

Foundation Stage Teaching Sequence – Under the Sea/ Autumn

Term: Autumn 1

Objectives/ Development matters:

P.S.E.D:

Making Relationships

- Interacts with others and explores new situations when supported by familiar person **(8-20months)**
- Seeks to gain attention in a variety of ways, drawing others into social interaction. **(8-20 months)**
- Builds relationships with special people. **(8-20 months)**
- Plays alongside others. **(16-26months)**
- Uses a familiar adult as a secure base from which to explore independently in new environments, e.g. ventures away to play and interact with others, but returns for a cuddle or reassurance if becomes anxious. **(16-26months)**
- Interested in others' play and starting to join in. **(22-36months)**
- Seeks out others to share experiences. **(22-36months)**
- May form a special friendship with another child. **(22-36months)**
- Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. **(30-50months)**
- Initiates play, offering cues to peers to join them. **(30-50months)**
- Initiates conversations, attends to and takes account of what others say. **(40-60months)**

Self-confidence & self-awareness

- Learns that own voice and actions have effects on others. **(8-20months)**
- Engages other person to help achieve a goal, e.g. to get an object out of reach. **(8-20months)**
- Explores new toys and environments, but 'checks in' regularly with familiar adult as and when needed. **(16-26months)**
- Gradually able to engage in pretend play with toys (supports child to understand their own thinking may be different from others). **(16-26months)**
- Separates from main carer with support and encouragement from a familiar adult. **(22-36months)**
- Is more outgoing towards unfamiliar people and more confident in new social situations **(30-50months)**
- Shows confidence in asking adults for help. **(30-50months)**
- Confident to speak to others about own needs, wants, interests and opinions. **(40-60months)**

Managing feelings and behaviour

- Uses familiar adult to share feelings such as excitement or pleasure, and for 'emotional refuelling' when feeling tired, stressed or frustrated. **(8-20months)**
- Responds to a few appropriate boundaries, with encouragement and support. **(16-26months)**
- Seeks comfort from familiar adults when needed. **(22-36months)**
- Can express their own feelings such as sad, happy, cross, scared, worried **(22-36months)**
- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. **(30-50months)**
- Aware of own feelings, and knows that some actions and words can hurt others' feelings **(30-50months)**
- Aware of the boundaries set, and of behavioural expectations in the setting. **(40-60months)**

Communication and Language

Listening and Attention

- Has a strong exploratory impulse. **(8-20months)**
- Listens to and enjoys rhythmic patterns in rhymes and stories. **(16-26months)**
- Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. **(16-26months)**
- Listens with interest to the noises adults make when they read stories. **22-36months)**
- Shows interest in play with sounds, songs and rhymes. **(22-36months)**
- Listens to stories with increasing attention and recall. **(30-50months)**
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. **(30-50months)**
- Maintains attention, concentrates and sits quietly during appropriate activity. **(40-60months)**

Understanding

- Responds to the different things said when in a familiar context with a special person (e.g. 'Where's Mummy?', 'Where's your nose?'). **(8-20months)**
- Selects familiar objects by name and will go and find objects when asked, or identify objects from a group. . **(16-26months)**
- Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.' **(22-36months)**
- Developing understanding of simple concepts (e.g. big/little). **(22-36months)**
- Responds to simple instructions, e.g. to get or put away an object. **(30-50months)**
- Listens and responds to ideas expressed by others in conversation or discussion. **(40-60months)**

Speaking

- Creates personal words as they begin to develop language. **(8-20months)**
- Beginning to talk about people and things that are not present. **(16-26months)**
- Uses different types of everyday words (nouns, verbs and adjectives, e.g. banana, go, sleep, hot). **(16-26months)**
- Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. **(22-36months)**
- Uses simple sentences (e.g. 'Mummy gonna work.')
- Uses vocabulary focused on objects and people that are of particular importance to them**(30-50months)**
- Beginning to use more complex sentences to link thoughts (e.g. using and, because). **(30-50months)**
- Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my Castle.' **(30-50months)**
- Uses language to imagine and recreate roles and experiences in play situations. **(40-60months)**
- Introduces a storyline or narrative into their play. **(40-60months)**

Physical Development

Moving and handling

- Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different strokes**(8-20months)**
- Walks upstairs holding hand of adult. **(16-26months)**
- Makes connections between their movement and the marks they make. **(16-26months)**
- Imitates drawing simple shapes such as circles and lines. **(22-36months)**
- May be beginning to show preference for dominant hand**(22-36months)**
- Walks upstairs or downstairs holding onto a rail two feet to a step. **(22-36months)**
- Climbs confidently and is beginning to pull themselves up on nursery play Climbing equipment. **22-36months)**
- Holds pencil between thumb and two fingers, no longer using whole-hand grasp. **(30-50months)**
- Holds pencil near point between first two fingers and thumb and uses it with good control. **(30-50months)**
- Draws lines and circles using gross motor movements. **(30-50months)**
- Mounts stairs, steps or climbing equipment using alternate feet. **(30-50months)**
- Can copy some letters, e.g. letters from their name. **(30-50months)**
- Shows a preference for a dominant hand. **(40-60months)**
- Begins to use anticlockwise movement and retrace vertical lines. **(40-60months)**
- Begins to form recognisable letters. **(40-60months)**
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. **(40-60months)**
- Experiments with different ways of moving**(40-60months)**

