

In Foundation Stage 2, our unique curriculum reflects our cultural capital which is delivered and supported by the Curiosity Approach, Play Projects our Class Charter and our Learning Powers.

RELATE

I can build respectful and trusting relationships with my friends and teachers.

<p>Build constructive and respectful relationships.</p>	<ul style="list-style-type: none"> ○ I can listen to an adult ○ I can listen to my friend ○ I can be kind to others ○ I have regular friends that are good for me ○ I can make the right choice all of the time ○ I need little support from an adult to make the right choice
<p>Express their feelings and consider the feelings of others.</p>	<ul style="list-style-type: none"> ○ I can model the right choice during times when the whole class are together ○ I am consistently gaining more praise for my right choices ○ I understand the class rewards system. ○ I understand that taking care of our resources and each other is an important element of our Class Charter
<p>Show resilience and perseverance in the face of challenge.</p>	<ul style="list-style-type: none"> ○ I can observe another children's work and tell them what I like ○ I can complement my friend's good work ○ I can positively review my friend's model and make suggestions for improvement
<p>Identify and moderate their own feelings socially and emotionally.</p>	<ul style="list-style-type: none"> ○ I can calm myself down ○ I can recognise when I am not making the right choice
<p>Think about the perspectives of others.</p>	<ul style="list-style-type: none"> ○ I can offer talk to understand how a character maybe feeling ○ I can talk and solve challenges with simple solutions within the circle time ○ I can reflect on my actions and I understand that Hope's Learning Power is reflection

COMMUNICATE

I can listen attentively and consider what others' say and respond appropriately using new vocabulary.

Understand how to listen carefully and why listening is important.	<ul style="list-style-type: none">○ I know when to listen○ I can listen for an extended period of time (5-10 mins)○ I can tell you about what you just said or what I just heard○ I understand that listening is an important element of our Class Charter○ I understand that Max's learning powers are speaking and listening
Learn new vocabulary.	<ul style="list-style-type: none">○ I have an increasing vocabulary to draw on in conversation○ I know how to speak appropriately for the subject○ I can use new vocabulary instantly○ I can use new vocabulary during the day○ I can use new vocabulary when it is appropriate
See themselves as a valuable individual.	<ul style="list-style-type: none">○ In my Play Projects I can foster meaningful interactions with others to support me learning○ I can initiate a conversation○ I can tell you what I don't like and why I don't like it○ I can tell you about my family's roles and interests○ I am a confident individual
Ask questions to find out more and to check they understand what has been said to them.	<ul style="list-style-type: none">○ I can answer any question asked○ I show clear understanding of what has been said to me○ I will follow instructions○ I understand that Hector's learning power is curiosity and I can generate my own questions
Articulate their ideas and thoughts in well-formed sentences.	<ul style="list-style-type: none">○ I can speak clearly○ I can speak in full sentences○ I am speaking in full sentences with a variety of vocabulary

HEALTH

I am healthy! I brush my teeth, exercise regularly, and eat a balanced diet.

<p>Manage their own needs.</p>	<ul style="list-style-type: none"> ○ I can manage my own hygiene ○ I can choose a healthy snack ○ I understand why I need fruit and veg
<p>Progress towards a more fluent style of moving, with developing control and grace.</p>	<ul style="list-style-type: none"> ○ I am an energetic Hornbill and I know that Gerald's Learning Power is energy ○ I can move with confidence, control and grace ○ I can successfully complete a physical challenge ○ I can run faster ○ I can climb higher ○ I can jump farther ○ I can challenge myself physically ○ I can be still and quiet
<p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian 	<ul style="list-style-type: none"> ○ I can tell you about why raising my heart rate is good for me ○ I understand the five a day rule ○ I know lots of time on my device isn't good for me ○ I understand the need for sleep ○ I understand how to cross the road safely
<p>Further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none"> - Lining up and queuing - mealtimes - personal hygiene 	<ul style="list-style-type: none"> ○ I can line up and show you I'm ready ○ I can tell you our daily routine ○ I know when we eat snack ○ I know why I need to wash my hands and when
<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, coordination and agility.</p>	<ul style="list-style-type: none"> ○ I can confidently move around an obstacle course ○ I can jump into and out of a hoop ○ I can skip with a skipping rope, turned by an adult ○ I can ride a two-wheel bike

READ

I love to read! I talk about books I've read and listened to, and I can read sentences independently.

<p>Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<ul style="list-style-type: none">○ I know all 26 letter sounds○ I can blend phonetic sounds to read short words○ I can sound out with phonic knowledge shop, chop, that, chin○ I can tell you ee○ I can tell you igh○ I am reading longer words○ I can read and recognise my red words○ I can read age appropriate book
<p>Listen to and talk about stories to build familiarity and understanding.</p>	<ul style="list-style-type: none">○ I can listen to a story and decide if I have enjoyed it○ I can tell you my favourite book and the characters within it○ I can tell you the problem within a story○ I can tell you how a story works out
<p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p>	<ul style="list-style-type: none">○ I can role play the weeks story○ I can be a character from a story○ I can tell you the plot○ I can tell you what happens○ I can walk a story through using my own words to describe the part we are at
<p>Engage in story times.</p>	<ul style="list-style-type: none">○ I always listen and then attempt to answer questions which show comprehension of the story
<p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<ul style="list-style-type: none">○ I know to use non-fiction to found out some facts that are true○ I know four facts about a subject from a non-fiction book (adult read)○ I can share new words around the subject from my facts

MESSAGE

I love to write! I create marks, symbols, labels and sentences that can be read by myself and others.

