

Foundation Stage 1- Long Term Plan 2024-2025



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Marvellous Me	Let's Celebrate!	Once Upon a Time...	Pets! How can we care for them?	What helps things to grow?	What do you do at the seaside?
Enrichments	Harvest Harvest Festival Autumn	Halloween Bonfire Night Diwali Children in Need Christmas Performance Christmas Party	Winter Lunar New Year Pancake day	Visit from travelling zoo Mother's Day Spring Easter Story	Chick/Duck Hatch Growing flowers Incubator	Summer Trip to a seaside Transition to new classes
Author	David Mckee		Michael Rosen		Claire Freeman	
Focus Texts	Colour Monster Elmer Super Duper you	Kipper's birthday The Best Diwali Ever The Christmas Story	Goldilocks and the three bears. The gingerbread man The great Race	Dear Zoo Not Norman We're going on a bear hunt.	Welcome Little Chick The Ugly Duckling Tiny little seed.	What the Ladybird Heard at the Seaside Pirates love underpants Sheldon's New Shell

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"> Communication and Language Includes Daily story time using high quality texts </p>	<p> Settling in Activities Making friends Show an interest in the lives of other people. I can respond to my name and change my activity when encouraged. I can use everyday words to talk about people I know. I can follow simple instructions with visuals. I can listen and respond to adults and peers. </p> <p>Key vocab-see subject progression documents</p>	<p> I can follow two step simple instructions with visuals. I can concentrate for slightly longer periods. I can join in with a small group. I can remember and join in with stories and rhymes. </p> <p>Key vocab-see subject progression documents</p>	<p> I can speak in 2/3/4/ word sentences. I can understand more simple questions and answer appropriately. I can express desires, feelings and needs. I can begin to hold two-way conversations with adults and peers. </p>	<p> I can begin to understand and ask why and how questions. I can remember and use new words. I can engage in imaginary role-play - sometimes building stories around objects and toys. </p>	<p> I can explain my own thinking and ideas I can describe the story settings and characters. I can join in with the repeated lines and refrains I can use language as a powerful means of widening contacts and sharing feelings. </p> <p>Key vocab-see subject progression documents</p>	<p> I can communicate effectively with my peers and adults I can follow three-step simple instructions, sometimes without visuals I can anticipate key events in stories I can take turns in small groups I can ask simple questions and wait for a response. </p> <p>Key vocab-see subject progression documents</p>
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<p style="text-align: center;">PSED Managing self and sled regulation</p>	<p>Introduction of learning behaviours Class rules, behavioural expectations, boundaries set Handwashing I can select and use resources with help if needed. I know some of my life-story/family history and show interest in occupations. I am special and unique Families are both the same and different. I can attempt to put my coat on</p>	<p>Reminding of learning behaviours Class rules, behavioural expectations, boundaries set Handwashing I can select and use resources with help if needed. I am a member of this class and this school. I show confidence in new social situation Begin to Talk about feelings using words such as 'happy' 'sad' 'angry' or 'worried' I am beginning to show some understanding of how others may be feeling. I can attempt to put my coat on and try to fasten the zip</p>	<p>Reminding of learning behaviours Class rules, behavioural expectations, boundaries set Handwashing I can play with other peers extending and elaborating ideas. I can develop appropriate ways of being assertive and talk with others to solve conflicts Becoming increasingly independent in meeting their own care needs, including using toilet, brushing teeth, washing and drying hands. I can attempt to put my coat on and try to fasten the zip</p>	<p>Handwashing I can start a conversation with a peer or adult and continue it for many turns. I show confidence in new social situations. I am aware that there are different countries in the world and talk about the differences I have experienced or seen photos I can remember rules without being reminded I am increasingly more independent in meeting my own care needs including using toilet, brushing teeth, washing and drying hands. I can put my own coat on independently</p>	<p>Expectations of class, rules, behavioral expectations, boundaries adhered to. Handwashing I can start a conversation with a peer or adult and continue it for many turns. I can remember rules without being reminded. I can develop appropriate ways of being assertive and talk with others to solve conflicts Talk about feelings using words such as 'happy' 'sad' 'angry' or 'worried' I can some awareness Life stages - plants, animals and humans Life stages - naming body parts I can understand how others maybe feeling</p>	<p>Handwashing I can express a point of view and debate if I disagree using words as well as actions. I can start a conversation with a peer or adult and continue it for many turns. I show confidence in new social situation. I can remember rules without being reminded. I am quite independent in meeting my own care needs including using toilet, brushing teeth, washing and drying hands. I can put my own coat on independently and fasten the zip.</p>
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						I can put my own coat on independently and attempt the zip	
Physical Development	Fine Motor	<p>Threading,, weaving, playdough, Fine Motor activities. Hold pencil with whole hand grasp, uses both hands, encourage children to draw freely, making marks on chalkboard/paper, Taking shoes off, attempts to use scissors,</p>	<p>Threading, weaving, playdough, Fine Motor activities. Hold pencil beyond whole hand grasp, uses both hands, encourage children to draw freely, making marks on chalkboard/paper, Taking shoes off and attempting to put them back on, attempts to use scissors,</p>	<p>Threading, weaving, playdough, Fine Motor activities. Hold pencil beyond whole hand grasp, occasionally switches hands, encourage children to draw freely, making marks on chalkboard/paper, Taking shoes off and attempting to put them back on, drawing lines and circles, can snip with scissors,</p>	<p>Threading, weaving, playdough, Fine Motor activities. Hold pencil comfortably but effectively, may switch hands, encourage children to draw freely, making marks on chalkboard/paper, Taking shoes off and attempting to put them back on,</p>	<p>Threading,, weaving, playdough, Fine Motor activities. Hold pencil effectively developing the grip, beginning to show preference for a dominant hand, encourage children to draw freely, attempting to start to form some letters, making marks on chalkboard/paper, Taking shoes off and putting them back on with a little support,</p>	<p>Threading,, weaving, playdough, Fine Motor activities. Hold pencil effectively developing the grip, Showing preference for a dominant hand, encourage children to draw freely, Beginning to form some letters, making marks on chalkboard/paper, Taking shoes off and putting them back on with a little support,</p>
	Gross Motor	<p>Outdoor Activities - minimum once a day Time in the Hall - Ring Games, Parachute games and rolling balls.</p>	<p>Outdoor Activities - minimum once a day Time in the Hall - Ring Games, Parachute games and rolling balls</p>	<p>Outdoor Activities - minimum once a day Time in the Hall - Ring Games, Parachute games and rolling balls</p>	<p>Outdoor Activities - minimum once a day Time in the Hall - Ring Games, Parachute games and rolling balls</p>	<p>Outdoor Activities - minimum once a day Time in the Hall - Ring Games, Parachute games and rolling balls</p>	<p>Outdoor Activities - minimum once a day Time in the Hall - Ring Games, Parachute games and rolling balls</p>

