

# Early Years Foundation Stage: Foundation Two (40 – 60 Months)

(ELG: Early Learning Goal)

● Objectives are met through routines and topics based on the children's interests.

Communication and Language	Personal, Social, Emotional Development	Physical Development	Mathematics	Literacy	Understanding the World	Expressive Arts and Design
<p><u>Listening and attention</u></p> <ul style="list-style-type: none"> <li>Maintain attention</li> </ul> <p><b>ELG: Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</b></p> <p><u>Understanding</u></p> <ul style="list-style-type: none"> <li>Respond to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes.</li> <li>Follow a story without pictures or props.</li> <li>Listen and responds to ideas expressed by others in conversation or discussion.</li> </ul> <p><b>ELG: Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences &amp; in response to stories or events.</b></p> <p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>Extend vocabulary, especially by grouping and naming, explore the meaning and sounds of new words.</li> <li>Use language to imagine &amp; recreate roles and experiences in play situations.</li> <li>Link statements and sticks to a main theme or intention.</li> <li>Use talk to organise, sequence &amp; clarify thinking, ideas, feeling and events.</li> <li>Introduce a storyline or narrative into play.</li> </ul> <p><b>ELG: Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</b></p>	<p><u>Making relationships</u></p> <ul style="list-style-type: none"> <li>Initiate conversations, attend to and take account of what others say.</li> <li>Explain own knowledge and understanding, and asks appropriate questions of others.</li> <li>Take steps to resolve conflicts with other children, e.g. finding a compromise.</li> </ul> <p><b>ELG: Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, &amp; form positive relationships with adults &amp; other children.</b></p> <p><u>Self-confidence and self-awareness</u></p> <ul style="list-style-type: none"> <li>Confident to speak to others about own needs, wants, interests and opinions.</li> <li>Describe self in positive terms and talk about abilities.</li> </ul> <p><b>ELG: Children are confident to try new activities, &amp; say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</b></p> <p><u>Managing Feelings</u></p> <ul style="list-style-type: none"> <li>Understand that own actions affect other people.</li> <li>Aware of the boundaries set, &amp; of behavioural expectations in the setting.</li> <li>Begin to be able to negotiate &amp; solve problems without aggression.</li> </ul> <p><b>ELG: Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, &amp; know that some behaviour is unacceptable. They work as part of a group or class, &amp; understand &amp; follow the rules. They adjust their behaviour to different situations, &amp; take changes of routine in their stride.</b></p>	<p><u>Moving and handling</u></p> <ul style="list-style-type: none"> <li>Experiment with different ways of moving.</li> <li>Jump off an object and lands appropriately.</li> <li>Negotiate space successfully when playing racing &amp; chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>Travel with confidence &amp; skill around, under, over and through balancing &amp; climbing equipment.</li> <li>Show increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>Use simple tools to effect changes to materials.</li> <li>Handle tools, objects, construction &amp; malleable materials safely &amp; with increasing control.</li> <li>Show a preference for a dominant hand.</li> <li>Begin to use anticlockwise movement &amp; retrace vertical lines.</li> <li>Begin to form recognisable letters.</li> <li>Use a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</li> </ul> <p><b>ELG: Children show good control &amp; co-ordination in large &amp; small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment &amp; tools effectively, including pencils for writing.</b></p> <p><u>Health and self-care</u></p> <ul style="list-style-type: none"> <li>Eat a healthy range of foodstuffs &amp; understand need for variety in food.</li> <li>Dry &amp; clean during the day.</li> <li>Show some understanding of good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</li> <li>Show understanding of the need for safety when tackling new challenges, &amp; consider &amp; manage some risks.</li> <li>Show understanding of how to transport &amp; store equipment safely.</li> <li>Practice some appropriate safety measures without direct supervision.</li> </ul> <p><b>ELG: Children know the importance for good health of physical exercise, &amp; a healthy diet, &amp; talk about ways to keep healthy &amp; safe. They manage their own basic hygiene &amp; personal needs successfully, including dressing &amp; going to the toilet independently.</b></p>	<p><u>Numbers</u></p> <ul style="list-style-type: none"> <li>Recognise some numerals of personal significance.</li> <li>Recognise numerals 1 to 5.</li> <li>Count up to three or four objects by saying one number name for each item.</li> <li>Count actions or objects which cannot be moved.</li> <li>Count objects to 10, &amp; begin to count beyond 10.</li> <li>Count out up to six objects from a larger group.</li> <li>Select the correct numeral to represent 1 to 5, then 1 to 10 objects.</li> <li>Count an irregular arrangement of up to ten objects.</li> <li>Estimate how many objects they can see &amp; check by counting them.</li> <li>Use the language of 'more' &amp; 'fewer' to compare two sets of objects.</li> <li>Find the total number of items in two groups by counting all of them.</li> <li>Say the number that is one more than a given number.</li> <li>Find one more or one less from a group of up to five objects, then ten objects.</li> <li>In practical activities and discussion, begin to use the vocabulary involved in adding &amp; subtracting.</li> <li>Record, using marks that they can interpret and explain.