

Foundation 2 Term 3	Dinosaurs
<p>Literacy (Both ELGs)</p> <p>Reading</p> <ul style="list-style-type: none"> Recognises rhythm in spoken word (R) Beginning to be aware of the way stories are structured (R) Suggest how stories might end (R) Listens to stories with increasing attention and recall (R) Begins to read words and simple sentences (R) <p>Writing</p> <ul style="list-style-type: none"> Gives meaning to the marks they make as they draw write and paint (W) Begins to break the flow speech into words (W) Hears and says the initial sounds in words (W) Writes own names and other things such as labels and captions (W) Links sounds to letters, naming and sounding the letters of the alphabet (W) 	<p>Maths (Both ELGs)</p> <p>Number</p> <ul style="list-style-type: none"> Uses some number names and number language (N) Knows that numbers identify how many objects are in a set (N) Compares two groups, saying when they have the same number (N) Recognises numerals 1-5 and some numerals of personal significance (N) Counts objects that cannot be moved (N) Says the number that is one more or less than a given number (N) <p>Space, shape and measure</p> <ul style="list-style-type: none"> Orders items by weight or capacity (SSM) Shows an awareness of shapes in the environment (SSM) Shows an awareness of similarities of shapes in the environment (SSM)
<p>Communication and Language (All 3 ELGs)</p> <p>Listening and attention</p> <ul style="list-style-type: none"> Listens to stories with increasing attention and recall (LA) Is able to follow directions (if not intently focused on own choice of activity) (LA) <p>Understanding</p> <ul style="list-style-type: none"> Shows understanding of prepositions such as under, on top, behind by carrying out action or selecting correct picture (U) Beginning to understand 'why' and 'how' questions (U) <p>Speaking</p> <ul style="list-style-type: none"> Builds up vocabulary that reflects the breadth of their experiences (S) Questions why things happen and gives explanations e.g. who, what, where, when (S) Uses a range of tenses e.g. played, playing etc (S) 	<p>Understanding the World (All 3 ELGs)</p> <p>People and communities</p> <ul style="list-style-type: none"> Shows interest in the lives of people who are familiar to them (PC) Shows interest in different occupations and ways of life (PC) <p>The world</p> <ul style="list-style-type: none"> Comments and asks questions about aspects of their familiar world such as the place they live or the natural world (W) Shows care and concern for living things and the environment (W) <p>Technology</p> <ul style="list-style-type: none"> Knows how to operate simple equipment e.g. turns on CD player, uses remote control (T) Knows that information can be retrieved from computers (T)
<p>Expressive Arts & Design (Both ELGs)</p> <p>Media and materials</p> <ul style="list-style-type: none"> Imitates movement to music (EMM) Taps out simple repeated rhymes (EMM) Explores and learns how sounds can be changed (EMM) <p>Being imaginative</p> <ul style="list-style-type: none"> Chooses colour for purpose (I) Developing preferences for forms of expression (I) Creates movement in response to music (I) Notices what adults do, imitating what is observed and then doing it spontaneously when adult is not there (I) 	<p>Personal, Social and Emotional Development (All 3 ELGs)</p> <p>Making relationships</p> <ul style="list-style-type: none"> Keeps play going by responding to what others are saying or doing (MR) Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults (MR) <p>Self-confidence and awareness</p> <ul style="list-style-type: none"> Is more outgoing towards unfamiliar people and more confident in new social situations (SCSA) Confident to talk to other children when playing and will communicate freely about own home and community (SCSA)

<ul style="list-style-type: none"> Engages in imaginative role play based on first-hand experience (I) Play alongside other children who are engaged in the same theme (I) 	<p>Managing feeling and behaviour</p> <ul style="list-style-type: none"> Can usually tolerate delay when needs are not immediately met and understands that wishes may not always be met (MFB) Can usually adapt behaviour to different events, social situations and changes in routine (MFB) Aware of the boundaries set and of behavioural expectations in the setting (MFB)
<p>Physical Development (Both ELGs)</p> <p>Moving and handling</p> <ul style="list-style-type: none"> Walks downstairs, two feet to each step while carrying a small object (MH) Can stand momentarily on one foot when shown (MH) Can catch a large ball (MH) Experiments with different ways of moving (MH) Handles tools, objects, construction and malleable materials safely and with increasing control (MH) Begins to form recognisable letters (MH) Negotiates space successfully when playing racing and chasing games with other children, adjusting speed and direction to avoid obstacles (MH) <p>Health and self-care</p> <ul style="list-style-type: none"> Observes the effects of activity on their bodies (HSc) Usually dry and clean during the day (Hsc) 	