



Foundation Stage 1

Long Term Plan	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Personal, social and emotional</p>	<p>16-26 Explores new toys and environments, but ‘checks in’ regularly with familiar adult as and when needed. Gradually able to engage in pretend play with toys (supports child to understand their own thinking may be different from others). Demonstrates sense of self as an individual, e.g. wants to do things independently, says “No” to adult. Growing sense of will and determination may result in feelings of anger and frustration which are difficult to handle, e.g. may have tantrums. Responds to a few appropriate boundaries, with encouragement and support. Begins to learn that some things are theirs, some things are shared, and some things belong to other people.</p>	<p>22-36 Interested in others’ play and starting to join in. Seeks out others to share experiences. Shows affection and concern for people who are special to them. May form a special friendship with another child. Separates from main carer with support and encouragement from a familiar adult. Expresses own preferences and interests. Seeks comfort from familiar adults when needed. Can express their own feelings such as sad, happy, cross, scared, and worried. Responds to the feelings and wishes of others. Aware that some actions can hurt or harm others. Tries to help or give comfort when others are distressed. Shows understanding and cooperates with some boundaries and routines. Can inhibit own actions/ behaviours, e.g. stop themselves from doing something they shouldn’t do. Growing ability to distract self when upset, e.g. by engaging in a new play activity.</p>	<p>30-50 Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. Can select and use activities and resources with help. Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing, and will communicate freely about own home and community. Shows confidence in asking adults for help. Aware of own feelings, and knows that some actions and words can hurt others’ feelings. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. Can usually adapt behaviour to different events, social situations and changes in routine.</p>	<p>40-60 Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise. Confident to speak to others about own needs, wants, interests and opinions. Can describe self in positive terms and talk about abilities. Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Aware of the boundaries set, and of behavioural expectations in the setting. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p>		
<p>Communication and language</p>	<p>16-26 Listens to and enjoys rhythmic patterns in rhymes and stories. Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. Rigid attention – may appear not to hear. Selects familiar objects by name and will go and find objects when asked, or identify objects from a group. Understands simple sentences</p>	<p>22-36 Listens with interest to the noises adults make when they read stories. Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. Shows interest in play with sounds, songs and rhymes. Single channelled attention. Can shift to a different task if attention fully obtained – using child’s name helps focus. Identifies action words by pointing to the right picture, e.g., “Who’s jumping?”</p>	<p>30-50 Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focusing attention – still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own choice of activity). Understands use of objects (e.g. “What do we use to cut things?”) Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture. Responds to simple instructions, e.g. to get or put away an object.</p>	<p>40-60 Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span. Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion.</p>		

	<p>(e.g. 'Throw the ball'.) Copies familiar expressions, e.g. 'Oh dear', 'All gone'. Beginning to put two words together (e.g. 'want ball', 'more juice'). Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot). Beginning to ask simple questions. Beginning to talk about people and things that are not present.</p>	<p>Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.' Understands 'who', 'what', 'where' in simple questions (e.g. 'Who's that/can? What's that? Where is.?). Developing understanding of simple concepts (e.g. big/little). Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Holds a conversation, jumping from topic to topic. Learns new words very rapidly and is able to use them in communicating. Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'. Uses a variety of questions (e.g. what, where, who). Uses simple sentences (e.g. 'Mummy gonna work.'). Beginning to use word endings (e.g. going, cats).</p>	<p>Beginning to understand 'why' and 'how' questions. Beginning to use more complex sentences to link thoughts (e.g. using and, because). Can retell a simple past event in correct order (e.g. went down slide, hurt finger). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks e.g. who, what, when, how. Uses a range of tenses (e.g. play, playing, will play, played). Uses intonation, rhythm and phrasing to make the meaning clear to others. Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences. Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'</p>	<p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play.</p>		
<p>Reading</p>	<p>16-26 Interested in books and rhymes and may have favourites.</p>	<p>22-36 Has some favourite stories, rhymes, songs, poems or jingles. Repeats words or phrases from familiar stories. Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.</p>	<p>30-50 Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Listens to and joins in with stories and poems, one-to-one and also in small groups. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p>	<p>30-50 Beginning to be aware of the way stories are structured. Suggests how the story might end. Recognises familiar words and signs such as own name and advertising logos. Looks at books independently. Handles books carefully. Knows information can be relayed in the form of print. Holds books the correct way up and turns pages. Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p>	<p>30-50 Describes main story settings, events and principal characters. Shows interest in illustrations and print in books and print in the environment. Listens to stories with increasing attention and recall. 40-60 Continues a rhyming string.</p>	<p>40-60 Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet.</p>

