

### Foundation Stage Key Skills and Progression- FS1

The seven areas in the Early Years Foundation Stage (EYFS) provide a framework for our planning which enables us to achieve our aims for the under fives provision. We ensure that all children experience a broad and balanced curriculum. Underpinning this is the **Characteristics of Effective Learning; Playing and Exploring, Active Learning, Creating and Thinking Critically**. Teachers and support staff plan together to ensure consistency across year groups. Planning is highly responsive to the children's individual interests and needs. As a result the focus of the curriculum develops over time. It is constantly responding and to and developed to ensure a pedagogical approach that responds to the needs of the children.

Area of Learning	Autumn 1 (22-36)	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
PSED	<p>Seeks out others to share experiences.</p> <p>Seeks comfort from familiar adults when needed.</p> <p>Separates from main carer with support and encouragement from a familiar adult.</p>	<p>Interested in others' play and starting to join in.</p> <p>Growing ability to distract self when upset, e.g. by engaging in a new play activity.</p> <p>Expresses own preferences and interests.</p>	<p>Growing ability to distract self when upset, e.g. by engaging in a new play activity.</p> <p>Shows understanding and cooperates with some boundaries and routines.</p> <p>Enjoys responsibility of carrying out small tasks.</p>	<p>Initiates play, offering cues to peers to join them.</p> <p>Can select and use activities and resources with help.</p>	<p>Keeps play going by responding to what others are saying or doing.</p> <p>Confident to talk to other children when playing.</p>	<p>Demonstrates friendly behaviour.</p> <p>Welcomes and values praise for what they have done.</p>

Physical Development	<p>Can kick a large ball.</p> <p>Turns pages in a book, sometimes several at once.</p> <p>Beginning to be independent in self-care, but still often needs adult support.</p>	<p>Runs safely on whole foot.</p> <p>Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.</p> <p>Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.</p>	<p>Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.</p> <p>Beginning to recognise danger and seeks support of significant adults for help.</p>	<p>Shows control in holding and using jugs to pour, hammers, books and mark-making tools.</p> <p>Can tell adults when hungry or tired or when they want to rest or play.</p>	<p>Imitates drawing simple shapes such as circles and lines.</p> <p>Can usually manage washing and drying hands.</p>	<p>Beginning to use three fingers (tripod grip) to hold writing tools.</p> <p>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.</p>
Communication and Language	<p>Listens with interest to the noises adults make when they read stories.</p>	<p>Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at</p>	<p>Shows interest in play with sounds, songs and rhymes.</p> <p>Understands more complex</p>	<p>Joins in with repeated refrains and anticipates key events and phrases in</p>	<p>Listens to others one to one or in small groups, when conversation interests them.</p>	<p>Listens to others one to one or in small groups, when conversation interests them.</p>

	<p>Identifies action words by pointing to the right picture, e.g., "Who's jumping?" (Und)</p> <p>Uses simple sentences (e.g. 'Mummy gonna work.')</p>	<p>or going to the door.</p> <p>Developing understanding of simple concepts (e.g. big/little).</p> <p>Learns new words very rapidly and is able to use them in communicating.</p>	<p>sentences, e.g. 'Put your toys away and then we'll read a book.'</p> <p>Holds a conversation, jumping from topic to topic.</p>	<p>rhymes and stories. Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is.?).</p> <p>Uses a variety of questions (e.g. what, where, who).</p>	<p>Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</p> <p>Uses vocabulary focused on objects and people that are of particular importance to them.</p>	<p>Beginning to understand 'why' and 'how' questions</p> <p>Beginning to use more complex sentences to link thoughts (e.g. using and, because).</p>
Literacy	<p>Distinguishes between the different marks they make</p> <p>Has some favourite stories, rhymes, songs, poems or jingles.</p> <p>Phase 1 Phonics</p>	<p>Distinguishes between the different marks they make</p> <p>Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.</p>	<p>Sometimes gives meaning to marks as they draw and paint.</p> <p>Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.</p>	<p>Sometimes gives meaning to marks as they draw and paint.</p> <p>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p>	<p>Sometimes gives meaning to marks as they draw and paint.</p> <p>Shows awareness of rhyme and alliteration</p> <p>Listens to stories with increasing attention and recall.</p>	<p>Sometimes gives meaning to marks as they draw and paint.</p> <p>Shows awareness of rhyme and alliteration</p> <p>Listens to stories with increasing attention and recall.</p>

