

Reading: Our aim in Lower Foundation Stage is to foster an interest in story and rhyme by providing the following according to each child's age and stage of development

1. Daily story telling using posters, books, Oral stories (Pie Corbett)
2. Rhyme time
3. Print displayed in the learning environment
4. Non- Fiction/fiction books displayed in areas
5. Access to ICT resources, e.g., CDs, Espresso
6. Start of session parent activities, e.g., locating child's name
7. Phase 1/2 phonics sessions
8. Opportunities for 'real life' reading, e.g. café menus in the role play area
9. Story telling through puppets, props and story sacks
10. Home Loan books available for children to choose and share with their families

SPECIFIC - Maths 30-50 / 40-60 objectives

| 1 | 2 | 3 |
|--|--|--|
| Count aloud to 10 Recognise numerals to 10 Count up to 4 Show numbers on fingers Separate a group of objects in different ways to see the amount is still the same Simple number problems | Count objects to 10 – find corresponding numeral Count aloud beyond 10 Begin to represent some numbers Compare two groups of objects – more/less/same Say how many objects there are (to 5) Positional language | Add two groups of objects One more / less Begin to record some numerals Shape names 2D and 3D Vocabulary – tall / short Sequencing events Ordering by height, weight etc |
| If ready: Time / Money | | |

SPECIFIC - Reading 30-50 / 40-60 objectives

| 1 | 2 | 3 |
|-----------------------------|------------------|-------------------|
| Handles books appropriately | Rhyme and rhythm | Non-fiction texts |

| | | |
|--|--|---|
| Joins in with stories Enjoys looking at picture books | Joins in with repeated refrains Talks about what has happened / what will happen next Story features – settings, events, characters Hear and say initial sounds Split simple words into sounds and blend back together | Link sounds to letters, naming and sounding the letters of the alphabet. Begin to read words and simple sentences. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoy an increasing range of books. |
| If ready: Read simple CVC words Recognise keywords Begin to read simple sentences | | |

| SPECIFIC - Writing 30-50 / 40-60 objectives: | | |
|---|--|---|
| 1 | 2 | 3 |
| Mark-making Draw lines and circles (PD) | Attempt to write, differentiating between writing and drawing Over-write patterns and letters - anticlockwise | Attempt to write some letters and words Write labels |
| If ready: Write keywords and some simple sentences | | |

| SPECIFIC - Understanding the World 30-50 / 40-60 objectives | | |
|--|--|--|
| 1 | 2 | 3 |
| Knows why they are special / different / the same My body Personal events and experiences My world / town / house Jobs people do | Toys and how they work Making objects work Interacting with technology 'Real objects' – cameras / mobile phones etc | Plants / growth / decay etc Similarities / differences Care and concern for living things and the environment Complete a computer program Find information on a computer |
| If ready: Discuss past / present / changes over time Explain similarities and differences Materials | | |

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| SPECIFIC - Expressive arts and design 30-50 / 40-60 objectives |
|---|

| 1 | 2 | 3 |
|--|---|---|
| Role play – first hand experiences Make props for role play Dancing a ring games Songs – actions Changing sounds Use a range of materials Stack blocks vertically and horizontally Make enclosures Use tools for a purpose | Move to music Explore and change colours Start to draw and represent objects Texture Joining materials Instruments Build stories in the areas Create representations of events | Songs Planning what to draw / make Construct with a purpose in mind Combine movements Make up own rhythms |
| If ready: See ELGs | | |

PRIME - Physical development 30-50 / 40-60 objectives

| 1 | 2 | 3 |
|---|---|---|
| My body – needs / feelings / exercise Pencil grip – draw lines and circles Moving safely around school – no running / up and down stairs etc Space (games in hall) Personal space <ul style="list-style-type: none"> • Dry / clean throughout day • wash hands • Dress themselves • Put on own coat | Ways of moving One-handed tools / equipment Patterns (fine motor) | Direction / position / speed movement (across, under, along etc) avoiding obstacles jump off object and land appropriately Balance Catch Moving an object – kick, throw, roll etc Use tools safely independently |
| If ready: Control / co-ordination Write letters | | |

PRIME - Communication and Language 30-50 / 40-60 objectives

| 1 | 2 | 3 |
|--|--|---|
| Group discussion skills Simple instructions Retell a past event Use vocab about objects / people of interest to them Use intonation / rhythm | Listen to stories and join in and discuss Understand 'how' and 'why' questions Use complex sentences – and / because Follow two-part instructions | Connect ideas and events Ask a range of questions Use range of tenses Listen and do Use talk to sequence / clarify thinking |
| If ready: See ELGs | | |

PRIME - PSED 30-50 / 40-60 objectives

| 1 | 2 | 3 |
|--|---|--|
| <p>Play in a group Extend and elaborate on play Initiate play and keep it going Ask adults for help Start conversations and listen to what others say Talk about home and community</p> <ul style="list-style-type: none">- Take turns- Share- Know and follow boundaries- tolerate delay when needs are not met immediately- understand wishes cannot always be met | <p>Praise Accept praise and give praise to others – explain Enjoy responsibilities Become more outgoing towards unfamiliar people</p> | <p>‘Friendly’ behaviour – peers and adults Know how own actions/words affect others Negotiate and solve problems Develop confidence to talk to others when playing</p> |
| If ready: | | |