

## Mathematics:

- To say number names to 10 in order (F1)
- Make comparisons relating to size, weight and capacity (F1)
- Experiments with symbols and marks (F1)
- Combines shapes to make new ones (F1)
- Extend and create ABAB patterns (F1)
- Understands position through words alone with no pointing(F1)
- To count objects beyond 10 with 1:1 correspondence. (F2)
- To match quantities and numerals to 10. (F2)
- To subitise numbers to 5. (F2)
- To begin to subitise numbers beyond 5 in familiar patterns.(F2)
- To sequence numbers to 10 (F2)
- To use a number line to find one more or one less than a given number (F2)
- To explore the composition of numbers to 5 combining and partitioning in different ways (F2)
- To use part-whole models (F2)
- To write number sentences (F2)
- To use objects to solve addition and subtraction problems (F2)
- To continue simple repeating patterns (F2)
- To identify 2D shapes and talk about their properties (F2)
- To measure using their own scale (eg. bananas/pencils/cubes)(F2)
- To begin to use scales to check their predictions "which is heavier?" (F2)
- To begin to use jugs/containers to compare capacity (F2)

## Communication and Language:

- Can start a conversation with an adult or friend and continue for many turns (F1)
- To begin to use a wide range of vocabulary in the correct context (F1)
- To talk in short sentences that others can understand. (F1)
- To listen to, and follow simple instructions (F1)
- To respond to questions appropriately (F1)
- To talk about animals and habitats using new vocabulary (F2)
- To describe their observations (F2)
- To begin to compare different texts (F2)
- To talk about families and feelings (F2)

## Literacy: Comprehension, word reading, writing

**Books: Owl Babies, The Gruffalo, The Gruffalo`s Child.**

**Phonics F1: Phase 1:** Body percussion and phonemes s,a,t,p,i

**Phonics F2: Phase 3 and 4:** Listening to and hearing sounds in CVC, CVCC and CCVC words. Identifying sounds, including phonemes and other digraphs, on a sound mat and to use this when writing.

To think of and write a short, simple sentence.

- To be able to talk about their marks with confidence. (F1)
- To begin to identify familiar letters, e.g. letters in their names. (F1)
- Joins in with a range of nursery rhymes and songs (F1)
- To talk about and retell a range of familiar stories. (F1)
- Listens to stories and is beginning to anticipate what may happen next. (F2)
- Begins to explain reasoning for personal preferences (F2)
- Sequence familiar stories. (F2)
- To understand the role of an author and the role of an illustrator (F2)

## Outdoor Learning:

Mr Sims will be taking our outdoor learning this term in the bushcraft area. He will be completing activities linked to our topic "What lives in the deep, dark woods?". This will include activities linked to animal habitats and the children`s classic "The Gruffalo"



DRIVER

Legacy

Year: Foundation Stage

Term: Spring 1

## Physical Development:

- Increasingly able to use and remember sequences and patterns of movements (F1)
- Matches his/her developing physical skills to tasks and activities in the setting, e.g. he/she decides whether to crawl, walk or run across a plank, depending on its length and width (F1)
- Begins to use one-handed tools and equipment, e.g. making snips in paper with scissors (F1)
- Balance and coordinating movement safely (F2)
- Negotiating space effectively (eg obstacle courses, team games)(F2)
- Throwing, Kicking and catching objects with increasing precision (F2)
- To know how exercise, healthy eating and sleeping keeps us healthy.(F2)
- Using scissors to cut straight and wavy lines (F2)

## Expressive Arts and Design (F1 and F2):

- To choose appropriate colours for their creations (F1)
- To choose and explain their colour choices (F2)
- To explore colour mixing (F1)
- To begin to know how to mix primary colours to make secondary colours (F2)
- To use scissors/paintbrush effectively (F1)
- To join different materials together in different ways (F2)
- To join in with familiar songs (F1 and F2)
- To begin to act out scenarios using small world toys (F1)
- To begin to make observational drawings (F1 and F2)
- To begin to construct with a purpose in mind (F2)

## Understanding the World

- To know that the world around them changes in different seasons (F1) and to be able to name the seasons (F2)
- To know that some wild animals live in a woodland habitat (F1, F2)
- To name a range of woodland animals (F1 and F2)
- To know a range of nocturnal and diurnal animals (F2)
- To know how to make a shadow (F1 and F2)
- Experimenting with materials make shadow puppets (F1 and F2)
- To know that all families are different (F1 and F2)
- Drawing simple maps (F1 and F2)
- Legacy – Have the right character, Embrace expectations

## Personal, Social and Emotional Development:

- Is developing his/her sense of responsibility and membership of a community (F1)
- Can settle to some activities for a while (F1)
- Begins to play alongside others (F1)
- Takes part in pretend play (e.g. being 'mummy' or 'daddy') (F1)
- Understanding the importance of rules (F2)
- Understanding that perseverance is important (F2)
- Developing confidence in their own abilities to solve problems(F2)
- To work as a team to solve problems, taking turns and sharing ideas (F2)