<p>Writing</p>	<p>16-26 Early mark-making is not the same as writing. It is a sensory and physical experience for babies and toddlers, which they do not yet connect to forming symbols which can communicate meaning.</p>	<p>22-36 Distinguishes between the different marks they make.</p>		<p>30-50 Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places.</p>	<p>40-60 Gives meaning to marks they make as they draw, write and paint.</p>	<p>40-60 Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet</p>	
<p>Numbers</p>	<p>16-26 Knows that things exist, even when out of sight. Beginning to organise and categorise objects, e.g. putting all the teddy bears together or teddies and cars in separate piles. Says some counting words randomly.</p>	<p>22-36 Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. Recites some number names in sequence. Creates and experiments with symbols and marks representing ideas of number. Begins to make comparisons between quantities.</p>	<p>22-36 Uses some language of quantities, such as 'more' and 'a lot'. Knows that a group of things changes in quantity when something is added or taken away.</p> <p>30-50 Uses some number names and number language spontaneously. Uses some number names accurately in play</p>	<p>30-50 Recites numbers in order to 10. Knows that numbers identify how many objects are in a set. Beginning to represent numbers using fingers, marks on paper or pictures. Sometimes matches numeral and quantity correctly. Shows curiosity about numbers by offering comments or asking questions. Compares two groups of objects, saying when they have the same number. Shows an interest in number problems.</p>	<p>30-50 Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Shows an interest in numerals in the environment. Shows an interest in representing numbers. Realises not only objects, but anything can be counted, including steps, claps or jumps.</p> <p>40-60 Recognise some numerals of personal significance. Recognises numerals 1 to 5.</p>	<p>40-60 Counts up to three or four objects by saying one number name for each item. Counts actions or objects which cannot be moved. Counts objects to 10, and beginning to count beyond 10. Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Counts an irregular arrangement of up to ten objects.</p>	
<p>Shape, space and measure</p>	<p>16-26 Attempts, sometimes successfully, to fit shapes into spaces on inset boards or jigsaw puzzles. Uses blocks to create their own simple structures and arrangements. Enjoys filling and emptying containers. Associates a sequence of actions with daily routines. Beginning to understand that things might happen 'now'.</p>	<p>22-36 Notices simple shapes and patterns in pictures. Beginning to categorise objects according to properties such as shape or size. Begins to use the language of size. Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'. Anticipates specific time-based events such as mealtimes or home time.</p>	<p>22-36 Notices simple shapes and patterns in pictures. Beginning to categorise objects according to properties such as shape or size.</p> <p>30-50 Shows an interest in shape and space by playing with shapes or making arrangements with objects.</p>	<p>30-50 Shows an interest in shape and space by playing with shapes or making arrangements with objects. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Shows interest in shapes in the environment. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</p>	<p>30-50 Uses shapes appropriately for tasks. Shows awareness of similarities of shapes in the environment. Uses positional language.</p>	<p>40-60 Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Orders two or three items by length or height. Uses everyday language related to time.</p>	<p>40-60 Uses familiar objects and common shapes to create and recreate patterns and build models. Can describe their relative position such as 'behind' or 'next to'.</p>

