

# FOUNDATION UNIT OVERVIEW FOR 2016 to 2017 – *Differentiation to be implemented as required* Year A

TERM / TOPIC	FOCUS TEXT	CELEBRATIONS /EVENTS	PHONICS FOCUS	LITERACY FOCUS	MATHS FOCUS
<b>AUTUMN 1</b> <b>IT'S ALL ABOUT ME</b>  <b>NURSERY</b> <b>GRADUAL</b> <b>ADMISSION &amp;</b> <b>SETTLING IN</b> <b>TIME.</b>	<b>RECEPTION</b>  <b>MONKEY</b> <b>AND ME</b>  <b>HOW TO</b> <b>LOSE A</b> <b>LEMUR</b>	<b>HARVEST</b> <b>FESTIVAL</b>  <b>TEXT:</b> <b>HANDA'S</b> <b>SURPRISE</b>	<b>P1 Phonics</b> Environmental Sounds Body Percussion Rhythm & Rhyme <b>Reception</b> Continuing phase 1 activities within areas. <b>Phase 2</b> Links some sounds to letters  Listens to others one to one or in small groups, when conversation interests them.  Focusing attention – still listen or do, but can shift own attention.	<b>Reception</b> <b>Writing</b> To hold a pencil using a comfortable and efficient grip To understand that words are ordered top to bottom, left to right, and need to be read that way in order to make sense To understand and use correctly terms about books and print: <i>book, cover, beginning, end, page, line, word, letter, and title.</i> To track the text in the right order, page by page, left to right, top to bottom; pointing while reading To experiment with writing in a variety of play, exploratory and role-play situations To write their own names on pictures and pieces of work <b>Reading:</b> Reading letters that represent the sounds a – z, additionally ck, ll, ss, ff, zz, qu, sh, ch, th, ng, ai, ee, oo Writing each letter in response to the sounds as listed above To read on sight, a range of familiar words, e.g. children's names, shop/restaurant names To read on sight simple words from the high frequency words list	<b>Reception</b> <b>Number</b> To say and use the number names to 20 in order, in familiar contexts To count reliably up to 10 everyday objects To recognise numerals 1 – 10 <b>SSM</b> To use language such as round, circle, square, bigger, smaller, heavier, lighter, more and less to describe/compare objects To start to learn names of some solid shapes: cube, sphere, cone To find 1 more than a number from 1 – 10 To talk about, recognise and recreate simple patterns To begin to recognise 1p coins To begin to use language related to time in order to sequence events
<b>AUTUMN 2</b> <b>THE STORY OF</b> <b>DIFFERENT</b> <b>FESTIVALS</b> <b>AROUND THE</b> <b>WORLD.</b>	<b>STANLEY</b> <b>STICK</b>  <b>PUMPKIN</b> <b>SOUP</b>	<b>DIWALI</b> <b>BONFIRE NIGHT</b> <b>CHIRSTMAS</b> <b>THANKSGIVING</b>  <b>TEXT:</b> <b>CHIRSTMAS</b> <b>STORY</b> <b>THANKSGIVING</b> <b>STORY</b> <b>SOUND AND</b> <b>SHAPE POEMS</b>	<b>Nursery</b> <b>P1 Phonics</b> Environmental Sounds Body Percussion Rhythm & Rhyme <b>Reception</b> <b>Phase 2</b> Hear and say sounds in words Begin to blend sounds in CVC words. Is able to follow directions (if not intently focused on own choice of activity).	<b>Nursery</b> <b>Writing</b> Mark Making <b>Reading</b> Developing love of books Correct book handling Joining in with repeated refrains <b>Reception</b> <b>Writing</b> To hold a pencil using a comfortable and efficient grip To understand that words are ordered top to bottom, left to right, and need to be read that way in order to make sense To understand and use correctly terms about books and print: <i>book, cover, beginning, end, page, line, word, letter, and title.</i> To track the text in the right order, page by page, left to right, top to bottom; pointing while reading To experiment with writing in a variety of play, exploratory and role-play situations	<b>Nursery</b> <b>Number</b> Recite number names in sequence Language of quantities – more/less Join in with number rhymes <b>SSM</b> Sorting/matching/sequencing Language of size Meal times Positional language <b>Reception</b> <b>Number</b> To say and use the number names to 20 in order, in familiar contexts To count reliably up to 10 everyday objects To recognise numerals 1 – 10 <b>SSM</b> To use language such as round, circle, square, bigger, smaller, heavier, lighter, more and less to describe/compare objects

				<p>To write their own names on pictures and pieces of work</p> <p><b>Reading:</b> Reading letters that represent the sounds a – z, additionally ck, ll, ss, ff, zz, qu, sh, ch, th, ng, ai, ee, oo</p> <p>Writing each letter in response to the sounds as listed above</p> <p>To read on sight, a range of familiar words, e.g. children's names, shop/restaurant names</p> <p>To read on sight simple words from the high frequency words list.</p>	<p>To start to learn names of some solid shapes: cube, sphere, cone</p> <p>To find 1 more than a number from 1 – 10</p> <p>To talk about, recognise and recreate simple patterns</p> <p>To begin to recognise 1p coins</p> <p>To begin to use language related to time in order to sequence events</p>
