



PSED

Daily routines: where to put book bags and water bottles, finding names, classroom are-

as, outdoor areas, tidying up, toilets, snack time, home time, Golden Time.

Morning skills workshop.

Games using names, speaking and listening games.

The Bad-Tempered Ladybird
Eric Carle



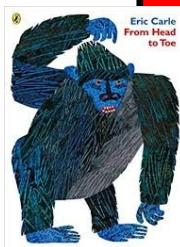
Playing together, sharing and taking turns.

Physical

Early mark making using different materials and tools.

Fine motor skills area, lacing, peg boards etc.

Gross motor skills - outdoor area, dressing and undressing, dough disco, PE movement.



Communication & Language

Talk from the story books. E.g. "Jessica, Jessica what do you see?"

Repetitive phrases in story books.

Literacy

Phonics on entry assessments.

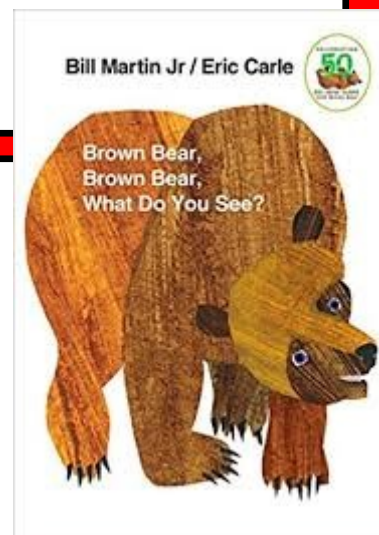
Set 1 sounds through RWInc.

Rhyme

Story books by Eric Carle.

Mark making activities linked to gross motor skill activities.

Clipboards in all areas for children to access freely during play.



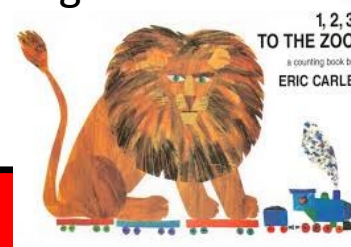
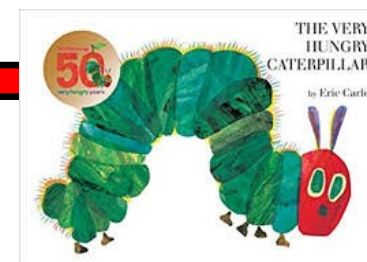
Maths

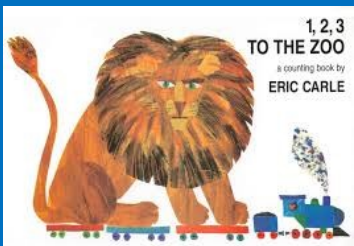
Maths on entry assessments.

Counting songs.

Introducing and investigating numbers 0-5. Counting forwards and backwards.

Number Blocks





Understanding the World

Discussion about themselves and their families linked with story books.

School Community - who is who in the classroom and within the school.

World links with story books.

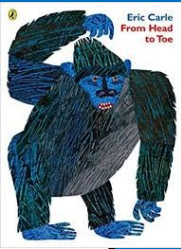
Technology - use of i-pads and the interactive board.

Expressive Arts & Design

Exploring different textures, colours, shapes and patterns linked to art work from the story books.

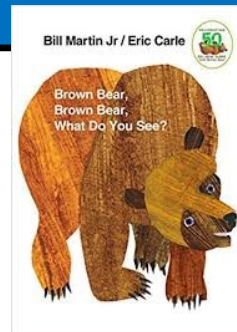
Use of imagination in the role play and other areas within the classroom.

Singing and playing of percussion instruments.



Eric Carle Books:

1. Brown bear, brown bear
2. The artist who painted a blue horse
3. The Hungry Caterpillar
4. From Head to Toe
5. 1, 2, 3 to the Zoo
6. The Bad Tempered Ladybird.

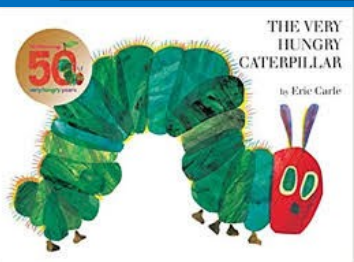
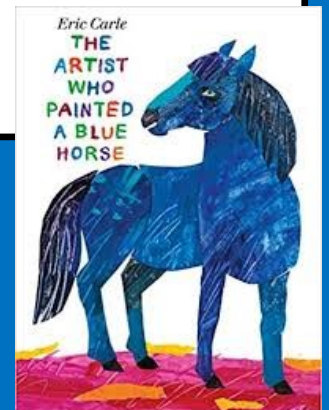


