

## Mathematics:

- Can say one number for each item in order (F1)
- Experiments with symbols and marks as well as numerals (F1)
- Talk about 2D and 3D shapes (F1)
- Talks about and identifies patterns (F1)
- To remember different aspects of a journey eg 'I walked over a bridge to get to school'(F1)
- To count objects actions and sounds beyond 10 with 1:1 correspondence (F2)
- To match quantities and numerals beyond 10 (F2)
- To begin subitise numbers beyond 5 in familiar patterns (F2)
- To sequence numbers beyond 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 10 combining and partitioning in different ways(F2)
- Can record their understanding using part-whole models and number sentences (F2)
- Begins to use objects to solve real world problems (including sharing/halving/ doubling) (F2)
- To double and halve numbers to 10 (F2)
- To identify odd and even numbers (F2)
- To continue simple repeating patterns (F2)
- To identify 2D and 3D shapes and begin talk about their properties (F2)
- To begin to use rulers to measure length (F2)
- To begin to use scales to measure weight (F2)
- To begin to use jugs/containers to measure capacity (F2)

## Communication and Language:

- Enjoys listening to longer stories and can remember much of what happens (F1)
- Able to answer simple why questions (F1)
- Knows many rhymes, is able to talk about familiar books, and can tell a long story (F1)
- Uses talk to organise himself/herself and his/her play; "Let's go on a bus... you sit there... I'll be the driver." (F1)
- Engages with non-fiction books and (F2)
- Talks about non-fiction books to demonstrate their understanding and use new vocabulary (F2)
- Joins in with rhymes, poems and songs (F2)
- Asks what, why, where and how questions to clarify their understanding (F2)

## Literacy: Comprehension, word reading, writing

**Books: Hungry Hen, What the Ladybird Heard.**

**Phonics F1: Phase 1:** Rhythm, rhyme and alliterations and phonemes c, k, e, u, r, s, h.

**Phonics F2: Phase 3 and 4:** Listening to and hearing sounds in CVC, CVCC and CCVC, CCVCC and CCCVC words. To begin to read words with the ed suffix making /ed/ /t/ and /d/ phonemes. To begin to read words with the er and est suffix. Identifying sounds, including phonemes and other digraphs, on a sound mat and to use this when writing. Begins to re-read own writing to check it makes sense. To think of and write a short, simple sentence.

- To begin to write familiar letters, e.g. letters in their name. (F1)
- Sings songs and rhymes independently (F1)
- Children engage in extended conversations about stories – learning new vocabulary (F1)
- To begin to make predictions about a story, sometimes supported by an adult with vocabulary. (F1)
- Children will begin to identify some sounds during oral blending games (F1)
- Listens to stories and begins to identify dilemma. (F2)
- Begins to explain the possible resolutions (F2)
- Begin to sort books into fact and fiction (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 "Who lives on the farm?"



**DRIVER**  
Legacy

**Year: Foundation Stage**  
**Term: Summer 1**

## Physical Development:

- Continues to use a comfortable grip with good control when holding pens and pencils when beginning to form letters and numbers (F1)
- Is continuing to develop his/her movement; balancing, riding (scooters, trikes and bikes) and ball skills (F1)
- Is increasingly independent as he/she gets dressed and undressed, e.g. putting his/her coat on and doing up zips (F1)
- Chooses the right resources to carry out his/her own plan, e.g. choosing a spade to enlarge a small hole he/she dug with a trowel (F1)
- Begins to demonstrate fast, accurate and efficient handwriting (F2)
- Independently use and adapt the dynamics of travelling eg, skipping, galloping, hopping (F2)
- Can throw a ball with good aim and catch with two hands (F2)
- Uses scissors to cut around increasingly complex shapes (F2)

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

- Sing familiar Nursery Rhymes/songs alongside playing instruments (F1)
- Identify different textures and talk about them (F1)
- Design and make masks for role play (F1)
- Use available resources to create props to support role-play (F1)
- Use small world equipment to develop complex stories (F1)
- To use what they have learnt about media and materials in an original way and be able to explain their choices (F2)
- Select appropriate resources and adapts work where necessary (F2)
- Safely construct with purpose and evaluate their designs (F2)

## Understanding the World

- Make comparisons between habitats of farm animals and wild animals (F1)
- Talk about the life cycle of a plant and animals (F1)
- To use senses to explore the world around them (F1)
- To be able to order a range of life cycles (F2)
- To label and sort living things (F2)
- Making treasure maps to direct friends to a 'goal'. Exploring maps of the world (F2)
- Talking about the life cycle of plants and animals and what they need to survive (F2)
- Drawing simple maps (F1 and F2)
- Legacy – Find Common Bonds, Good isn't good enough

## Personal, Social and Emotional Development:

- Helps to find solutions to conflicts and rivalries, e.g. accepting that not everyone can be Spider-Man in the game, and suggesting other ideas (F1)
- Does not always need an adult to remind him/her of a rule (F1)
- Is showing more confidence in new social situations (F1)
- Can sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'? (F1)
- To understand that we all have different beliefs and celebrate special times in different ways (F2)
- To think about the perspectives of others (F2)
- To understand that sharing is important (F2)
- To understand what characteristics make a good friend (F2)
- To understand why it might be difficult for other to always be a good friend (F2)