Foundation Stage 2

Communication and Language – Listening, Attention and Understanding

		Vocabulary and Language
Autumn	Children at the expected level of development will: • Enjoy story times – fiction, non-fiction, poems, rhymes and songs. • Begin to initiate conversations, familiar adults and other children, listening and responding to ideas. • Understand how to listen carefully and why it is important. • Pay attention to something of interest for a short period. • Learn new vocabulary.	story time fiction story non-fiction fact information poem rhyme song conversation listen respond attention vocabulary question words what, who, why, when, where, how humour funny joke riddle plural past present future tense
Spring	Children at the expected level of development will: • Listen to a variety of texts – fiction, non-fiction, poems, rhymes and songs. • Hold short conversations, familiar adults and other children, listening and responding to ideas. • Understand questions such as what, who, why, when, where and how. • Pay attention to something of interest for a long period. • Begin to understand humour.	
ELG	Children at the expected level of development will: a) 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. b) Make comments about what they have heard and ask question to clarify their understanding. c) Hold conversations when engages in back-and-forth exchanges with their teacher and peers.	
Summer	Children at the expected level of development will: • Engage with a variety of texts – fiction, non-fiction, poems. • Engage in a back-and-forth conversation, familiar adult and other children, listening and responding to ideas. • Understand a range of complex sentence structures including negatives, plurals and tense markers. • Pay attention, both listening and doing for a short period. • Listen attentively in a range of situations.	

Foundation Stage 2

Communication and Language – Speaking

		Vocabulary and Language
Autumn	Children at the expected level of development will: • Learn new vocabulary and explore the meaning and sounds of new words. • Listen to and talk about stories and non-fiction texts to build understanding, familiarity with new knowledge and vocabulary. • Link statements and sticks to a main themes or intention. • Describe events.	vocabulary meaning fiction story non-fiction fact information understand knowledge event storyline narrative question what, who, why, when, where, how connective conjunction imagine role
Spring	Children at the expected level of development will: • Use new vocabulary. • Retell the story, recall information once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Introduce a storyline or narrative into their play. • Describe events using detail. • Ask simple questions. • Connect one idea to another using connectives.	
ELG	Children at the expected level of development will: a) Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. b) Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. c) 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.	
Summer	Children at the expected level of development will: • Use new vocabulary in different contexts. • Use language to imagine and recreate roles and experiences in play situations. • Use talk to solve problems, organise thinking and activities, explain how things work, why they might happen, sequence and clarify thinking, ideas, feelings and events. • Ask a variety of questions to find out more and clarify understanding. • Use a variety of connectives.	

Foundation Stage 2

Personal, Social and Emotional Development – Self-Regulation

		Vocabulary and Language
Autumn	Children at the expected level of development will: • Talk about their own and other people's feelings. • Talk about different behaviours. • Begin to seek emotional and practical support from a familiar adult. • Understand when they have caused upset. • Confidently try new activities and challenges. • Respond to simple instructions.	feeling emotion behaviour support conflict upset consequence respect positive safe happy trust honest listen think talk sensitive challenge instruction problem solve comfort fair try persevere resilient target goal
Spring	Children at the expected level of development will: • Understand and identify their own and other people's feelings. • Understand the consequences different behaviours could have. • Seek emotional and practical support from a familiar adult. • Understand how their actions impact on other people. • Think about how to solve a problem when faced with a new challenge. • Follow instructions involving several ideas or actions.	
ELG	Children at the expected level of development will: a) Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. b) Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. c) 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.	
Summer	Children at the expected level of development will: • Show empathy and comfort towards their own and other people's feelings. • Tolerate situations in which their wishes cannot be met. • Show awareness of behavioural expectations in different situations and be sensitive to ideas of justice and fairness. • Proactively seek support, from a familiar adult, and is able to articulate their wants and needs. • Attempt to resolve a situation where they have caused upset. • Show resilience and perseverance in the face of challenge. • Follow instructions involving several ideas or actions in sequence.	