<p><b>SPRING 1</b> <b>INVESTIGATING THE WEATHER AND SEASONS.</b></p>	<p><b>PENGUIN POLLY</b></p> <p><b>BLOWN AWAY</b></p>	<p><b>CHINESE NEW YEAR SHROVE TUESDAY</b></p> <p><b>TEXT: CHINESE NEW YEAR RACE</b></p>	<p><b>Nursery</b> <b>P1 Phonics</b> Environmental Sounds Alliteration Voice Sounds <b>Reception</b> Link sounds to letters, naming and sounding letters of the alphabet Hear and say sounds in words Begin to blend sounds in CVC words.</p>	<p><b>Nursery</b> <b>Writing</b> Mark Making <b>Reading</b> Name recognition Concepts about print Describing main characters/events</p> <p><b>Reception:</b> <b>Writing:</b> To use a comfortable and efficient pencil grip To expect written text to make sense and to check for sense if it does not That words are ordered left to right and need to be read that way to make sense To track the text in the right order, page by page, left to right, top to bottom; pointing while reading. To write their own names/labels or captions for pictures and drawings.</p> <p><b>Reading:</b> Reading letters that represent the sounds a – z, sh, ch, th (extending to include 'ss, ll, ff, zz, ng, ck, ai, oo, ee, igh, oa, ar, or, ow, oi') Writing each letter in response to sounds, as above. To read on sight, a range of familiar words, e.g. children's names, captions, labels and the words from favourite books. To read on sight the 60 high frequency words (to be taught by the end of Reception).</p>	<p><b>Nursery</b> <b>Number</b> Counting sets Comparing two groups – more/less Matching number to quantity Tallying <b>SSM</b> Sorting/sequencing Using shapes to construct Language of size <b>Reception</b> <b>Number</b> Say and use the number names in order, in familiar contexts Count reliably up to 10 everyday objects Recognise numerals 1 – 9 <i>moving on to 10 -20</i> Begin to use language associated with addition and subtraction Find 1 more or 1 less than a number from 1 – 10 Experience practical activities to solve simple calculations <b>SSM</b> Talk about, recognise and recreate simple patterns Use language such as circle or bigger to describe the shape and size of solid and flat shapes</p>
<p><b>SPRING 2</b> <b>THE STORY OF PIRATES AT THE SEASIDE</b></p>	<p><b>ON A PIRATE SHIP</b></p> <p><b>FANTASTIC FISH</b></p>	<p><b>TRIP TO THE BEACH</b></p> <p><b>TEXT: AT THE BEACH BY ROLAND</b></p>	<p><b>P1 Phonics</b> Alliteration Body Percussion Oral blending and Segmenting <b>Phase 2</b> – as appropriate <b>Reception</b> Use phonic knowledge to read simple regular words. Attempt to read more</p>	<p><b>Nursery</b> <b>Writing</b> Mark Making / writing letters Writing own name <b>Reading</b> Name recognition Concepts about print Story structures Describe settings <b>Reception:</b></p>	<p><b>Nursery</b> <b>Number</b> Counting sets – one to one correspondence <b>Matching number to quantity</b> <b>SSM</b> Identifying/comparing/describing shapes Language of size/measure Orders sequence of events</p>

		<b>HARVEY</b>	complex words using phonic knowledge.	<p><b>Writing:</b> Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p> <p><b>Reading:</b> Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read.</p>	<p><b>Reception:</b> <b>Numbers</b> Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p> <p><b>SSM</b> Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>
<b>SUMMER 1 THE STORY OF THE GROWING BEANSTALK</b>	<p><b>JASPER'S BEANSTALK</b></p> <p><b>JACK AND THE BEANSTALK</b></p> <p><b>JIM AND THE BEANSTALK</b></p>	<p><b>MOTHER'S WEEK IN CLASS MOTHER'S DAY EASTER</b></p> <p><b>TEXT: EASTER STORY.</b></p>	<p><b>Nursery P1 Phonics</b> Instrumental Sounds Oral blending and Segmenting Rhythm &amp; Rhyme <b>Reception</b> Link sounds to letters, naming and sounding letters of the alphabet Hear and say sounds in words Begin to blend sounds in CVC words.</p>	<p><b>Nursery Writing</b> Mark Making / cards <b>Reading</b> Name recognition Concepts about print Suggest story endings <b>Reception:</b> <b>Writing:</b> Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. <b>Reading:</b> Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate an understanding when talking with others about what they have read.</p>	<p><b>Nursery Number</b> Counting sets – one to one correspondence <b>Matching number to quantity</b> <b>SSM</b> Identifying/describing shapes Language of size <b>Reception:</b> <b>Numbers</b> Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p> <p><b>SSM</b> Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>

