



Kinsley Academy Long Term Curriculum Map – Foundation Stage Prime Statements
Academic Year –



| The Prime Areas | | | | | | | | | |
|----------------------------|--|--|--|--|--|---|--|--|--|
| Communication and Language | | | Physical Development | | | Personal, Social and Emotional Development | | | |
| Listening and Attention | Understanding | Speaking | Moving and Handling | Health and Self Care | Self-confidence and awareness | Managing Feelings and Behaviour | Making Relationships | | |
| 30-50 month band | <p>LA 30.1 Listens to others one to one or in small groups, when conversation interests them.</p> <p>LA 30.2 Listens to stories with increasing attention and recall.</p> <p>LA 30.3 Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>LA 30.4 Focusing attention – still listen or do, but can shift own attention.</p> <p>LA 30.5 Is able to follow directions (if not intently focused on own choice of activity).</p> | <p>U 30.1 Understands use of objects (e.g. ‘What do we use to cut things?’)</p> <p>U 30.2 Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture.</p> <p>U 30.3 Responds to simple instructions, e.g. to get or put away an object.</p> <p>U 30.4 Beginning to understand ‘why’ and ‘how’ questions.</p> | <p>S 30.1 Beginning to use more complex sentences to link thoughts (e.g. using and, because).</p> <p>S 30.2 Can retell a simple past event in correct order (e.g. went down slide, hurt finger).</p> <p>S 30.3 Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p> <p>S 30.4 Questions why things happen and gives explanations. Asks e.g. who, what, when, how.</p> <p>S 30.5 Uses a range of tenses (e.g. play, playing, will play, played).</p> <p>S 30.6 Uses intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>S 30.7 Uses vocabulary focused on objects and people that are of particular importance to them.</p> <p>S 30.8 Builds up vocabulary that reflects the breadth of their experiences.</p> <p>S 30.9 Uses talk in pretending that objects stand for something else in play, e.g. ‘This box is my castle.’</p> | <p>MH 30.1 Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>MH 30.2 Mounts stairs, steps or climbing equipment using alternate feet.</p> <p>MH 30.3 Walks downstairs, two feet to each step while carrying a small object.</p> <p>MH 30.4 Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p> <p>MH 30.5 Can stand momentarily on one foot when shown.</p> <p>MH 30.6 Can catch a large ball.</p> <p>MH 30.7 Draws lines and circles using gross motor movements.</p> <p>MH 30.8 Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p> <p>MH 30.9 Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>MH 30.10 Holds pencil near point between first two fingers and thumb and uses it with good control.</p> <p>MH 30.11 Can copy some letters, e.g. letters from their name.</p> | <p>HSC 30.1 Can tell adults when hungry or tired or when they want to rest or play.</p> <p>HSC 30.2 Observes the effects of activity on their bodies.</p> <p>HSC 30.3 Understands that equipment and tools have to be used safely.</p> <p>HSC 30.4 Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</p> <p>HSC 30.5 Can usually manage washing and drying hands.</p> <p>HSC 30.6 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</p> | <p>SCSA 30.1 Can select and use activities and resources with help.</p> <p>SCSA 30.2 Welcomes and values praise for what they have done.</p> <p>SCSA 30.3 Enjoys responsibility of carrying out small tasks.</p> <p>SCSA 30.4 Is more outgoing towards unfamiliar people and more confident in new social situations.</p> <p>SCSA 30.5 Confident to talk to other children when playing, and will communicate freely about own home and community.</p> <p>SCSA 30.6 Shows confidence in asking adults for help.</p> | <p>MFB 30.1 Aware of own feelings, and knows that some actions and words can hurt others’ feelings.</p> <p>MFB 30.2 Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</p> <p>MFB 30.3 Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</p> <p>MFB 30.4 Can usually adapt behaviour to different events, social situations and changes in routine.</p> | <p>MR 30.1 Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p> <p>MR 30.2 Initiates play, offering cues to peers to join them.</p> <p>MR 30.3 Keeps play going by responding to what others are saying or doing.</p> <p>MR 30.4 Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> | |
