Internet Safety - Buddy the Dog song</p> <p>Safari Stu visit</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</p>	<p>Fundamentals Unit 2: Places and Spaces</p> <p>-At the circus - On safari -Under the sea -Space explorers -At the farm -Into the woods</p> <p>Physical: Travelling, copying and performing actions, balance and co-ordination</p> <p>Social: Respect, co-operating with others</p> <p>Emotional: Working independently, confidence</p> <p>Thinking: Counting, observing and providing feedback, selecting and applying actions</p>	<p>Monster Phonics oa er igh air oi ear, ure</p> <p>HF & Tricky Words come, some, were, one like, by when, little, what day, away, play, children day, away, play, children</p> <p>Book Week</p> <p>English Bringing the rain to Kapiti Plain Outcomes: Labels and captions, retellings, simple explanations</p> <p>The Extraordinary Gardener Outcomes: Labels, instructions, narratives</p> <p>The Tiny Seed Outcomes: Labels and captions, advice, re-tellings, writing in role, letter</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>Books: The Ugly Five</p> <p>Songs: An elephant is heavy Stripes or spots Alice the camel</p>	<p>Water Animals Hot / Desert Land Animals Cold Land Animals Pets</p> <p>Grow potatoes from seed potatoes Song: The Potato song</p> <p>Taste Ed See - carrots Touch - outside and inside</p>	<p>Mother's Day cards Observational drawings of animals Birds - collage Easter</p> <p>Songs: The Deep Blue Sea We're going to find the octopus Wobble, wobble jellyfish Hungry Caterpillar Pitter patter caterpillar It's Mother's Day</p>	<p>March-Forgiveness</p>	<p>St David's Day Mother's Day Palm Sunday Easter Sunday</p> <p>Easter symbols Special Places Symbols of the Cross Forgiveness</p> <p>Why do Christians put a cross on an Easter Garden?</p> <p>To know that Christians remember Jesus' last week at Easter. To know Jesus' name means 'He saves'. To know that Christians believe Jesus came to show God's love. To know that Christians try to show love to others.</p>



Foundation Stage Development Learning 2023/2024



and some in their own words.
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

Nursery Rhymes:

Down in the jungle
I'm a little teapot
If you're happy and you know it
5 little ducks
Teddy bear, teddy bear

Books:

Little Pip
Monkey Puzzle
Very Hungry Caterpillar
Maps
Animal Books

Poetry:

Commotion in the Ocean
Antarctic poems



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Summer 1 Traditional Tales	Include others ideas in their activity. Can say when they need or don't need help. Trip: Forest Day to Cassiobury Park	Books: Little Red Riding Hood Jack and the Beanstalk Goldilocks and the Three Bears Elves and Shoemaker Little Red Hen Three Billy Goats Gruff Cinderella 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.	Gymnastics Unit 2: Traditional Tales Jack and The Beanstalk x 3 Goldilocks and the three bears x 3 Physical: Shapes, balances, jumps, rock and roll, barrel roll, straight roll, progressions of a forward roll, travelling Social: Leadership, taking turns, helping others Emotional: Determination Thinking: Selecting and applying skills, creating sequences	Monster Phonics ccvc ccvc cvc+ (with previously taught graphemes) ccvcc ccvcc HW & Tricky Words your, here, now your, here, saw time, out, house, about English Little Red Outcomes: Labels, alternative characters, adverts Anansi Outcomes: Booklets about spiders Labels, captions, descriptive posters, simple explanations Traditional Stories Outcomes: Writing linked to traditional tales	Regrouping the whole Regrouping parts to find the whole Finding the whole and missing parts - 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. Books: Balancing Act The Doorbell Rang Songs: We are the even numbers 1,3,5,7,9	Planting beans Making and tasting porridge Taste Ed Hear - listening to food Smell - herbs and memories	Activities related to Traditional Tales characters and settings Songs Red Riding Hood Who Am I? Climbing up the beanstalk Goldilocks woke up The Bear Song Someone's been eating my porridge You can't catch me! Two little legs Straw, sticks & bricks Trip, trip trap Watch out for the troll Billy goats gruff song	April - Hope May -Friendship	Feeling Safe Places of Worship Special Places religious and non-religious Christian / Muslim / Jewish Faith To recognise special places and that some religious people have places which have special meaning for them. To talk about the things that are special and valued in a place of worship. To begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God. To use appropriate words to express themselves when talking about a Church visit or a response to the natural world.



