



Loughton Manor First School
Key Skills and Knowledge Termly Overview for Foundation Stage 2023-24

FS1
FS2

	Summer 1	Summer 2
Topic	On the Move!	In the Garden
Communication and Language	<p>Join in with songs and rhymes. Beginning to develop imagination. Listen to longer stories and answer questions immediately afterwards. Can communicate basic needs to an adult. Take turns in speech and listen to others. Describe events that have already happened.</p> <p>Building their bank of words, ask meaning of new words and trying to use in context. Enjoy listening to an increasing range of stories. Describe events in more detail. Retell stories in increasing detail. Developing use of story language. Ask relevant questions in response to what they have heard. Understand a longer list of instructions. Understand spoken instructions and can listen without stopping what they are doing.</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. Building their bank of words and ask meaning of new words and trying to use in context.</p> <p>Building their bank of words and ask meaning of new words and trying to use in context. Enjoy listening to an increasing range of stories. Describe events in more detail. Making up stories of their own. Use talk to take on different roles during imaginative play. Ask relevant questions in response to what they have heard. Use talk to work out problems and organise thinking. Using talk to develop good friendships. Understands simple 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.
<p>Physical Development</p>	<p>Do up a zip to the top once started. Hold pencil with a tripod grip and has developed a hand preference. Use scissors with increasing control. Can walk, run and stand on tiptoe. Eat with a fork and spoon and trying to use a knife. Paint with correct strokes. Put on socks and shoes.</p> <p>Can move in time to a steady beat. Can run with control. Can spin with control. Can turn with control. Can side step. Can transfer their weight from foot to foot. Can move in response to music (Music/EAD link). Can move with control at different speeds with a change of direction. Can cooperate with a partner when moving (PSED link). Can use actions to express feelings within a dance (Music link). Can move to a count of four beats (Music link). Can remember and repeat a pattern of movements. Can use actions to represent people, objects (animals/weather).</p>	<p>Hold pencil with a tripod grip and has developed a hand preference. Do up a zip to the top once started. Pour a drink independently. Use scissors with increasing control. Can walk, run and stand on tiptoe. Will try a range of different foods. Can stand on one leg for 3-5 seconds. Can hop on a preferred foot. Put on socks and shoes.</p> <p>Can slide a bean bag towards a target. Can roll a ball towards a target. Can bounce and catch a ball with two hands. Can throw underarm towards a target. Can control a ball with a dominant foot. Can move a ball towards a target with foot. Can use new climbing frame with skill and safety. Develops skills needed for Sports Day. Writes lower case letters correctly. Begins to form some capital letters correctly.</p> <p><u>ELG-</u> <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.
<p>Personal Social Emotional Development</p>	<p>Enjoys being part of the wider aspect of school – assemblies, parties. Understand the importance of and how to look after their teeth. Understand healthy food choices. Take turns when playing. Will have a go at all activities. Say please and thank you. Can manage and express their feelings. Shows more confidence in new social situations.</p>	<p>Enjoys being part of the wider aspect of school – assemblies, parties. Tidies away toys and clears away things that have been used. Helps an adult when asked. Can play a game led by an adult. Enjoys imaginative play. Can manage and express their feelings. Understand the importance of and how to look after their teeth. Understand healthy food choices. Becomes increasingly independent when meeting their own needs (snack, toileting etc)</p>

Is learning how to keep themselves safe, (roads, internet, sun, water).

Is involved in imaginative play with changing roles.

Plays cooperatively.

Takes another child's feelings into account.

Finds resolutions without conflict.

Can keep themselves safe in school.

Willing to take risks.

Keep on trying when faced with a challenge.

Beginning to understand why we make healthy choices.

Understands how to keep themselves safe in the sun and near water.

Will offer to help others without being asked.

Continue to develop relationships with peers and familiar adults.

Can manage their own feelings in a range of situations.

Can express a range of feelings and emotions.

Learning to share and take turns.

Find resolutions without conflict.

Say please and thank you independently.

Understand how to keep themselves safe in the sun and near water.

Continue to develop relationships with peers and familiar adults.

ELG-

Self-regulation-

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- 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.

Managing Self-

- 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.

Building Relationships-

- Work and play cooperatively and take turns with others.