</li> <li>Begin to identify own mathematical problems based on own interests &amp; fascinations.</li> </ul> <p><b>ELG: Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities &amp; objects, they add &amp; subtract two single-digit numbers &amp; count on or back to find the answer. They solve problems, including doubling, halving &amp; sharing.</b></p> <p><u>Shape, space and measures</u></p> <ul style="list-style-type: none"> <li>Begin to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, &amp; mathematical terms to describe shapes.</li> <li>Select a particular named shape.</li> <li>Can describe their relative position such as 'behind' or 'next to'.</li> <li>Order two or three items by length or height.</li> <li>Order two items by weight or capacity.</li> <li>Use familiar objects &amp; common shapes to create &amp; recreate patterns &amp; build models.</li> <li>Use everyday language related to time.</li> <li>Begin to use everyday language related to money.</li> <li>Order &amp; sequences familiar events.</li> <li>Measure short periods of time in simple ways.</li> </ul> <p><b>ELG: Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create &amp; describe patterns. They explore characteristics of everyday objects &amp; shapes &amp; use mathematical language to describe them.</b></p>	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>Continues a rhyming string.</li> <li>Hears &amp; says the initial sound in word.</li> <li>Can segment the sounds in simple words &amp; blend them together &amp; knows which letters represent some of them.</li> <li>Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>Begins to read words &amp; simple sentences.</li> <li>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>Enjoys an increasing range of books.</li> <li>Knows that information can be retrieved from books &amp; computers.</li> </ul> <p><b>ELG: Children read &amp; understand simple sentences. They use phonic knowledge to decode regular words &amp; read the m aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</b></p> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>Gives meaning to marks they make as they draw, write &amp; paint.</li> <li>Begins to break the flow of speech into words.</li> <li>Continues a rhyming string.</li> <li>Hears and says the initial sound in words.</li> <li>Can segment the sounds in simple words &amp; blend them together.</li> <li>Links sounds to letters, naming &amp; sounding the letters of the alphabet.</li> <li>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>Writes own name and other things such as labels, captions.</li> <li>Attempts to write short sentences in meaningful contexts.</li> </ul> <p><b>ELG: Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves &amp; others. Some words are spelt correctly &amp; others are phonetically plausible.</b></p>	<p><u>People and communities</u></p> <ul style="list-style-type: none"> <li>Enjoy joining in with family customs &amp; routines.</li> </ul> <p><b>ELG: Children talk about past &amp; present events in their own lives &amp; in the lives of family members. They know that other children don't always enjoy the same things, &amp; are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</b></p> <p><u>The world</u></p> <ul style="list-style-type: none"> <li>Look closely at similarities, differences, patterns &amp; change.</li> </ul> <p><b>ELG: Children know about similarities &amp; differences in relation to places, objects, materials &amp; living things. They talk about the features of their own immediate environment &amp; how environments might vary from one another. They make observations of animals &amp; plants &amp; explain why some things occur, &amp; talk about changes.</b></p> <p><u>Technology</u></p> <ul style="list-style-type: none"> <li>Complete a simple program on a computer.</li> <li>Use ICT hardware to interact with age-appropriate computer software.</li> </ul> <p><b>ELG: Children recognise that a range of technology is used in places such as homes &amp; schools. They select and use technology for particular purposes.</b></p>	<p><u>Exploring &amp; using media &amp; materials</u></p> <ul style="list-style-type: none"> <li>Begin to build a repertoire of songs &amp; dances.</li> <li>Explore the different sounds of instruments.</li> <li>Explore what happens when they mix colours.</li> <li>Experiment to create different textures.</li> <li>Understand that different media can be combined to create new effects.</li> <li>Manipulate materials to achieve a planned effect.</li> <li>Construct with a purpose in mind, using a variety of resources.</li> <li>Use simple tools and techniques competently &amp; appropriately.</li> <li>Select appropriate resources &amp; adapts work where necessary.</li> <li>Select tools &amp; techniques needed to shape, assemble &amp; join materials they are using.</li> </ul> <p><b>ELG: Children sing songs, make music &amp; dance, &amp; experiment with ways of changing them. They safely use &amp; explore a variety of materials, tools &amp; techniques, experimenting with colour, design, texture, form &amp; function.</b></p> <p><u>Being imaginative</u></p> <ul style="list-style-type: none"> <li>Create simple representations of events, people and objects.</li> <li>Initiate new combinations of movement &amp; gesture in order to express &amp; respond to feelings, ideas &amp; experiences.</li> <li>Choose particular colours to use for a purpose.</li> <li>Introduce a storyline or narrative into their play.</li> <li>Play alongside other children who are engaged in the same theme.</li> <li>Play cooperatively as part of a group to develop &amp; act out a narrative.</li> </ul> <p><b>ELG: Children use what they have learnt about media and materials in original ways, thinking about uses &amp; purposes. They represent their own ideas, thoughts &amp; feelings through design &amp; technology, art, music, dance, role play &amp; stories.</b></p>

