



Loughton Manor First School
Key skills Termly Overview for Foundation Stage 2021-22

FS1
FS2

	Summer 1	Summer 2
Topic	On the Move	In the Garden
Communication and Language	<p>Join in with songs and rhymes. Enjoys make believe. Listen to longer stories and answer questions immediately afterward Can communicate basic needs to an adult Take turns in speech and listen to others Join in with songs and rhymes. Describe events in detail. Understand a longer list of instructions Understand spoken instructions and can listen without stopping what they are doing Understands past, present and future</p>	<p>Use longer sentences and start to link ideas. Follow 2 part instructions. Answer questions about why something has happened. Join in with songs and rhymes. Use talk to organise their play</p> <p>Building their bank of words and asking meaning of new words and trying to use in context. Enjoy listening to stories Making up stories of their own Use talk to take on different roles during imaginative play. Use talk to work out problems and organise thinking Using talk to develop good friendships Understands humour</p> <p>ELG-</p> <p><u>Listening, Attention and Understanding-</u></p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p><u>Speaking-</u></p>

		<ul style="list-style-type: none"> ● Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. ● Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. ● Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
Physical Development	<p>Put arms into coat unaided. Do up a zip to the top once started. Pour a drink. Use scissors to cut paper and hold scissors correctly. Will try different fruits. Eat with a fork and spoon and trying to use a knife. Paint with correct strokes Can use knife and fork competently. Uses scissors competently to cut out shapes. Progress towards a more fluent style of moving with developing control. Can copy a sequence of actions. Understand what P.E. is and why we do it</p>	<p>Hold pencil with a tripod grip and is developing a hand preference Put arms into coat unaided. Do up a zip to the top once started. Can walk, run and stand on tiptoe Can stand on one leg for 3-5 seconds Can hop on a preferred foot Put on socks and shoes Holds pencil with an effective tripod grip and holds paper with other hand Can get changed and unchanged with very little support Can stand on one leg for 8-10 seconds Can hop on either foot Use apparatus safely</p> <p>ELG- <u>Gross Motor Skills-</u></p> <ul style="list-style-type: none"> ● Negotiate space and obstacles safely, with consideration for themselves and others. ● Demonstrate strength, balance and coordination when playing. ● Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p><u>Fine Motor Skills-</u></p>

		<ul style="list-style-type: none"> ● Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. ● Use a range of small tools, including scissors, paintbrushes and cutlery. ● Begin to show accuracy and care when drawing.
Personal Social Emotional Development	<p>Enjoys being part of the wider aspect of school – assemblies, parties</p> <p>Tidies away toys and clears away things that have been used</p> <p>Helps an adult when asked</p> <p>Can play a game led by an adult</p> <p>Enjoys imaginative play</p> <p>Is involved in more complex imaginative play with changing roles</p> <p>Takes another child’s feelings into account</p> <p>Can keep themselves safe in school</p> <p>Willing to take risks</p> <p>Keep on trying when faced with a challenge</p> <p>Makes healthy choices with regard to food, exercise and dental hygiene</p> <p>Will offer to help others without being asked</p>	<p>Understand the importance of and how to look after their teeth</p> <p>Understand healthy food choices</p> <p>Take turns when playing</p> <p>Will have a go at all activities</p> <p>Say please and thank you.</p> <p>Can manage their own feelings in a range of situations</p> <p>Can express a range of feelings and emotions</p> <p>Shares and take turns automatically</p> <p>Finds resolutions without conflict</p> <p>Says please and thank you independently</p> <p>Understands how to keep themselves safe in the sun and near water</p> <p>ELG- <u>Self-regulation-</u></p> <ul style="list-style-type: none"> ● Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

		<ul style="list-style-type: none"> ● Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. ● Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p><u>Managing Self-</u></p> <ul style="list-style-type: none"> ● Be confident to try new activities and show independence, resilience and perseverance in the face of challenge ● Explain the reasons for rules, know right from wrong and try to behave accordingly. ● Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p><u>Building Relationships-</u></p> <ul style="list-style-type: none"> ● Work and play cooperatively and take turns with others. ● Form positive attachments to adults and friendships with peers. ● Show sensitivity to their own and to others' needs.
<p>Literacy</p>	<p>To engage in book talk, eg, author, title. Show awareness of sounds and be able to make sounds. Recognise name and start to hear initial letter. Enjoys stories and can join in with repeating phrases. Can join in and knows common nursery rhymes. Give meaning to their marks.</p>	<p>To be able to engage in book talk, eg, author, illustrator and title. Shows awareness of sounds and is able to make sounds, Recognise name and hears initial letter Can give a favourite story and talk about it (World Book Day) Can join in and knows common nursery rhymes Give meaning to their marks Attempts to write their name</p>

	<p>Can join in and recite familiar refrains in traditional tales and rhymes.</p> <p>Is able to engage in book talk, e.g., author, illustrator, blurb and title.</p> <p>Is aware of the order of a story and can tell beginning, middle and end.</p> <p>Can segment sounds in simple words and blend them together.</p> <p>Beginning to write graphemes, with good formation.</p> <p>Can say phonemes associated with a letter shape.</p> <p>Knows that information can be retrieved from books and computers.</p>	<p>Enjoys an increasing range of books</p> <p>Is able to engage in book talk, e.g., author, illustrator, blurb and title</p> <p>Is aware of the order of a story, beginning, middle and end</p> <p>Beginning to write on a line</p> <p>Writes a simple sentence that can be read by themselves and others</p> <p>Explores vocabulary and explores the meaning and sounds of new words</p> <p>Can segment sounds in simple words and blend them together.</p> <p>Beginning to write graphemes, with good formation.</p> <p>Can say phonemes associated with a letter shape.</p> <p>Can read all tricky and decodable words given</p> <p>Can continue a rhyming string</p> <p>ELG-</p> <p><u>Comprehension-</u></p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. <p><u>Word Reading-</u></p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p><u>Writing-</u></p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.
<p>Maths</p>	<p>Join in with number songs and rhymes, showing some awareness of counting.</p> <p>Count with 1-1 correspondence.</p>	<p>Join in with number songs and rhymes, showing some awareness of counting.</p> <p>Understand the use of positional language.</p>