Physical	<p>16-26</p> <p>Walks upstairs holding hand of adult.</p> <p>Comes downstairs backwards on knees (crawling).</p> <p>Beginning to balance blocks to build a small tower.</p> <p>Makes connections between their movement and the marks they make.</p> <p>Develops own likes and dislikes in food and drink.</p> <p>Willing to try new food textures and tastes.</p> <p>Holds cup with both hands and drinks without much spilling.</p> <p>Clearly communicates wet or soiled nappy or pants.</p> <p>Shows some awareness of bladder and bowel urges.</p> <p>Shows awareness of what a potty or toilet is used for.</p> <p>Shows a desire to help with dressing/undressing and hygiene routines.</p>	<p>22-36</p> <p>Runs safely on whole foot.</p> <p>Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.</p> <p>Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.</p> <p>Can kick a large ball.</p> <p>Turns pages in a book, sometimes several at once.</p> <p>Imitates drawing simple shapes such as circles and lines.</p> <p>Walks upstairs or downstairs holding onto a rail two feet to a step.</p> <p>May be beginning to show preference for dominant hand.</p> <p>Feeds self competently with spoon.</p> <p>Drinks well without spilling.</p> <p>Clearly communicates their need for potty or toilet.</p> <p>Beginning to recognise danger and seeks support of significant adults for help.</p> <p>Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.</p>	<p>22-36</p> <p>Beginning to use three fingers (tripod grip) to hold writing tools.</p> <p>Shows control in holding and using jugs to pour, hammers, books and mark-making tools.</p> <p>Beginning to be independent in self-care, but still often needs adult support.</p> <p>30-50</p> <p>Mounts stairs, steps or climbing equipment using alternate feet.</p>	<p>30-50</p> <p>Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>Walks downstairs, two feet to each step while carrying a small object.</p> <p>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p> <p>Can stand momentarily on one foot when shown.</p> <p>Can catch a large ball.</p> <p>Draws lines and circles using gross motor movements.</p> <p>Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>Can tell adults when hungry or tired or when they want to rest or play.</p> <p>Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</p> <p>Can usually manage washing and drying hands.</p> <p>Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p>	<p>30-50</p> <p>Holds pencil near point between first two fingers and thumb and uses it with good control.</p> <p>Can copy some letters, e.g. letters from their name.</p> <p>Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p> <p>Observes the effects of activity on their bodies.</p> <p>Understands that equipment and tools have to be used safely.</p> <p>40-60</p> <p>Experiments with different ways of moving.</p> <p>Jumps off an object and lands appropriately.</p> <p>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>Usually dry and clean during the day.</p>	<p>40-60</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Uses simple tools to effect changes to materials.</p> <p>Handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Shows a preference for a dominant hand.</p> <p>Eats a healthy range of foodstuffs and understands need for variety in food.</p> <p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p> <p>Shows understanding of how to transport and store equipment safely.</p> <p>Practices some appropriate safety measures without direct supervision.</p>
Understanding the world	<p>16-26</p> <p>Is curious about people and shows interest in stories about themselves and their family. Enjoys pictures and stories about themselves, their families and other people.</p>	<p>22-36</p> <p>Has a sense of own immediate family and relations.</p> <p>In pretend play, imitates everyday actions and events from own family</p>	<p>22-36</p> <p>Notices detailed features of objects in their environment</p> <p>Learns that they have similarities and differences that</p>	<p>30-50</p> <p>Shows interest in the lives of people who are familiar to them.</p> <p>Remembers and talks about significant events in their own experience.</p> <p>Recognises and describes special times or events for family or friends.</p>	<p>30-50</p> <p>Knows that information can be retrieved from computers</p> <p>Shows an interest in technological toys with knobs or pulleys, or real</p>	<p>40-60</p> <p>Enjoys joining in with family customs and routines.</p> <p>Looks closely at similarities, differences, patterns and change.</p> <p>Completes a simple program on a computer.</p>

