



Loughton Manor First School2
Key skills and Knowledge Termly Overview for Foundation Stage 2023-24

FS1
FS2

Area of Learning	Autumn 1 All About Me	Autumn 2 Celebrations
Communication and Language	<p>Have mostly clear speech and be easily understood.</p> <p>Make their needs known to an adult. e.g. asking for help.</p> <p>Greet a familiar adult.</p> <p>Join in with songs and rhymes.</p> <p>Responds to own name.</p> <p>Maintain attention and can sit quietly.</p> <p>Greet a familiar adult.</p> <p>Using most speech sounds and can be understood easily.</p> <p>State how they are feeling.</p> <p>Enjoy listening to stories.</p> <p>Can ask a question.</p> <p>Can respond to others in words or questions.</p>	<p>Have mostly clear speech and be easily understood.</p> <p>Can communicate basic needs to an adult</p> <p>Describe events that have already happened.</p> <p>Take turns in speech and listen to others.</p> <p>Use a wider range of vocabulary.</p> <p>Maintain attention and can sit quietly.</p> <p>Build their bank of words.</p> <p>Ask for the meaning of new words and try to use them in context.</p> <p>Enjoy listening to stories.</p> <p>Ask relevant questions in response to what they have heard.</p> <p>Begin to describe events.</p>
Physical Development	<p>Can go to the toilet independently.</p> <p>Can wash hands independently.</p> <p>Can sit on a chair and on the carpet.</p> <p>Put arms into coat unaided.</p> <p>Begin to control large muscle movements.</p> <p>Can feed themselves.</p> <p>Begin to develop control using tools.</p> <p>Can put coat on independently.</p> <p>Can go to the toilet independently and wipe themselves clean.</p> <p>Move confidently in a variety of ways.</p> <p>Use scissors to make snips in paper.</p> <p>Can sit unaided on the carpet with control.</p> <p>Can feed themselves with control.</p> <p>Experiment with the use of small tools.</p> <p>Explore the learning environment using fine and gross motor skills.</p> <p>Can find a safe space.</p>	<p>Go to the toilet independently and can attempt to wipe themselves clean</p> <p>Put arms into coat unaided.</p> <p>Do up a zip to the top once started.</p> <p>Eat with a fork and spoon and trying to use a knife.</p> <p>Pour a drink.</p> <p>Use scissors to snip paper and hold scissors correctly.</p> <p>Begin to develop control using tools.</p> <p>Can move on wheeled vehicles with control.</p> <p>Explores malleable materials.</p> <p>Can climb up and down steps.</p> <p>Can fasten their coat.</p> <p>Can get changed and unchanged with very little support.</p> <p>Understand what P.E. is and why we do it.</p> <p>Uses scissors competently to cut out shapes.</p> <p>Uses malleable materials and tools with control.</p>

Personal Social Emotional Development	<p>Separate from their carer. Can put their belongings onto their peg. Has awareness of daily routine. Beginning to acknowledge others in the environment. Separate from carer happily. Can wash hands independently. Know what to do in my class (know daily routine). Can organise themselves in the environment. (class, peg, lunchtime). Can respond to others. Willing to try new things. Beginning to try a range of healthy foods. Begin to develop good manners. Begin to form relationships with peers.</p>	<p>Separate from carer happily Can follow daily routines. Will have a go at all activities. Developing good relationships with key adults in school, (key worker group). Develops relationships with peers in schools. Waits for their turn to talk. Can play a game led by an adult. Enjoys being part of the wider aspect of school- assemblies, parties. Develops good relationships with key adults in school. Develops relationships with peers in school. Will offer to help others. Say please and thank you and respond to others in conversations. Understand why they need to look after their teeth. Plays collaboratively with other children. Understand how to look after their teeth. Expresses likes and dislikes. Knows and names parts of the body and the senses.</p>
Literacy	<p>Enjoy sharing stories. Show awareness of sounds and be able to make sounds. Make marks on paper. Enjoy an increasing range of books and talk about them. Beginning to hear and make letter sounds. Can recognise their own name and hear some sounds within it. Can join in with repeated refrains. Make marks and ascribe meaning to them. Makes diagonal and vertical line marks. Can trace own name using a name card. Can sing some common nursery rhymes.</p>	<p>Book talk and skills- Enjoys stories and can join in with repeating phrases. Can hold a book the correct way up. Will look at books independently. Show awareness of sounds and be able to make sounds. Give meaning to their marks. Can join in and recite familiar refrains in traditional tales and rhymes. Is able to engage in book talk, e.g., author, illustrator, blurb and title. Beginning to hear sounds at the beginning and end of words. Can segment sounds in simple words and blend them together Beginning to write graphemes. Can say phonemes associated with a letter shape.</p>
Maths	<p>Begin to join in with number songs 1-5. Begin to show an awareness of numbers 1-5. Show an interest in sorting and matching different objects. Begin to show awareness that objects are different shapes. Say numbers 1-10 in order. (See also Mastering Number progression document.) Sing familiar counting songs and rhymes within 10, forwards and backwards. Recognise and name <i>circle, triangle, square, rectangle</i>.</p>	<p>Joins in with number songs 1-5. Begin to say numbers 1-5 in order. Begin to count up to 5 objects, movements and claps. Begin to match 2d shapes in a game - circle & square. Show awareness of measures through play. Interest in counting objects, movements, claps. Begin to notice simple patterns during play, eg, colour patterns on peg boards, printing when painting. Understands that a whole number can be composed of smaller parts</p>

