

Foundation Stage – Half Termly Objectives

3-4 Year Olds

Reception

ELG

Area of Learning		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Prime Areas	Communication and Language	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> -Enjoy listening to longer stories and can remember much of what happens. -Can switch their attention. 	<ul style="list-style-type: none"> - Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". -Understand how to listen carefully and why listening is important. -Engage in story times. -Listen carefully to rhymes and songs, paying attention to how they sound. 	<ul style="list-style-type: none"> - Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" -Engage in non-fiction books. -Listen to and talk about stories to build familiarity and understanding. - Learn rhymes, poems and songs. -Learn new vocabulary. 	<ul style="list-style-type: none"> -Use new vocabulary in different contexts. -Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. 	<ul style="list-style-type: none"> -Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. -Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. 	<ul style="list-style-type: none"> -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. -Make comments about what they have heard and ask questions to clarify their understanding.
	Speaking	<ul style="list-style-type: none"> -Use longer sentences of four to six words. -Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. -Can start a conversation with an adult or a friend and continue it for many turns. 	<ul style="list-style-type: none"> - Use a wider range of vocabulary. -Sing a large repertoire of songs. -Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." 	<ul style="list-style-type: none"> -May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. -Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. -Know many rhymes, be able to talk about familiar books, and be able to tell a long story. -Use new vocabulary through the day. -Articulate their ideas and thoughts in well-formed sentences. 	<ul style="list-style-type: none"> -Ask questions to find out more and to check they understand what has been said to them -Describe events in some detail. -Develop social phrases. 	<ul style="list-style-type: none"> -Connect one idea or action to another using a range of connectives. -Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. 	<ul style="list-style-type: none"> - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. -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.
	Personal, Social and Emotional Development	<p>Self-Regulation</p> <ul style="list-style-type: none"> - Show more confidence in new social situations. 	<ul style="list-style-type: none"> -Become more outgoing with unfamiliar people, in the safe context of their setting. - Talk about their feelings using words like 'happy', 'sad', 	<ul style="list-style-type: none"> -Develop their sense of responsibility and membership of a community. 	<ul style="list-style-type: none"> - Develop appropriate ways of being assertive. - Think about the perspectives of others. 	<ul style="list-style-type: none"> -Identify and moderate their own feelings socially and emotionally. -Give focused attention to what the teacher says, responding 	<ul style="list-style-type: none"> -Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

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				'angry' or 'worried'. - See themselves as a valuable individual.			appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.	-Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
	Managing Self	-Increasingly follow rules, understanding why they are important.	-Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.	- Do not always need an adult to remind them of a rule.	-Express their feelings and consider the feelings of others.	-Show resilience and perseverance in the face of challenge. -Manage their own needs.	-Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. -Explain the reasons for rules, know right from wrong and try to behave accordingly. -Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	
	Building Relationships	-Play with one or more other children, extending and elaborating play ideas.	- Begin to understand how others might be feeling.	-Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.	-Talk with others to solve conflicts.	- Build constructive and respectful relationships. -Work and play cooperatively and take turns with others. - Form positive attachments to adults and friendships with peers.	- Show sensitivity to their own and to others' needs.	
Physical Development	Fine Motor Skills	- Use one-handed tools and equipment, for example, making snips in paper with scissors. - Use a comfortable grip with good control when holding pens and pencils. - Start to eat independently and learning how to use a knife and fork. - Show a preference for a dominant hand.	-Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. - Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.	- Make healthy choices about food, drink, activity and tooth brushing. - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes,	- Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian.	- Develop the foundations of a handwriting style which is fast, accurate and efficient.	- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; -Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing.	