	<p>Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking.</p> <p>Remembers where objects belong.</p> <p>Matches parts of objects that fit together, e.g. puts lid on teapot.</p> <p>Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times.</p> <p>Shows interest in toys with buttons, flaps and simple mechanisms and beginning to learn to operate them.</p>	<p>and cultural background, e.g. making and drinking tea.</p> <p>Beginning to have their own friends.</p> <p>Enjoys playing with small-world models such as a farm, a garage, or a train track.</p> <p>Seeks to acquire basic skills in turning on and operating some ICT equipment.</p>	<p>connect them to, and distinguish them from, others.</p> <p>Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</p> <p>30-50</p> <p>Remembers and talks about significant events in their own experience.</p>	<p>Shows interest in different occupations and ways of life.</p> <p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>Developing an understanding of growth, decay and changes over time.</p> <p>Shows care and concern for living things and the environment.</p> <p>Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.</p> <p>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p>	<p>objects such as cameras or mobile phones.</p> <p>Talks about why things happen and how things work.</p> <p>40-60</p> <p>Enjoys joining in with family customs and routines.</p>	<p>Uses ICT hardware to interact with age-appropriate computer software.</p>
Expressive arts and design	<p>16-26</p> <p>Imitates and improvises actions they have observed, e.g. clapping or waving.</p> <p>Begins to move to music, listen to or join in rhymes or songs.</p> <p>Notices and is interested in the effects of making movements which leave marks.</p> <p>Expresses self through physical action and sound.</p> <p>Pretends that one object represents another, especially when objects have characteristics in common.</p>	<p>22-36</p> <p>Joins in singing favourite songs.</p> <p>Creates sounds by banging, shaking, tapping or blowing.</p> <p>Shows an interest in the way musical instruments sound.</p> <p>Experiments with blocks, colours and marks.</p> <p>Beginning to make-believe by pretending.</p>	<p>22-36</p> <p>Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'</p> <p>30-50</p> <p>Enjoys joining in with dancing and ring games.</p> <p>Sings a few familiar songs.</p> <p>Uses various construction materials.</p> <p>Creates movement in response to music.</p> <p>Sings to self and makes up simple songs.</p>	<p>30-50</p> <p>Enjoys joining in with dancing and ring games.</p> <p>Sings a few familiar songs.</p> <p>Beginning to move rhythmically.</p> <p>Imitates movement in response to music.</p> <p>Taps out simple repeated rhythms.</p> <p>Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</p> <p>Beginning to be interested in and describe the texture of things.</p> <p>Uses various construction materials.</p> <p>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>Joins construction pieces together to build</p> <p>Developing preferences for forms of expression.</p> <p>Uses movement to express feelings.</p> <p>Creates movement in response to music.</p> <p>Sings to self and makes up simple songs.</p> <p>Makes up rhythms.</p> <p>Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</p> <p>Engages in imaginative role-play based on own first-hand experiences.</p> <p>Builds stories around toys, e.g. farm animals needing rescue from an armchair</p>	<p>30-50</p> <p>Explores and learns how sounds can be changed.</p> <p>Explores colour and how colours can be changed.</p> <p>40-60</p> <p>Explores what happens when they mix colours.</p> <p>Plays alongside other children who are engaged in the same theme.</p> <p>Manipulates materials to achieve a planned effect.</p>	<p>40-60</p> <p>Begins to build a repertoire of songs and dances.</p> <p>Explores the different sounds of instruments.</p> <p>Experiments to create different textures.</p> <p>Understands that different media can be combined to create new effects.</p> <p>Constructs with a purpose in mind, using a variety of resources.</p> <p>Create simple representations of events, people and objects.</p> <p>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p> <p>Chooses particular colours to use for a purpose.</p> <p>Introduces a storyline or narrative into their play.</p> <p>Plays cooperatively as part of a group to develop and act out a narrative.</p>

				<p>'cliff'. Uses available resources to create props to support role-play. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p>		
--	--	--	--	---	--	--