		<p>Chalks on floor outside</p> <p>Big arm movements - making line and circles</p> <p>Building with large construction blocks</p>	<p>Chalks on floor outside</p> <p>Big arm movements - making line and circles</p> <p>Building with large construction blocks</p> <p>Up and down steps with alternate feet</p>	<p>Chalks on floor outside</p> <p>Big arm movements - making line and circles</p> <p>Building with large construction blocks</p> <p>Up and down steps with alternate feet</p>	<p>Chalks on floor outside</p> <p>Big arm movements - wave flags and streamers, making line and circles</p> <p>Building with large construction blocks</p> <p>Up and down steps with alternate feet</p>	<p>Chalks on floor outside</p> <p>Big arm movements - waving flags and streamers, making line and circles</p> <p>Building with large construction blocks</p> <p>Balancing, riding and ball skills</p>	<p>Chalks on floor outside</p> <p>Big arm movements - making line and circles</p> <p>Building with large construction blocks</p> <p>Balancing, riding and ball skills</p> <p>Matching physical skills to activities - do they need to walk or crawl</p>
Literacy	Comprehension	<p>I can fill in missing words from well-known rhymes. I can show a preference for a book, song or rhyme.</p>	<p>I can identify myself in a story and show enjoyment for stories about familiar people.</p> <p>I can hold a book, turn the pages and indicate an understanding of pictures and print.</p>	<p>I am beginning to be aware of the way stories are structured.</p> <p>I show interest in the illustrations and print in books and print in the environment.</p>	<p>I can describe main story settings, events and principal characters.</p> <p>I can make suggestions about what might happen next in a story.</p>	<p>I can about events and characters in a book.</p> <p>I can suggest how a story might end.</p>	<p>I can describe main story settings, events and principal characters.</p> <p>I can tell a story to friends.</p>
	Word	<p>I can join in with rhymes and stories</p>	<p>I can identify rhymes.</p>	<p>I can understand that print has meaning.</p>	<p>I know that print can have different purposes</p>	<p>I know that we read English text from left to right</p>	<p>I can spot and suggest rhymes</p>

