



Foundation Stage 1

Communication and Language

Listening, Attention and Understanding

- Enjoy listening to stories, poems, singing songs and rhymes and shows increasing recall of what happens.
- Join in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Start a conversation with an adult or a friend and engage in back-and-forth responses by listening and responding – one-to-one, small groups.
- Focus attention – can still listen or do, but can change their own focus of attention.
- Understand use of objects.
- Show understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture.
- Begin to understand why and how questions.

Vocabulary and Language

Story, fiction, information, fact, non-fiction, poem, sing, song, rhyme, question words – what, who, why, when, where, how, conversation, speak, listen, respond, prepositions – under, on top, behind

Speaking

- Learn and use the language they hear around them and which reflects the breadth of their experiences.
- Use a wider range of vocabulary.
- Develop their pronunciation.
- Begin to use a range of tenses.
- Begin to use more complex sentences to link thoughts – and, because, so.
- Begin to use question words.
- Start a conversation with an adult or a friend and engage in back-and-forth responses by listening and responding – one-to-one, small groups.
- Talk about things that are of particular importance to them.
- Can retell a simple past event using the correct order.
- Use talk in pretending that objects are something else in play and organising their play.

(Children may make some mistakes in their use of irregular tenses and plurals and pronunciation of specific sounds and multisyllabic words)

Vocabulary and Language

Vocabulary, language, words, meaning, tenses – past, present, future, connectives – and, because, so, question words – what, who, why, when, where, how, conversation, speak, listen, respond, first, then, next



Personal, Social and Emotional Development

Self-Regulation

- Express and talk about a range of feelings - happy, sad, angry or worried.
- Able to express a range of their needs or ask adults for help.
- Talk about and understand how others might be feeling and respond to this appropriately.
- Begin to recognise the impact of their choices on others and knows that some actions and words can hurt other's feelings.
- Begin to adapt behaviours depending on events, social situations and changes in routine.
- Talk about and find solutions to conflicts, supported when needed.
- Begin to show confidence in trying new activities, supported when needed.
- Respond to a simple instruction.

Vocabulary and Language

Feeling, emotion, happy, sad, angry, worried, ask, support, help, behaviour, upset, hurt, kindness, fair, care, change, think, try, safe, trust, honest, instruction

Managing Self

- Enjoy a sense of responsibility and belonging through daily tasks.
- Begin to show confidence in trying new activities, supported when needed.
- Able to express a range of their needs or ask adults for help.
- Respond to messages of appreciation or criticism from others and uses this to begin developing ideas about themselves.
- Increasingly follow rules, understanding why they are important.
- Remember rules without being prompted.
- Begin to adapt behaviours depending on events, social situations and changes in routine.
- Become more independent in dressing, undressing and their own care needs.
- Make healthy choices about food, drink, activity and toothbrushing.

Vocabulary and Language

Belong, group, family, friends, ask, support, help, rule, safe, behaviour, dress, undress, clothes, shoes, button, zip, laces, toilet, wipe, flush, wash, clean, germs, soap, healthy, food, drink, exercise, teeth, toothbrush, toothpaste

Building Relationships

- Show more confidence in new social situations.
- Show increasing consideration of other people.
- Able to express a range of their needs or ask adults for help.
- Seek to form relationships with adults and other children.
- Enjoy playing alone, alongside and with others, inviting others to play and attempting to join others' play.
- Talk about and find solutions to conflicts, supported when needed.
- Share own experiences as part of play ideas, social relationships and interactions.

Vocabulary and Language

People, adult, children, friend, relationship, kindness, caring, like, love, safe, happy, ask, support, help, play, talk, listen, take turns



Physical Development

Gross Motor Skills

- Climb stairs, steps and moves across apparatus using alternate feet.
- Use hands and body to maintain balance and stabilise their body.
- Explore movements – balancing, riding, ball skills, skipping, hopping.
- Run with spatial awareness, sometimes adjusting speed or direction to avoid obstacles.
- Grasp and release with two hands to throw and catch a large ball, beanbag or an object.
- Create lines, circles and marks using large muscle movements from the shoulder and elbow.

Vocabulary and Language

Climb, step, move, left, right, balance, ride, throw, catch, skip, hop, run, slow, fast, turn, change, direction

Fine Motor Skills

- Begin to show a preference for a dominant hand.
- Use a comfortable grip with good control when holding pens and pencils.
- Create lines, circles and marks using small muscle movements from the wrists, fingers and thumbs.
- Manipulate a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons.

Vocabulary and Language

Left, right, grip, pen, pencil, crayon, felt tip, line, circle, mark making, playdough, paintbrush, scissors, drawing, pictures, writing, letters



Literacy

Comprehension

- Enjoys listening to stories, poems, singing songs and rhymes and shows increasing recall of what happens.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Talk about some of the books they read – events, characters, illustrations.
- Begin to show awareness of the way stories are structured.
- Know how to use a book - handling carefully the correct way up, naming different parts of a book, using page sequencing in stories, understanding we read English text from left to right and from top to bottom.
- Know that print can carry different meanings.
- Look at and enjoy print and digital books independently.
- Tell their own stories.

Vocabulary and Language

Listen, story, fiction, information, fact, non-fiction, poem, song, rhyme, word, sentence, book, character, event, setting, illustration, picture, front cover, spine, blurb, page, numbers

Word Reading

- Recognise familiar signs, symbols and words such as own name and advertising logos.
- Show an interest in words in the environment.
- Count, clap or tap syllables in a word.
- Hear and say the initial sound in some words.
- Show an awareness of alliteration.
- Recognise and suggest their own rhymes.