<p><b>SUMMER 2 AN EXPLORATION INTO OUTER SPACE.</b></p>	<p><b>ALIENS LOVE UNDERPANTS</b></p> <p><b>WAY BACK HOME</b></p>	<p><b>FATHER WEEK IN CLASS FATHER'S DAY SPACE MUSUEM TRIP ALIEN TEA PARTY</b></p> <p><b>TEXT: TOYS IN SPACE</b></p>	<p><b>P1 Phonics</b> Environmental Sounds Instrumental Sounds /Voice Oral blending and segmenting <b>Phase 2</b> – as appropriate <b>Reception</b> Use phonic knowledge to read simple regular words. Attempt to read more complex words using phonic knowledge. Uses knowledge of letters, sounds and words to read and write independently.</p>	<p><b>Nursery</b> <b>Writing</b> Mark Making Writing own name <b>Reading</b> Name recognition /writing letters Concepts about print Describe settings <b>** P2 phonics and focused read for children who are ready</b></p> <p><b>Reception:</b> <b>Writing</b> Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing. <b>Reading</b> Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read.</p>	<p><b>Nursery</b> <b>Number</b> Counting sets – one to one correspondence <b>Matching number to quantity</b> <b>Record/interpret number marks</b> <b>SSM</b> Identifying/comparing/describing shapes in the environment Language of size/measure <b>Reception</b> <b>Number</b> Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups. <b>SSM</b> Children estimate, measure, weigh and compare and order objects and talk about properties, position and time.</p>
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## Objectives covered in the other areas of Development Matters **PRIME AREA**

COMMUNICATION AND LISTENING	Listening and attention	Understanding	Speaking
<b>NURSERY</b> <b>22 – 36 months</b>	<ul style="list-style-type: none"> <li>Listens with interest to the noises adults make when they read stories.</li> <li>Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.</li> <li>Shows interest in play with sounds, songs and rhymes.</li> <li>Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies action words by pointing to the right picture, e.g., <i>"Who's jumping?"</i></li> <li>Understands more complex sentences, e.g. <i>'Put your toys away and then we'll read a book.'</i></li> <li>Understands 'who', 'what', 'where' in simple questions (e.g. <i>Who's that/can? What's that? Where is.?</i>).</li> <li>Developing understanding of simple concepts (e.g. <i>big/little</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</li> <li>Holds a conversation, jumping from topic to topic.</li> <li>Learns new words very rapidly and is able to use them in communicating.</li> <li>Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying <i>'I have it'</i>.</li> <li>Uses a variety of questions (e.g. <i>what, where, who</i>).</li> <li>Uses simple sentences (e.g. <i>'Mummy gonna work.'</i>)</li> <li>Beginning to use word endings (e.g. <i>going, cats</i>).</li> </ul>
<b>30 – 50 months</b>	<ul style="list-style-type: none"> <li>Listens to others one to one or in small groups, when conversation interests them.</li> <li>Listens to stories with increasing attention and recall.</li> <li>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>Focusing attention – still listen or do, but can shift own attention.</li> <li>Is able to follow directions (if not intently focused on own choice of activity).</li> </ul>	<ul style="list-style-type: none"> <li>Understands use of objects (e.g. <i>"What do we use to cut things?"</i>)</li> <li>Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</li> <li>Responds to simple instructions, e.g. to get or put away an object.</li> <li>Beginning to understand 'why' and 'how' questions.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to use more complex sentences to link thoughts (e.g. <i>using and, because</i>).</li> <li>Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>).</li> <li>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</li> <li>Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i>.</li> <li>Uses a range of tenses (e.g. <i>play, playing, will play, played</i>).</li> <li>Uses intonation, rhythm and phrasing to make the meaning clear to others.</li> <li>Uses vocabulary focused on objects and people that are of particular importance to them.</li> <li>Builds up vocabulary that reflects the breadth of their experiences.</li> <li>Uses talk in pretending that objects stand for something else in play, e.g., <i>'This box is my castle.'</i></li> </ul>
