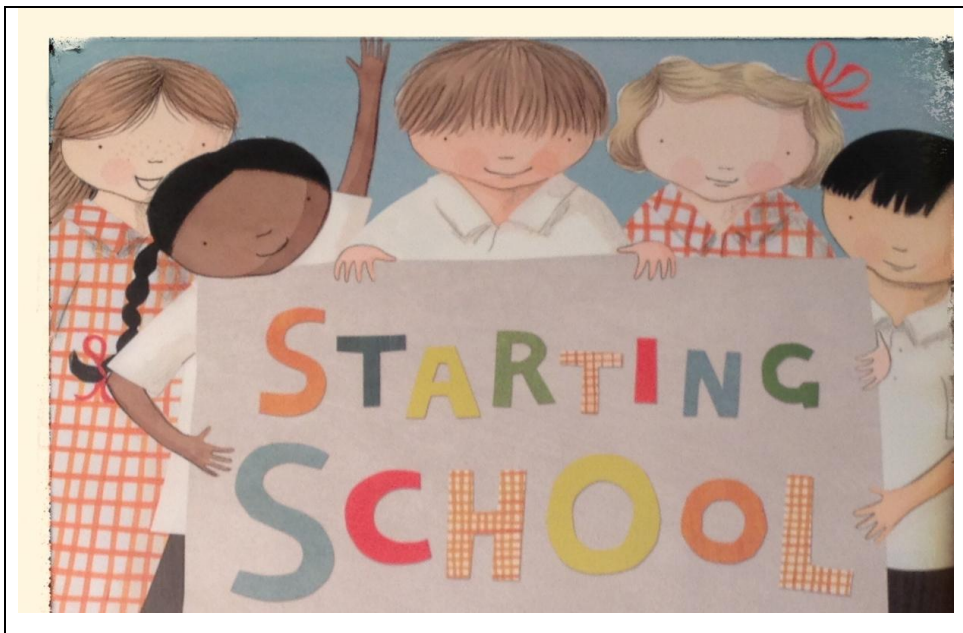
Foundation Stage Termly Overview - Autumn TOPIC – Starting School



Special Events/Topics

Harvest
Autumn
Ourselves
Family
Diwali
Bonfire Night
Children in Need
Trip to post box
Nativity Story
Christmas
Winter

Personal, Social and Emotional Development

Self-Regulation	Managing Self	Building Relationships
Express their feelings and give simple reasons, e.g. I want Mummy. Seek help through finding an adult. Recognise when a peer is upset. Identify and name some common feelings in themselves or others, e.g. happy, upset, cross, lonely, worried. Explain to an adult what has happened when they are upset. "Bounce back" after upsets and with more independence. Follow familiar, routine instructions independently.	Use the toilet independently and wash their hands well, knowing why this is important. Take their coat off and put it on. Follow a simple instruction as part of a group, e.g. sit down, let's go outside. Join in an activity when invited by an adult. Taking shoes and socks off independently for P.E., getting changed for Forest School. Do up their coat. Abide by most of the rules of the classroom. Try new activities independently or with peers.	Play alongside new peers and 'with' familiar peers. Show interest in their new peers. Join in with a group of children who are playing. Form some closer friendships and seek them out to initiate play. Speak to peers within a game or activity. Take turns, with adult support, e.g. when playing a board game.

Communication and Language

Listening, Attention and Understanding	Speaking
Join in with appropriate group activities, e.g. Nursery rhymes, Story Time. Follows simple, routine instruction, e.g. Come to the carpet. Plays a simple, motivating game for a few minutes, e.g. catching a ball. Begins to use some active listening skills; face the speaker, body still, paying attention. Follows simple instructions well. E.g. Get a pencil, find your bag. Responds to a peers request (e.g. Can I have the ball?) and replies. Learn (and use) new words from familiar texts. Begins to answer "How" questions, e.g. How did this get broken?	Speaks in simple sentences, which communicate their needs (e.g. I need a drink) and their interests (I like cars, I want the red one). Uses vocabulary focusing on their interests (e.g. motorbike) and familiar experiences (e.g. hairdressers). Ask simple questions (e.g. Where is Mummy?) Offer their ideas in small group contexts, e.g. retelling a simple event in sequence. Use full sentences, sometimes with encouragement, to express complete ideas (e.g. "I like chocolate more than vanilla", rather "chocolate better" Ask questions when they don't understand instructions. Uses simple connectives in speech, e.g. and, but. Use new vocabulary from books and stories as they discuss/retell the story. Recite familiar rhymes/poems and join in with repeated refrains from stories.

Physical Development

Gross Motor Skills	Fine Motor Skills	Other (self-care/health)
Enjoys running and beginning to travel with more speed and control. May not have developed a fluent running style yet. Stops or attempts to avoid obstacles when running. Explores and uses climbing equipment, with a little adult support at challenging parts. Begins to run with more fluency, avoiding obstacles. Explores and develops confidence in different ways of moving, e.g. hopping. Independently uses climbing equipment, e.g. the trim trail. Throws balls in the direction of a target/peer and attempts to catch large balls/beanbags by moving towards it.	Uses a spoon or fork to eat independently. Uses mark-making tools such as paintbrushes, pens and chalk. Has developed a dominant hand. Cuts straight lines with scissors/snippers. Draws circles, horizontal/vertical lines. Forms the pre-writing shapes. Beginning to form all the letters of their names correctly. Beginning to form recognisable letters for the full alphabet. Uses an effective (non-palmer pencil grip) Uses scissors to cut out a simple shape independently, e.g. circle/square. Draws simple pictures which can be recognised by themselves and others, e.g. face, person, cat, house.	Uses the toilet independently. Washes hands independently. Understands that some foods are healthier for us and some are less so. Talks about how their body feels after exercise and knows that this activity is positive for our health.

