



# EYFS Curriculum Overview



At Queen's Drive our learning always focuses around the children's interests. We do not have set topics however, below you will find our overview but this can change depending the children's interests and on the cohort of children we have. We also appreciate that children learn at different rates, so our progression is a 'best fit' scenario and we use the Development Matters Document to help us cater for ALL children.

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible themes/interests/lines of enquiry	First 2 weeks: Who am I? Community Heroes	Who is Julia Donaldson?	The World of Toys	Amazing Animals!	Journeys Around The World	What's in my garden?
Related texts						
Communication and Language	<ul style="list-style-type: none"> <li>Gaining confidence to participate in class discussions – sharing our 'Who am I?' box we made at home.</li> <li>Joins in groups times e.g. singing songs/stories</li> <li>Follow simple instructions e.g. come to the carpet</li> </ul>	<ul style="list-style-type: none"> <li>Starting to listen and ask relevant questions related to stories, and ask questions relating to what we want to find out</li> <li>Beginning to show active listening skills e.g. facing the speaker, paying attention.</li> <li>Starting to express our own ideas when</li> </ul>	<ul style="list-style-type: none"> <li>Gaining confidence to participate in whole class discussions and learn new vocabulary.</li> <li>Listen and ask relevant questions related to stories, and ask questions relating to what we want to find out</li> <li>Express our own ideas when we are</li> </ul>	<ul style="list-style-type: none"> <li>Offer small explanations to demonstrate understanding on a topic/story</li> <li>Begin to answer 'why' questions</li> <li>Express our own ideas when we are listening to fiction texts</li> <li>Uses speech to organize simple activities/overcome problems</li> </ul>	<ul style="list-style-type: none"> <li>Gaining confidence to participate in class discussions and learn new vocabulary.</li> <li>Listen and ask relevant questions related to stories, and ask questions relating to what we want to find out</li> <li>Express our own ideas when we are listening to fiction texts</li> <li>Hold conversations with other children and adults during play</li> </ul>	<ul style="list-style-type: none"> <li>Confident in class discussions, sharing ideas and using new vocabulary.</li> <li>Listen and ask relevant questions related to stories, and ask questions relating to what we want to find out</li> <li>Offer explanations for why things might happen</li> <li>Holds conversations with other children and adults</li> </ul>

	<ul style="list-style-type: none"> <li>• Speak in simple sentences e.g. I need a drink</li> <li>• Uses vocabulary that focusses on interests e.g. hairdressers</li> <li>• Uses vocabulary associated with familiar experiences e.g. visit to a post office, dentist etc.</li> </ul>	<p>we are listening to fiction texts in smaller groups</p> <ul style="list-style-type: none"> <li>• Use vocabulary learnt from stories in our play.</li> <li>• Beginning to ask 'how' questions</li> </ul>	<p>listening to fiction texts</p> <ul style="list-style-type: none"> <li>• Hold conversations with other children and adults during play – responds appropriately</li> <li>• Use vocabulary learnt from stories in our play.</li> <li>• Describe events in more detail</li> </ul>	<ul style="list-style-type: none"> <li>• Retelling stories in our own words and acting them out</li> <li>• Getting quicker at responding to instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Use vocabulary learnt from stories in our play.</li> <li>• Retelling stories in our own words and acting them out</li> <li>• Ask questions to clarify their understanding</li> </ul>	<p>during play and when engaged in back and for the exchanges.</p> <ul style="list-style-type: none"> <li>• Use vocabulary learnt from stories in our play.</li> <li>• Retelling stories in our own words and acting them out</li> <li>• Talk using full sentences including use of past, present and future tenses and making use of conjunctions.</li> </ul>
<b>Personal, Social &amp; Emotional Development</b>	<ul style="list-style-type: none"> <li>• Express own feeling and give simple reasons</li> <li>• Allow an adult to comfort them if they are upset and recognise when others are upset</li> <li>• Take own coat off and put it on</li> <li>• Join in with an activity when invited by an adult</li> <li>• Play alongside new friends</li> </ul>	<ul style="list-style-type: none"> <li>• Identify common feelings e.g. happy, sad</li> <li>• Be able to talk to an adult about why they are upset</li> <li>• Follow routine instructions independently</li> <li>• “bounce back” quicker after getting upset</li> <li>• Undress independently for P.E with some help with buttons</li> <li>• Use toilet independently and wash hands</li> <li>• Take turns with adult support</li> <li>• Join in with others and form some closer friendships</li> </ul>	<ul style="list-style-type: none"> <li>• Dress and undress independently for P.E sessions</li> <li>• Begin to understand and discuss the consequences of our behaviour e.g. if I hit someone they will get hurt.</li> <li>• Follow two step instructions</li> <li>• Begin to solve simple conflicts through talking to the other person.</li> </ul>	<ul style="list-style-type: none"> <li>• Show understanding of another child's perspective in discussion</li> <li>• Begin to persevere when they find something challenging</li> <li>• Discuss and sort healthy food choices</li> <li>• Wait with increased patience – e.g. waiting for a turn on computer/iPad</li> </ul>	<ul style="list-style-type: none"> <li>• Confident to try new things/activities, showing independence, resilience and perseverance in the face of a challenge</li> <li>• Show understanding of own feelings and those of others and behave accordingly.</li> <li>• Explain reasons for rules and know right from wrong</li> <li>• Set and work towards simple goals</li> </ul>	<ul style="list-style-type: none"> <li>• Managing our own needs – knowing when to ask to go to the toilet/ basic hygiene/healthy food choices/oral health.</li> <li>• Work and play co-operatively and take turns with others</li> <li>• Show sensitivity to their own and other needs</li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• Develop the skills they need to manage the school day successfully: lining up and queuing.</li> <li>• Start to move energetically, and starting to develop our fundamental skills such as running, jumping,</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring the climbing frames/climbing tress in our garden area (link to forest schools)</li> <li>• Throws balls in the direction of a target and attempts to catch large balls</li> <li>• Using scissors to cut out simple shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts to cut soft foods</li> <li>• Further develop throwing and catching skills with apparatus e.g. large foam ball</li> <li>• Using scissors with effective hand positioning and control</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate strength, balance and co-ordination when playing.</li> <li>• Begin to show accuracy and care when drawing and add detail e.g. eyelashes, windows on a house.</li> <li>• Working towards using s tripod grip.</li> </ul>	<ul style="list-style-type: none"> <li>• Combine different movements with ease and fluency</li> <li>• Holds a pencil effectively in preparation for fluent writing.</li> <li>• Negotiates space and obstacles safely with consideration for themselves and others</li> <li>• Moves energetically e.g. running, dancing, climbing etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</li> <li>• Demonstrates strength, balance and coordination when playing</li> <li>• Holds a pencil effectively in preparation for fluent</li> </ul>