<b>RECEPTION</b> <b>40 – 60+ months</b>	<ul style="list-style-type: none"> <li>Maintains attention, concentrates and sits quietly during appropriate activity.</li> <li>Two-channelled attention – can listen and do for short span.</li> </ul>	<ul style="list-style-type: none"> <li>Responds to instructions involving a two-part sequence.</li> <li>Understands humour, e.g. nonsense rhymes, jokes.</li> <li>Able to follow a story without pictures or props.</li> <li>Listens and responds to ideas expressed by others in conversation or discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> <li>Uses language to imagine and recreate roles and experiences in play situations.</li> <li>Links statements and sticks to a main theme or intention.</li> <li>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>Introduces a storyline or narrative into their play.</li> </ul>
<b>EARLY LEARNING GOALS</b>	<ul style="list-style-type: none"> <li><b>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</b></li> </ul>

PHYSICAL DEVELOPMENT	Moving and handling	Health and self-care
<b>NURSERY</b>  <b>22 – 36 months</b>	<ul style="list-style-type: none"> <li>Runs safely on whole foot.</li> <li>Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.</li> <li>Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.</li> <li>Can kick a large ball.</li> <li>Turns pages in a book, sometimes several at once.</li> <li>Shows control in holding and using jugs to pour, hammers, books and mark-making tools.</li> <li>Beginning to use three fingers (tripod grip) to hold writing tools</li> <li>Imitates drawing simple shapes such as circles and lines.</li> <li>Walks upstairs or downstairs holding onto a rail two feet to a step.</li> <li>May be beginning to show preference for dominant hand.</li> </ul>	<ul style="list-style-type: none"> <li>Feeds self competently with spoon.</li> <li>Drinks well without spilling.</li> <li>Clearly communicates their need for potty or toilet.</li> <li>Beginning to recognise danger and seeks support of significant adults for help.</li> <li>Helps with clothing, e.g. puts on hat, unzips zipper on jacket, and takes off unbuttoned shirt.</li> <li>Beginning to be independent in self-care, but still often needs adult support.</li> </ul>
<b>30 – 50 months</b>	<ul style="list-style-type: none"> <li>Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</li> <li>Mounts stairs, steps or climbing equipment using alternate feet.</li> <li>Walks downstairs, two feet to each step while carrying a small object.</li> <li>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> <li>Can stand momentarily on one foot when shown.</li> <li>Can catch a large ball.</li> <li>Draws lines and circles using gross motor movements.</li> <li>Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</li> <li>Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</li> <li>Holds pencil near point between first two fingers and thumb and uses it with good control.</li> <li>Can copy some letters, e.g. letters from their name.</li> </ul>	<ul style="list-style-type: none"> <li>Can tell adults when hungry or tired or when they want to rest or play.</li> <li>Observes the effects of activity on their bodies.</li> <li>Understands that equipment and tools have to be used safely.</li> <li>Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</li> <li>Can usually manage washing and drying hands.</li> <li>Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</li> </ul>
<b>RECEPTION</b>  <b>40 – 60+ months</b>	<ul style="list-style-type: none"> <li>Experiments with different ways of moving.</li> <li>Jumps off an object and lands appropriately.</li> <li>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>Uses simple tools to effect changes to materials.</li> <li>Handles tools, objects, construction and malleable materials safely and with increasing control.</li> <li>Shows a preference for a dominant hand.</li> <li>Begins to use anticlockwise movement and retrace vertical lines.</li> <li>Begins to form recognisable letters.</li> <li>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</li> </ul>	<ul style="list-style-type: none"> <li>Eats a healthy range of foodstuffs and understands need for variety in food.</li> <li>Usually dry and clean during the day.</li> <li>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</li> <li>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</li> <li>Shows understanding of how to transport and store equipment safely.</li> <li>Practices some appropriate safety measures without direct supervision.</li> </ul>
<b>EARLY LEARNING GOALS</b>	<ul style="list-style-type: none"> <li><b>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</b></li> </ul>



