Sandhill Primary School Long Term Curriculum Map – Foundation Stage Specific Statements Academic Year –

r.30.1 Enjoys rhyming and rhythmic activities. r.30.2 Shows awareness of rhyme and alliteration. r.30.3 Recognises rhythm in spoken words. r.30.4 Listens to and joins in with stories and poems, one-to-one and also in small groups. r.30.5 Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. r.30.6 Beginning to be aware of the way stories are structured. r.30.7 Suggests how the story might end. r.30.8 Listens to stories with increasing attention and recall. r.30.9 Describes main story settings and principle characters. r.30.10 Shows interest in illustrations and print in books and the environment. r.30.11 Recognises familiar words and signs such as own name and advertising logos. r.30.12 Looks at books independently.	n.30.1 Uses some number names and number language spontaneously. n.30.2 Uses some number names accurately in play. n.30.3 Recites numbers in order to 10. n.30.4 Knows that numbers identify how many objects are in a set. n.30.5 Beginning to represent numbers using fingers, marks on paper or pictures. n.30.6 Sometimes matches numeral and quantity correctly. n.30.7 Shows curiosity about numbers by offering comments or asking questions. n.30.8 Compares two groups of objects, saying when they have the same number. n.30.9 Shows an interest in number problems. n.30.10 Separates a group of three or four objects in different	ssm.30.1 Shows an interest in shape and space by playing with shapes or making arrangements with objects. ssm.30.2 Shows awareness of similarities of shapes in the environment. ssm.30.3 Uses positional language. ssm.30.4 Shows interest in shape by sustained construction activity or by talking about shapes or	Expressive Arts and Exploring and Using Media and Materials e.30.1 Enjoys joining in with dancing and ring games. e.30.2 Sings a few familiar songs. e.30.3 Beginning to move rhythmically. e.30.4 Imitates movement in response to music. e.30.5 Taps out simple repeated rhythms. e.30.6 Explores and learns how sounds can be changed. e.30.7 Explores colour and how colours	bi.30.1 Developing preferences for forms of expression. bi.30.2 Uses movement to express feelings. bi.30.3 Creates movement in response to music. bi.30.4 Sings to self and makes up simple songs. bi.30.5 Makes up rhythms.	pc.30.1 Shows interest in the lives of people who are familiar to them. pc.30.2 Remembers and talks about significant events in their own experience.	tw.30.1 Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. tw.30.2 Can talk about	t.30.1 Knows how to operate simple equipment, e.g. turns on CD player and use remote control. t.30.2 Shows an interest in
r.30.2 Shows awareness of rhyme and alliteration. r.30.3 Recognises rhythm in spoken words. r.30.4 Listens to and joins in with stories and poems, one-to-one and also in small groups. r.30.5 Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. r.30.6 Beginning to be aware of the way stories are structured. r.30.7 Suggests how the story might end. r.30.8 Listens to stories with increasing attention and recall. r.30.9 Describes main story settings and principle characters. r.30.10 Shows interest in illustrations and print in books and the environment. r.30.11 Recognises familiar words and signs such as own name and advertising logos.	spontaneously. n.30.2 Uses some number names accurately in play. n.30.3 Recites numbers in order to 10. n.30.4 Knows that numbers identify how many objects are in a set. n.30.5 Beginning to represent numbers using fingers, marks on paper or pictures. n.30.6 Sometimes matches numeral and quantity correctly. n.30.7 Shows curiosity about numbers by offering comments or asking questions. n.30.8 Compares two groups of objects, saying when they have the same number. n.30.9 Shows an interest in number problems. n.30.10 Separates a group of three or four objects in different	shape and space by playing with shapes or making arrangements with objects. ssm.30.2 Shows awareness of similarities of shapes in the environment. ssm.30.3 Uses positional language. ssm.30.4 Shows interest in shape by sustained construction activity or by talking about shapes or	e.30.1 Enjoys joining in with dancing and ring games. e.30.2 Sings a few familiar songs. e.30.3 Beginning to move rhythmically. e.30.4 Imitates movement in response to music. e.30.5 Taps out simple repeated rhythms. e.30.6 Explores and learns how sounds can be changed.	for forms of expression. bi.30.2 Uses movement to express feelings. bi.30.3 Creates movement in response to music. bi.30.4 Sings to self and makes up simple songs. bi.30.5 Makes up rhythms.	in the lives of people who are familiar to them. pc.30.2 Remembers and talks about significant events in their own experience.	asks questions about aspects of their familiar world such as the place where they live or the natural world. tw.30.2 Can talk about	operate simple equipment, e.g. turns on CD player and use remote control. t.30.2 Shows an