Foundation Stage 2

Personal, Social and Emotional Development – Managing Self

		Vocabulary and Language
Autumn	Children at the expected level of development will: • Recognise that they belong to different communities and groups. • Confidently try new activities and challenges. • Feel they are a valuable individual. • Explain right from wrong. • Begin to initiate conversations with others, familiar adults and other children. • Talk about good health and wellbeing.	challenge belong community group prejudice discrimination talk communicate valuable healthy wellbeing positive success problem solve resilience perseverance need want interest opinion physical activity healthy eating toothbrushing sleep routine safety dressing toileting rule right wrong
Spring	Children at the expected level of development will: • Communicate about own home and community. • Think about how to solve a problem when faced with a new challenge. • Describe what they are good at. • Explain rules and behavioural expectations within the setting. • Initiate conversations with others about their own needs, wants, interests and opinions in a familiar group. • Understand good health and wellbeing – physical activity, healthy eating, toothbrushing, sleep routine.	
ELG	Children at the expected level of development will: a) Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. b) Explain the reasons for rules, know right from wrong and try to behave accordingly. c) Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	
Summer	Children at the expected level of development will: • Be sensitive to prejudice and discrimination. • Show resilience and perseverance in the face of challenge. • Describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms. • Explain the reasons for having rules and adjust behaviours accordingly to situation. • Communicate needs confidently. • Manage own good health and wellbeing – physical activity, healthy eating, toothbrushing, sleep routine, sensible amounts of 'screen time', being a safe pedestrian, dressing, toileting.	

Foundation Stage 2

Personal, Social and Emotional Development – Building Relationships

		Vocabulary and Language
Autumn	Children at the expected level of development will: • Begin to initiate conversations with others, familiar adults and other children. • Express own wants and needs. • Begin to form relationships. • Express an interest in playing with other children. • Begin to take steps to resolve conflicts with other children. • Consider what others say.	relationship adult child friend support love kindness respect positive safe happy trust honest play negotiate compromise listen think talk point of view different opinion sensitive turn taking feeling emotion
Spring	Children at the expected level of development will: • Initiate conversations with others, familiar adults and other children. • Articulate wants and needs. • Build constructive and respectful relationships. • Play with other children. • Take steps to resolve conflicts with other children – negotiating, seeking support from familiar adult. • Think about the perspectives of others and consider these sensitively.	
ELG	Children at the expected level of development will: a) Work and play cooperatively and take turns with others. b) Form positive attachments to adults and friendships with peers. c) Show sensitivity to their own and to others' needs.	
Summer	Children at the expected level of development will: • Have positive relationships with familiar adults and other children. • Play cooperatively with other children, taking turns with others. • Show a range of techniques to resolve conflicts with other children – negotiating, finding a compromise; sometimes by themselves, sometimes with support. • Show sensitivity towards others' needs and feelings. • Understand other people's needs, wants, behaviours and points of view, even if these differ from their own.	

Foundation Stage 2

Physical Development – Gross Motor Skills

		Vocabulary and Language
Autumn	Children at the expected level of development will: • Experiment with different ways of moving – slithering, shuffling, rolling, crawling, walking, jumping, running, hopping, sliding, skipping, climbing. • Adapt movements to reduce risks. • Experiment with throwing, catching, kicking, passing, batting and aiming an object. • Use core muscle strength to achieve good posture.	movement slither, shuffle, roll, crawl, walk, jump, run, hop, slide, skip, climb ball, throw, catch, kick, pass, bat, aim body shape position race chase game speed direction obstacle balance apparatus travel body-strength co-ordination agility safety
Spring	Children at the expected level of development will: • Move in a range of ways, changing body shape, position and pace of movement. • Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Show increasing control with throwing, catching, kicking, passing, batting and aiming an object. • Jump off an object and lands appropriately using hands, arms and body to stabilise and balance. • Use a range of large and small apparatus indoors and outside.	
ELG	Children at the expected level of development will: a) Negotiate space and obstacles safely, with consideration for themselves and others. b) Demonstrate strength, balance and coordination when playing. c) Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	
Summer	Children at the expected level of development will: • Combine different movements with ease and fluency. • Travel with confidence and skill around, under, over and through balancing and climbing equipment. • Refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. • Develop overall body-strength, balance, co-ordination and agility.	

Foundation Stage 2

Physical Development – Fine Motor Skills

		Vocabulary and Language
Autumn	Children at the expected level of development will: • Show preference for a dominant hand. • Handle objects, construction and malleable materials with control and intention.	construction playdough rolling pin cutters pencil pen felt tip paintbrush scissors rollers stamps sponges glue masking tape left right handwriting letter
Spring	Children at the expected level of development will: • Begin to show a comfortable pencil grip. • Experiment with a range of simple tools – pencils, paintbrushes, scissors, knives, forks, spoons.	
ELG	Children at the expected level of development will: a) Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. b) Use a range of small tools, including scissors, paint brushes and cutlery. c) Begin to show accuracy and care when drawing.	
Summer	Children at the expected level of development will: • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Use a range of simple tools competently, safely and confidently.	