	<p>Aspect 1: General sound discrimination - environmental sounds</p> <p>Aspect 2: General sound discrimination - instrumental sounds</p>	<p>Phase 1 Phonics Aspect 1: General sound discrimination - environmental sounds</p> <p>Aspect 2: General sound discrimination - instrumental sounds</p>	<p>Phase 1 Phonics Aspect 3: General sound discrimination - body percussion</p> <p>Aspect 4: Rhythm and rhyme</p>	<p>Phase 1 Phonics Aspect 3: General sound discrimination - body percussion</p> <p>Aspect 4: Rhythm and rhyme</p>	<p>Phase 1 Phonics Aspect 5: Alliteration</p> <p>Aspect 6: Voice sounds</p>	<p>Phase 1 Phonics Aspect 7: Oral blending and segmenting</p> <p>Phase 2: s,a,t,p,i, n</p>
Maths	<p>Recites some number names in sequence.</p> <p>Begins to use the language of size.</p>	<p>Begins to make comparisons between quantities.</p> <p>Uses some language of quantities, such as 'more' and 'a lot'.</p> <p>Beginning to categorise objects according to properties such as shape or size.</p>	<p>Recites numbers in order to 10.</p> <p>Knows that numbers identify how many objects are in a set.</p> <p>Shows interest in shape by sustained construction activity or by talking about</p>	<p>Compares two groups of objects, saying when they have the same number.</p> <p>Uses positional language.</p>	<p>Shows an interest in numerals in the environment.</p> <p>Shows an interest in representing numbers.</p> <p>Realises not only objects, but anything can be counted, including steps, claps or jumps.</p> <p>Beginning to talk about the shapes</p>	<p>Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</p> <p>Uses shapes appropriately for tasks.</p>

			<p>shapes or arrangements.</p> <p>Shows interest in shapes in the environment.</p>		<p>of everyday objects, e.g. 'round' and 'tall'.</p>	
Understanding of the World	<p>Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</p> <p>Has a sense of own immediate family and relations.</p> <p>Beginning to have their own friends.</p> <p>Enjoys playing with small-world</p>	<p>Seeks to acquire basic skills in turning on and operating some ICT equipment.</p> <p>In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.</p> <p>Learns that they have similarities</p>	<p>Seeks to acquire basic skills in turning on and operating some ICT equipment.</p> <p>In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.</p> <p>Learns that they have similarities</p>	<p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Shows interest in the lives of people who are familiar to them.</p> <p>Knows how to operate simple equipment, e.g. turns on CD</p>	<p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Shows interest in the lives of people who are familiar to them.</p> <p>Knows how to operate simple equipment, e.g. turns on CD</p>	<p>Shows interest in different occupations and ways of life.</p> <p>Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</p>

	models such as a farm, a garage, or a train track.	and differences that connect them to, and distinguish them from, others.  Notices detailed features of objects in their environment.	and differences that connect them to, and distinguish them from, others.  Notices detailed features of objects in their environment.	player and uses remote control.	player and uses remote control.	
Expressive Arts and Design	Joins in singing favourite songs.  Beginning to make-believe by pretending.	Joins in singing favourite songs.  Beginning to make-believe by pretending.	Creates sounds by banging, shaking, tapping or blowing. Shows an interest in the way musical instruments sound. Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.	Creates sounds by banging, shaking, tapping or blowing. Shows an interest in the way musical instruments sound. Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.	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.  Knows how to operate simple equipment, e.g.	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.  Knows how to operate simple equipment, e.g.

					turns on CD player and uses remote control.	turns on CD player and uses remote control.
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## Curriculum Enhancements

Year: FS1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Trips, visitors and workshops</b>		Magic show – Mad Pete				Enquiry linked visit -
<b>Curriculum Enhancements (Termly)</b>	No pens day Planting Harvest	Children in need Diwali Bonfire night Christmas production  Enterprise	No pens day Internet Safety Day Chinese New Yea	Planting World Book Day Sport relief Easter- New Life	No pens day	Healthy eating week International day Sports day Truck Safety

Curriculum Enhancements (On-going)	Welly walks Snack time Child led enquiry Golden mile Gardening Relative reading Values BLP Squiggle while you wiggle Dough disco Continuous Provision Cooking					