

Foundation Stage Learning objectives for the year 2016/2017

Theme	Personal, Social and Emotional	Communication and Language	Literacy	Mathematics	Understanding of the World	Physical Development	Expressive Arts & design	Events/ assessment
<p>Autumn 1</p> <p>Helping Hands- People who help us</p> <p>"and I just thank you father for making me, me"- hall display</p> <p>RE: Theme: Family Focus: Myself - 4wks Theme: Belonging Focus: Welcome - 3wks</p>	<p>Forming good relationships and including others in play i.e. sharing.</p> <p>Selecting own resources.</p> <p>Communicating with peers and listening.</p> <p>Aware of boundaries.</p> <p>Following the class rules and routines-making class promise.</p> <p>Tour of school grounds inside and out.</p>	<p>Beginning to show some listening skills.</p> <p>Follow simple instructions.</p> <p>Understands the uses of the equipment.</p> <p>Can beginning to talk about what has happened.</p> <p>Learn Phonics phase 2: s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, c, h, b, f, ff, l, ll & ss.</p> <p>HFW: it, is, and Tricky words I, to, the, no, go.</p>	<p>Fiction stories related to PSED.</p> <p>Poetry- Nursery Rhymes</p> <p>Non-fiction- Names, Labels & Captions</p> <p>Rhythmic activities</p> <p>Sharing books whole class and 1-2-1 and joining in with refrains.</p> <p>Making marks for meaning.</p>	<p>Use number in play.</p> <p>Recognises numerals up to 5.</p> <p>Count out the right number of objects/actions.</p> <p>Uses and beginning to be aware of shapes in pictures/environment</p> <p>Add 1 more to a group up to 10.</p> <p>Identify basic 2d shapes.</p> <p>Use everyday language related to money.</p> <p>Beginning to count and recognising numbers to 10.</p> <p>Compare and organise resources by size.</p>	<p>Shows an interest in their lives and those of personal significance.</p> <p>Knows what makes them similar and unique.</p> <p>Comments about what they have seen/discovered in the world and play.</p> <p>Investigates toys that use ICT or have moving parts.</p>	<p>Moves freely using suitable spaces and speed.</p> <p>Draws lines and circles.</p> <p>Beginning to hold a pencil the correct formation.</p> <p>Understands their own needs for hunger/toilet and personal hygiene.</p> <p>Dresses with some support.</p> <p>Knows equipment needs to be used safely.</p>	<p>Learning new songs.</p> <p>Simple construction</p> <p>Using simple tools.</p> <p>Familiar role play home setting in home area.</p> <p>Mark marking with a variety of malleable materials.</p>	<p>Settling in Baseline.</p> <p>Stunning start- Fire engine visit.</p> <p>Fabulous finish- letter from fire brigade thanking children for their help and participation.</p>

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<p>Autumn 2 Let's celebrate</p> <p>Festivals/ Celebrations</p> <p>RE: Theme: Belonging Focus: Welcome</p> <p>Theme: Loving Focus: Birthday-4wks</p> <p>Theme: Community Focus: Celebration-2wks</p>	<p>Explain their own knowledge and asks questions.</p> <p>Takes on responsibility.</p> <p>Confident in different social situations.</p> <p>Aware of others feelings.</p> <p>Solving own problems.</p> <p>Working as a group.</p>	<p>Listens with more interest and responds to stories with refrains.</p> <p>Can describe where something is with prepositions.</p> <p>Follows 2 step instructions.</p> <p>Using and because in sentences.</p> <p>Use language to support role play.</p> <p>Review: Phonics phase 2: s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, c, h, b, f, ff, l, ll & ss.</p> <p>HFW: it, is, and</p> <p>Tricky words I, to, the, no, go.</p>	<p>Being aware of alliteration-initial sounds-rhyming.</p> <p>Aware of the structure of stories.</p> <p>Recognising some words.</p> <p>Blending sounds Beginning to read simple words.</p> <p>Fiction Christmas poems</p> <p>Non-fiction-captions, lists & descriptions.</p>	<p>Matching objects to numerals.</p> <p>Counting up to 10 and beyond.</p> <p>Counting up to 10 objects.</p> <p>Using positional language.</p> <p>Uses shape in construction to identify 2d shapes and create patterns.</p> <p>Recognise o'clock times and different times of day and night.</p>	<p>Recognises and describes special events and joining in with them.</p> <p>They understand differences in different families.</p> <p>Differences and similarities why are we different.</p> <p>Talk about how things work.</p> <p>Knows how simple ICT works.</p> <p>Uses age appropriate software.</p>	<p>Moves freely in a variety of different ways.</p> <p>Uses scissors and other tools safely.</p> <p>Show a dominant hand.</p> <p>Makes anticlockwise movement.</p> <p>Understands the need for varied and healthy food and what helps to make them healthy.</p> <p>Can write some letters and copy their name.</p>	<p>Moving to music rhythmically.</p> <p>Exploring colour/texture to make pictures.</p> <p>Sounds of instruments.</p> <p>Joining in with a wider variety of role play.</p>	<p>Xmas play</p> <p>Stunning start-</p> <p>Post box sent from Santa's little helpers - acts of kindness.</p> <p>Fabulous finish-</p> <p>Christmas party from Santa's little helper.</p> <p>Twist-mischivous elf.</p>