Foundation Stage 2

Literacy – Comprehension

		Vocabulary and Language
Autumn	Children at the expected level of development will: • Name a character within stories which are read to them. • Explain a simple event from stories which are read to them. • Recall a fact from information texts which are read to them.	listen word sentence book read fiction story non-fiction information fact character event setting rhyming alliteration predict retell vocabulary language rhyme poem
Spring	Children at the expected level of development will: • Discuss story settings, events and characters which are read to them or they have read themselves. • Recall facts from information texts which are read to them or they have read themselves.	
ELG	Children at the expected level of development will: a) Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. b) Anticipate – where appropriate – key events in stories. c) Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	
Summer	Children at the expected level of development will: • Describe story settings, events and characters with increasing detail. • Recall information facts with increasing detail. • Predict the next event within a story.	

Foundation Stage 2

Literacy – Word Reading

		Vocabulary and Language
Autumn	Children at the expected level of development will: • Hear and says the initial sound in words. • Start to link sounds to letters, **sounding** the letters of the alphabet. • Recognise some familiar written names. • Begin to segment and blend the sounds in words including known letter-sound correspondence.	phonics listen letter sound alphabet robot arms segment blend sound buttons digraph trigraph word sentence book read tricky word fiction story non-fiction information character event setting rhyming alliteration
Spring	Children at the expected level of development will: • Start to link sounds to letters, **naming** the letters of the alphabet. • Begin to recognise and say the sounds of frequently used digraphs. • Segment and blend sounds in words including known letter-sound correspondences. • Begin to read some high frequency words. • Begin to read some common exception words.	
ELG	Children at the expected level of development will: a) Say a sound for each letter in the alphabet and at least 10 digraphs. b) Read words consistent with their phonic knowledge by sound blending. c) Read aloud simple sentences and books that are consistent with their phonic knowledge, including some exception words.	
Summer	Children at the expected level of development will: • Segment and blend to read simple phonetically decodable phrases and sentences made up of words including known letter-sound correspondence. • Read a range of high frequency words. • Read a range of common exception words.	

Foundation Stage 2

Literacy – Writing

		Vocabulary and Language
Autumn	Children at the expected level of development will: • Begin to make anti-clockwise movements and retraces lines. • Give meaning to the marks they make in drawing, painting, writing and typing. • Start to link sounds to letters, **sounding** the letters of the alphabet. • Hear and says initial sounds. • Start to segment the sounds in words and blend them.	handwriting phonics sound letter alphabet digraph trigraph word sentence capital letter finger space full stop story instructions information fact list recipe
Spring	Children at the expected level of development will: • Begin to form letters correctly. • Start to link sounds to letters, **naming** the letters of the alphabet. • Use phonetic knowledge and known sound-letter correspondence to write labels, captions, sentences. • Re-read what they have written to check for sense.	
ELG	Children at the expected level of development will: a) Write recognisable letters, most of which are correctly formed. b) Spell words by identifying sounds in them and representing the sounds with a letter or letters. c) Write simple phrases and sentences that can be read by others.	
Summer	Children at the expected level of development will: • Form letters correctly. • Use some capital letters and full stops accurately. • Enjoy creating texts to communicate meaning for an increasingly wide range of purposes.	

Foundation Stage 2

Mathematics – Number

		Vocabulary and Language
Autumn	Children at the expected level of development will: • Recognise and order numbers to 10. • Subitise numbers to 5 in regular representations. • Represent number bonds to 5 using a wide range of objects.	number order count bond partition addition add plus altogether subtraction subtract takeaway minus equal solve problem
Spring	Children at the expected level of development will: • Order numbers beyond 10. • Match the numeral with a group of items to show how many there are up to 10. • Count out up to 10 objects from a larger group. • Begin to subitise numbers to 5 in a range of representations. • Show awareness that numbers are made up of smaller numbers, explaining partitioning in different ways with a wide range of objects. • Represent some number bonds to 10 using a wide range of objects.	
ELG	Children at the expected level of development will: a) Have a deep understanding of number to 10, including the composition of each number. b) Subitise (recognise quantities without counting) up to 5. c) 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.	
Summer	Children at the expected level of development will: • Subitise numbers to 5 in a range of representations. • Begin to conceptually subitise larger numbers by subitising smaller groups within the number. • Recall number bonds to 5. • Recall some number bonds to 10. • Begin to solve mathematical problems using addition and subtracting signs with strategies of their own choice.	

