



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

FS1
FS2

	Autumn 1	Autumn 2
Topic	All About Me	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>Can communicate basic needs to an adult</p> <p>Have mostly clear speech and be easily understood.</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>Maintains attention and can sit quietly.</p> <p>Building their bank of words and asking meaning of new words and trying to use in context.</p> <p>Enjoy listening to stories.</p> <p>Ask relevant questions in response to what they have heard.</p> <p>Describe events in detail.</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>Can walk and run with control.</p> <p>Can feed themselves.</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>Go to the toilet independently and is able 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 cut paper and hold scissors correctly.</p> <p>Can move on wheeled vehicles with control.</p> <p>Explores malleable materials.</p> <p>Can put coat on independently.</p> <p>Can fasten 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.</p> <p>Can go to the toilet independently.</p> <p>Can wash hands independently.</p> <p>Has awareness of daily routine.</p>	<p>Separate from carer happily.</p> <p>Awareness of daily routines.</p> <p>Will have a go at all activities.</p> <p>Develops good relationships with key adults in school, (key worker</p>

	<p>Beginning to acknowledge others in the environment. 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.</p>	<p>group). Develops relationships with peers in schools. Waits for their turn to talk. Can play a game led by an adult. 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 the importance of and how to look after their teeth. Plays collaboratively with other children. Expresses likes and dislikes.</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. Beginning to hear and make letter sounds. Can recognise own name. Can join in with repeated refrains. Make marks and ascribe meaning to them. Makes diagonal and vertical line marks. Can trace own name using name card.</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. Can join in and knows common nursery rhymes. Show awareness of sounds and be able to make sounds. 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, with good formation. Can say phonemes associated with a letter shape.</p>
Maths	<p>Joins in with number songs. Have an awareness of number. Say some numbers in order. Show an interest in sorting and matching. Show an interest in playing with shapes. Show awareness of measures through play. Have an awareness of numbers in their environment. Recognise numbers up to 5. Sing familiar counting songs and rhymes. Recognise simple shapes. Show awareness of pattern in number and shape. Begin to use language to describe position and measures.</p>	<p>Joins in with number songs. Have an awareness of number. Count to 10. Interest in counting objects, movements, claps. Can match shapes in a game. Talk about and explore 2D and 3D shapes. Talk about and identifies the patterns around them. Counts forwards and backwards to 10 from any given number. Understands 1:1 correspondence to 10. Records, using marks that they can interpret and explain. Orders numbers up to 10. Can identify which group has more. Knows 1 more and 1 less for numbers up to 5. Instantly recognises standard dice patterns to 6. Talks about properties of 2D shapes. Names 3D shapes.</p>

		Use familiar objects and simple shapes to create patterns.
Values	Happiness - Children can talk about something that makes them happy and something that they do not like.	Respect - Children take part in discussions about Diwali, Christmas and any other celebrations showing respect towards others and their beliefs.
Expressive Arts and Design	<p>Know some colour words.</p> <p>Begin to experiment with tools and materials.</p> <p>Show an awareness of music.</p> <p>Respond to music with movement.</p> <p>Take on a role during play.</p> <p>Beginning to build a repertoire of songs and rhymes.</p> <p>Build with a purpose in mind.</p> <p>Sings a range of familiar songs and rhymes.</p> <p>Use a variety of tools and materials.</p> <p>Ascribes meaning to their representation.</p> <p>Recognise and name some colour words.</p> <p>Copies simple rhythmic patterns.</p> <p>Use a range of objects to imitate play.</p> <p>Imitates real life scenarios through play.</p>	<p>Begins to use a variety of art tools such as pencil, crayons and pencils, paint and brushes</p> <p>Knows some colour words – primary colours</p> <p>Use a line to enclose a space and use these shapes to represent an object.</p> <p>To explore and manipulate 3D materials, such as play dough.</p> <p>To use a range of materials to construct a model with a purpose in mind.</p> <p>Use simple tools to shape, assemble and join materials – glue, scissors, tape.</p> <p>Sing simple rhymes and songs and clap to a song.</p> <p>Copy simple rhythmic patterns.</p> <p>Produces recognisable drawings of people and objects.</p> <p>Articulates what they are drawing to an adult.</p> <p>Knows what an artist, illustrator, craft maker and designer are and responds to some of their work (art lesson).</p> <p>Uses a wide range of tools with greater accuracy to shape, assemble and join materials – glue, tape, scissors, string, staples, clips, weaving.</p> <p>Follows rhymes and patterns using voice and instruments</p> <p>Copies simple rhythmic patterns</p> <p>Has knowledge of ascending and descending sounds</p>
Understanding the World	<p>Is beginning to talk about their lives.</p> <p>Is beginning to take an interest in their peers.</p> <p>Explores the outdoor environment.</p> <p>Is beginning to talk about their lives.</p> <p>Is beginning to learn about other cultures.</p> <p>Listens to stories set in other countries.</p> <p>Is beginning to understand localities.</p> <p>Explores and talks about their outdoor learning.</p>	<p>Is beginning to talk about their lives.</p> <p>Is beginning to take an interest in their peers.</p> <p>Understand language of today, tomorrow and yesterday.</p> <p>Speak about an event which has happened in the past and discuss a future event.</p> <p>Uses language associated with time – today, tomorrow, yesterday, week, month, year.</p> <p>Shows an interest in the lives of people around them.</p> <p>Remembers and talks about significant events in their life.</p> <p>Enjoys joining in with family customs.</p> <p>Knows some things that make them unique and different to others.</p> <p>Able to use a simple program using ICT.</p>

Visitors/Trips	<p>Walk around the local area. Visit the wooded area. Walk around the local area. Visit the wooded area.</p>	<p>Colonel Custard Walk around the local area. Colonel Custard Walk to local shops.</p>
Whole School	Diwali celebration	Christmas celebrations