	<p>Make comparisons of size- length and size. Begin to subitise with objects up to 3. Can put toys in position in response to language, eg, put the bear in front of the table. Play with and talk about 2D shapes. Through role play, (shops). begin to show awareness of money. Create and extend ABAB patterns. Know number bonds automatically for numbers up to 5 and beyond. Solve simple addition and subtraction number sentences using resources. Count on or back from any given number up to 10. Know 1 more and 1 less for teen numbers. Describe the properties of 3d shapes. Use knowledge of 3d shapes to create representations of vehicles.</p>	<p>Name simple 2D shapes. Begin to subitise with objects up to 3. Count to 10 Interest in counting objects, movements, claps Solve real life problems involving measures. Develop use of Numicon to represent money, to weigh with, explore symmetry. Explore, describe and continue patterns using familiar numbers. Explore, describe and continue patterns using familiar shapes. Develop understanding of the concept of half for objects and amounts by sharing fairly.</p> <p>ELG- <u>Number-</u></p> <ul style="list-style-type: none"> • Have a deep understanding of numbers to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p><u>Numerical Patterns-</u></p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other Quantity`. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally
<p>Values</p>	<p>Resilience - Shows a desire to keep on trying even if they find things challenging at first. Adopts strategies to help them solve problems.</p>	<p>Cooperation - Shares/take turns in a group. Join in with other children playing a game without disruption. Works as a member of a team, within their class, their year group and within the school community.</p>
<p>Expressive Arts and Design</p>	<p>Experiments with colour and texture. Talks about what they're drawing. Can move to music. Copies simple rhythmic patterns.</p>	<p>Talk about what they are drawing Make simple marks based on own experiences Explore how paint can be manipulated to create a range of effects Choose colour for a purpose To use simple tools and techniques competently</p>

	<p>Use a range of objects to imitate play. Imitates real life scenarios through play. Knows what an artist, illustrator, craft maker and designer are and responds to some of their work. Participates in a whole school expressive arts week, based on Take One Picture. Has knowledge of ascending and descending sounds. Follows rhymes and patterns using voice and instruments.</p>	<p>Learning to use glue stick, glue and spreaders to join materials Engages in dramatic play with others</p> <p>Knows what an artist, illustrator, craft maker and designer are and responds to some of their work Uses paints and brushes to make a range of marks – dots, dabs, zigzags, wavy Creates a simple collage Uses fabrics to weave Articulates what they are drawing to an adult Develops the language of colour (secondary colours) and mixes colours to make new colours</p> <p>ELG- <u>Creating With materials-</u></p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories <p><u>Being Imaginative-</u></p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and song • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
<p>Understanding the World</p>	<p>Understand modes of transport Talk about the daily weather and link to seasons Know that some objects are old and new Understand language of today, tomorrow and yesterday. Understand the concept of the world Know where they live – town Considers and offers explanations of how things might work Explore and talk about different forces they can feel.</p> <p>Knows what happens within each season and how the weather changes</p>	<p>Speak about an event which has happened in the past and discuss a future event Ask questions about objects, events and animals observed in their environment Shows interests in different animals and sound they make Know names of different fruits and vegetables Use descriptive terms, such as 'fast', 'slow', 'hot' and 'cold' Look closely at similarities, differences, patterns and changes. Beginning to talk about significant events in their lives Talks about similarities and difference to friends Makes observations about objects, events and animals and can answer questions Understands that animals live in different habitats</p>

	<p>Knows how to keep healthy – daily exercise, healthy diet, brushing teeth, enough sleep</p> <p>Finds out how things work by observations and experimentation</p> <p>Uses descriptive terms such as ‘smooth’, ‘rough’ ‘boiling’ and ‘freezing’, ‘floating and sinking’</p> <p>Develops understanding of transport and makes links – e.g. cars – road, train – tracks</p> <p>Develops an understanding of locational knowledge – beach, city, river, country</p>	<p>Knows how to keep healthy – daily exercise, healthy diet, brushing teeth, enough sleep</p> <p>Knows parts of a plant (leaf, flower, stalk, root) and what is needed for a plant to grow (sun, water, soil,)</p> <p>Understands some ideas connected to light and dark – e.g. reflection, nocturnal animals etc</p> <p>ELG-</p> <p><u>Past and Present-</u></p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. <p><u>People, Culture and Communities-</u></p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. <p><u>The Natural World-</u></p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter
<p>Visitors/Trips</p>	<p>Walk around the local area.</p> <p>Visit the wooded area.</p> <p>Walk around the local area, visiting shops.</p> <p>Visit the wooded area.</p>	<p>Walk around the local area.</p> <p>Visit the wooded area.</p> <p>Visit the local cafe.</p> <p>Walk around the local area, visiting shops.</p>

		Visit the wooded area. Visit to Rookery farm.
Whole School	Writing Week Spring Fayre- FS2 country dancing Whole school Jubilee celebration	Science Week