

# Foundation Stage Curriculum Information – Development Matters

Below are the guideline statements falling in the 40-60 month age bracket. This is what we aim for the children to have achieved by the time they complete the Foundation Stage.

## Literacy

### Reading –

- . Continues a rhyming string
- . Hears and says the initial sounds in words
- . Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
- . Links sounds to letters, naming and sounding the letters of the alphabet
  - . Begins to read words and simple sentences
- . Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- . Enjoys and increasing range of books
- . Knows that information can be retrieved from books and computers.

### ELG (early learning goal)

**Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.**

### Writing-

- . Gives meaning to the marks they make as they draw, write and paint.
- . Begins to break the flow of speech into words
- . Continues a rhyming string
- . Hears and says the initial sound in words
- . Can segment the sounds in simple words and blend them together
- . Link sounds to letters, naming and sounding the letters of the alphabet.
- . Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- . Writes own name and other things such as labels, captions.
- . Attempts to write short sentences in meaningful contexts.

### 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 and others. Some words are spelt correctly and others are phonetically plausible.**

#### . Phonics phase 2

Sounds – s,a,t,p,i,n,m,d,g,o,c,k,h,e,u,r,b,f,ff,l,ll,ss

. Phase 2 tricky words – I,to,go,no,into,the

#### . Phonics Phase 3

Sounds - j,v,w,x,y,z,,zz,qu,ch,sh,th,ng,ai, ee, igh, oa ,oo, ar,or,ur,ow,,oi,ear,air,ure,er

. Phase 3 tricky words - he, she, we, me, be, was, my, you, they, her, all, are.

## Numeracy

### Number-

- . Recognise some numerals of personal significance.
- . recognise numerals 1-5
- . Counts up to three or four objects by saying one number name for each item
- . Counts actions or objects which cannot be moved.
- . Counts objects to 10, and beginning to count beyond 10
- . Counts up to six objects from a larger group
- . Selects the correct numeral to represent 1 to 5 then 1 to 10 objects.
- . Counts an irregular arrangement of up to ten objects
- . Estimates how many objects they can see and checks by counting them.
- . Uses the language of ‘more’ and ‘fewer’ to compare two sets of objects.
- . Finds the total number of items in two groups by counting all of them.
- . Says the number that is one more than a given number.
- . Finds one more or one less from a group of up to five objects, then ten objects.
- . In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
- . Records, using marks that they can interpret and explain.
- . Begins to identify own mathematical problems based on own interests and fascinations.

### ELG (early learning goal)

**Children count reliably with numbers from one to twenty, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.**

### Shape, Space and Measure-

- . Beginning to use mathematical language names for ‘solid’ 3D and ‘flat’ 2D shapes, and mathematical terms to describe shapes.
- . Selects a particular named shape.
- . Can describe their relative position such as ‘behind’ or ‘next to’.
- . Order two or three items by length or height.
- . Orders two items by weight or capacity
- . Uses familiar objects and common shapes to create and recreate patterns and build models.
- . Uses everyday language related to time.
- . Beginning to use everyday language related to money.
- . Orders and sequences familiar events.
- . Measures short periods of time in simple ways.

### ELG (early learning goal)

**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 and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.**