

Communication & language

- Can sit quietly and maintain attention at appropriate times for example, story time or register time.
- Can listen to their friends during carpet time and take turns to share ideas and thoughts.
- Joins in with new stories and songs with increasing recall. (Choral story- Where Oh Where is Rosie's chick?)
- Can follow instructions.
- Uses sentences when talking to others.
- Uses words and sentences during play (role play).
- Uses new words related to topic and knows what they mean.
- Makes some animal noises (loud & quiet).

PSE development

- Beginning to elaborate on play ideas and build up activities.
- Asks and responds to questions.
- Beginning to resolve own conflicts and problems without adult intervention or aggression.
- Shows confidence in explaining own knowledge and interests of animals.
- Talks about favourite animal from the visit to WP Farm. Notices their choice may be different from others.
- Responds to and understands the social and behavioural boundaries set at nursery.

Understanding the world:

- Show interest in different ways of life (on farm) – links to WP Farm visit.
- Looks closely at animals and talks about the difference and similarities in certain animals.
- Use books and the computer to find out different things based on their interests of animals.
- Shows concern for living things and attempts to look after animals and their homes.
- Find out and talk about what animals eat, where they live, why they have certain features and what they look like.
- Look life cycles of the animals (Use the chicks in the Unit as basis for this).
- Can share their experiences from the visit particularly parts that were significant/special to them.

Literacy

- Shows awareness of rhyming words in stories for example, Oi Pig, Goose and the Chocolate Mousse
- Segmenting and blending simple CVC words in context (pig, dog, cat, fish).
- Talk about stories, including the characters, plot, setting and illustrations.
- Finding information from books and using books to extend own knowledge of animals.
- Draws and makes marks that represent animals including key features such as eyes, legs, tail.
- Write own name with recognisable letters.
- Attempting to write simple sentences and words.
- Explore print and mark making during play.



Expressive arts & design

- Joins in with songs and rhymes (Old MacDonald, Mary had a little lamb, The Farmers in his den.)
- Dances independently to music and favourite songs – move like different animals.
- Mixes colours and explores what colours can be made.
- Paints pictures of animals using appropriate colours.
- Uses salt dough/clay and tools to create animal sculptures.
- Uses box models to create homes for animals, deciding what they need and what techniques to use.
- Uses blocks to build (farm, tractor).
- Use different textured materials to create animal pictures.
- Engages in imaginative role play based on experiences from our farm trip and stories we've

Physical development

- Shows confidence in accessing equipment outdoors such as climbing frame, bats, balls, tunnels, blocks etc.
- Shows confidence in moving like different animals such as balancing, jumping, running, crawling etc.
- Use a tripod grip in a dominant hand when writing/drawing.
- Use writing tools with increasing control and begin to use tripod.
- Uses other tools such as scissors and hammers with increasing control.
- Shows understanding of healthy foods linked to growing on the farm.
- Talks about effect of exercise on their bodies.
- Shows some understanding of being safe for example, when building or carrying equipment to make shelters and homes for animals.

Mathematics

- Match numerals and quantity.
- Identifies the longest and shortest using the worms.
- Beginning to use mathematical names for some 'solid' 3D shapes and 'flat' 2D shapes
- Identifies one more.
- Working more confidently with numbers to 10.
- Mastering 1:1 correspondence.
- Uses the language of 'more' and 'fewer' to compare two sets
- Finds the total number of items in two groups by counting all
- .Beginning to represent numbers by recording and making marks
- Use positional language –linked to book Where Oh Where is Rosie's chick?
- Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.

**Foundation 1
Summer 1**