

Northborough Primary School - Foundation Stage Profile - Long Term Coverage

Prime Area: Personal, Social and Emotional Development

<p>Making Relationships Initiates conversation</p> <p>1. Play co-operatively, taking turns with others</p> <p>Play group games with rules</p>	<p>Making Relationships Takes account of what others say</p> <p>2. Take account of one another's ideas about how to organise their activity</p> <p>Understand other's POV may be different from theirs</p>	<p>Making Relationships Explains own knowledge and understanding</p> <p>Asks appropriate questions of others</p> <p>3. Show sensitivity to others' needs and feelings</p> <p>Resolve minor disagreements through listening to one another and coming up with a fair solution.</p>	<p>Making Relationships Takes steps to resolve conflicts with other children e.g. finding a compromise</p> <p>4. Form Positive relationships with adults and other children</p> <p>Understand what bullying is and that it is unacceptable.</p>	<p>SC&SA Confident to speak to others about own needs/wants</p> <p>1. Confident to try new activities, and say why they like some activities more than others</p> <p>Can talk about things they enjoy, are good at and about the things they don't find easy.</p>	<p>SC&SA Confident to speak to others about own interests/opinions</p> <p>2. Confident to speak in a familiar group and talk about their ideas</p> <p>Confident to speak to class group</p>	<p>SC&SA Can describe self in positive terms</p> <p>3. Chooses the resources they need for their chosen activities</p> <p>Can talk about plans they have made to carry out activities and what they might change next time.</p>	<p>SC&SA Can talk about abilities</p> <p>4. They say when they do and don't need help</p> <p>Are resourceful in finding support when they need help or info</p>	<p>MF&B Can understand that own actions affect others (becomes upset or tries to comfort)</p> <p>1. Talks about how they and others show feelings</p> <p>Children know some ways to manage their feelings and are beginning to use these to maintain control.</p>	<p>MF&B Aware of boundaries set and of behavioural expectations in setting</p> <p>2. Talk about their own and others behaviour, and its consequences, and know that some behaviour is unacceptable</p> <p>They know how to stand up for themselves appropriately.</p>	<p>MF&B Beginning to be able to negotiate and solve problems without aggression</p> <p>3. Work as part of a group or class, and understand and follow the rules</p> <p>They can listen to each other's suggestions and plan how to achieve an outcome without adult help.</p>	<p>MF&B 4. They adjust their behaviour to different situations, and take changes in routine in their stride</p> <p>They can stop and think before acting and they can wait for things they want.</p>
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Prime Area: Communication and Language

<p>Listening & Attention Can maintain attention, concentrates and sits quietly during appropriate activity</p> <p>1. Listens attentively in a range of situations</p>	<p>Listening & Attention 2. Listens to stories, accurately anticipating key events</p> <p>Listen attentively with sustained concentration to follow a story without</p>	<p>Listening & Attention 3. Responds to what they hear with relevant comments, questions or actions</p> <p>Listen to instructions and follow them accurately,</p>	<p>Listening & Attention Two-channelled attention - can listen and do for short span</p> <p>4. Gives attention to what others say and respond</p>	<p>Understanding Can respond to instructions involving a 2-part sequence</p> <p>1. Can follow instructions involving several ideas or actions</p> <p>Can carry out instructions which contain</p>	<p>Understanding Can understand humour - nonsense rhymes and jokes</p> <p>2. Answer 'how' and 'why' questions about their experiences</p>	<p>Understanding Can follow a story without pictures or props</p> <p>Listens and responds to ideas expressed by others in discussion</p> <p>3. Answer 'how' and 'why' questions in</p>	<p>Speaking Extends vocab especially by grouping and naming, exploring the meaning and sounds of new words</p>	<p>Speaking Can use language to imagine and recreate roles and experiences in play.</p> <p>Links statements and sticks to a main theme or</p>	<p>Speaking Can use talk to organise, sequence and clarify thinking, ideas, feelings & events</p> <p>Introduces a storyline or narrative into their play</p> <p>3. Develop own narratives and explanations by connecting ideas or events</p> <p>They use a range of</p>
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Can listen in a larger group (eg assembly)	props	asking for clarification if necessary.	appropriately, while engaged in another activity	several parts in a sequence		response to stories and events After listening to stories children can express views about events or characters in the story and answer questions about why things happened.	1. Expresses his/herself effectively, showing awareness of listeners' needs Show some awareness of the listener by making changes to language and non-verbal features.	intention 2. Use past, present and future forms accurately when talking about events that have happened or are to happen in the future They recount experiences and imagine possibilities, often connecting ideas.	vocabulary in imaginative ways to add info, express ideas or explain or justify actions or events.
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Prime Area: Physical Development