r.30.13 Handles books carefully. r.30.14 Knows information can be relayed in the form of print. r.30.15 Holds books the correct way up and turns pages. r.30.16 Knows that print carries meaning and in English is read left to right and top to bottom.	n.30.12 Shows an interest in representing numbers.	arrangements. ssm.30.5 Shows interest in shapes in the environment. ssm.30.6 Uses shapes appropriately for tasks. ssm.30.7 Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.	can be changed. e.30.8 Understands that they can use lines to enclose a space and begin to use these shapes to represent objects. e.30.9 Beginning to be interested in and describe the texture of things. e.30.10 Uses various construction materials. e.30.11 Begging to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. e.30.12 Joins construction pieces together to build and balance. e.30.13 Realises tools can be used for a purpose.	bi.30.6 Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. bi.30.7 Engages in imaginative role play based on own first hand experiences. bi.30.8 Builds stories around toys e.g. farm animals need recuing from and 'armchair' cliff. bi.30.9 Uses available resources to create props to support role play. bi.30.10 Captures experiences with a range of media, such as music, dance, paint and other materials or words.	pc.30.3 Recognises and describes special times or events for family or friends. pc.30.4 Shows interest in different occupations and ways of life. pc.30.5 Knows some of the things that makes them unique and can talk about some of the similarities and differences in relation to friends or family.	some of the things they have observed such as plants, animals, natural and found objects. tw.30.3 Talks about why things happen and how things work. tw.30.4 Developing an understanding of growth, decay and changes over time. tw.30.5 Shows care and concern for living things and the environment.	technological toys with knobs or pulley or real objects such cameras or mobile phones. t.30.3 Shows skill in making toys work by pressing parts or lifting flaps to achieve ffects such as soun movements or new images. t.30.4 Knows that information can be retrieved from computers.
r.40.1 Continues a rhyming string. r.40.2 Hears and says the initial sound in words. r.40.3 Can segment the sounds in simple words and blend them together and knows which letters represent some of those sounds. r.40.4 Links sounds to letters, naming and sounding letters of the alphabet. r.40.5 Begins to read simple words and sentences. r.40.6 Uses vocabulary and forms of speech that are increasingly influences by their experience of books. r.40.7 Enjoys an increasing range of books. r.40.8 Knows that information can be retrieved from books and computers. w.40.6 Links sounds in simple words and sentences. r.40.7 Uses so identifiable let communicate representing so correctly and it w.40.8 Writes other things so captions. w.40.9 Attempshort sentence meaningful commands.	n.40.2 Recognises numerals 1 to 5. n.40.3 Counts up to three or four objects by saying one number name for each item. n.40.4 Counts actions or objects which cannot be moved. n.40.5 Counts objects to 10, and beginning to count beyond 10. n.40.6 Counts out up to six objects from a larger group. n.40.7 Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. n.40.8 Counts an irregular arrangement of up to ten objects. n.40.9 Estimates how many objects they can see and checks by counting them. n.40.10 Uses the language of 'more' and 'fewer' to compare two sets of objects n.40.11 Finds the total number of items in two groups by counting all of them. n.40.12 Says the number that is one more than a given number. n.40.13 Finds one more or one less from a group of up to five objects, then ten objects. n.40.14 In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting n.40.15 Records, using marks that they can interpret and explain.	