Vocabulary and Language

Sign, symbol, word, letter, sound, alphabet, syllable, alliteration, story, fiction, information, fact, non-fiction

Writing

- Imitate adults' writing by making lines of shapes and symbols from left to right.
- Make up stories, play scenarios, drawings and mark making in response to real life experiences.
- Sometimes gives meaning to their own mark making, drawings and paintings.
- Write the initial sound, some or all of their own name, or other familiar names and words, using combinations of lines, circles and curves, or letter-type shapes.
- Include early writing in their play.

Vocabulary and Language

Mark making, line, circle, shape, drawing, letter, sound, alphabet, word, capital letter



Mathematics

Number

- Begin to recognise numerals 0 to 10.
- Subitise one, two and three objects.
- Match the numeral with a group of items to show how many there are up to 5.
- Count a small group of objects in different ways, recognising that the total is still the same.
- Explore that numbers are made up of smaller numbers.
- Solve real life mathematical problems with numbers up to 5.
- Use their own marks, signs, symbols and numerals to create mathematical meanings.

Vocabulary and Language

Number, number names, order, count, problem, add, plus, altogether, takeaway, minus, equal

Numerical Patterns

- Enjoy counting and uses number language in play.
- Recite numbers past 5.
- Begin to recognise that each counting number is one more than the one before.
- Recognise that the last number said tell you the total.
- Touch and say a number name for each item to 5.
- Compare groups of up to 5 objects using language – more than, fewer than, same.

Vocabulary and Language

Number, count, one more, total, number names, most, more than, least, fewest, fewer than, same, equal



Shape, Space and Measure

Shape:

- Recognise some common shape names.
- Talk about and explore 2D and 3D shapes using informal language – sides, corners, straight, flat, round.
- Select shapes appropriately for a purpose.
- Enjoy combining shapes to make new ones, adapting their approach where needed.

Space:

- Predict, move and rotate objects to fit the space or create the shape they would like.
- Understand the position of an object when described with words.
- Respond to and uses some language of position and direction – in front, behind.

Pattern:

- Begin to describe a sequence of events in everyday life and stories – first, then.
- Talk about patterns in their experience and environment – stripy, pointy, spotty, blobs.
- Create their own patterns showing organisation.
- Notice and correct an error in a repeating pattern.
- Add to and create their own ABAB patterns.

Measure:

- Make some comparisons between objects relating to size, length, weight and capacity – longer, shorter, heavier, lighter, more or less full.

Vocabulary and Language

Shape, 2D, circle, square, triangle, rectangle, oval, pentagon, hexagon, sides, corners, straight, curved, 3D, sphere, cylinder, cube, cuboid, cone, pyramid, flat, round, roll, turn, rotate, positional language – in front, behind, next to, underneath, on top, first, then, next, pattern, repeat, longer, shorter, heavier, lighter, more full, less full



Understanding the World

Past and Present

- Show an interest in the lives of familiar people.
- Remember and talk about some significant events in their own life.
- Show interest in different occupations and ways of life.

Vocabulary and Language

family, friend, history, past, present, event, life, job

People, Culture and Communities

- Describe special events, customs and routines for their family.
- Know what makes them, their friends and family unique and develop positive attitudes about the similarities and differences between people.
- Know there are different countries and begin to talk about similarities and differences – own experiences, photographs.

Vocabulary and Language

family, event, routine, unique, different, difference, same, similar, country

The Natural World

- Make comments and ask questions about their familiar world.
- Talk about what they see, why things happen and how things work.
- Develop understanding of growth, decay and changes over time.
- Show care and concern for living things and the environment.
- Begin to understand the need to respect and care for all living things and the environment with an awareness of the effect their behaviour could have.
- Understand key features of the life cycle – plant, animal.
- Explore different forces.
- Use their senses to explore materials and their property similarities and differences.

Vocabulary and Language

World, grow, decay, change, living thing, environment, area, care, respect, behaviour, life cycle, force, explore, material, property

Technology

- Show an interest in toys and real objects with knobs and pulleys.
- Can achieve effects by pressing, lifting, pulling, pushing parts on toys.
- Explore different technologies to learn cause and effect – If I do this, what will happen?
- Can operate simple equipment – turns on CD player, uses a remote control, can navigate touch technology with support.
- Identify initial letter of their own name and other familiar words on a keyboard.
- Understand that the internet provides us with information.

Vocabulary and Language

Toy, knob, button, pulley, press, lift, pull, push, technology, CD player, remote control, touchscreen, keyboard, internet, information



Expressive Arts and Design

Creating with Materials

- Express feelings and ideas through drawing and painting.
- Create closed spaces to represent objects in drawing and painting.
- Draw with increasing detail.
- Explore colour and how colours can be changed by mixing.
- Make imaginative small world scenarios with blocks and construction kits.
- Use various construction materials experimenting with joining techniques and different textures.
- Use tools for a purpose.

Vocabulary and Language

Feeling, idea, drawing, painting, detail, colour, mixing, construction, build, construct, materials, join, technique, texture, tool, create, creation, art

Being Imaginative and Expressive

- Enjoy joining in with moving, dancing and singing.
- Use movement and sounds to express themselves, recognising that these can be changed.
- Create movements and sounds in response to music and to accompany stories.
- Sing familiar songs.
- Create their own songs using elements of known ones.
- Explore body percussion and play instruments with increasing control.
- Make up stories, play scenarios, drawings and mark making in response to real life experiences.
- Take part in and begin to develop stories in imaginative play with own ideas and experiences.
- Play alongside other children.

Vocabulary and Language

Move, dance, sing, music, nursery rhyme, song, art, song, body percussion, instrument, imagination, story, idea