<p>Moving and Handling Experiments with different ways of moving. Jumps off object and lands appropriately Negotiates space successfully when playing racing and chasing games - adjusts speed & changes direction to avoid obstacles 1. Show good control and co-ordination in large and small movements</p>	<p>Moving and Handling Can travel with confidence and skill around, under, over and through balancing and climbing equipment Shows increasing control over and object in pushing, patting, throwing, catching and kicking it 2. Moves confidently in a range of ways, safely negotiating space Children can hop confidently and skip in time to music</p>	<p>Moving and Handling Can use simple tools to effect changes to materials Handles tools, objects, construction and malleable materials safely & with increasing control 3. Handle equipment and tools effectively They hold paper in position and use preferred hand for writing, using correct pencil grip.</p>	<p>Moving and Handling Shows preference for a dominant hand Begins to form recognisable letters Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. 4. Hold a pencil effectively for writing they are beginning to be able to write on lines and control letter size</p>	<p>Health and Self-Care Eats a healthy range of foodstuffs and understands need for variety in food. Usually dry and clean during the day 1. Knows the importance for good health of physical exercise, and a healthy diet</p>	<p>Health and Self-Care Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks 2. Talks about how to keep healthy and safe</p>	<p>Health and Self-Care Shows understanding of how to transport & store equipment safely Practices some appropriate safety measures without direct adult supervision 3. Manage their own basic hygiene and personal needs successfully, including dressing and going to toilet</p>
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Autumn 1 - Marvellous Me

Autumn 2 - Celebrations

Spring 1 - People Who Help Us

Spring 2 - Once Upon a Time

Summer 1 - All Creatures Great and Small

Summer 2 - Children's Choice

Specific Area: Literacy

<p>Reading Can continue a rhyming string Enjoys an increasing range of books Knows that info can be retrieved from books and computers 1. Use phonic knowledge to decode regular words and read them aloud accurately Can read phonically regular words of more than 1 syllable.</p>	<p>Reading Can say the initial sound in words Can segment the sounds in simple words and blend them together and know which letters represent some of them 2. Can read some irregular common words Can read many irregular but HF words</p>	<p>Reading Can link sounds to letters, naming and sounding the letters of the alphabet 3. Read and understand simple sentences Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.</p>	<p>Reading Begins to read words and simple sentences Uses vocab and forms of speech that are increasingly influenced by their experiences of books 4. Demonstrate understanding when talking with others about what they have read Can describe the main events in simple stories they have read</p>	<p>Writing Gives meanings to marks they make as they draw/write/paint Begin to break the flow of speech into words 1. Uses their phonic knowledge to write words in ways which match their spoken sounds Can spell phonically regular words of more than 1 syllable.</p>	<p>Writing Hears and says initial sounds in words Can segment the sounds in simple words and blend the together 2. Can write some irregular common words Can spell many irregular but HF words</p>	<p>Writing Uses clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence Writes own name and other things such as labels/captions 3. When writing, some words are spell correctly and others are phonetically plausible</p>	<p>Writing Attempts to write short sentences in meaningful contexts 4. Writes simple sentences which can be read by themselves and others Can use key features of narrative in own writing.</p>
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Specific Area: Mathematics

<p>Numbers Can count ¾ objects by saying 1 number at a time Counts actions and unmovable objects Counts objects to 10 and begins to count beyond Counts out 6 objects from a larger group Counts irregular arrangement of up to 10 objects 1. Count reliably with numbers from 1 - 20 Children estimate a number of objects and check quantities by counting up to 20.</p>	<p>Numbers Can recognise some numerals of personal significance Recognises numerals 1-5 Selects correct numeral to represent 1-5 then 1-10 objects 2. Place numbers 1-20 in order they solve practical problems that involve combining groups of 2, 5 or 10.</p>	<p>Numbers Estimates how many objects they can see & checks by counting Uses language more & fewer to compare 2 sets of objects Says the number that is 1 more than a given number Finds 1 more/less from a group of 5 objects - then 10 3. Say which number is one more or one less than a given number to 20 they solve practical problems that involve sharing into equal groups of 2, 5 or 10.</p>	<p>Numbers Can find the total number of items in 2 groups by counting all of them 4. Using quantities and objects, they add 2 single-digit numbers and count on to find the answer</p>	<p>Numbers In practical activities and discussion, beginning to use vocab involved in adding and subtracting 5. Using quantities and objects, they subtract 2 single-digit numbers and count back to find the answer</p>	<p>Numbers Records, using marks that they can interpret and explain Begins to identify own mathematical problems based on own interests and fascinations 6. Solve problems, including doubling and halving and sharing</p>				
<p>SSM Can order 2/3 objects by length or height 1. Uses everyday language to talk about size Children can measure, compare & order objects</p>	<p>SSM Can order 2/3 objects by weight or capacity 2. Uses everyday language to talk about weight Children can weigh, compare and order objects</p>	<p>SSM 3. Uses everyday language to talk about capacity</p>	<p>SSM Can describe their relative position 4. Uses everyday language to talk about position. Children describe positions*</p>	<p>SSM 5. Uses everyday language to talk about distance</p>	<p>SSM Uses everyday language related to time Orders and sequences familiar events Measures short periods of time in simple ways 6. Uses everyday language to talk about time Children can begin to tell the time*</p>	<p>SSM Begins to use everyday language related to money 7. Uses everyday language to talk about money</p>	<p>SSM 8. Compares quantities and objects and use to solve problems Children compare and order objects</p>	<p>SSM Uses familiar objects and common shapes to create and recreate patterns and build models 9. Recognises, creates and describes patterns</p>	<p>SSM Begins to use mathematical names for 2D and 3D shapes & terms to describe them Selects a particular named shape 10. Explores characteristics of everyday objects and shapes and use mathematical language to describe them Children can talk about properties. (*inc number of sides and corners)</p>

