

Foundation Stage 1 – Curriculum Goal	Tier vocabulary	
	Everyday vocabulary	New vocabulary
Children will know the name of our country and know that there are other countries	Village Cudworth Town Barnsley Road Pavement Kerb House Flat Shop Street Supermarket	Country United Kingdom Britain World Map Globe Visit Holiday Different Similar
<p>Knowledge/Skills (New Learning)</p> <p>Use a wide range of vocabulary Develop their sense of responsibility and membership of a community Children will develop positive attitudes about the differences between people Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p>		

Foundation Stage 2 – Curriculum Goal	Tier vocabulary	
	Everyday vocabulary	New vocabulary
Children will know that life can be different in different countries and they will be able to compare how we live in our country to how people live in another country	Village Cudworth Town Barnsley Country United Kingdom Britain World Map Globe Different Similar Visit Holiday Rain Hot Sunny	Cities Compare Sleet Foggy Misty Landscapes Climate Culture Religion Seasons Weather-
<p>Knowledge/Skills (New Learning)</p> <p>Learn and use new vocabulary throughout the day</p> <p>Express their feelings and consider the feelings of others</p> <p>Think about the perspective of others</p> <p>Draw information from a simple map</p> <p>Recognise some similarities and differences between life in this country and life in other countries</p> <p>Describe what they see/hear and feel whilst outside</p> <p>Recognise some environments that are different from the one in which they live</p> <p>Understand the effects of changing seasons on the natural world around them</p>		

Foundation Stage 1 – Curriculum Goal	Tier vocabulary	
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Children will know and talk about who is in their family	Mum, Dad, Grandma, Grandad, Aunty, Uncle, Brother, Sister (familial names may differ-good discussion point) Mum's/Dad's boyfriend/girlfriend	Linked to new members e.g. baby Difference Similarities Unique Cousin Teenager Relation/Related
<p>Knowledge/Skills (New Learning)</p> <p>Use a wide range of vocabulary</p> <p>Establish their sense of self</p> <p>Notice and ask questions about difference, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on</p> <p>Notice differences between people</p> <p>Make connections between the features of their families and other families</p> <p>Begin to make sense of their own life story and family's history</p> <p>Continue to develop positive attitudes about the differences between people</p> <p>Name and describe people who are familiar to them</p>		

Foundation Stage 2 – Curriculum Goal	Tier vocabulary	
	Everyday vocabulary	New vocabulary
Children will know that people have different beliefs and celebrate special times in different ways	Adopted/Fostered Christmas Halloween Easter Birthday Party	Married Divorced Died Funeral Wedding Christenings/baptism Bride/groom Bridesmaid Pageboy Faith Christianity Judaism Hinduism Islam Buddhism No faith
<p>Knowledge/Skills (New Learning)</p> <p>Learn and use new vocabulary throughout the day Ask questions to check they understand what has been said to them Articulate their thoughts and ideas in well-formed sentences Connect one idea or action to another using a range connectives Describe events in some detail See themselves as a valuable individual Think about the perspectives of others Engage in extended conversations about stories, learning new vocabulary Talk about members of their immediate family and community Name and describe people who are familiar to them Understand that some places are special to members of their community Recognises that people have different beliefs and celebrate special times in different ways</p>		

Foundation Stage 1 – Curriculum Goal	Tier vocabulary	
	Everyday vocabulary	New vocabulary
Children will know how to write their first name and understand that they have written their name	Name Up, down, round, across	First, next, last 'Pinchy fingers' Letter Letter shape Sound Start
<p>Knowledge/Skills (New Learning)</p> <p>Children use one handed tools and equipment Use a comfortable grip with good control when using pens and pencils Show a preference for a dominant hand Understand the five key concepts about print</p> <ul style="list-style-type: none"> • Print has meaning • Print can have different purposes • We read English text from left to right and top to bottom • The names of the different parts of a book • Page sequencing <p>Writes some letter names accurately Use a wide range of vocabulary</p>		

Foundation Stage 2 – Curriculum Goal	Tier vocabulary	
	Everyday vocabulary	New vocabulary
Children will know how to write words and simple sentences using their phonic knowledge and be able to talk about what they have written	Letters Sounds Words	Phoneme Grapheme Sentences Finger Space Capital letter Full stop Sense
<p>Knowledge/Skills (New Learning)</p> <p>Read individual letters by saying the sounds for them</p> <p>Blend sounds into words, so that they can read short words made up of known letter – sound correspondences</p> <p>Read some letter groups that each represent one sound and say sounds for them</p> <p>Form letter – case and capital letters correctly</p> <p>Spell words by identifying the sounds and then writing the sound with letters</p> <p>Write short sentences with words with known sound-letter correspondences</p> <p>Re-read what they have written to check that it makes sense</p> <p>Learn and use new vocabulary throughout the day</p>		

Foundation Stage 1 – Curriculum Goal	Tier vocabulary	
	Everyday vocabulary	New vocabulary
Children will know, recognise and understand numbers 1,2,3,4,5 while playing a simple game with an adult	How many? Number names Count Finger numbers	Die Count along/jump along Touch count One at a time Sharing Take turns Winner Fair Cheat
<p>Knowledge/Skills (New Learning)</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Find solutions to conflicts and rivalries.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p> <p>Talk with others to solve conflicts.</p> <p>Use a wide range of vocabulary.</p> <p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door"</p>		