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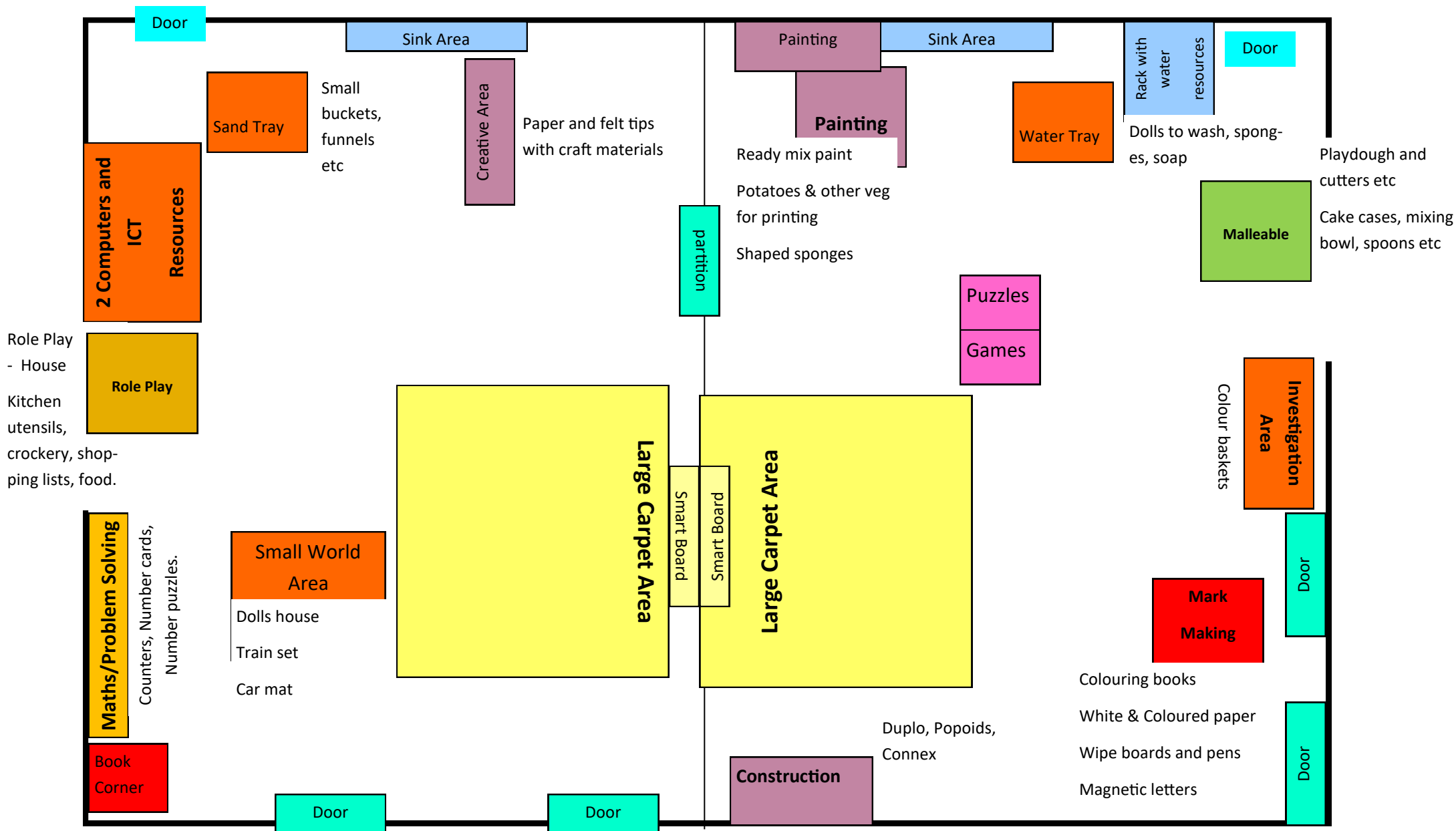
Myself - recognise and explore feelings.

My Friends - establish effective relationships with other children and adults.

