



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

**FS1**  
**FS2**

	Spring 1	Spring 2
Topic	Adventures (Traditional Tales)	Go Wild!
<b>Communication and Language</b>	<p>Use longer sentences and start to link ideas.</p> <p>Describe events that have already happened.</p> <p>Can start a conversation and continue it.</p> <p>Take turns in speech and listen to others.</p> <p>Knows some songs and rhymes.</p> <p>Enjoy make-believe.</p> <p>Can tell an adult when upset.</p> <p>State how they are feeling.</p> <p>Can ask a question.</p> <p>Ask a relevant question in response to what they've heard.</p> <p>Use story language.</p> <p>Retell stories in order.</p>	<p>Use longer sentences and start to link ideas.</p> <p>Describe events that have already happened.</p> <p>Follow 2 part instructions.</p> <p>Answer questions about why something has happened.</p> <p>Join in with songs and rhymes.</p> <p>Use talk to organise their play.</p> <p>Builds their bank of words, asks the meaning of new words and tries to use them in context.</p> <p>Enjoy listening to stories.</p> <p>Make up stories of their own.</p> <p>Use talk to take on different roles during imaginative play.</p> <p>Use talk to work out problems and organise thinking.</p> <p>Use talk to develop good friendships.</p> <p>Begins to understand simple humour.</p>
<b>Physical Development</b>	<p>Go to the toilet independently and able to wipe themselves clean.</p> <p>Do a zip up once started.</p> <p>Pour a drink.</p> <p>Use scissors to cut paper with increasing control.</p> <p>Make marks confidently.</p> <p>Can walk and run with control.</p> <p>Will try different foods.</p> <p>Can feed themselves with control.</p> <p>Can go to the toilet independently and wipe themselves clean.</p> <p>Move confidently in a variety of ways.</p> <p>Can sit unaided on the carpet with control.</p> <p>Experiment with the use of small tools.</p> <p>Can fasten coat.</p> <p>Can use knife and fork.</p> <p>Walk up and down stairs one foot per stair.</p> <p>Uses scissors competently to cut out shapes.</p>	<p>Go to the toilet independently and able to wipe themselves clean.</p> <p>Do a zip up once started.</p> <p>Put on socks and shoes.</p> <p>Can stand on tiptoe.</p> <p>Can hop on a preferred foot.</p> <p>Can stand on one leg for 3-5 seconds.</p> <p>Make marks confidently.</p> <p>Use scissors to cut paper with increasing control.</p> <p>Will try different foods.</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> <p>Use different techniques to develop fine motor skills (weaving).</p> <p>Can stand on one leg for 8-10 seconds.</p>