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<p>Spring 1</p> <p>Traditional tales</p> <p>RE:</p> <p>Theme: Community</p> <p>Focus: Celebration - 2wks</p> <p>Theme: Relating</p> <p>Focus: Gathering - 4wks</p>	<p>Finds compromise with peers.</p> <p>Confident to speak about their own needs/opinions.</p> <p>Understands their actions on others.</p>	<p>Can sit quietly during an activity.</p> <p>Can listen and then complete activities.</p> <p>Understands some humour.</p> <p>Asking questions</p> <p>Uses different tenses.</p> <p>Extends vocabulary and uses new vocabulary in role play.</p> <p>Learn Phonics phase 3: J, v, w, x, y, z, zz, qu.</p> <p>Digraphs: sh, ch, th, ng, ai, ee, oa, oo, ar, or, ur, ow, er, ie, i-e, oi, ou</p> <p>Trigraphs: ear, air, ure, igh.</p> <p>Tricky Words: we, me, be, he, she, was, you, her, they, all, are</p>	<p>Fiction-stories & stories in familiar settings.</p> <p>Predicting stories and describing different elements.</p> <p>Uses storylines in role play.</p> <p>Non-fiction - information & instructions.</p> <p>Writing own name and captions.</p> <p>Poetry-repetitive and weather poems.</p> <p>Uses phonics to decode.</p>	<p>Count and recognising numbers to 20.</p> <p>Addition & Subtraction.</p> <p>Estimate and check.</p> <p>Use the language of position and direction.</p> <p>Recognise and describe 2d and 3d shapes.</p> <p>Starts to find total by combining two numbers.</p> <p>Knows one more/one less up to 5 then 10.</p> <p>Records work with their marks.</p> <p>Orders items by length/weight/capacity and time.</p>	<p>Knows that information can be selected from the computer.</p> <p>Completes a simple program on the computer.</p>	<p>Can stand on one foot.</p> <p>Can catch a ball.</p> <p>Experiments moving in different ways on equipment and jumps landing safely.</p> <p>Manages own risk assessment.</p> <p>Helps to put away equipment correctly.</p>	<p>Repeated rhythms.</p> <p>Movement to music.</p> <p>Learning a wider variety of songs.</p> <p>Constructing with purpose.</p> <p>Expressive in art/ drama and dance.</p>	<p>Stunning start-</p> <p>Fabulous finish-</p>

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<p>Spring 2</p> <p>Down on the farm</p> <p>RE:</p> <p>Theme: Giving Growing 4wks</p>	<p>Taking turns.</p> <p>Expressing preference of activity with reasoning.</p> <p>Knowing that some behaviour is unacceptable.</p>	<p>Listening attentively in different situations.</p> <p>Able to follow a story without pictures or props.</p> <p>Uses intonation</p> <p>Links statements in an organised way.</p> <p>Digraphs: er, ur, ie i-e, oi,</p> <p>Trigraphs: ear, air, ure, igh.</p> <p>Tricky Words: my, they, her, all, are</p> <p>Polysyllabic words and lots of HFW.</p>	<p>Poetry-rhyming words.</p> <p>Non-fiction-Information books linked farmyard animals.</p> <p>Non-fiction-Instructions-linked to The Little Red Hen (making bread).</p> <p>Reading and understanding simple sentences.</p> <p>Attempting to write simple sentences using phonics.</p>	<p>Recognise 3d shapes.</p> <p>Add two sets of numbers.</p> <p>Doubling and counting on.</p> <p>Use time and money language.</p> <p>Subtract single digit numbers.</p> <p>Data Handling-sorting, estimating and recording.</p> <p>Subtraction taking away, more than/fewer/less than.</p> <p>Counting and ordering numbers to 20.</p>	<p>Understands that children don't always enjoy the same thing.</p> <p>Understands growth and decay.</p> <p>Shows a concern for the living things.</p> <p>Looks at patterns and change in the environment.</p> <p>Understands that technology is all around us.</p> <p>Make an observation of animals and plants and explain why some differences have occurred.</p>	<p>Demonstrates increasing control over objects.</p> <p>Used tools to change to materials.</p> <p>Moving confidently.</p> <p>Uses safety measures without direct supervision.</p>	<p>Creating different textures.</p> <p>Selecting a wider range of tools.</p> <p>Introducing storylines to their role play.</p>	<p>Easter</p> <p>Stunning start-Post cards from the farm introducing the animals coming to visit</p> <p>Fabulous finish</p> <p>Farm visit to school</p>