Specific Area: Understanding the World

<p>People & Communities Enjoys joining in with family customs and routines</p> <p>1. Talks about past and present events in their own lives and in the lives of family members</p> <p>Know difference between past and present events in own lives and some reasons why children's lives were different in past</p>	<p>People & Communities</p> <p>2. Knows other children don't always enjoy the same things, and are sensitive to this</p> <p>Know others have different likes and dislikes and may be good at different things.</p>	<p>People & Communities</p> <p>3. Knows about similarities and differences between themselves and others</p> <p>Understand that different people have different beliefs, attitudes, customs and traditions.</p>	<p>People & Communities</p> <p>4. Knows about similarities and differences among families, communities and traditions</p> <p>Understand why it is important to treat others with respect</p>	<p>The World</p> <p>1. Knows about similarities and differences in relation to places, objects, materials and living things</p> <p>Children know that the environment and living things are influenced by human activity.</p>	<p>The World</p> <p>Looks closely at similarities, differences, patterns and change</p> <p>2. Talks about the features of their own immediate environment and how environments may vary from one another</p> <p>Children can describe some actions which people in their own community do that help maintain the area that they live in.</p>	<p>The World</p> <p>3. Makes observations of plants and animals</p> <p>Children know properties of some materials and can suggest some purposes they're used for</p>	<p>The World</p> <p>4. Explain why some things occur, and talk about changes</p> <p>Children are familiar with basic scientific concepts such as floating, sinking & experimentation.</p>	<p>Technology</p> <p>Completes a simple program on a computer</p> <p>1. Recognises that a range of technology is used in places such as homes and schools</p> <p>Find out about and use a range of everyday technology.</p>	<p>Technology</p> <p>Uses ICT hardware to interact with age-appropriate computer software</p> <p>2. Selects and uses technology for particular purposes</p> <p>Children select appropriate applications that support an identified need (record results or event)</p>
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Specific Area Expressive Arts and Design

<p>Exploring & Using Media & Materials</p> <p>Begins to build a repertoire of songs</p> <p>1. Sings songs and experiments with ways of changing them</p>		<p>Exploring & Using Media & Materials</p> <p>Explores different sounds of instruments</p> <p>2. Makes music and experiments with ways of changing it</p>		<p>Exploring & Using Media & Materials</p> <p>Begins to build a repertoire of dances</p> <p>3. Dances and experiment with ways of changing them</p>		<p>Exploring & Using Media & Materials</p> <p>Explore what happens when they mix colours</p> <p>Experiments to create different textures</p> <p>Understands that different media can be combined to create new effects</p> <p>Manipulates materials to achieve a planned effect</p> <p>4. Safely use and explore a variety of materials, tools and techniques</p> <p>Children develop own ideas through selecting and using materials and working on processes that interest them.</p>		<p>Exploring & Using Media & Materials</p> <p>Constructs with a purpose in mind, using a variety of resources</p> <p>Uses simple tools and techniques competently and appropriately</p> <p>Selects appropriate resources and adapts work where necessary</p> <p>Selects tools & techniques needed to shape, assemble & join materials they are using</p> <p>5. Experiment with colour, design, texture, form and function</p> <p>through their explorations they find out and make decisions about how media and materials can be combined and changed.</p>					
<p>Being Imaginative</p> <p>Create simple representations of events, people and objects</p> <p>Play alongside other children who are engaged in the same theme.</p> <p>1. Use what they have learnt about media and materials in original ways, thinking about uses and purposes</p> <p>Children can talk about features of their own work, recognising the differences between them and the strengths of others.</p>		<p>Being Imaginative</p> <p>2. Represent their own ideas, thoughts and feelings through design and technology</p> <p>Children talk about ideas and processes which have lead them to make designs</p>		<p>Being Imaginative</p> <p>Chooses particular colours to use for a purpose</p> <p>3. Represent their own ideas, thoughts and feelings through art</p> <p>Children talk about ideas and processes which have lead them to make images/products</p>		<p>Being Imaginative</p> <p>4. Represent their own ideas, thoughts and feelings through music</p> <p>Children talk about ideas and processes which have lead them to make music</p>		<p>Being Imaginative</p> <p>Illustrates new combinations of movements and gesture in order to express and respond to feelings, ideas and experiences</p> <p>5. Represent their own ideas, thoughts and feelings through dance</p>		<p>Being Imaginative</p> <p>Introduces a storyline or narrative into their play</p> <p>Plays cooperatively as part of a group to develop and act out a narrative</p> <p>6. Represent their own ideas, thoughts and feelings through role play</p>		<p>Being Imaginative</p> <p>7. Represent their own ideas, thoughts and feelings through stories</p>	