			<p>I can join in with the rhythm of well-known rhymes and songs.</p> <p>I can notice and repeat sounds.</p>	<p>I can hold a book the right way up and turn pages by myself.</p>	<p>I Know the names of the different parts of a book</p>	<p>and from top to bottom.</p> <p>I can identify signs and symbols in the environment and recall what they mean / I can ascribe meaning to other marks, like on signage</p>	<p>I can count or clap syllables in a word</p> <p>I can recognise words with the same initial sound, such as mother and money</p>
Writing	<p>I can talk about the marks I make when I draw or paint</p> <p>I can randomly scribble on the page, sometimes with both hands.</p> <p>I can draw lines in different directions- up, down and across</p> <p>I can recognise my name. I am beginning to hold my pencil in the tripod grip.</p>	<p>I can talk about the marks I make when I draw or paint</p> <p>I can control the marks on my page.</p> <p>I can draw lines in different directions- up, down and across</p> <p>I can draw circles both clockwise and anti-clockwise</p> <p>I can draw circles both clockwise and anti-clockwise</p> <p>I can recognise my name</p> <p>I can order some of the letters in my name.</p> <p>I usually hold my pencil in the tripod grip.</p>	<p>I can talk about the marks I make when I draw or paint</p> <p>I can draw lines in different directions- up, down and across</p> <p>I can draw circles both clockwise and anti-clockwise</p> <p>I can recognise my name</p> <p>I can order some of the letters in my name.</p> <p>I usually hold my pencil in the tripod grip.</p>	<p>I can talk about the marks I make when I draw or paint</p> <p>I can draw lines in different directions- up, down and across</p> <p>I can draw circles both clockwise and anti-clockwise</p> <p>I can hear, say and the initial sound in words</p> <p>I can recognise my name</p> <p>Can copy some of the letters in their name</p>	<p>I can talk about the marks I make when I draw or paint</p> <p>I can hear, say and the initial sound in words</p> <p>I can blend a CVC word</p> <p>I am beginning to write some letters in my name. I can hold my pencil in the tripod grip.</p>	<p>I can mark make for a purpose and be able to talk about the marks.</p> <p>I can orally segment a CVC word.</p> <p>Forms some familiar letters such as some of the letters in their name</p> <p>I am beginning to write some letters in my name.</p> <p>I can hold my pencil in the tripod grip.</p>	