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					scissors, knives, forks and spoons.			
		Gross Motor Skills	<p>-Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>-Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>- Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>-Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>- Start taking part in some group activities which they make up for themselves, or in teams.</p>	<p>-Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending upon its length of width.</p> <p>- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>	<p>-Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>- Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing.</p>	<p>- Progress towards a more fluent style of moving, with developing control and grace.</p> <p>- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>- Combine different movements with ease and fluency.</p> <p>- Develop overall body-strength, balance, co-ordination and agility.</p> <p>- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>- Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes • personal hygiene.</p> <p>- Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>-Demonstrate strength, balance and coordination when playing.</p> <p>-Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
Specific Areas	Literacy	Comprehension	<p>-Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book – page sequencing.</p>	<p>- Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book – page sequencing.</p>	<p>- Engage in extended conversations about stories, learning new vocabulary.</p>	<p>- Engage in extended conversations about stories, learning new vocabulary.</p> <p>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>- Engage in extended conversations about stories, learning new vocabulary.</p> <p>-Anticipate – where appropriate – key events in stories.</p>	<p>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>-Anticipate – where appropriate – key events in stories.</p> <p>-Use and understand recently introduced vocabulary during</p>

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								discussions about stories, non-fiction, rhymes and poems and during role-play.
	Word Reading	- Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother.	- Read individual letters by saying the sounds for them.	- Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.	- Read some letter groups that each represent one sound and say sounds for them. - Read a few common exception words matched to the school’s phonic programme. - Say a sound for each letter in the alphabet and at least 10 digraphs. -Read words consistent with their phonic knowledge by sound-blending.	-Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. -Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	-Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. -Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	
	Writing	- 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; write ‘m’ for mummy.	- 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; write ‘m’ for mummy. - Write some or all of their name.	- Write some or all of their name. - Write some letters accurately. - Spell words by identifying the sounds and then writing the sound with letter/s.	- Form lower-case and capital letters correctly. - Spell words by identifying the sounds and then writing the sound with letter/s.	- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. - Spell words by identifying sounds in them and representing the sounds with a letter or letters.	- Re-read what they have written to check that it makes sense. - Write recognisable letters, most of which are correctly formed. - Write simple phrases and sentences that can be read by others.	
Mathematics	Number	-Fast recognition of up to 3 objects, without having to count them individually (‘subitising’). -Say one number for each item in order: 1,2,3,4,5. - Show ‘finger numbers’ up to 5. - Link numerals and amounts: for example, showing the right number of	-Recite numbers past 5. -Experiment with their own symbols and marks as well as numerals. - Compare quantities using language: ‘more than’, ‘fewer than’. - Understand the ‘one more than/one less than’ relationship between consecutive numbers.	- Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). - Subitise. - Count beyond 10. - Explore the composition of numbers to 10.	- Compare quantities using language: ‘more than’, ‘fewer than’. - Link the number symbol (numeral) with its cardinal number value. - Compare numbers. - Subitise (recognise quantities without counting) up to 5.	- Solve real world mathematical problems with numbers up to 5. - Automatically recall number bonds for numbers 0–10.	- Have a deep understanding of number to 10, including the composition of each number. - 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.	

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			objects to match the numeral, up to 5. - Count objects, actions and sounds.					
	Numerical Patterns		-Use informal language like 'pointy', 'spotty', 'blobs' etc.	- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.	- Understand position through words alone – for example, "The bag is under the table," – with no pointing. - Discuss routes and locations, using words like 'in front of' and 'behind'. - Extend and create ABAB patterns – stick, leaf, stick, leaf.	- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. -Describe a familiar route. - Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. -Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' - copy and create repeating patterns. -Verbally count beyond 20, recognising the pattern of the counting system.	- Notice and correct an error in a repeating pattern. - Make comparisons between objects relating to size, length, weight and capacity. - Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. - Combine shapes to make new ones - an arch, a bigger triangle etc. -Select, rotate and manipulate shapes in order to develop spatial reasoning skills. - Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. -Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	-Compare length, weight and capacity. -Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
Understanding the World	Past and Present			- Comment on images of familiar situations in the past.		- Compare and contrast characters from stories, including figures from the past.	-Talk about the lives of the people around them and their roles in society.	-Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. -Understand the past through settings,