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Literacy

Comprehension	Word Reading	Writing
Listen to a story and comment on the events. Name the characters from a familiar story. Identify the characters and setting of a familiar book. Join in with the repeated refrain from a familiar story. Begin to use language from the story when discussing it.	Identify an object when given the initial sound. Say the initial sound in a given word. Clap the syllables in a word. Say a sound for all Phase 2 GPCS. Blend CVC words verbally.	Discuss the marks they make, e.g. "this is a car" Write their name with correct formation. Form Phase 2 letters recognisably. Segment CVC words verbally. Write the initial and middle sounds for a CVC word.

Mathematics

Numbers	Numerical Patterns	Shape, Space and Measure
Subitise to 3. Represent 1 - 3 on fingers, on a tens frame and with objects. Subitise to 4. Discuss composition of numbers to 4, showing some automatic recall of number facts. Begin to recognise parts within numbers. E.g. Look at 4 buttons and say "I can see a group of 2 and another group of 2"	Join in with number songs, attempting to represent numbers using fingers where appropriate. Recite numbers to 10 or beyond. Demonstrate understanding that we use one number for each item, when counting. Attempt to count objects, actions and sounds. Use and understand the term "more" in practical contexts. Recite numbers to 20 confidently. Count back from 10. Demonstrate understanding of the cardinal principle when counting objects. Show accuracy when counting a group of up to 5/10 objects. Use and understand the terms more and fewer/less in practical contexts. Understand the term equal when comparing two groups of objects.	Describe the size or shape of real-life objects using simple mathematical vocabulary, e.g. big/small, round/straight. Time - understand first/next Sorting/matching - sort groups of objects according to different criteria Time - Understand yesterday/today/tomorrow. Recite days of the week. Shape - Identify straight and curved sides on 2D shapes, and flat and curved faces on 3D shape Use shapes to make pictures/models. Measure - use and understand the terms short/tall, large/small. Sequence 4 items according to these criteria.

Understanding the World

Past and Present	People, Culture and Communities	The Natural World
Discuss who is in their family and show some sense of their own history, e.g. "I was born first and then the twins" or "before I was born, Mummy lived in Spain but now we live in London". Talk about people around them in good detail, describing their roles, interests or news about them. Discuss past and upcoming events within their own family, e.g. "When I was a baby, I had a Christening" or "At my third birthday, I had a dinosaur cake" Understand that the past is the time "before now".	Notice similarities and differences between people, reflecting on differences positively. Know that they may come from a different country from other children and understand that these are different places. Show interests in different occupations, e.g. role-playing police or doctors. Discuss the roles of people in the community around them and their own experiences with these people, e.g. priest, nurses/doctors. Share their experiences of local features of our community, e.g. The park, Morrisons	Talk about differences between materials and changes they notice in simple terms, e.g. when cooking, melting ice etc. Talk about forces they feel, e.g. water pushing a boat up to float, elastic bands stretching, magnets. Show understanding that we need to care for living things, e.g. watering plants, handling insects gently. Use their senses to explore natural materials and describe what they observe, e.g. "a heavy log" "wet leaves". Discuss change in seasons from Summer > Autumn, and then Autumn > Winter. Make reference to changes to the natural world, weather and our habits. Make more careful observations (e.g. "The ice has melted; look it's a puddle now") and use an increasingly mature vocabulary when discussing the natural world, e.g. soil, roots, stem, temperature, melt. Make simple drawings of natural objects, e.g. leaf.

Expressive Arts

Creating with Materials	Being Imaginative and Expressive
Enjoy mark-making opportunities. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Use objects as representations in pretend play, e.g. a cuboid block as a telephone. Use blocks/construction toys to build "small worlds" e.g. a pen on a farm. Use a variety of media independently (pencils, crayons, paint, chalk, different construction toys). Talk about what they like or could improve about what they have created. Adapt their construction to achieve a desired outcome, e.g. add an extra layer to a model to represent "upstairs" when their pretend-play requires it. Use colours for a purpose, e.g. using the correct eye/hair colour when drawing a self-portrait.	Respond to music with movement. Request a favourite song/rhyme. Know and join in with some nursery rhymes or favourite songs and poems. Take part in simple, pretend play often based on familiar experiences, e.g. making dinner. Develop storylines through small-world or role-play. Suggest a movement to match a piece of music, e.g. running during fast music or stamping to a slow drum beat. Keep a beat using a musical instrument or body percussion. Perform familiar sings/rhymes in small groups. Participate in collaborative, creative activities, sometimes initiated by an adult. E.g. giant artwork, building a pirate ship with blocks. Retell parts of familiar stories through use of puppets, toys, masks or small-world.