			I am beginning to hold my pencil in the tripod grip.		I usually hold my pencil in the tripod grip.		
	Poetry Basket	Leaves are Falling	I can build a snowman	Pancakes	Stepping Stones	A Little Seed	Monkey Business
Maths	Master the Curriculum Colours <ul style="list-style-type: none"> - Red • Blue • Yellow • Green • Purple • Mix of colours Matching Sorting Maths Meeting Number skills	Master the Curriculum Number 1 Number 2 Patterns Maths Meeting Number skills	Master the Curriculum Number 3 Number 4 Number 5 Maths Meeting Number skills	Master the Curriculum Number 6 Height Length Capacity Maths Meeting Number skills	Master the Curriculum Sequencing Positional Language 2D shape Maths Meeting Number skills	Master the Curriculum 3D shape Revise Numbers 1-5 Maths Meeting Number skills	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Computing</p>	<p>I can identify everyday technology: link it to technology at home</p> <p>I can operate an iPad and open apps</p>	<p>I have some awareness that ICT may be used to communicate information electronically - Dojo</p> <p>I can operate an iPad and open apps</p> <p>I like to explore how things work.</p> <p>I am beginning to follow rules, understanding why they are important</p>	<p>I can identify everyday technology: link it to technology at home</p> <p>I can operate an iPad and open apps</p> <p>I can explore how things work</p> <p>I use my fine motor skills so I can use a range of tools competently, safely and confidently</p>	<p>I can attempt to use a computer program to create a picture</p> <p>I have some awareness that ICT may be used to communicate information electronically - Dojo</p> <p>I am increasingly following rules, understanding why they are important</p>	<p>I can attempt to use a computer program to create a picture</p> <p>I can operate an iPad and open apps</p> <p>I can use an iPad to take photos</p> <p>I confidently explore how things work</p> <p>I use my fine motor skills so I can use a range of tools competently, safely and confidently</p>	<p>I can identify everyday technology: link it to technology at home</p> <p>I can use a computer program with support to create a picture</p> <p>I know that ICT may be used to communicate information electronically - Dojo</p> <p>I can use an iPad to take photos</p>
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UTW	Science	<p><u>Humans/Seasonal Changes</u></p> <ul style="list-style-type: none"> -I can understand basic 'why' questions. -I use all of my senses in exploring natural materials - autumn objects - crunchy leaves and wet twigs. -I can show some awareness of healthy choices about food, drink, activity and toothbrushing. -I can talk about what I see in basic detail weather etc -I am beginning to understand the need to respect and care for the natural environment and all living things - myself and my family. 	<p><u>Seasonal Changes</u></p> <ul style="list-style-type: none"> -I can understand basic 'why' questions . -I use all of my senses in exploring natural materials -I can talk about what I see in basic detail. -Explore and talk about the different forces we can feel - wind outside etc -I can talk about what I see in some detail - weather etc 	<p><u>Materials</u></p> <ul style="list-style-type: none"> -I can understand basic 'why' questions -I use all of my senses in exploring natural materials - baking gingerbread men. -I can talk in basic details about the differences between materials -Explore and talk about the different forces we can feel. -I can talk about the differences in materials - making gingerbread men. -Explore and talk about the different forces we can feel - elastics stretch, twigs snap, metal doesn't bend. Gingerbread Man investigation materials to make a boat 	<p><u>Animals</u></p> <ul style="list-style-type: none"> -I can understand 'why' questions. -I am beginning to show some awareness about making healthy choices. -I use all of my senses in exploring natural materials. -I can talk about what I see in some detail - name animals 	<p><u>Animals and Plants</u></p> <ul style="list-style-type: none"> -I use all of my senses in exploring natural materials - soil, seeds, chicks, petals. -I can talk about what I can see using a wide vocabulary -I have planted seeds and cared for the living plant. -I understand the key features of the lifecycle of a plant and an animal -chick & plant -I am beginning to understand the need to respect and care for the natural environment and all living things - our plants and chicks. 	<p><u>Seasonal Changes/Materials</u></p> <ul style="list-style-type: none"> -I can understand 'why' questions -I use all of my senses in exploring natural materials - sand, heat from sun -I can talk about what I can see using a wide vocabulary - weather etc -I can identify animals that live on the beach/at the seaside -I like to explore how things work -I am beginning to understand the need to respect and care for the natural environment and all living things - not leaving litter at seaside or picnics -I can talk about the differences between materials - ice, sand, stones, shells and making jelly. -I can explore and talk about different forces - floating and sinking

Geography

-I can use all my senses in hands on exploration of natural materials

-I can describe a familiar route - the way into the hall, our playground, brief details about our house and road.

-I understand that there is a need to respect and care for the natural environment and all living things.

-I can use all my senses in hands on exploration of natural materials.

-I can describe a familiar route - how do I get to school, what do I see.

-I am beginning to discuss routes and locations - do I cross a road, do I come in a car.

-I know that there are different countries in the world and I am beginning to talk about what I have experienced or seen in photos. - digital images, photos and maps. - where different animals are from.

-I understand that there is a need to respect and care for the natural environment and all living things. - sea, pollution, rain forests etc

-I can use all of my senses in hands on exploration of natural materials -seeds, soil, ducks etc

-I understand that there is a need to respect and care for the natural environment and all living things. -our plants, ducks and garden.