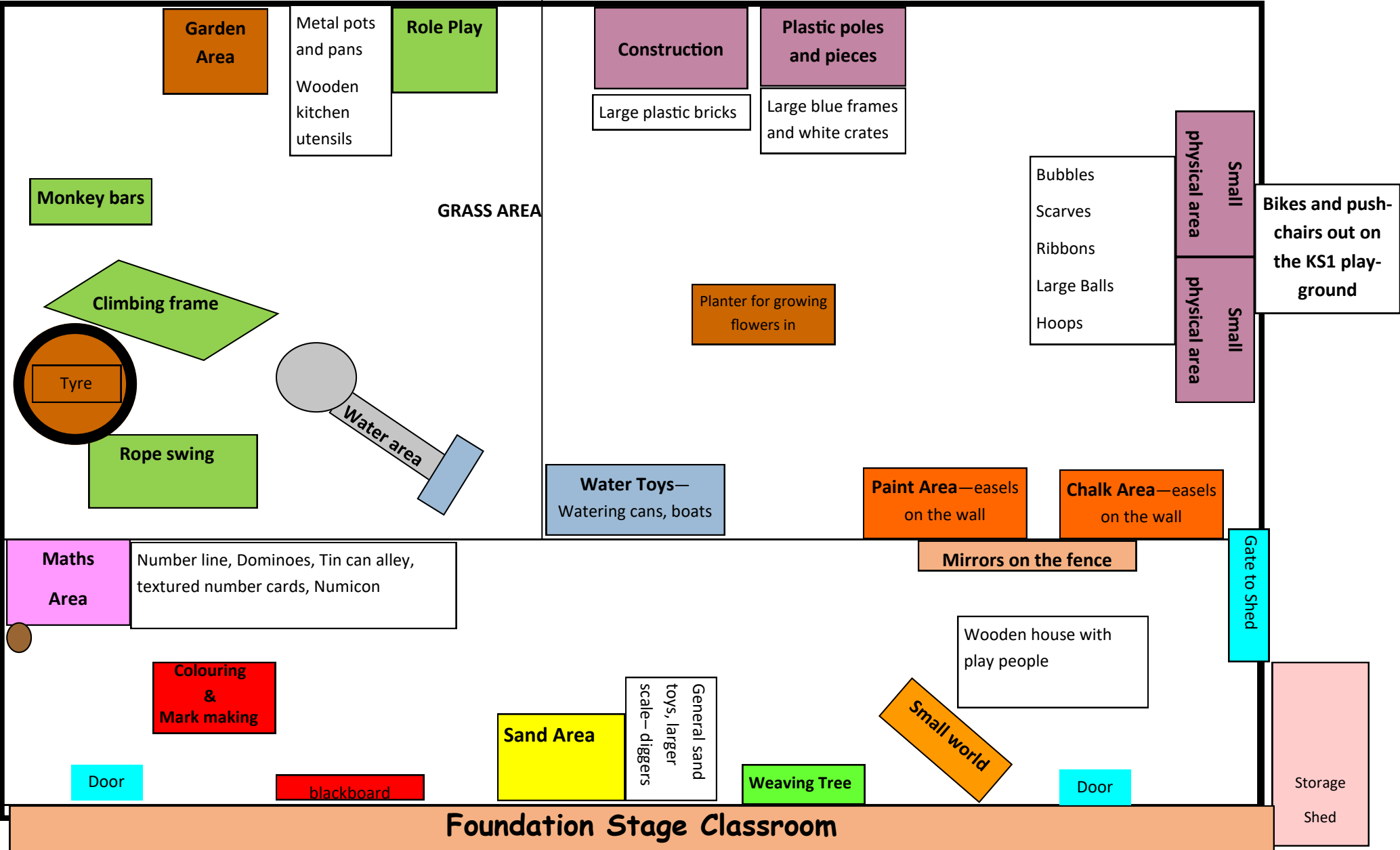
Special people to me - recognise and respond appropriately to key figures in their lives.



Huntingtower School Foundation Stage– Indoor Plan (Term 1 and 2)



Huntingtower Foundation Stage- Outdoor Plan (Term 1 and 2)



Area of Learning	Aspect	Early Learning Goals	Exceeding Statements
Personal, Social and Emotional Development (PSED)	Making Relationships	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.	Children play group games with rules. They understand someone else's point of view can be different from theirs. They resolve minor disagreements through listening to each other to come up with a fair solution. They understand what bullying is and that this is unacceptable behaviour.
	Self-Confidence and Self-Awareness	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.	Children are confident speaking to a class group. They can talk about the things they enjoy, and are good at, and about the things they do not find easy. They are resourceful in finding support when they need help or information. They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them.
	Managing Feelings and Behaviour	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.	Children know some ways to manage their feelings and are beginning to use these to maintain control. They can listen to each other's suggestions and plan how to achieve an outcome without adult help. They know when and how to stand up for themselves appropriately. They can stop and think before acting and they can wait for things they want.
Communication and Language (C&L)	Listening and Attention	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.	Children listen to instructions and follow them accurately, asking for clarification if necessary. They listen attentively with sustained concentration to follow a story without pictures or props. They can listen in a larger group, for example, at assembly.
	Understanding	Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.	After listening to stories, children can express views about events or characters in the story and answer questions about why things happened. They can carry out instructions which contain several parts in a sequence.
	Speaking	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.	Children show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often connecting ideas. They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.

Physical Development (PD)	Moving and Handling	Children show good control and coordination 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.	Children can hop confidently and skip in time to music. They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size.
	Health and Self-Care	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.	Children know about, and can make healthy choices in relation to, healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.

Area of Learning	Aspect	Early Learning Goals	Exceeding Statements
Literacy (L)	Reading	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 understanding when talking with others about what they have read.	Children can read phonically regular words of more than one syllable as well as many irregular high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in simple stories they have read.
	Writing	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.	Children can spell phonically regular words of more than one syllable, as well as many irregular high frequency words. They use key features of narrative in their own writing.

Maths (M)	Number	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.	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.
	Shape, Space and Measure	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.	Children estimate, measure, weigh, compare and order objects and talk about properties, position and time.

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Understanding the World (Utw)	People and Communities	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.	Children know the difference between past and present events in their own lives and some reasons why people's lives were different in the past. They know that other children have different likes and dislikes and that they may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.
	The World	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.	Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking and experimentation.
	Technology	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	Children find out about and use a range of everyday technology. They select appropriate applications that support an identified need, for example, in deciding how best to make a record of a special event in their lives, such as a journey on a steam train.

Expressive Arts and Design	Exploring & Using Media & Materials	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.
	Being Imaginative	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.