PERSONAL, SOCIAL AND EMOTIONAL	Making relationships	Self-confidence and self-awareness	Managing feelings and behaviour
<b>NURSERY</b>  <b>22 – 36 months</b>	<ul style="list-style-type: none"> <li>Interested in others' play and starting to join in.</li> <li>Seeks out others to share experiences.</li> <li>Shows affection and concern for people who are special to them</li> <li>May form a special friendship with another child.</li> </ul>	<ul style="list-style-type: none"> <li>Separates from main carer with support and encouragement from a familiar adult</li> <li>Expresses own preferences and interests.</li> </ul>	<ul style="list-style-type: none"> <li>Seeks comfort from familiar adults when needed.</li> <li>Can express their own feelings such as sad, happy, cross, scared, and worried.</li> <li>Responds to the feelings and wishes of others.</li> <li>Aware that some actions can hurt or harm others.</li> <li>Tries to help or give comfort when others are distressed.</li> <li>Shows understanding and cooperates with some boundaries and routines.</li> <li>Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do</li> <li>Growing ability to distract self when upset, e.g. by engaging in a new play activity.</li> </ul>
<b>30 – 50 months</b>	<ul style="list-style-type: none"> <li>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</li> <li>Initiates play, offering cues to peers to join them.</li> <li>Keeps play going by responding to what others are saying or doing</li> <li>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</li> </ul>	<ul style="list-style-type: none"> <li>Can select and use activities and resources with help.</li> <li>Welcomes and values praise for what they have done.</li> <li>Enjoys responsibility of carrying out small tasks.</li> <li>Is more outgoing towards unfamiliar people and more confident in new social situations.</li> <li>Confident to talk to other children when playing, and will communicate freely about own home and community</li> <li>Shows confidence in asking adults for help.</li> </ul>	<ul style="list-style-type: none"> <li>Aware of own feelings, and knows that some actions and words can hurt others' feelings.</li> <li>Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</li> <li>Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</li> <li>Can usually adapt behaviour to different events, social situations and changes in routine.</li> </ul>
<b>RECEPTION</b>  <b>40 – 60+ months</b>	<ul style="list-style-type: none"> <li>Initiates conversations, attends to and takes account of what others say.</li> <li>Explains own knowledge and understanding, and asks appropriate questions of others.</li> <li>Takes steps to resolve conflicts with other children, e.g. finding a compromise.</li> </ul>	<ul style="list-style-type: none"> <li>Confident to speak to others about own needs, wants, interests and opinions.</li> <li>Can describe self in positive terms and talk about abilities.</li> </ul>	<ul style="list-style-type: none"> <li>Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>Aware of the boundaries set, and of behavioural expectations in the setting.</li> <li>Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</li> </ul>
<b>EARLY LEARNING GOALS</b>	<ul style="list-style-type: none"> <li>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</li> </ul>	<ul style="list-style-type: none"> <li>Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</li> </ul>	<ul style="list-style-type: none"> <li>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</li> </ul>

UNDERSTANDING THE WORLD	People and communities	The world	Technology
<b>NURSERY</b>  <b>22 – 36 months</b>	<ul style="list-style-type: none"> <li>Has a sense of own immediate family and relations.</li> <li>In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.</li> <li>Beginning to have their own friends.</li> <li>Learns that they have similarities and differences that connect them to, and distinguish them from, others.</li> </ul>	<ul style="list-style-type: none"> <li>Enjoys playing with small-world models such as a farm, a garage, or a train track.</li> <li>Notices detailed features of objects in their environment</li> </ul>	<ul style="list-style-type: none"> <li>Seeks to acquire basic skills in turning on and operating some ICT equipment.</li> <li>Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</li> </ul>