Foundation Stage 2

Mathematics – Numerical Patterns

		Vocabulary and Language
Autumn	Children at the expected level of development will: • Begin to count to 10. • Count objects, actions and sounds. • Estimate numbers of items, showing understanding of relative size. • Compare numbers including, more, greater, less, fewer, the same as, equal to.	number pattern count forwards backwards estimate compare more greater less fewer same equal even odd double share
Spring	Children at the expected level of development will: • Count to 10. • Begin to count back from 10. • Find one more than and one less than a number, understanding the relationship between consecutive numbers. • Begin to recognise even and odd number patterns. • Double and share using practical equipment	
ELG	Children at the expected level of development will: a) Verbally count beyond 20, recognising the pattern of the counting system. b) Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. c) Explore and represent patterns within numbers to 10, including evens and odds, double facts and how quantities can be distributed equally.	
Summer	Children at the expected level of development will: • Count beyond 20. • Count back from 10. • In practical activities, adds one and subtracts one with numbers to 10. • Use number names and symbols when comparing numbers, showing interest in large numbers. • Know even and odd numbers.	

Foundation Stage 2

Mathematics – Shape, Space and Measure

		Vocabulary and Language
Autumn	Children at the expected level of development will: Shape: • Use informal language to describe shapes whilst beginning to use mathematical terms to name shapes. Space: • Describe what they see from different viewpoints. Pattern: • Copy and continue a repeating pattern. Measure: • Use everyday language related to time.	shape 2D, circle, oval, square, triangle, rectangle, pentagon, hexagon, rhombus side corner 3D, sphere, cylinder, cube, cuboid, cone, pyramid face vertices pattern repeat rule direction position, next to, besides, in front, behind, on top, underneath, in between time, second, minute, hour, day, week, month, season, year, yesterday, today, tomorrow, weekend length weight capacity compare heaviest lightest biggest smallest largest littlest fullest emptiest nearly full nearly empty half full
Spring	Children at the expected level of development will: Shape: • Use mathematical terms to name and describe shapes. Space: • Follow and give directions. Pattern: • Choose objects to create and recreate repeating patterns. • Begin to identify the pattern 'rule'. Measure: • Order and sequence events using everyday language related to time. • Compare length, weight and capacity.	
Summer	Children at the expected level of development will: Shape: • Compose and decompose shapes, recognising and learning which shapes combine to make other shapes. Space: • Use spatial language to describe the relative position. Pattern: • Create and recreates repeating patterns beyond AB patterns. • Begin to identify the unit of repeat in a pattern. Measure: • Begin to experience measuring time. • Enjoy tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to accuracy.	

Foundation Stage 2

Understanding the World – Past and Present

		Vocabulary and Language
Autumn	Children at the expected level of development will: • Talk about members of their own family. • Talk about past and present events in their own life. • Look at images from the past. • Listen to stories set in the past.	family history past present event life image story name describe familiar community
Spring	Children at the expected level of development will: • Name and describe people who are familiar to them. • Talk about past and present events in the lives of family members. • Discuss images from the past. • Discuss stories set in the past.	
ELG	Children at the expected level of development will: a) Talk about the lives of the people around them and their roles in society. b) Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. c) Understand the past through settings, characters and events encountered in books read in class and storytelling.	
Summer	Children at the expected level of development will: • Talk about members of their community. • Use the past and present tenses correctly. • Compare images from the past of familiar situations. • Compare and contrast characters from stories, including figures from the past.	

Foundation Stage 2

Understanding the World – People, Culture and Communities

		Vocabulary and Language
Autumn	Children at the expected level of development will: • Listen to stories about people, cultures and communities. • Talk about what they enjoy. • Discuss similarities and differences between themselves and others – families, communities, cultures, traditions. • Enjoy joining in with family customs and routines. • Create imaginary maps.	story people culture community tradition similar different map features road, open space, river, building environment country religion belief special building sensitive
Spring	Children at the expected level of development will: • Discuss stories about people, cultures and communities. • Understand that some places are special to members of their community. • Recognise similarities and differences between their life in this country and life in other countries. • Understand that other children enjoy doing different things and do not always enjoy the same things they do. • Look at maps to find out information.	
ELG	Children at the expected level of development will: a) Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. b) Know some similarities and differences between different religious and cultural communities in their country, drawing on their experiences and what has been read in class. c) Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	
Summer	Children at the expected level of development will: • Compare and contrast stories about people, cultures and communities. • Recognise that people have different beliefs and celebrate special times in different ways. • Explain similarities and differences between their life in this country and life in other countries. • Show sensitivity towards what other children enjoy doing. • Describe simple features on a map of their immediate environment.	