-I can use all my senses in hands on exploration of natural materials - shells, stones, sand etc




-I know that there are different countries in the world and I am beginning to talk about what I have experienced or seen in photos. - seaside brochures, photos and digital images.

-I understand that there is a need to respect and care for the natural environment and all living things.- seaside and picnic spots.

I can discuss a route or location - seaside. Park etc

Past and Present	I am beginning to be aware of my own life story and my family history. (photos and memories)	Bonfire Night Christmas	Traditional fairy tales - from long ago, and new stories.		I am beginning to make sense of my own life story and my family history. (photos, memories and what parents tell us.	Seaside in the past and present.
People and Communities/RE	<p>Talk about celebrations or events that are important to them such as birthdays or birth of a new baby</p> <p>I am beginning to develop a sense of responsibility and realisation that I am a member of my community.</p> <p>I am becoming aware about the differences between people</p>	<p>Learn that some places are special to a community - Church, Temple through looking at images of churches,</p> <p>Engage with religious and cultural celebrations or traditions - Diwali, Bonfire Night, Christmas.</p> <p>I am beginning to develop a sense of responsibility and realisation that I am a member of my community.</p> <p>I am beginning to develop a positive attitude about the differences between people.</p>	<p>Find out about a religious and cultural celebration - Chinese New Year</p> <p>I am developing a sense of responsibility and realisation that I am a member of my community.</p> <p>I am beginning to develop a positive attitude about the differences between people.</p>	<p>Learn about religious and cultural celebrations and traditions associated with Easter</p> <p>Learn about the story of Noah's Ark</p> <p>I am aware that I am part of a community and have some responsibilities. (Class, School, Home and local community)</p> <p>I am developing a good positive attitude towards the differences between people. (people from different parts of the world)</p>	<p>Learn about the religious and cultural celebrations associated with easter and new life.</p> <p>I am developing a good positive attitude towards the differences between people. (how humans grow and the changes or differences)</p>	<p>Discuss holidays and their importance and reasons for holidays such as relaxation, time with family, visiting relatives, sightseeing</p> <p>I am aware that I am part of a community and have some responsibilities. (Class, School, Home and local community)</p> <p>I ask questions about the differences between people but have a positive attitude in relation to the answers.</p>