	<p>Progress towards a more fluent style of moving with developing control.</p> <p>Can copy a sequence of actions.</p>	<p>Can hop on either foot.</p> <p>Use apparatus safely.</p> <p>To balance and pedal a 2 wheeled bike (Bikeability).</p>
<p>Personal Social Emotional Development</p>	<p>Developing good relationships with key adults in school, (Key worker group).</p> <p>Develops relationships with peers in school.</p> <p>Understands how to share toys.</p> <p>Can manage and express their feelings.</p> <p>Waits for their turn to talk.</p> <p>Say please and thank you.</p> <p>Say please and thank you and respond to others in conversations.</p> <p>Understand the importance of and how to look after their teeth.</p> <p>Understand why it is important to try a range of healthy foods.</p> <p>Will tidy items away safely.</p> <p>Will offer to help others.</p> <p>Understands how to keep ourselves safe.</p> <p>Is confident to speak about their own needs, wants, interests and opinions.</p> <p>See themselves as a valuable individual.</p> <p>Can manage their own day to day needs with increasingly less support.</p>	<p>Understand the importance of and how to look after their teeth.</p> <p>Understand healthy food choices.</p> <p>Can manage and express their feelings.</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 and express feelings.</p> <p>Find resolutions without conflict.</p> <p>Will wait their turn to talk.</p> <p>Play cooperatively.</p> <p>Understand how to keep ourselves safe (stranger danger/safe internet usage).</p> <p>Develops respectful relationships at home and in school.</p> <p>Shows resilience and perseverance in the face of a challenge.</p> <p>Describes themselves in positive terms.</p> <p>Can talk about their abilities.</p>
<p>Literacy</p>	<p>To engage in book talk, eg, author, title.</p> <p>Show awareness of sounds and be able to make sounds.</p> <p>Recognise name and start to hear initial letter.</p> <p>Enjoys stories and can join in with repeating phrases.</p> <p>Can join in and knows common nursery rhymes.</p> <p>Give meaning to their marks.</p> <p>Can join in and recite familiar refrains in traditional tales and rhymes.</p> <p>Is able to engage in book talk, eg, author, illustrator, blurb, 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 correct formation.</p> <p>Can say phonemes associated with a grapheme.</p> <p>Knows that information can be retrieved from books and computers.</p> <p>Enjoys an increasing range of books.</p>	<p>Enjoys stories and can join in with repeating phrases.</p> <p>Can hold a book the correct way up.</p> <p>Will look at books independently.</p> <p>To be able to engage in book talk, eg, author, illustrator and title.</p> <p>Can join in and knows common nursery rhymes.</p> <p>Hears and can repeat initial sounds in words.</p> <p>Shows awareness of sounds and is able to make sounds.</p> <p>Recognise name and hears initial letter.</p> <p>Can give a favourite story and talk about it (World Book Day).</p> <p>Give meaning to their marks.</p> <p>Attempts to write their name.</p> <p>Enjoys an increasing range of books.</p> <p>Is able to engage in book talk, eg, author, illustrator, blurb, title.</p> <p>Beginning to write on a line.</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 my own name independently.</p>	<p>Can join in and recite familiar refrains in traditional tales and rhymes. Is aware of the order of a story, beginning, middle and end. Writes a simple sentence that can be read by themselves and others. Beginning to write graphemes, with correct formation. Can say phonemes associated with a grapheme. Can write own name independently.</p>
<p>Maths</p>	<p>Have an awareness of number., eg, their age is a number, their house has a number. Say some numbers in order, 0-5. Show an interest in sorting and matching. Show an interest in playing with shapes. Show awareness of measures through play. Use Numicon to understand the concept of number, each shape represents a number, up to 5. Join in with number songs and rhymes, showing some awareness of counting. Count with 1-1 correspondence. Make comparisons of size- length and size. Can put toys in position in response to language, eg, put the bear in front of the table. Have an awareness of numbers in their environment. Recognise numbers up to 10. Sing familiar counting songs and rhymes. Recognise simple shapes (circle, square, triangle, rectangle, pentagon, hexagon, semi circle, oval, octagon). Show awareness of pattern in number and shape. Begin to use language to describe position and measures. Continues to use marks to represent numbers. Develop children's ability to subitise using non standard patterns to represent numbers. Develop their ability to use fingers to represent numbers and numerical patterns. Develop use of Numicon to represent money, to weigh with, explore symmetry. Uses familiar objects and 2D and 3D shapes to create patterns. Order numbers and recognise the pattern of the counting system finding 1 more and 1 less for any given number to 10. Develop understanding of number bonds to 5 for each number. Use language to describe position. (Beebots)</p>	<p>Join in with number songs and rhymes, showing some awareness of counting. Recite numbers to 10. Interest in counting objects, movements, claps. Can match shapes in a game. Talk about and explore 2D (flat) shapes. Name simple 2D shapes (circle, square). Talk about the patterns around them. Use Numicon to understand the concept of number. Understand the use of positional language (in, on, under). Make comparisons of size- length and size. Begin to subitise with objects up to 3. 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 and which group has fewer. Knows 1 more and 1 less for numbers up to 10. Instantly recognises standard dice patterns to 6. Talks about properties of 2D shapes (corner, side, flat). Names 3D shapes (sphere, cube, cuboid, cylinder, cone and pyramid). Use familiar objects and simple shapes to create more complex patterns. Solve problems involving shapes and measures. Use language of time (first, then,next, after). Measure time. (What can you do in a second? What can you do in a minute?) Uses Numicon to explore and understand the value of money. Explore numbers up to 20. Begins to explore 2 and 5 times tables by looking at patterns on the 100 square. Recognises some doubles up to 10. Beginning to understand when a number is odd or even.</p>