Form lower-case and capital letters correctly.	<ul style="list-style-type: none">○ I can write capital letters
Spell words by identifying the sounds and then writing the sound with letter/s.	<ul style="list-style-type: none">○ I can spell my red words
Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	<ul style="list-style-type: none">○ In my Play Projects, I make meaningful marks and messages○ I can write a short sentence○ I can use a full stop○ I can use finger spaces○ I can use and to extend my short sentence.○ I can use a capital letter○ I can read my sentence to you○ You can read my writing and understand it
Re-read what they have written to check that it makes sense.	<ul style="list-style-type: none">○ You can read my review sentence without me
Develop the foundations of a handwriting style which is fast, accurate and efficient.	<ul style="list-style-type: none">○ I can create meaningful marks and symbols which I can explain○ I can write letters○ I can write letters correctly ○ I can write using letters.○ I can write my first and second name

SOLVE

I love to solve problems! I am confident to explain my thinking and find new ways to do things.

<p>Count objects, actions and sounds and subitise.</p>	<ul style="list-style-type: none">○ I am a courageous mathematical learner and I know that Chris' Learning Power is courage○ I can count out objects to 10○ I can match objects to number amounts○ I can tell you how many by counting out loud○ I can guess 'how many' with near accuracy showing I know 'how many' that number might look like in objects○ When you ask me to 'give you' 7,8,9,10 objects, I can do this with confidence○ I can sing and action a counting song, for example one little duck went swimming one day (forwards)○ I know when to use my counting skills○ I can recognise numbers to 10 and beyond (to 20)○ I can show in objects the value of 1-10○ I can show you a number identity with Numicon pieces○ I can record number quantities with tallies, dots and numbers○ I can write numbers 0-10○ I can roll a dice and tell you the number I land on○ I can recognise instantly 1-6 objects or dots○ I can tell you numbers as they are revealed to me○ I can show you 5-10 on my fingers○ I can use my mathematical skills in my Play Projects
<p>Understand the 'one more than/one less than' relationship between consecutive numbers and Explore the composition of numbers to 10.</p>	<ul style="list-style-type: none">○ I can understand one more when asked 'one more than ...' to 10○ I can count 1-10 adding one more object to make the correct amount○ I can line up 10 and tell you 1 less back to 0○ I can complete an age appropriate jigsaw puzzle○ I can understand one more when asked 'one more than ...' to 10○ I can count 1-10 adding one more object to make the correct amount○ I can line up 10 and tell you 1 less back to 0○ I can complete an age appropriate jigsaw puzzle

<p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills and compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can.</p>	<ul style="list-style-type: none"> ○ I can build and then come back and restructure with additions the next day ○ I can name 2D shapes including pentagons, hexagons and octagons ○ I can complete a complex puzzle ○ I can add to my simple 2D shape picture by exploring the combining of shapes to make new ones ○ I can find a 2D shape in the environment ○ I can find a 3D shape in the environment
<p>Continue, copy and create repeating patterns.</p>	<ul style="list-style-type: none"> ○ I can make an independent pattern and challenge my friend to complete it ○ I can easily see a mistake in a pattern and correct it ○ I enjoy making patterns and challenging myself to improve the complexity
<p>Compare length, weight and capacity.</p>	<ul style="list-style-type: none"> ○ I can tell you if it is longer or shorter than a pencil ○ I can order two things according to length ○ I can order two things according to weight ○ I can order two things saying which will hold the most

UNIQUE

I recognise that I am special and respect that others are too.

<p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<ul style="list-style-type: none">○ I can talk about my beliefs and celebrations with passion○ I can tell you about someone else and what they believe and celebrate○ I celebrate differences with a positive attitude
<p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<ul style="list-style-type: none">○ I can tell you about a place in the world I would like to go and why○ I can explore a different country○ I can see this country is different to where I live○ I can explore a celebration of a different kind and tell you what I liked
<p>Explore the natural world around them.</p>	<ul style="list-style-type: none">○ I can explore my outdoor environment and I know that Una's Learning Power is exploration○ I can explore my outdoors to experience changes, weather and physical challenges
<p>Talk about members of their immediate family and community.</p>	<ul style="list-style-type: none">○ I can tell you what my family likes and dislikes○ I can tell you what they do when I'm at school○ I can share something from home to tell you more about my family○ I can answer questions about my family life
<p>Understand that some places are special to members of their community.</p>	<ul style="list-style-type: none">○ I can tell you if it's a church, temple or a Mosque○ I can tell you characteristics of other religions and cultures○ I can tell you what places of worship are near our school○ I can ask a visitor questions about different religions and cultures

CREATE

I use a variety of skills to make, create and build props for my Play Projects.

<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<ul style="list-style-type: none">○ I can dough disco with many moves○ I can create my own dough disco moves○ I can cut shapes with scissors. (not templates)○ I can cut soft things with knife○ I can draw with a variety of apparatus○ I can mark make within squiggle○ I can use cutlery with confidence
<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively sharing ideas, resources and skills.</p>	<ul style="list-style-type: none">○ I can mix colours and add white or black correctly to get the colour I want○ I can create creations over a few days○ I can observe my creation and make changes○ I create creations in a team○ I share my fantastic creations with Belle the Butterfly who's learning power is creativity
<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<ul style="list-style-type: none">○ I can move my body in a variety of ways to a song I like○ I can listen to a variety of music○ I like to listen to different styles of music
<p>Explore and engage in music making and dance, performing solo or in groups.</p>	<ul style="list-style-type: none">○ I can engage in music and follow a story map creating a musical accompaniment○ I can perform in a performance○ I can dance in a sequence of learnt moves
<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<ul style="list-style-type: none">○ I can sing in tune○ I can sing in a group making it sound nice