		<ul style="list-style-type: none"> • 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, illustrator and title. Show awareness of sounds and be able to make sounds. Recognise written name and start to hear initial sound. Claps syllables in own name. Enjoys stories and can join in with repeating phrases. Can join in and knows common nursery rhymes. Give meaning to their marks.</p> <p>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. Is aware of the order of a story and can tell beginning, middle and end. Can segment sounds in simple words and blend them together. Is able to write graphemes, with correct formation. Can say phonemes associated with a grapheme. Begin to write a simple sentence. Can read many HFW and focus words given (Monster Phonics). Knows that information can be retrieved from books and computers.</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 written name and hears initial sound. Claps syllables in own name. Can express a preference of story and talk about it. Can join in and knows common nursery rhymes. Give meaning to their marks. Attempts to write their name.</p> <p>Enjoys an increasing range of books. Is able to engage in book talk, e.g., author, illustrator, blurb and title. Is aware of the order of a story, beginning, middle and end. Beginning to write on a line. Writes a simple sentence that can be read by themselves and others. Explores vocabulary and explores the meaning and sounds of new words. Can segment sounds in simple words and blend them together. Is able to write graphemes, with correct formation. Can say phonemes associated with a letter shape. Can read most HFW and focus words given (Monster Phonics). Can continue a rhyming string.</p> <p>ELG- Comprehension-</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>Word Reading-</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 to 10. Count with 1-1 correspondence (up to 5). Make comparisons of size- length and size, using vocabulary; long, short, big and little, tall, short, huge, small. 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 (square, circle, triangle, rectangle). Is aware that each Numicon shape represents a number, up to 10. Through role play, (shops). begin to show awareness of money. Create and extend ABAB patterns. Describe a familiar route.</p> <p>Know number bonds automatically for numbers up to 5. Solve simple addition and subtraction number sentences using resources up to 10. Count on or back from any given number up to 10. Know 1 more and 1 less (fewer) for teen numbers. Name and describe the properties of 3d shapes (sphere, cube, cuboid, cylinder, cone and pyramid, fat, roll, stack, face). Use knowledge of 3d shapes to create representations e.g. house, castle, bridge.</p>	<p>Join in with number songs and rhymes, showing some awareness of counting. Understand the use of positional language. Name simple 2D shapes (square, circle, triangle, rectangle). Begin to subitise with objects up to 3. Counting and recognising numbers to 10. Interest in counting objects, movements, claps. Is aware that each Numicon shape represents a number. Create and extend ABAB patterns. Explore measures, including weight and capacity; weight- heavy, light, capacity- full, empty.</p> <p>Solve real life problems involving measures (length, height, weight). 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><u>ELG- 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.

		<ul style="list-style-type: none"> 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. Talk about what they are drawing. Can respond to music with movement and copy simple patterns. To use simple tools and techniques. Learning to use glue stick, glue and spreaders to join materials. Copies simple rhythmic patterns. Engages in dramatic play with others.</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. Has knowledge of ascending and descending sounds. Follows rhymes and patterns using voice and instruments.</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. Learning to use glue stick, glue and spreaders to join materials. Can respond to music with movement and copy simple patterns. Engages in dramatic play with others. Respond to music with movement and copy simple patterns.</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. To use simple tools and techniques competently. Articulates what they are drawing to an adult. Develops the language of colour (secondary colours) and mixes colours to make new colours. Responds to pictures, stories and objects with sound.</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. Understand language of today, tomorrow and yesterday. Speak about an event in the past and an event in the future. Understand the concept of the world. Know where they live – town. To know that King Charles III is our King. Investigate a range of materials. 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. Knows how to keep healthy – daily exercise, healthy diet, brushing teeth, enough sleep. Finds out how things work by observations and experimentation. Uses descriptive terms such as ‘smooth’, ‘rough’ ‘boiling’ and ‘freezing’, ‘floating and sinking’. Develops understanding of transport and makes links – e.g. cars – road, train – tracks. Develops an understanding of locational knowledge – beach, city, river, country.</p>	<p>Talk about the daily weather and link to seasons. 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. Use descriptive terms, such as ‘fast’, ‘slow’, ‘hot’ and ‘cold’. Investigate a range of materials and begin to use vocabulary to describe. Discusses why some objects are old and new. Look closely at similarities, differences, patterns and changes. Understand the concept of the world. Know where they live – town. Know where they live – town (Link to Men Behaving Dably activity).</p> <p>Makes observations about objects, events and animals and can answer questions. Understands that animals live in different habitats. Knows how to keep healthy – daily exercise, healthy diet, brushing teeth, enough sleep. Understands some ideas connected to light and dark – e.g. reflection, nocturnal animals etc. Develops an understanding of locational knowledge – beach, city, river, country.</p> <p><u>ELG-</u> <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
Visitors/Trips/ Events	<p>Walk around the local area. Visit the wooded area. Walk around the local area, visiting shops. Visit the wooded area. Books in the Woods</p>	<p>Walk around the local area. Visit the wooded area. Visit the local cafe. Visit to Farm Walk around the local area, visiting shops. Visit the wooded area. Planetarium visit. Visit to Herrings Green Farm.</p>
Whole School	<p>Writing Week Spring Fayre- FS2 country dancing</p>	<p>Men Behaving Dadly</p>

	Spring 1	Spring 2
Topic		
English		
Maths		
Science		
DT		
Computing		
Art		
Geography		
History		
PE		
Music		
PSHE/SMSC		
RE		
Values		
Visitors/Trips		
Whole School		

	Summer 1	Summer 2
Topic		
English		
Maths		
Science		
DT		
Computing		
Art		
Geography		
History		
PE		
Music		
PSHE/SMSC		
RE		
Values		
Visitors/Trips		
Whole School		