Foundation Stage 2 – Curriculum Goal	Tier vocabulary	
	Everyday vocabulary	New vocabulary
Children will know, understand and recognise numbers 1,2,3,4,5,6,7,8,9,10 while taking turns to play a simple game with rules	Die Count along/jump along Touch count One at a time Sharing Take turns Winner Fair Cheat	Rules Instructions Numeral More Less Order Clockwise Number bonds
<p>Knowledge/Skills (New Learning)</p> <p>Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–5 and some to 10. Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Learn and use new vocabulary throughout the day</p>		

Foundation Stage 1 – Curriculum Goal	Tier vocabulary	
	Everyday vocabulary	New vocabulary
Children will know to engage in extended conversations about stories, learning new vocabulary what it means	Book Story Read Page Picture	Cover Title Spine Blurb Character Beginning End Retell
<p>Knowledge/Skills (New Learning)</p> <p>Use a wide range of vocabulary.</p> <p>Understand the five key concepts about print</p> <ul style="list-style-type: none"> • Print has meaning • Print can have different purposes • We read English text from left to right and top to bottom • The names of the different parts of a book • Page sequencing <p>Engage in extended conversations about stories, learning new vocabulary</p> <p>Enjoy listening to longer stories and can remember much of what happens</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Use longer sentences of four to six words.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p>		

Foundation Stage 2 – Curriculum Goal	Tier vocabulary	
	Everyday vocabulary	New vocabulary
Children will know and retell their favourite stories showing a good understanding	First, next, then, after that, finally Beginning End Characters – bad or good Retell	Middle Events Setting Problem Conflict Resolution Speech Opinions Text Fiction
<p>Knowledge/Skills (New Learning)</p> <p>Learn and use new vocabulary throughout the day</p> <p>Develop storylines in their pretend play.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences</p> <p>Connect one idea or action to another using a range of connectives</p> <p>Describe events in some detail.</p> <p>Engage in storytimes</p> <p>Listen to and talk about stories to build familiarity and understanding</p> <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> <p>Use new vocabulary in different contexts.</p>		

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Children will know how to use the toilet independently	Toilet Potty Wee Poo Wipe Wash hands Nappy Wet	Pull down Pull up Clean Dirty Germs Dry
<p>Knowledge/Skills (New Learning)</p> <p>Be increasingly independent in meeting their own care needs</p> <p>Manage their own needs</p> <p>Be increasingly independent as they get dressed and undressed</p>		

Foundation Stage 2 – Curriculum Goal	Tier vocabulary	
	Everyday vocabulary	New vocabulary
Children will know and talk about the different factors that support their overall health and wellbeing	Germes Dirty Clean	Bacteria Sanitise Hygiene Healthy Healthy eating Balance Exercise Fit Strong Heart rate Decay Pedestrian Zebra crossing Pelican crossing
<p>Knowledge/Skills (New Learning)</p> <p>Learn and use new vocabulary throughout the day</p> <p>Manage their own needs</p> <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 		

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Children will know how to follow a simple recipe to make playdough	Flour Salt Water Mix Playdough	Measure Scoop Cup Large Small Sticky Dry Recipe Instructions
<p>Knowledge/Skills (New Learning)</p> <p>Use a wide range of vocabulary.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Talk about the differences between materials and changes they notice</p>		

Foundation Stage 2 – Curriculum Goal	Tier vocabulary	
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Children will know how to follow a recipe to make fruit scones	Recipe Instructions Measure Scoop Full Half Sticky Dry Bake Cook	Ingredients Knead Dough Flavour Dried fruit Grams Temperature Browning Time Minutes Weigh Egg wash
<p>Knowledge/Skills (New Learning)</p> <p>Learn and use new vocabulary throughout the day</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Show resilience and perseverance in the face of challenge</p> <p>Manage their own personal hygiene</p> <p>Count objects, actions and sounds.</p> <p>Link the number symbol (numeral) with its cardinal number value</p> <p>Compare length, weight and capacity</p>		

Foundation Stage 1 – Curriculum Goal	Tier vocabulary	
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Children will know how to express how they feel, using the words 'happy, sad, angry and calm'	Happy Sad Mixed up	Angry Calm Feelings Because Why How What happened
<p>Knowledge/Skills (New Learning)</p> <p>Use a wide range of vocabulary. Understand 'why' questions Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p>		

Foundation Stage 2 – Curriculum Goal	Tier vocabulary	
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Children will identify how they are feeling and will be able to regulate themselves	Happy Sad Upset Cross Angry Calm Tired Grumpy Loved Scared Excited Feelings	Anxious Worried Apprehensive Confused Amused Solve Solution Settle
<p>Knowledge/Skills (New Learning)</p> <p>Learn and use new vocabulary throughout the day</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Express their feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenge</p> <p>Identify and moderate their own feelings socially and emotionally</p> <p>Think about the perspectives of others</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives</p> <p>Describe events in some detail</p> <p>Use new vocabulary in different contexts.</p> <p>Understand how to listen carefully and why listening is important</p>		

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Children will know three of their favourite nursery rhymes	Sing Rhyme Favourite Like	Alive Speckled Delicious Spout Dried Shoulders Hum
<p>Knowledge/Skills (New Learning)</p> <p>Use a wide range of vocabulary. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Continue to develop their movement, balancing Sing a large repertoire of songs. Know many rhymes.</p>		

Foundation Stage 2 – Curriculum Goal	Tier vocabulary	
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Children will know how to have conversations where they understand they need to listen to each other and take turns	Listen Speak Take turns Question Sentences	Topic Opinions Differences Interests Explain Discuss Conversation
<p>Knowledge/Skills (New Learning)</p> <p>Learn and use new vocabulary throughout the day. Create collaboratively, sharing ideas, resources and skills. Understand how to listen carefully and why listening is important. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Develop social phrases.</p>		