

Foundation 2 Term 2	Traditional tales
<p><b>Literacy (Both ELGs)</b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Knows information can be relayed in the form of print (R)</li> <li>• Handles books carefully (R)</li> <li>• Holds books the right way up and turns pages (R)</li> <li>• Shows awareness of familiar words and joins in with repeated patterns and phrases (R)</li> <li>• Shows awareness of rhymes and alliteration (R)</li> <li>• Describes main story settings, events and principal characters(R)</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Sometimes gives meaning to the marks they draw and paint (W)</li> <li>• Hears the initial sound in words (W)</li> <li>• Continues a rhyming string (W)</li> </ul>	<p><b>Maths (Both ELGs)</b></p> <p><b>Number</b></p> <ul style="list-style-type: none"> <li>• Shows an interest in representing numbers (N)</li> <li>• Recites numbers in order to 10 (N)</li> <li>• Beginning to represent numbers using fingers, marks on paper or pictures (N)</li> <li>• Realises not only objects, but anything can be counted (N)</li> </ul> <p><b>Space, shape and measure</b></p> <ul style="list-style-type: none"> <li>• Shows an interest in shape by sustained construction activity or by talking about shapes or arrangements (SSM)</li> <li>• Uses positional language (SSM)</li> <li>• Beginning to talk about shapes of everyday objects (SSM)</li> </ul>
<p><b>Communication and Language (All 3 ELGs)</b></p> <p><b>Listening and attention</b></p> <ul style="list-style-type: none"> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories (LA)</li> <li>• Focusing attention-still listen or do but can shift own attention (LA)</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>• Understands who, what, where in simple questions (U)</li> <li>• Understands use of objects (U)</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences (S)</li> <li>• Uses a range of tenses e.g. play, playing, will play, played (S)</li> <li>• Uses vocabulary focused on objects and people that are of particular importance to them (S)</li> </ul>	<p><b>Understanding the World (All 3 ELGs)</b></p> <p><b>People and communities</b></p> <ul style="list-style-type: none"> <li>• Learns that they have similarities and differences that connect them to, and distinguish them from, others. (PC)</li> <li>• Remembers and talks about significant events in their own experience (PC)</li> <li>• Recognises and describes special times or events for family and friends (PC)</li> </ul> <p><b>The world</b></p> <ul style="list-style-type: none"> <li>• Enjoys playing with small-world models such as a farm, a garage, or a train track. (W)</li> <li>• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. (W)</li> <li>• Talk about why things happen and how things work (W)</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• Shows an interest in technological toys with knobs or pulleys or real objects such as cameras and mobile phones (T)</li> <li>• Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images (T)</li> </ul>
<p><b>Expressive Arts &amp; Design (Both ELGs)</b></p> <p><b>Media and materials</b></p> <ul style="list-style-type: none"> <li>• Beginning to move rhythmically (EMM)</li> <li>• Enjoys joining in with dancing and ring games (EMM)</li> <li>• Beginning to construct, stacking blocks, vertically and horizontally, making enclosures and creating spaces (EMM)</li> <li>• Explores what happens when they mix colours (EEM)</li> <li>• Understand that they can use lines to enclose space and then begin to use these shapes</li> </ul>	<p><b>Personal, Social and Emotional Development (All 3 ELGs)</b></p> <p><b>Making relationships</b></p> <ul style="list-style-type: none"> <li>• Shows affection and concern for people who are special to them (MR)</li> <li>• Can play in a group, extending and elaborating play ideas (MR)</li> <li>• Initiates play, offering cues to peers to join them (MR)</li> </ul> <p><b>Self-confidence and awareness</b></p>

to represent objects (EEM)

### Being imaginative

- Makes up rhymes (I)
- Builds stories around toys (I)
- Uses available resources to create props to support role-play (I)

- Can select and use activities and resources with help (SCSA)
- Welcomes and values praise for what they have done (SCSA)
- Enjoys responsibility of carrying out small tasks (SCSA)

### Managing feelings and behaviour

- Shows understanding and cooperates with some boundaries and routines. (MFB)
- Growing ability to distract self when upset (MFB)
- Aware of own feelings and knows that some actions and words can hurt others feelings (MFB)
- Begins to accept the needs of others and can take turns and share resources, sometimes with the support of others (MFB)

## Physical Development (Both ELGs)

### Moving and handling

- Mounts stairs steps or climbing equipment using alternative feet (MH)
- Runs skilfully and negotiates space successfully(MH)
- Uses one handed tools and equipment (MH)
- Holds pencil between thumb and two fingers, no longer using whole hand grasp (MH)
- Draws lines and circles using gross motor movements (MH)
- Beginning to form recognisable letters (MH)

### Health and self-care

- Dresses with help (HSc)
- Can usually manage washing and drying their own hands (HSc)