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<p>Summer 1</p> <p>We're going on a bear hunt</p> <p>RE:</p> <p>Theme: Service</p> <p>Focus: Good news 4wks</p> <p>Theme: Inter-Relating,</p> <p>Focus: Friends</p> <p>3wks</p>	<p>Include others ideas in their activity.</p> <p>Can say when they need or don't need help.</p> <p>Adjust their behaviour to different situations and can adapt with a new routine.</p>	<p>Listens o stories and responds appropriately.</p> <p>Listens and responds to peers ideas.</p> <p>Listen to more complex instructions.</p> <p>Able to express themselves being aware of the listener.</p> <p>Learn phase 4 of our Phonics, which will include: CVCC and CCVC words e.g. tent, bend, twin, swim.</p> <p>Tricky Words: said, so, have, like, some, come, were, there, little, one, do, when, out, what and revisit previous sounds learnt.</p>	<p>Non-Fiction writing.</p> <p>Poems on a theme.</p> <p>Fiction-Story writing.</p> <p>Demonstrating understanding of what they have read.</p> <p>Writing irregular and common words.</p> <p>Writing sentences that they and others can read.</p>	<p>Counting beyond 10.</p> <p>Consolidate "2D and 3D shapes.</p> <p>Counting in groups, e.g. 2's, 5's & 10's.</p> <p>Capacity.</p> <p>Using mathematical language to create and solve mathematical problems.</p> <p>One more one less without apparatus.</p> <p>Subtraction- counting backwards on number line.</p>	<p>Shows an interest in different occupation.</p> <p>Know about similarities/differences with environments/materials /living things/places.</p>	<p>Good control and co-ordination in large and small movement.</p> <p>Understand the importance for good health of physical exercise, healthy diet and talks about different ways to keep healthy and safe.</p>	<p>Adapting work when necessary.</p> <p>Develop a narrative</p> <p>Experimentation with different textures.</p>	<p>Stunning start-Super hero's dilemma</p> <p>Fabulous finish-Rescue the super hearo and defeat the villain.</p>

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<p>Summer 2</p> <p>We're all going on a Summers holiday.</p> <p>RE:</p> <p>Theme: World</p> <p>Focus: Our world. 4wks</p> <p>Theme: Other Religions</p> <p>3wks</p>	<p>Demonstrate sensitivity to other children and form positive relationships with other children.</p>	<p>Responds appropriately to different situations using tense correctly.</p> <p>Create own narrative story.</p> <p>Revisit previous sounds learnt and practice CCVC and CVCC words e.g. tent, bend, twin, swim.</p> <p>Tricky Words: said, so, have, like, some, come, were, there, little, one, do, when, out, what.</p> <p>Continue looking at polysyllabic words</p>	<p>Non-Fiction writing.</p> <p>Poems on a theme</p> <p>Fiction-Story writing.</p> <p>Writing more sentences using phonetically plausible and knowing using some high frequency words.</p>	<p>Counting beyond 10.</p> <p>Time-days of the week.</p> <p>Counting in groups, e.g. 2's, 5's & 10's.</p> <p>Capacity.</p> <p>Using a number line to count on and backwards to solve addition and subtraction.</p> <p>Doubling and halving. Mathematical language to describe 3D shapes.</p>	<p>Make observation of animals and plants and explain why some differences have occurred.</p>	<p>Sports day and physical activities that are included within this using a variety of equipment.</p>	<p>Children creating their own songs and adding their own music</p> <p>Creating their own art pieces and explaining them.</p>	<p>Stunning start- Dear Zoo letter escape tiger looking for her cub (tony tiger sent home)</p> <p>Fabulous finish- Tiger destroys classroom search for her cub takes him back.</p> <p>Tony the tiger sent home with diary.</p>