| 40-60+ month band | <p>LA 40.1 Maintains attention, concentrates and sits quietly during appropriate activity.LA 40.2 Two-channelled attention – can listen and do for short span.</p> | <p>U 40.1 Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes.</p> <p>U 40.2 Able to follow a story without pictures or props.</p> <p>U 40.3 Listens and responds to ideas expressed by others in conversation or discussion.</p> | <p>S 40.1 Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>S 40.2 Uses language to imagine and recreate roles and experiences in play situations.</p> <p>S 40.3 Links statements and sticks to a main theme or intention.</p> <p>S 40.4 Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>S 40.5 Introduces a storyline or narrative into their play.</p> | <p>MH 40.1 Experiments with different ways of moving.</p> <p>MH 40.2 Jumps off an object and lands appropriately.</p> <p>MH 40.3 Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</p> <p>MH 40.4 Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>MH 40.5 Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>MH 40.6 Uses simple tools to effect changes to materials.</p> <p>MH 40.7 Handles tools, objects, construction and malleable materials safely and with increasing control.</p> <p>MH 40.8 Shows a preference for a dominant hand.</p> <p>MH 40.9 Begins to use anticlockwise movement and retrace vertical lines.</p> <p>MH 40.10 Begins to form recognisable letters.</p> <p>MH 40.11 Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> | <p>HSC 40.1 Eats a healthy range of foodstuffs and understands need for variety in food.</p> <p>HSC 40.2 Usually dry and clean during the day.</p> <p>HSC 40.3 Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>HSC 40.4 Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p> <p>HSC 40.5 Shows understanding of how to transport and store equipment safely.</p> <p>HSC 40.6 Practices some appropriate safety measures without direct supervision.</p> | <p>SCSA 40.1 Confident to speak to others about own needs, wants, interests and opinions.</p> <p>SCSA 40.2 Can describe self in positive terms and talk about abilities.</p> | <p>MFB 40.1 Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</p> <p>MFB 40.2 Aware of the boundaries set, and of behavioural expectations in the setting.</p> <p>MFB 40.3 Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p> | <p>MR 40.1 Initiates conversations, attends to and takes account of what others say.</p> <p>MR 40.2 Explains own knowledge and understanding, and asks appropriate questions of others.</p> <p>MR 40.3 Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p> | |
| Early Learning Goal | <p>LA ELG.1 Children listen attentively in a range of situations.</p> <p>LA ELG.2 They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>LA ELG.3 They give their attention to what others say and respond appropriately, while engaged in another activity.</p> | <p>U ELG.1 Children follow instructions involving several ideas or actions.</p> <p>U ELG.2 They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</p> | <p>S ELG.1 Children express themselves effectively, showing awareness of listeners’ needs.</p> <p>S ELG.2 They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>S ELG.3 They develop their own narratives and explanations by connecting ideas or events.</p> | <p>MH ELG.1 Children show good control and co-ordination in large and small movements.</p> <p>MH ELG.2 They move confidently in a range of ways, safely negotiating space.</p> <p>MH ELG.3 They handle equipment and tools effectively, including pencils for writing</p> | <p>HSC ELG.1 Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p> <p>HSC ELG.2 They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> | <p>SCSA ELG.1 Children are confident to try new activities, and say why they like some activities more than others.</p> <p>SCSA ELG.2 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.</p> <p>SCSA ELG.3 They say when they do or don’t need help.</p> | <p>MFB ELG.1 Children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable.</p> <p>MFB ELG.2 They work as part of a group or class, and understand and follow the rules.</p> <p>MFB ELG.3 They adjust their behaviour to different situations, and take changes of routine in their stride.</p> | <p>MR ELG.1 Children play co-operatively, taking turns with others.</p> <p>MR ELG.2 They take account of one another’s ideas about how to organise their activity.</p> <p>MR ELG.3 They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.</p> | |