	<p>Manipulate shapes to build models.</p>	<p>Finds half of real life objects.  Compare two amounts saying when one is more than, less than or equal to (the same as) the other up to 10.  Consolidate their understanding of the 'stable order principle' for numbers up to 10.  Beginning to understand that numbers can be composed in different ways. (Number bonds to 10)</p>
Values	<p>Kindness- Discussion about acts of kindness and how to be kind towards others.</p>	<p>Honesty - Understand the importance of telling the truth and the consequences of telling lies.</p>
Expressive Arts and Design	<p>Know some colour words.  Begin to experiment with tools and materials.  Show an awareness of music.  Respond to music with movement and copy simple patterns.  Take on a role during play.  Beginning to build a repertoire of songs and rhymes.  Build with a purpose in mind.  Participates in a whole school expressive arts week, based on Take One Picture.  Experiments with colour and texture.  Talks about what they're drawing.  Can move to music.  Copies simple rhythmic patterns.  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.  Knows what an artist, illustrator, are and continues to respond 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>Knows some colour words – primary colours.  Begins to use a variety of art tools such as pencil, crayons and pencils, paint and brushes.  Explore how paint can be manipulated to create a range of effects.  Use a line to enclose a space and use these shapes to represent an object.  Talk about what they are drawing.  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.  Learning to use glue stick, glue and spreaders to join materials.  Sing simple rhymes and songs and clap to a song.  Copy simple rhythmic patterns.</p> <p>Produces recognisable drawings of people and objects.  Articulates what they are drawing to an adult.  Knows what an artist, illustrator, craft maker and designer are and responds to some of their work (art lesson).  Uses a wide range of tools with greater accuracy to shape, assemble and join materials – glue, tape, scissors, string, staples, clips, weaving.  Follows rhymes and patterns using voice and instruments.  Copies simple rhythmic patterns.  Has knowledge of ascending and descending sounds.  Knows what an artist, illustrator, craft maker and designer are and responds to some of their work.</p>

		<p>Uses paints and brushes to make a range of marks – dots, dabs, zigzags, wavy.</p> <p>Creates a simple collage.</p> <p>Develops the language of colour (secondary colours) and mixes colours to make new colours.</p>
Understanding the World	<p>Is beginning to talk about their lives and those of others.</p> <p>Is beginning to take an interest in their peers.</p> <p>Explores the outdoor environment.</p> <p>Can talk about the weather.</p> <p>Know names of different fruit and vegetables.</p> <p>Follow simple directions, backwards and forwards, (Beebots).</p> <p>Know that there are different countries in the world.</p> <p>Explore a collection of materials.</p> <p>Talks about similarities and differences to friends.</p> <p>Can talk about their family.</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>Speaks about events in the past, present and future.</p> <p>Knows some things that make them unique and different to others.</p> <p>Investigate a collection of materials.</p> <p>Identify similarities and differences in different environments.</p> <p>Knows what happens within each season and how the weather changes.</p> <p>Able to use a simple program using ICT.</p> <p>Draw information from a simple map.</p>	<p>Is beginning to talk about their lives and those of others.</p> <p>Is beginning to take an interest in their peers.</p> <p>Talks about similarities and difference to friends.</p> <p>Can talk about the weather.</p> <p>Speak about an event which has happened in the past and discuss.</p> <p>Know names of different fruit and vegetables.</p> <p>Understand the language today, tomorrow and yesterday.</p> <p>Ask questions about objects, events and animals observed in their environment.</p> <p>Use descriptive terms, such as ‘fast’, ‘slow’, ‘hot’ and ‘cold’.</p> <p>Beginning to talk about significant events in their lives.</p> <p>Know parts of a plant (leaf, flower) and what is needed for a plant to grow (sun, water) some ways to look after our environment.</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> <p>Make observations about objects, events and animals and can answer questions.</p> <p>Understands that animals live in different habitats.</p> <p>Knows names of different fruits and vegetable.</p> <p>Knows how to keep healthy – daily exercise, healthy diet, brushing teeth, enough sleep.</p> <p>Investigate parts of a plant (leaf, flower. stalk, root) and what is needed for a plant to grow (sun, water, soil).</p> <p>Discusses why some objects are old and new.</p>
Visitors/Trips	<p>Visit the wooded area.</p> <p>Walk around the local area.</p> <p>Visit the wooded area.</p> <p>Visit from a Police officer.</p>	<p>Walk around the local area.</p> <p>Walk around local area.</p> <p>Visit from dentist.</p> <p>Visit from Parks Trust (water safety).</p>

<b>Whole School</b>	<b>Expressive Arts Week</b>	

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

