

## Foundation's Composites and Components for Learning

To speak with confidence in public										
To share my ideas in a small group/circle time	Learn a familiar sto and recite focusing or new vocabulary	it, a familiar n audience		feedback and voice be he performance to improve it		To project voice so I c be heard	an confidence performed front confidence con		ing in friends and peers	
To draw and paint with detail & precision										
Learn how to hold a pencil using the tripod grip	Learn how hold and manipulate large paintbrush	make colour Know	how to colours and	Draw sha and repe patterns zigzags, y and n	eating waves	Use observation skills to foll shapes	low paint v lines o drawir	rush to within the f your	To add finer details such as fur, eye lashes, scales	
To know what a star word is. and find ou about wor		questions d out more words that rest me.	To use star words appropriately in our		use synonyms for esimple descriptive me		To be able explain to meaning o star work	e to Ti the f our v	use star words in our speech and riting accurately.	
To be kind and respectful and treat others fairly and equally										
			to ask a question ar		To know where our resources belong and place them back when I have finished using them, ready for the next person			To be fair and considerate of other children's differences		

To have a go with an adult  To have a go with an adult  To have a go with an adult  To have a go by myself  To listen to feedback on how to improve my work  To experience different religions and cultures other than our own  To understand our uniqueness as individuals - we ara celebrate this  Class  To understand bifferent cultures in my class  To understand have different cultures in my class  To understand that children have different cultures in my class  To understand that different languages and have different customs, have different customs, have different languages and have different cultures and experiences like art and performance  To understand that different cultures eat different cultures wear different religions and experiences like art and performance  To understand that different cultures eat different festivals									
with an adult myself feedback on how to improve my work ment things get tricky  To experience different religions and cultures other than our own  To understand our uniqueness as individuals we can celebrate this celebrate this of the college of	To be able to work independently and edit and improve our work								
To understand our uniqueness as individuals - we are all different and we can celebrate this  To understand that children have different eligions in my class  To understand that children have different places, buildings, speak different customs, have different histories and experiences like art and performance	_		feedback on how	to persevere when things	when and how to make		my work better and offer		
our uniqueness as individuals - we are all different and we can celebrate this  That children have different cultures in my class  That children have different cultures eat different celebrate different festivals  That different cultures eat different celebrate different festivals  That different cultures eat different festivals  That different cultures eat different celebrate different festivals  That different cultures eat different cultures and different festivals  That different cultures eat different cultures eat different festivals									
T   (   C   !   !   !   !   !   !   !   !   !	our uniqueness as individuals - we are all different and we can	that children have different cultures in my class	that children have different religions in my class	that people around the world live in different places, buildings, speak different languages and have different customs, have different histories and experiences like art and performance	that different cultures celebrate different festivals	that d cultur differe	ifferent es eat	that different cultures wear	

To recognise a	To talk about	To identify some	To recognise	To begin to use strategies to help me manage my	
variety of	my feelings	of my emotions	when I feel	emotions with the support of others	
feelings	with a familiar	(happy/sad/angry)	worried or		
including:	adult		anxious		
happy, sad,					
frustrated,					
worried and					
scared					