Long term Plan – Objectives 2016-2017

Autumn Spring Summer

Maths Objectives

<ul style="list-style-type: none"> • Naming and sorting a range of colours • Saying number names in correct order to 10, then 20 • Matching numeral to quantity • Ordering numbers on washing line and in role play • 1 more/ 1 less • Counting reliably by saying one number name for each item • Recognising numerals to 10, 20 if possible • Using fingers to show numbers to 10 • Selects a small group of objects from a larger group • Begins to compare quantities (to 6) • Separates a group of (3 or 4) objects in different ways • Counts actions or objects which cannot be moved • Counts objects to 10 • Selects the correct numeral to represent 1-5, then 1-10 • Shows an interest in number problems. 	<ul style="list-style-type: none"> • Naming and describing 2D shapes • Sequencing activities • Sorting objects by shape • Making patterns with colour and shapes • Naming and describing 3D shape • Size- big, little, small, large, medium etc • Time- before, now, soon, later etc • Positional language- on top, next to, under, behind, in • Measurements- Length, height- Long/Short • Measurements- Weight- Heavy/Light • Measurements- Capacity-Full/Empty <p>Digit Dance - 1, 0, 4, 7, 6, 9, 3, 2, 5, 8.</p>
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Literacy Objectives

<ul style="list-style-type: none"> • cutting and ordering a series of pictures to tell a story. • Listening to and discussing Oxford Reading Tree stories. • Sharing stories in our lending library • Joining in rhymes and songs • Repeating familiar words or phrases from stories and rhymes • Talking about the structure of stories. • Making predictions about what may happen in stories. • Listening to stories. • Handling books with care. • Continues a rhyming string • Shows awareness of rhyme and alliteration. • using Letters and Sounds: Phases 1 and 2. • learning alphabet sounds using the 'Jolly Phonics' scheme. • practising writing own name. • using non-fiction books to find information 	<p>Sound of the week (see separate planning): S, a, t, p, I, n, m, d, g, o, ck, e, u, r, h, b, f, l, j, v, w, x, y, z, qu</p>
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Communication and Language Objectives

<ul style="list-style-type: none"> • reading a variety of stories and non-fiction books: • composing sentences about pictures. • introducing new vocabulary relating to the topic • listening and participating in class/small group discussions. • Sharing news with the rest of the group • Selects familiar objects by name and can find objects when asked 	<ul style="list-style-type: none"> • Identifies action words, eg who is jumping • Understands more complex sentences • Understands 'who', 'what', 'where' in simple questions. • Understands use of objects <p>Understands prepositions</p>
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Physical Development Objectives

<ul style="list-style-type: none"> • running, jumping, hopping through an obstacle course. • practising throwing and catching using balls of different sizes. I can catch a large ball. • following instructions and moving to music. • playing games which demonstrate movement e.g. balloon football. • moving to a beat with control and coordination • playing games to develop spatial awareness. • following instructions for different games. • moving around in a large space without bumping into others. • getting into groups of eg. 2, 3 during P.E. • moving in different ways eg. walking, running, hopping, shuffling, crawling, rolling, skipping, jumping. • learning to balance using arms to help, climb and guide a ball in different directions using our feet. • listening carefully to instructions given in the hall • working independently and in small groups 	<ul style="list-style-type: none"> • carrying out a selection of craft activities • handling tools correctly and with skill. • Following PenPals Squiggle to develop gross then fine motor movements • making 2D and 3D models out of play dough. • developing fine motor skills eg. peg boards, sorting with pincers. • discussing how we can look after ourselves during the autumn/winter eg. hygiene (toilet, washing hands, blowing noses), warm clothes, bonfire night, road safety • holding pencil between thumb and two fingers, independently • imitates drawing simple shapes such as circles and lines • draws lines and circles using gross motor skills • uses one handed tools and equipment • can copy some letters from their name
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Squiggle whilst you wiggle and dough disco

<ul style="list-style-type: none"> • Outside to in • Inside to out • The stretch • Circle round and round • Up and down 	<ul style="list-style-type: none"> • A wriggle and a wiggle making curves • Robot lines • Spirals • Making zig zags • Arches over and under
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Personal, Social and Emotional Development Objectives

<ul style="list-style-type: none"> • devising our own class rules. • learning how to sit and give our attention. • sharing our own ideas in pairs and small groups. • talking about how to be a good friend, especially being kind and helpful. • thinking about times when we have been helpful. • discussing ways people can help each other in our class and in our world. • sharing our own likes and dislikes. 	<ul style="list-style-type: none"> • learning that we all don't share the same interests. • taking part in circle time activities—talking to each other about different topics (favourites, our families etc) • thinking about when we are happy and sad. • showing good listening skills by not talking and waiting for our turn. • learning to listen to others and wait for our turn - putting hand up. • listening to and identifying different sounds. • practising good manners by saying please and thank you. • playing games which involve working as a team.
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Expressive Art and Design Objectives

