


F1 Learning Overview

	<p>Throughout their year in F1 children engage in activities which nurture their development in the following areas:</p>		
<p>Personal, Social and Emotional Development</p>	<p>Making Relationships</p>	<p>Self-confidence and Self-awareness</p>	<p>Managing feelings and Behaviour</p>
	<ul style="list-style-type: none"> To be interested in others' play and start to join in. Seek out others to share experiences. Show affection and concern for people who are special to them. 	<ul style="list-style-type: none"> Separate from main carer with support and encouragement from a familiar adult. Express own preferences and interests 	<ul style="list-style-type: none"> Seek comfort from familiar adults when needed. Express their own feelings such as sad, happy, cross, scared, worried. Responds to the feelings and wishes of others. Be aware that some actions can hurt or harm others. Try to help or give comfort when others are distressed. Show understanding and cooperate with some boundaries and routines. Inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. Distract self when upset, e.g. by engaging in a new play activity.
<p>Communication and Language</p>	<p>Listening and attention</p>	<p>Understanding</p>	<p>Speaking</p>
	<ul style="list-style-type: none"> Listen with interest to the noises adults make when they read stories. Recognise and respond to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. Show interest in play with sounds, songs and rhymes. 	<ul style="list-style-type: none"> Identify action words by pointing to the right picture, e.g., "Who's jumping?" Understand more complex sentences, e.g. 'Put your toys away and then we'll read a book.' Understand 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is.?). Developing understanding of simple concepts (e.g. big/little). 	<ul style="list-style-type: none"> Use language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Hold a conversation, jumping from topic to topic. Learn new words very rapidly and use them in communicating. Use a variety of questions (e.g. what, where, who). Use simple sentences (e.g. 'Mummy gonna work.') Begin to use word endings (e.g. going, cats).
<p>Physical Development</p>	<p>Movement and Handling</p>		<p>Health and Self care</p>
	<ul style="list-style-type: none"> Run safely on whole foot Squat with steadiness to rest or play with object on the ground, and rise to feet without using hands. Climb confidently and begin to pull themselves up on climbing equipment. Kick a large ball. Turn pages in a book, though sometimes several at once. 		<ul style="list-style-type: none"> Feed self competently with spoon. Drink well without spilling. Clearly communicates their need for toilet. Begin to recognise danger and seek support of significant adults for help. Help with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt.

F1 Learning Overview

	<ul style="list-style-type: none"> Show control in holding and using jugs to pour, hammers, books and mark-making tools. Begin to use three fingers (tripod grip) to hold drawing tools Imitate drawing simple shapes such as circles and lines. Walk upstairs or downstairs holding onto a rail two feet to a step. 	<ul style="list-style-type: none"> Begin to be independent in self-care, sometimes with adult support 	
Literacy	Reading	Writing	
	<ul style="list-style-type: none"> To have some favourite stories, rhymes, songs, poems or jingles. Repeat words or phrases from familiar stories. Fill in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'. 	<ul style="list-style-type: none"> Distinguish between the different marks they make 	
Mathematics	Numbers	Shape, Space and Measure	
	<ul style="list-style-type: none"> Select a small number of objects from a group when asked, Recite some number names in sequence. Create and experiments with symbols and marks representing ideas of number. Begin to make comparisons between quantities. Use some language of quantities, such as 'more' and 'a lot'. Know that a group of things changes in quantity when something is added or taken away. 	<ul style="list-style-type: none"> Notice simple shapes and patterns in pictures. Begin to categorise objects according to properties such as shape or size. Begin to use the language of size. Understand some talk about immediate past and future, e.g. 'before', 'later' or 'soon'. Anticipate specific time-based events such as mealtimes or home time. 	
Understanding the World	People and Communities	The world	Technology
	<ul style="list-style-type: none"> Develop a sense of own immediate family and relations. In pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea. Begin to have their own friends. Learn that they have similarities and differences that connect them to, and distinguish them from, others 	<ul style="list-style-type: none"> Enjoy playing with small-world models such as a farm, a garage, or a train track. Notice detailed features of objects in their environment. 	<ul style="list-style-type: none"> Acquire basic skills in turning on and operating some ICT equipment. Operate mechanical toys, e.g. turn the knob on a wind-up toy or pull back on a friction car.
Expressive Arts and Design	Exploring and using media and materials		Being imaginative
	<ul style="list-style-type: none"> Join in singing favourite songs. Create sounds by banging, shaking, tapping or blowing. Show an interest in the way musical instruments sound. Experiment with blocks, colours and marks. 		<ul style="list-style-type: none"> To use representation to communicate, e.g. drawing a line and saying 'That's me.' Beginning to make-believe by pretending.