EAAD	Music	<p>Remember & sing familiar songs e.g. pop songs, rhymes , action songs -- nursery rhymes</p> <p>Taps out simple repeated rhythms</p> <p>Develop an understanding of how to create & use sounds intentionally - using a selection of instruments</p> <p>Sing the melodic shape (moving melody, such as up & down, down & up) of familiar songs - nursery rhymes</p> <p>Using Go Noddle website</p> <p>Just Dance</p>	<p>Remember & sing familiar songs e.g. pop songs, rhymes - Christmas songs</p> <p>Play instruments with increasing control to express their feelings & ideas - Diwali & fireworks - and Christmas music.</p> <p>Create own songs, or improvise a song around one they know - Performing area</p> <p>Sing the melodic shape (moving melody, such as up & down, down & up) of familiar songs - Christmas songs</p> <p>Using Go Noodle website</p> <p>Just Dance</p>	<p>Remember & sing familiar songs e.g. pop songs, rhymes - pop songs</p> <p>Creates sounds to accompany stories - bear hunt - noises to accompany pages.</p> <p>Create own songs, or improvise a song around one they know - Performing area</p> <p>Using Go Noodle Website</p> <p>Just Dance</p>	<p>Remember & sing familiar songs e.g. pop songs, rhymes</p> <p>Play instruments with increasing control to express their feelings & ideas - butterfly popping out of cocoon.</p> <p>Explore & learn how sounds & movements can be changed e.g. louder, quieter - quiet little caterpillar then big flapping butterfly</p> <p>Using Go Noodle Website</p> <p>Just Dance</p>	<p>Remember & sing familiar songs e.g. pop songs, rhymes and action song</p> <p>Taps out simple repeated rhythms</p> <p>Develop an understanding of how to create & use sounds intentionally - using a selection of instruments</p> <p>Explore & learn how sounds & movements can be changed e.g. louder, quieter - duckling slowly coming out then loud quacking.</p> <p>Using Go Noodle website</p> <p>Just Dance</p>	<p>Remember & sing familiar songs e.g. pop songs, rhymes and action songs.</p> <p>Creates sounds to accompany stories - sea sounds.</p> <p>Create own songs, or improvise a song around one they know - Performing area.</p> <p>Using Go Noodle website</p> <p>Just Dance</p>
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Art	<p>Kandinsky - Circles</p>  <p>Artwork displayed attractively with pencil crayons and artist paper to recreate circles.</p> <p>Mixing primary colours - painting circles (half of cohort)</p> <p>Paper collage circles (everyone)</p>	<p>Henri Matisse - Cat with red fish</p>  <p>Taxidermy animals and oil pastels</p> <p>Draw animals (half cohort)</p> <p>Whole class sewing- spring colours</p> <p>Clay - exploration</p>	<p>Van Gogh - Sunflowers</p>  <p>Sunflowers and atelier</p> <p>Sunflower painting (half cohort)(1/2 chn a day)</p> <p>Oil pastel drawing - sunflowers (all children)</p> <p>Clay exploration (all children)</p>
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	DT	<p>Explore how things work</p> <p>Select and use activities and resources, with help when needed.</p> <p>I can use large muscle movements to wave flags and streamers, paint and make marks</p> <p>I am beginning to choose the right resources to carry out my own plan.</p>	<p>Explore how things work.</p> <p>Select and use activities and resources, with</p> <p>I can use large muscle movements to wave flags and streamers, paint and make marks help when needed.</p> <p>I am developing my own ideas and can decide which materials to use to express them.</p>	<p>Explore how things work</p> <p>I can use large muscle movements to wave flags and streamers, paint and make marks</p> <p>I can use one handed tools and equipment e.g., Snipping with scissors</p> <p>I am exploring different materials, In order to develop my own ideas about how to use them and what to make.</p>	<p>Explore how things work</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits such as zoos and animal enclosures</p> <p>I can use one handed tools and equipment e.g., Snipping with scissors</p> <p>I am developing my own ideas and can decide which materials to use to express them.</p>	<p>Explore how things work</p> <p>I am exploring different materials, In order to develop my own ideas about how to use them and what to make.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>I can choose the right resources to carry out my own plan.</p>	<p>Explore how things work</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits such as circus and pirate island</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>I am developing my own ideas and can decide which materials to use to express them.</p>
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Secure points for Nursery- for the End of the Year

Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Maths	Understanding the World	Expressive arts and design
<p>Around the age of 4, is the child using sentences of four to six words - "I want to play with cars" or "What's that thing called?"</p> <p>Can the child use sentences have joined up with words like 'because', 'or', 'and'? For example: "I like ice cream because it makes my tongue shiver".</p> <p>Is the child using the future and past tense: "I am going to the park" and "I went to the</p>	<p>Develop their sense of responsibility and membership of a community. Does the child play alongside others or do they always want to play alone? Does the child take part in pretend play (for example, being 'mummy' or 'daddy'?)</p> <p>Does the child take part in other pretend play with different roles - being the Gruffalo, for example?</p> <p>Can the child generally negotiate solutions to conflicts in their play?</p> <p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p>	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips</p>	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately.</p>	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitizing').</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals.</p>	<p>Continue developing positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Explore and talk about different forces they can feel.</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and</p>

<p>shop"? Can the child answer simple 'why' questions?</p> <p>Sing a large repertoire of songs.</p> <p>Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</p>	<p>Make healthy choices about food, drink, activity and toothbrushing.</p> <p>Look out for children who appear to be overweight or to have poor dental health, where this has not been picked up and acted on at an earlier health check.</p> <p>Discuss this sensitively with parents and involve the child's health visitor. Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical play. Most, but not all, children are reliably dry during the day by the age of 4. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP.</p>	<p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p>		<p>Solve real world mathematical problems with numbers up to 5.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Talk about and explore 2D using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Understand position through words alone</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'. Talk about and identify the patterns around them</p>		<p>explore different textures.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Explore colour and colour-mixing Listen with increased attention to sounds.</p>
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