Foundation Stage 2

Understanding the World – The Natural World

		Vocabulary and Language
Autumn	Children at the expected level of development will: • Explore the natural world around them. • Observe animals and plants. • Describe the features of their own immediate environment. • Name the seasons. • Explore different materials. • Observe changing states of matter in the environment.	natural world explore animal plant material state of matter liquid solid melt freeze ice wet splash trickle drip dry smooth lumpy soft float sink soak up waterproof magnetic environment observe weather sun, rain, cloud, ice, fog, snow, wind cold, warm, hot season
Spring	Children at the expected level of development will: • Describe what they see, hear and feel whilst outside. • Record observations of animals and plants. • Recognise how some environments are different to the one I which they live. • Understand that weather varies in different seasons. • Describe different material properties. • Describe changing states of matter.	
ELG	Children at the expected level of development will: a) Explore the natural world around them, making observations and drawing pictures of animals and plants. b) 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. c) Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	
Summer	Children at the expected level of development will: • Look closely at similarities, differences, patterns and change in nature. • Explain why some things occur and talk about changes to animals and plants. • Explain similarities and differences between places. • Understand the effect of changing seasons on the natural world around them. • Evaluate the suitability of different materials. • Understand changing states of matter.	

Foundation Stage 2

Understanding the World – Technology

		Vocabulary and Language
Autumn	Children at the expected level of development will: • Recognise the range of technology used. • Understand that technology can be used for a variety of purposes. • Uses simple programs on electronic devices.	technology internet purpose digital electronic device program
Spring	Children at the expected level of development will: • Begin to develop digital literacy skills to access, understand and interact with a range of technologies. • Create content using technology – draw a picture on screen. • Complete simple programs on electronic devices.	
Summer	Children at the expected level of development will: • Use digital literacy skills to access, understand and interact with a range of technologies. • Create content using technology – video recording, stories. • Use the internet with adult supervision to find and retrieve information of interest to them.	

Foundation Stage 2

Expressive Arts and Design – Creating with Materials

		Vocabulary and Language
Autumn	Children at the expected level of development will: • Communicate feelings and express ideas through a range of art forms. • Explore a variety of tools and joining techniques. • Construct to create a finished outcome.	idea art tool join technique construct process colour mixing team resource skill prop create creation masterpiece safe detail collage pencil pen felt tip playdough paint paintbrush palette rollers stamps sponges watercolour scissors glue masking tape rolling pin cutters
Spring	Children at the expected level of development will: • Construct using a variety of tools. • Construct using a variety of joining techniques. • Think about and discuss what they want to make before creating. • Experiment with and discuss colour mixing.	
ELG	Children at the expected level of development will: a) Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. b) Share their creations, explaining the process they have used. c) Make use of props and materials when role playing characters in narratives and stories.	
Summer	Children at the expected level of development will: • Safely use a variety of tools and joining techniques. • Reflect upon and develop their construction process by thinking about what could be changed next time. • Create as part of a team by sharing ideas, resources and skills. • Create and use their own props in role play. • Use colour mixing in own creations.	

Foundation Stage 2

Expressive Arts and Design – Being Imaginative and Expressive

		Vocabulary and Language
Autumn	Children at the expected level of development will: • Listen to, move to and talk about a range of music expressing their feelings. • Watch and talk about a range of performance arts expressing their feelings. • Begin to build a collection of songs and dances. • Respond imaginatively to art works and objects.	music nursery rhyme instrument performance poem rhyme story sing song dance gesture action storyline narrative pitch melody solo
Spring	Children at the expected level of development will: • Make music in a range of ways. • Experiment with different movements and gestures. • Introduce a storyline or narrative into their play. • Create representations of both imaginary and real-life ideas, events, people and objects.	
ELG	Children at the expected level of development will: a) Invent, adapt and recount narratives and stories with peers and their teacher. b) Sing a range of well-known nursery rhymes and songs. c) Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	
Summer	Children at the expected level of development will: • Match pitch and follow the melody when singing. • Create their own songs and dances. • Perform solo or in a group. • Play cooperatively as part of a group to create, develop and act out an imaginary idea or narrative. • Use combinations of art forms for their own imaginative purposes.	