<b>30 – 50 months</b>	<ul style="list-style-type: none"> <li>Shows interest in the lives of people who are familiar to them.</li> <li>Remembers and talks about significant events in their own experience.</li> <li>Recognises and describes special times or events for family or friends.</li> <li>Shows interest in different occupations and ways of life.</li> <li>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</li> </ul>	<ul style="list-style-type: none"> <li>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>Talks about why things happen and how things work.</li> <li>Developing an understanding of growth, decay and changes over time.</li> <li>Shows care and concern for living things and the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.</li> <li>Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</li> <li>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</li> <li>Knows that information can be retrieved from computers</li> </ul>
<b>RECEPTION</b>  <b>40 – 60+ months</b>	<ul style="list-style-type: none"> <li>Enjoys joining in with family customs and routines.</li> </ul>	<ul style="list-style-type: none"> <li>Looks closely at similarities, differences, patterns and change.</li> </ul>	<ul style="list-style-type: none"> <li>Completes a simple program on a computer.</li> <li>Uses ICT hardware to interact with age-appropriate computer software.</li> </ul>
<b>EARLY LEARNING GOALS</b>	<ul style="list-style-type: none"> <li>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</li> </ul>	<ul style="list-style-type: none"> <li>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</li> </ul>



EAD	Exploring and using media and materials	Being imaginative
<b>NURSERY</b>  <b>22 – 36 months</b>	<ul style="list-style-type: none"> <li>▪ Joins in singing favourite songs.</li> <li>▪ Creates sounds by banging, shaking, tapping or blowing.</li> <li>▪ Shows an interest in the way musical instruments sound.</li> <li>▪ Experiments with blocks, colours and marks.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'</li> <li>▪ Beginning to make-believe by pretending.</li> </ul>
<b>30 – 50 months</b>	<ul style="list-style-type: none"> <li>▪ Enjoys joining in with dancing and ring games.</li> <li>▪ Sings a few familiar songs.</li> <li>▪ Beginning to move rhythmically.</li> <li>▪ Imitates movement in response to music.</li> <li>▪ Taps out simple repeated rhythms.</li> <li>▪ Explores and learns how sounds can be changed.</li> <li>▪ Explores colour and how colours can be changed.</li> <li>▪ Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</li> <li>▪ Beginning to be interested in and describe the texture of things</li> <li>▪ Uses various construction materials.</li> <li>▪ Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</li> <li>▪ Joins construction pieces together to build and balance.</li> <li>▪ Realises tools can be used for a purpose.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Developing preferences for forms of expression.</li> <li>▪ Uses movement to express feelings.</li> <li>▪ Creates movement in response to music.</li> <li>▪ Sings to self and makes up simple songs.</li> <li>▪ Makes up rhythms.</li> <li>▪ Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</li> <li>▪ Engages in imaginative role-play based on own first-hand experiences.</li> <li>▪ Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</li> <li>▪ Uses available resources to create props to support role-play.</li> <li>▪ Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> </ul>
<b>RECEPTION</b>  <b>40 – 60+ months</b>	<ul style="list-style-type: none"> <li>▪ Begins to build a repertoire of songs and dances.</li> <li>▪ Explores the different sounds of instruments.</li> <li>▪ Explores what happens when they mix colours.</li> <li>▪ Experiments to create different textures.</li> <li>▪ Understands that different media can be combined to create new effects.</li> <li>▪ Manipulates materials to achieve a planned effect.</li> <li>▪ Constructs with a purpose in mind, using a variety of resources.</li> <li>▪ Uses simple tools and techniques competently and appropriately.</li> <li>▪ Selects appropriate resources and adapts work where necessary.</li> <li>▪ Selects tools and techniques needed to shape, assemble and join materials they are using.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Create simple representations of events, people and objects.</li> <li>▪ Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</li> <li>▪ Chooses particular colours to use for a purpose.</li> <li>▪ Introduces a storyline or narrative into their play.</li> <li>▪ Plays alongside other children who are engaged in the same theme.</li> <li>▪ Plays cooperatively as part of a group to develop and act out a narrative.</li> </ul>
<b>EARLY LEARNING GOALS</b>	<ul style="list-style-type: none"> <li>• <b>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</b></li> </ul>