ssm.40.1 Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. ssm.40.2 Selects a particular namedshape. ssm.40.3 Can describe their relative position such as 'behind' or 'next to'. ssm.40.4 Orders two or three items by length or height. ssm.40.5 Orders two items by weight or capacity. ssm.40.6 Uses familiar objects and common shapes to create and recreate patterns and build models ssm.40.7 Uses everyday language related to time. ssm.40.8 Beginning to use everyday language related to tomoey. ssm.40.9 Orders and sequences familiar events. ssm.40.10 Measures short periods of time in simple ways.	e.40.1 Begins to build a repertoire of songs and dances. e.40.2 Explores the different sounds of instruments. e.40.3 Explores what happens when they mix colours. e.40.4 Experiment to create different textures. e.40.5 Understands that different media can be combined to create new effects. e.40.6 Manipulates materials to achieve a planned effect. e.40.7 Constructs with a purpose in mind, using a variety of resources. e.40.8 Uses simple tools and techniques competently and appropriately. e.40.9 Selects appropriate resources and adapts work where necessary. e.40.10 Selects tools and techniques needed to shape, assemble and join materials they are using.	bi.40.1 Create simple representations of events, people and objects. bi.40.2 Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. bi.40.3 Chooses particular colours to use for a purpose. bi.40.4 Introduces a storyline or narrative into their play. bi.40.5 Plays alongside other children who are engaged in the same theme. bi.40.6 Plays cooperatively as part of a group to develop and act out a narrative.	pc.40.1 Enjoys joining in with family customs and routines.	tw.40.1 Looks closely at similarities, differences, patterns and change.	t.40.1 Completes a simple program on a computer. t.40.2 Uses ICT hardware to interact with age-appropriat computer software.

r.elg.1 Children read and understand simple	w.elg.1 Children use their	n.elg.1 Children count reliably with numbers from one to 20,	ssm.elg.1 Children use everyday	e.elg.1 Children sing songs, make music	bi.elg.1 Children use what they	pc.elg.1 Children talk	tw.elg.1 Children know	t.elg.1 Children
sentences.	phonic knowledge to write	place them in order and say which number is one more or	language to talk about size,	and dance, and experiment with ways	have learnt about media and	about past and	about similarities and	recognise that a rang
r.elg.2They use phonic knowledge to decode	words in ways which match	one less than a given number.	weight, capacity, position,	of changing them.	materials in original ways,	present events in their	differences in relation to	of technology is use
regular words and read them aloud accurately.	their spoken sounds.	n.elg.2 Using quantities and objects, they add and subtract	distance, time and money to	e.elg.2 They safely use and explore	thinking about uses and	own lives and in the	places, objects,	in places such as
r.elg.3They also read some common irregular	w.elg.2 They also write some	two single-digit numbers and count on or back to find the	compare quantities and objects	variety of materials, tools and	purposes.	lives of family	materials and living	homes and schools.
words.	irregular common words.	answer.	and to solve problems.	techniques, experimenting with colour,	bi.elg.2They represent their	members.	things.	t.elg.2They select a
r.elg.4 They demonstrate understanding when	w.elg.3 They write simple	n.elg.3 They solve problems, including doubling, halving and	ssm.elg.2 They recognise, create	design, texture, form and function.	own ideas, thoughts and	pc.elg.2 They know	tw.elg.2 They talk about	use technology for
talking with others about what they have read.	sentences which can be read	sharing.	and describe patterns.		feelings through design and	that other children	the features of their	particular purposes.
	by themselves and others.		ssm.elg.3 They explore		technology, art, music, dance,	don't always enjoy the	own immediate	
	w.elg.4Some words are spelt		characteristics of everyday		role play and stories.	same things, and are	environment and how	
	correctly and others are		objects and shapes and use			sensitive to this.	environments might	
phonetically plaus	phonetically plausible.		mathematical language to			pc.elg.3 They know	vary from one another.	
			describe them.			about similarities and	tw.elg.3 They make	
						differences between	observations of animals	
						themselves and	and plants and explain	
						others, and among	why some things occur,	
						families, communities	and talk about changes.	
						and traditions.		