<p>The following art techniques:</p> <ul style="list-style-type: none"> • Freestyle Brush • Observational painting • Sponge painting • Printing • Painting with stencils • Spaghetti painting • Handprint painting • Finger painting • Marble rolling • Colour mixing • Foam painting • Painting on foil • Painting with toothbrush • Ice paints • Painting with pipettes/syringe 	<ul style="list-style-type: none"> • Dabbing • Painting with tea bags • Bubble wrap stomp • Straws and ping pong balls • Painting with trains and cars • using play dough to make 3D models • using percussion instruments to accompany songs • using the software programme 2 simple 2 paint • playing alongside others in the different role-play areas • singing different songs and joining in dancing and ring games. • Imitates movement in response to music • Taps out simple repeated rhythms • Explores how sounds can be changed • Engages in imaginative play • Uses available resources to create props to support role play. • Builds stories around toys
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Personal, Social and Emotional Development Objectives

<ul style="list-style-type: none"> • devising our own class rules. • learning how to sit and give our attention. • sharing our own ideas in pairs and small groups. • talking about how to be a good friend, especially being kind and helpful. • thinking about times when we have been helpful. • discussing ways people can help each other in our class and in our world. • sharing our own likes and dislikes. 	<ul style="list-style-type: none"> • learning that we all don't share the same interests. • taking part in circle time activities—talking to each other about different topics (favourites, our families etc) • thinking about when we are happy and sad. • showing good listening skills by not talking and waiting for our turn. • learning to listen to others and wait for our turn - putting hand up. • listening to and identifying different sounds. • practising good manners by saying please and thank you. • playing games which involve working as a team.
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Understanding the World Objectives

<p>Helping Hands</p> <ul style="list-style-type: none">• Fingerprints- Investigating patterns and differences. How can this information help the police?• Finding out about the various roles of people who help us.• using mirrors to note own hair and eye colour.• Dressing for the weather- identifying appropriate clothing for various weathers• Test your senses. Talk about what they see, hear, smell and touch.	<p>Let's Celebrate!</p> <ul style="list-style-type: none">• Bonfire and Divali stories• Talking about celebrations in our own lives.• Magic snow- talk about the texture• Leaf printing. Discussing leaf patterns.• www.topmarks.co.uk/Interactive.aspx?cat=139Winter- what's hidden inside the ice? Where does snow go?• Finding out about celebrations throughout the year• Talks about their experiences with Puddles
<p>Traditional Tales & Nursery Rhymes</p> <ul style="list-style-type: none">• 3 pigs houses- can children predict which materials will blow down?• Ice castles- Can children make suggestions how to create a castle and stop it from melting• Princess Peas and beans- talking about the textures of different beans.• Why was the Gingerbread Man scared of the river? Predictions and discussions over time.• Using ICT equipment (CD players/ Video camera/ Remote control cars)• Using the interactive whiteboard to complete programmes• Helping sunflower seeds to grow.	<p>Down on the Farm</p> <p>Farmer duck, What the Ladybird Heard, Old Macdonald, Oliver's vegetable, little red hen, Muddle farm, the scarecrows wedding.</p> <ul style="list-style-type: none">• Recipes and following instructions- make own bread.• Where our food comes from and how farmers work to provide us.• Using our imagination.• Talk about our favourite bear stories and discuss why they are special to us.• Design costumes or beds for our bears using different materials and fixing techniques.• Positional language when re-enacting the story and extending vocabulary to explain the journey
<p>We're going on a bear hunt!</p> <p>Goldilocks- Sorting hard and soft materials for baby bear</p> <ul style="list-style-type: none">• Sinking and floating- how many bears to sink the boat?• Foam bear painting• Showing and talking about their favourite bear• Teddy bears past and present• What types of bears are there?• http://www.mightybook.com/MightyBook_free/classics/bear_went_over.html Positional language	<p>We're all going on a Summer Holiday</p> <ul style="list-style-type: none">• Which boat floats- floating and sinking• Testing Friction- Which surface makes the vehicles move fastest?• Flying Kites= What shape and material is best for kite making.• Treasure maps- lemon juice on paper. How is it different from pencils/crayons etc. X marks the spot (Link to sound of the week)• Weather- how can we measure the weather? Rain catchers- How much rain falls and how can we capture it? W-weather (Link to sound of the week)• Bubbles- Are bubbles always round?• Talking about road safety