Health and Safety

- Can actively cooperate with nappy changing (lies still, helps hold legs up). **(8-20months)**
- Starts to communicate urination, bowel movement**(8-20months)**
- Holds cup with both hands and drinks without much spilling. **16-26months)**
- Clearly communicates wet or soiled nappy or pants. **16-26months)**
- Shows some awareness of bladder and bowel urges. **16-26months)**
- Shows awareness of what a potty or toilet is used for. **16-26months)**
- Shows a desire to help with dressing/undressing and hygiene routines. **16-26months)**
- Clearly communicates their need for potty or toilet. . **(22-36months)**
- Beginning to recognise danger and seeks support of significant adults for help. . **(22-36months)**
- Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt. . **(22-36months)**
- Beginning to be independent in self-care, but still often needs adult support. . **(22-36months)**
- Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. **(30-50months)**
- Can usually manage washing and drying hands. **(30-50months)**
- Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. **(30-50months)**
- Usually dry and clean during the day. **(40-60months)**
- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. **(40-60months)**

Literacy

Reading

- Handles books and printed material with interest. **(8-20months)**
- Interested in books and rhymes and may have favourites. **16-26months)**
- Has some favourite stories, rhymes, songs, poems or jingles. **(22-36months)**
- Repeats words or phrases from familiar stories. **(22-36months)**
- Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'**(22-36months)**
- Enjoys rhyming and rhythmic activities. **(30-50months)**
- Listens to and joins in with stories and poems, one-to-one and also in small groups. **(30-50months)**
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. **(30-50months)**
- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. **(40-60months)**
- Enjoys an increasing range of books. **(40-60months)**

Writing

- Distinguishes between the different marks they make **(22-36months)**
- Sometimes gives meaning to marks as they draw and paint. **(30-50months)**
- Gives meaning to marks they make as they draw, write and paint. **(40-60months)**

Mathematics

Numbers

- Develops an awareness of number names through their enjoyment of action rhymes and songs that relate to their experience of numbers. **(8-20months)**
- Says some counting words randomly. **16-26months)**
- Recites some number names in sequence. **(22-36months)**
- Creates and experiments with symbols and marks representing ideas of number. **(22-36months)**
- Uses some number names and number language spontaneously. **(30-50months)**
- Beginning to represent numbers using fingers, marks on paper or pictures. **(30-50months)**
- Sometimes matches numeral and quantity correctly. **(30-50months)**
- Recognise some numerals of personal significance **(40-60months)**
- Counts objects to 10, and beginning to count beyond 10. **(40-60months)**

Shape, space and measure

- Gets to know and enjoy daily routines, such as getting-up time, mealtimes, nappy time, and bedtime. **(8-20months)**
- Associates a sequence of actions with daily routines. **16-26months)**
- Beginning to understand that things might happen 'now'. **16-26months)**
- Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'. **(22-36months)**
- Anticipates specific time-based events such as mealtimes or home time. **(22-36months)**
- Uses positional language. **(30-50months)**
- Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. **(30-50months)**
- Orders two or three items by length or height. **(40-60months)**

Understanding of the World

People and Communities

- Is curious about people and shows interest in stories about themselves and their family. . **16-26months)**
- Enjoys pictures and stories about themselves, their families and other people . **16-26months)**
- Has a sense of own immediate family and relations. . **(22-36months)**
- Beginning to have their own friends. . **(22-36months)**
- Learns that they have similarities and differences that connect them to, and distinguish them from, others. . **(22-36months)**
- Shows interest in the lives of people who are familiar to them. **(30-50months)**
- Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. **(30-50months)**
- Enjoys joining in with family customs and routines. . **(40-60months)**

The World

- Closely observes what animals, people and vehicles do. . **(8-20months)**
- Remembers where objects belong. **16-26months)**

- Enjoys playing with small-world models such as a farm, a garage, or a train track. **(22-36months)**
- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. . **(30-50months)**
- Looks closely at similarities, differences, patterns and change. **(40-60months)**

Technology

- Seeks to acquire basic skills in turning on and operating equipment. **(22-36months)**
- Knows how to operate simple equipment. **(30-50months)**
- Interacts with age-appropriate Computer software. **(40-60months)**

Expressive Arts and Design

Exploring & Using Media and Materials

- Joins in singing favourite songs **(16-26months)**
- Joins in singing favourite songs **(22-36months)**
- Experiments with blocks, colours and marks **(22-36 months)**
- Sings a few familiar songs **(30-50 months)**
- Explores colours and how colours can be changed **(30-50 months)**
- Understands that they can use lines to enclose a space, and then uses this to represent objects **(30-50 months)**
- Uses various construction materials **(30-50 months)**
- Beginning to construct, stacking blocks vertically and horizontally, creating spaces and making enclosures **(30-50 months)**
- Joins construction pieces together to build and balance. **(30-50 months)**
- Begins to build a repertoire of songs and dances **(40-60 months)**
- Explores what happens when they mix colours **(40-60 months)**

Being Imaginative

- Expresses self through physical action and sound. **16-26months)**
- Pretends that one object represents another, especially when objects have characteristics in common. **16-26months)**
- Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me'. . **(22-36months)**
- Beginning to make-believe by pretending. **(22-36months)**
- Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. . **(30-50months)**
- Engages in imaginative role-play based on own first-hand experiences. **(30-50months)**
- Introduces a storyline or narrative into their play. **(40-60months)**
- Plays alongside other children who are engaged in the same theme. **(40-60months)**
- Plays cooperatively as part of a group to develop and act out a narrative. **(40-60months)**