**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.** |
| **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 |