	<p>Show awareness of pattern in number and shape. Begin to use <i>small, medium and large, in front of, behind, on top of, under, next to</i> to describe position and measures. Compare 2 groups and say which is more. Continue to explore Numicon.</p>	<p>Counts forwards to 10 from any given number. Understands 1:1 correspondence to 5. Begin to use marks to represent up to 5. Orders numbers up to 5. Can identify which group has more. Knows 1 more and begins to know 1 fewer for numbers up to 5. Instantly recognises standard dice patterns to 5. Investigate subitisation up to 5. Manipulate a 5 frame. Talks about properties of 2D shapes (number of sides, number of corners, flat). Explore 3D shapes whilst at play (cube, cuboid, cylinder, sphere). Use familiar objects and simple shapes to create patterns. (ABAB, AABB)</p>
<p>Values</p>	<p>Happiness - Children can talk about something that makes them happy and something that they do not like.</p>	<p>Respect - Children take part in discussions about Diwali, Christmas and any other celebrations showing respect towards others and their beliefs.</p>
<p>Expressive Arts and Design</p>	<p>Know some colour words. Begin to experiment with tools and materials. Show an awareness of music. Respond to music with movement. Take on a role during play. Beginning to build a repertoire of songs and rhymes. Build with a purpose in mind. Sings a range of familiar songs and rhymes. Use a variety of tools and materials. Ascribes meaning to their representation. Recognise and name some colour words. Copies simple rhythmic patterns. Use a range of objects to imitate play. Imitates real life scenarios through play.</p>	<p>Knows some colour words – primary colours Begins to use a variety of art tools such as pencil, crayons, paint and brushes Use a line to enclose a space and use these shapes to represent an object. To explore and manipulate 3D materials, such as play dough. To use a range of materials to construct a model with a purpose in mind. Use simple tools to shape, assemble and join materials – glue, scissors, tape. Sing simple rhymes and songs and clap to a song. Copy simple rhythmic patterns. Produce recognisable drawings of people and objects. Articulate what they are drawing to an adult. Know what an artist and illustrator are and respond to some of their work (art lesson). Use a wide range of tools with greater accuracy to shape, assemble and join materials – glue, tape, scissors, string, staples, clips, weaving. Follow rhymes and patterns using voice and instruments. Copy simple rhythmic patterns. Has knowledge of ascending and descending sounds.</p>

<p>Understanding the World</p>	<p>Is beginning to talk about their lives. Is beginning to take an interest in their peers. Explores the outdoor environment. Listen to stories set in other countries. Is beginning to understand localities. Explore and talk about their outdoor environment. Use vocabulary to name and describe foods. Talk about some similarities and differences within their environment.</p>	<p>Is beginning to talk about their lives. Is beginning to take an interest in their peers. Understands language of today, tomorrow and yesterday. Speak about an event which has happened in the past and discuss a future event. Use language associated with time – past and present, today, tomorrow, yesterday, week, month, year. Show an interest in the lives of people around them. Remember and talk about significant events in their life. Is beginning to learn about other cultures. Can talk about their family. Enjoy joining in with family customs. Know some things that make them unique and different to others. Able to use a simple program using ICT. Identify similarities and differences in different environments.</p>
<p>Visitors/Trips</p>	<p>Walk around the local area. Visit the wooded area. Walk around the local area. Visit the wooded area (Forest School)</p>	<p>Colonel Custard Walk around the local area. Colonel Custard Walk to local shops.</p>
<p>Whole School</p>		<p>One World Week Diwali celebration Christmas celebrations</p>