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								characters and events encountered in books read in class and storytelling.
	People, Culture and Communities	<ul style="list-style-type: none"> - Name and describe people who are familiar to them. - Recognise that people have different beliefs and celebrate special times in different ways. 	<ul style="list-style-type: none"> - Begin to make sense of their own life-story and family's history. - Continue to develop positive attitudes about the differences between people. 	<ul style="list-style-type: none"> - Show interest in different occupations. - Draw information from a simple map. - Recognise some similarities and differences between life in this country and life in other countries. 	<ul style="list-style-type: none"> - Understand that some places are special to members of their community. - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. 	<ul style="list-style-type: none"> - Talk about members of their immediate family and community. - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; 	<ul style="list-style-type: none"> - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. - 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. 	
	The Natural World	<ul style="list-style-type: none"> - Use all their senses in hands-on exploration of natural materials. - Explore the natural world around them. 	<ul style="list-style-type: none"> - Explore how things work. - Begin to understand the need to respect and care for the natural environment and all living things. - Explore the natural world around them. 	<ul style="list-style-type: none"> - Explore collections of materials with similar and/or different properties. - Explore the natural world around them. 	<ul style="list-style-type: none"> - Talk about what they see, using a wide vocabulary. - Explore and talk about different forces they can feel. - Describe what they see, hear and feel whilst outside. 	<ul style="list-style-type: none"> - Plant seeds and care for growing plants. - Understand the key features of the life cycle of a plant and an animal. - Talk about the differences between materials and changes they notice. - Recognise some environments that are different to the one in which they live. - Explore the natural world around them, making observations and drawing pictures of animals and plants. 	<ul style="list-style-type: none"> - Understand the effect of changing seasons on the natural world around them. - 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. - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	
Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> - Explore different materials freely, in order to develop their ideas about how to use them and what to make. 	<ul style="list-style-type: none"> - Develop their own ideas and then decide which materials to use to express them. 	<ul style="list-style-type: none"> - Join different materials and explore different textures. - Explore colour and colour mixing. 	<ul style="list-style-type: none"> - Create closed shapes with continuous lines, and begin to use these shapes to represent objects. 	<ul style="list-style-type: none"> - Draw with increasing complexity and detail, such as representing a face with a circle and including details. 	<ul style="list-style-type: none"> - Return to and build on their previous learning, refining ideas and developing their ability to represent them. 	

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						<ul style="list-style-type: none"> -Make use of props and materials when role-playing characters in narratives and stories. 	<ul style="list-style-type: none"> - Use drawing to represent ideas like movement or loud noises. - Create collaboratively sharing ideas, resources and skills. -Share their creations, explaining the process they have used. 	<ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
		<p>Being Imaginative and Expressive</p>	<ul style="list-style-type: none"> -Take part in simple pretend play, using an object to represent something else even though they are not similar. 	<ul style="list-style-type: none"> - Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. - Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. 	<ul style="list-style-type: none"> - Listen with increased attention to sounds. - Remember and sing entire songs. - Develop storylines in their pretend play. 	<ul style="list-style-type: none"> - Respond to what they have heard, expressing their thoughts and feelings. - Sing the pitch of a tone sung by another person ('pitch match'). - Play instruments with increasing control to express their feelings and ideas. - Listen attentively, move to and talk about music, expressing their feelings and responses. 	<ul style="list-style-type: none"> -Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. - Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. - Watch and talk about dance and performance art, expressing their feelings and responses. - Sing in a group or on their own, increasingly matching the pitch and following the melody. 	<ul style="list-style-type: none"> - Create their own songs, or improvise a song around one they know. - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Explore and engage in music making and dance, performing solo or in groups. - Invent, adapt and recount narratives and stories with peers and their teacher. -Sing a range of well-known nursery rhymes and songs -Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.