

**Engage:**

**Express: Class assembly**

### Communication and Language

#### Listening and attention

Develop two-channelled attention – listen and do  
Listens to others one to one or in small groups, when conversation interests them.  
Focusing attention – still listen or do, but can shift own attention.

#### Understanding

Respond to instructions involving a two part sequence  
Understand humour  
Listen and respond to ideas expressed by others  
Responds to simple instructions,  
Beginning to understand 'why' and 'how' questions.

#### Speaking

Extend vocabulary, exploring the meaning and sounds of words  
Use language to imagine and recreate roles and experiences in play situations  
Use talk to organise, sequence and clarify thinking, ideas, feelings and events  
Uses vocabulary focused on objects and people that are of particular importance to them.  
Builds up vocabulary that reflects the breadth of their experiences

### Literacy

#### Reading

Hear and say the initial sound in words  
Segment the sounds in simple words and blend them together  
Begin to read words and simple sentences  
Enjoy an increasing range of books  
Looks at books independently.  
Handles books carefully.  
Knows information can be relayed in the form of print.  
Holds books the correct way up and turns pages.  
Knows that print carries meaning and, in English, is read from left to right and top to bottom.

#### Writing

Give meaning to marks made as children draw, write and paint  
Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence  
Write own name and other things e.g. labels, captions  
Sometimes gives meaning to marks as they draw and paint.  
Ascribes meanings to marks that they see in different places.

### Personal, Social and Emotional Development

#### Self-confidence and self-awareness

Confident to speak to others about needs, wants, interests and opinions  
Describe self in positive terms and talk about own abilities  
Confident to talk to other children when playing, and will communicate freely about own home and community.  
Shows confidence in asking adults for help.

#### Managing feelings and behaviour

Understand that own actions affect other people  
Aware of the boundaries set and of behavioural expectations in the setting  
Able to negotiate and solve problems without aggression  
Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. → Can usually adapt behaviour to different events, social situations and changes in routine.

#### Making Relationships

Initiate conversation, attending to and taking account of what others say  
Explain own knowledge and understanding, and ask appropriate questions of others  
Take steps to resolve a conflict with other children  
Can play in a group, extending and elaborating play ideas, initiates play, offering cues to peers to join them.  
Keeps play going by responding to what others are saying or doing.

## SUMMER TERM 2 2019 Objectives A Different Future Foundation Stage

### Expressive Art and Design

#### Exploring and using media and materials

Experiment to create different textures  
Construct with a purpose in mind  
Use simple tools and techniques competently and appropriately  
Beginning to be interested in and describe the texture of things.  
Uses various construction materials.  
Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. Realises tools can be used for a purpose.

#### Being imaginative

Create simple representations of events, people and objects.  
Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.  
Chooses particular colours to use for a purpose.  
Plays alongside other children who are engaged in the same theme.  
Plays cooperatively as part of a group to develop and act out a narrative.  
Notifies what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.  
Engages in imaginative role-play based on own first-hand experiences

### Understanding of the World

#### People and communities

Show interest in different ways of life  
Enjoy joining in with family customs and routines  
Shows interest in different occupations and ways of life. 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.

#### The world

Comment and ask questions about aspects of the familiar world including the natural world  
Talk about things they have observed such as plants and animals  
Look closely at similarities, differences, patterns and change  
Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.  
Can talk about some of the things they have observed such as plants, animals, natural and found objects.

#### Technology

Complete a simple program on a computer  
Interact with age appropriate software  
Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.  
Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.

### Mathematics

#### Numbers

Finds one more or one less from a group of up to five objects, then ten objects.  
In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.  
Records, using marks that they can interpret and explain.  
Begins to identify own mathematical problems based on own interests and fascinations.

Shows an interest in number problems.

Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.  
Shows an interest in numerals in the environment.  
Realises not only objects, but anything can be counted, including steps, claps or jumps.

#### Shape, space and measures

Begin to use mathematical names for 2D and 3D shapes  
Select a particular named shape  
Use familiar objects and common shapes to create and recreate patterns and build models  
Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.  
Shows interest in shapes in the environment.  
Uses shapes appropriately for tasks.  
Beginning to talk about the shapes of everyday objects

### Physical Development

#### Moving and handling

Use simple tools to effect changes to materials  
Begin to form recognisable letters  
Holds pencil between thumb and two fingers, no longer using whole-hand grasp.  
Holds pencil near point between first two fingers and thumb and uses it with good control.