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Summer 2 People Who Help Us and Transition into Year 1	Demonstrate sensitivity to other children and form positive relationships. Adjust their behaviour to different situations and can adapt with a new routine. Transition preparing for Y1	Responds appropriately to different situations. Using tense correctly. Create their own narrative. Books: What the ladybird heard People who help us	Games Unit 2: Around the World Physical: Running, changing direction, striking a ball Social: Communication, co-operation, taking turns, respect, supporting others Emotional: Honesty, managing emotions, perseverance Thinking: Using tactics Sports Week	Monster Phonics cvc+ (polysyllabic) cvc+ (compound words) ccc (onset words) ccvcc+ (with previously taught graphemes) cvc + HFW HF & Tricky Words made, make, came I'm, very, old called, asked, looked their, our Mr, Mrs, don't people, could English: So Much Outcomes: Past tense sentences, writing in role, performance / narrative poetry Izzy Gizmo Outcomes: Signage, lists, labelled diagrams Weirdo Outcomes: Writing in role, letters, captions and labels, narrative re-telling	Counting beyond 20 Counting in 2's Counting in 10's Symmetry - Explore and represent patterns within numbers upto 10, including evens and odds, double facts and how quantities can be distributed equally. - Verbally count beyond 20, recognise the pattern of the counting system. - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, or the same as another quantity.	Understands that technology is all around us. Taste Ed All the senses - apples Taste - combining tastes Transition - preparing for Y1	Activities related to People who Help Us & Sports Week Father's Day Songs: Going to the doctor The Firefighter's song My Teacher	June - Peace and justice July - Wisdom (Thankfulness)	Islam - story of Muhammad Buddhism - The lion and the Jackal Helping Others Friendship Which stories are specially valued and why? Chn can discuss religious stories and recognise some religious words, e.g. about God. Chn can identify a sacred text e.g. the Bible or the Torah Chn can identify some of their own feelings in the stories they hear and can talk about some of the things these stories teach believers.



Foundation Stage Development Learning 2023/2024

Early Learning Goals throughout Reception	Self Regulation Managing Self Building Relationships	Listening, Attention and Understanding Speaking	Gross Motor Skills Fine Motor Skills	Comprehension Word Reading Writing	Number Numerical Patterns	Past and Present People Culture and Communities The Natural World	Creating with Materials Being Imaginative and Expressive		
<p>Assessed at the end of Reception</p>	<p>Managing Self:</p> <ul style="list-style-type: none"> - 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. <p>Self Regulation:</p> <p>Understanding own and others' feelings, and able to regulate their behaviour accordingly.</p> <ul style="list-style-type: none"> - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. - Give focussed attention, responding appropriately even when engaged in an activity and show an ability to follow instructions involving several ideas or actions. <p>Building Relationships:</p> <ul style="list-style-type: none"> - Work and play co-operatively and take turns with others. Form positive attachments with adults and friendships with peers. Show sensitivity to others' needs 	<p>Listening, Attention and Understanding:</p> <ul style="list-style-type: none"> - 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. <p>Hold conversation when engaged in back and forth exchanges with teachers and peers.</p> <p>Speaking:</p> <p>Participate in small group, class and 1:1 discussions, offering their own ideas, using 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>Gross Motor:</p> <ul style="list-style-type: none"> - Negotiate space and 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>Fine Motor Skills:</p> <ul style="list-style-type: none"> - 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. - Begin to show accuracy and care when drawing 	<p>Comprehension:</p> <ul style="list-style-type: none"> - 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. <p>Use and understand recently introduced vocab, during discussion about stories, non-fiction, rhymes and poems during role-play.</p> <p>Word Reading:</p> <ul style="list-style-type: none"> - Say a sound for each letter of the alphabet and know at least 10 digraphs. <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>Writing:</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>Number:</p> <ul style="list-style-type: none"> - 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. <p>Numerical Patterns:</p> <ul style="list-style-type: none"> - 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. - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	<p>Past and Present:</p> <ul style="list-style-type: none"> -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. <p>The Natural World:</p> <ul style="list-style-type: none"> - Explore and make observations of the natural world. <p>Understand important processes and changes, including seasons and changing states of matter.</p> <p>People, Culture and Community:</p> <p>Describe their immediate environment using knowledge from observation, stories, non-fiction texts and maps.</p> <ul style="list-style-type: none"> -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. - 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. 	<p>Creating with Materials:</p> <ul style="list-style-type: none"> -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. <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Being Imaginative and Expressive:</p> <ul style="list-style-type: none"> - Invent, adapt and recount narratives and stories with peers and their teacher. - Sing a range of well known nursery rhymes and songs. - Perform songs, rhymes, poems and stories with others and when appropriate try to move in time with music. 		



Foundation Stage Development Learning 2023/2024



Characteristics of Effective Learning

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

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