**Curriculum Overview for Early Years**

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| **colouredNCbackground.pngwhat the children would do*** Retell stories
* Predict events
* Talk in front of a group
* Sequence events
* Maintain attention and listen carefully
* Ask questions
* Use story book language in their play.
 | **Communication for Language** **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.** | Themes taught in the Early Years* Colour
* Julia Donaldson
* Animals
* Toy Story
* Around the world
* People who help us

  | **Literacy****What the children do*** **Write cvc words independently**
* **Write simple sentences independently**
* **Applying phonic knowledge to read cvc words in reading books**
 | **Early Learning Goal** * **ELG:Children read & understand simple sentences. They use phonic knowledge to decode regular words & read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talkingwith others about what they**

**have read.** **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 canbe read by themselves & others. Some words are spelt correctly & others are phonetically plausible** |
| **Maths****What the children do*** Can order and recognise numbers 1-20, find 1 more or less using counters initially.
* Write down calculations
* Find half of numbers, an object
* Double numbers, objects.
* Order objects by size, weight, height.
* Look at time of day and routines, start to tell the time.
* Know different coins, continue patterns and know shapes they see around them.
 | **Early Learning Goal*** **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 & objects, they add & subtract two single‐ digit numbers & count on or back to find the answer. They solve problems, including doubling, halving & sharing.**

**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 & describe patterns. They explore characteristics of everyday objects & shapes & use mathematical** **language to describe them.** |
| * Share with their friends
* Talk to each other nicely
* Make friends
* Have a go at new things
* Asking for help
* Show good behaviour
* Work with other children in their class
* Talk to adults and children differently.
* Say how they feel
 | **Personal and Social****What the children do** * Empathy for friends and situations.
 | * **ELG:Children talk about how they and others show feelings, talk**
* **about their own and others’**
* **behaviour, and its consequences, &know that some behaviour is**
* **unacceptable. They work as part**
* **of a group or class, & understand & follow the rules.**
* **They adjust their behaviour to**
* **different situations, & take**
* **changes of routine in their stride.**
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|  **Understanding the world****What the children do*** Talk about what happens at home and what is important in their lives.
* Talk about what they like and how they are different from other children.
* Look at plants, frogs and chicks life cycles.
* The seasons, weather
* Use a mouse to open a computer programme.
 | **Early Learning Goals*** **ELG: Children talk about past & present events in their own lives& in the lives of family members. They know that other children don’t always enjoy the**

**same things, & are sensitive to this. They know about similarities & differences between themselves & others, &among families, communities &** **traditions****. ELG :Children know about similarities & differences in relation to places, objects, materials & living things. They talk about the features of their own immediate environment& how environments might vary**  **from one another. They make observations of animals & plants& explain why some things occur, & talk about changes** |
| **Physical** **What the children do*** hold a pencil correctly
* move their bodies around, under in and out of equipment.
* Use their fingers to roll, pat, squash
* use tools such as paint brushes, play dough tools.
* What are healthy foods?
* How exercise helps their body
* Use the toilet
* Get dressed
* Throwing and catching
* Pencil rolls, forward rolls
* Dance
* Gym
 | **Early Learning Goal*** **ELG:Children show good control &**

**co‐ordination in large & small** **movements. They move confidently in a** **range of ways, safely negotiating space. They handle equipment & tools** * **effectively, including pencils for writing**
* **ELG:Children know the importance for**
* **good health of physical exercise, & a**

**healthy diet, & talk about ways to keep healthy & safe. They manage their own basic hygiene & personal needs** **successfully, including dressing & going** **to the toilet independently.** |
|  **Expressive Arts and Design*** sing songs, dance, act out stories.
* use paint, glue, junk modelling to make models and creations. Talk about the texture of materials that the see and feel.
* Experiment with colours.
* Use different techniques to fasten models together. Use cellotape for reasons instead of glue and talk about it.
 |  **Early Learning Goals*** ELG: Children sing songs, make music & dance, & experiment with ways of changing them. They

safely use & explore a variety of materials, tools & techniques, experimenting with colour, design, texture, form & function.* ELG: Children use what they have learnt about media and materials in original ways, thinking about uses & purposes. They represent their own ideas, thoughts & feelings through design & technology, art, music, dance, role play & stories

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