	<ul style="list-style-type: none"> <li>dancing, hopping, skipping and climbing.</li> <li>Identify dominant hand and develop grip to create patterns.</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>Cuts in straight lines using scissors</li> <li>Draws lines, and circles</li> </ul>	<ul style="list-style-type: none"> <li>Draws simple pictures e.g. face, house</li> <li>Uses a fork and spoons with increased control and independence</li> <li>Stops or attempts to avoid obstacles when running</li> </ul>		<ul style="list-style-type: none"> <li>Moves more confidently in a range of ways – rolling, crawling, jumping, hopping, skipping etc.</li> </ul>	<ul style="list-style-type: none"> <li>Begins to show accuracy and care when drawing</li> </ul>	writing – tripod grip in most cases
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Know and talk about the different factors that support their overall health and wellbeing:

- regular physical activity – use of balance bikes
- sensible amounts of 'screen time'
- having a good sleep routine
- being a safe pedestrian (right start training)

The children will also take part in daily dough disco/pen disco/ wake up shake up exercises and have weekly P.E lessons that teach the fundamental skills e.g. skipping, running, throwing etc.

<b>Literacy</b>	<ul style="list-style-type: none"> <li>Retelling events and showing understanding of stories we have read in their own word for stories such as 'The Jolly Postman', 'Burglar Bill' and 'Funny bones'</li> <li>Name characters from familiar stories</li> <li>Say the initial sound of a word given and identify an object when given the initial sound</li> <li>Creating and writing for different purposes e.g. writing a shopping list, writing a card – and discussing the marks that they make e.g. this is a cat</li> <li>Starting to write their name in a way that can be recognized</li> </ul>	<ul style="list-style-type: none"> <li>Reading a variety of Julia Donaldson stories throughout the term and doing lots of fun activities around them e.g. Room on the Broom, The Gruffalo, Stickman</li> <li>Writing for different purposes (this could be mark making or writing down letters) – e.g. witches potion</li> <li>Exploring our reading areas – 'Gruffalo Cave'</li> <li>Identify characters and settings in books</li> <li>Join in with repeated refrains</li> <li>Begin to use language from a story when discussing it.</li> </ul>	<ul style="list-style-type: none"> <li>We are writing for different purposes (this could be mark making or writing down letters) e.g. labelling a dinosaur</li> <li>Exploring our reading areas – space tent</li> <li>Explore the theme through a variety of different fiction and non-fiction texts including stories such as 'Whatever Next!' 'Old Bear' and 'Harry and the Dinosaurs'</li> <li>Make simple predictions for stories based on what they have read so far</li> <li>Sequence a story using objects or pictures</li> <li>Use language from stories in role play</li> </ul>	<ul style="list-style-type: none"> <li>Exploring our reading areas</li> <li>Explore the theme through a variety of different fiction and non-fiction texts including stories such as 'Little Red Hen' and 'Handa's Surprise'</li> <li>Tell story to another person using books or images</li> <li>Blend and read VC/CVC words</li> <li>Write VC/CVC words that can be read by themselves or others</li> <li>We are writing for different purposes (this could be mark making or writing down letters we hear in words to help us to write simple captions/sentences, labelling</li> </ul>	<ul style="list-style-type: none"> <li>Exploring our reading areas and role play areas e.g., writing a holiday list, making a passport</li> <li>Explore the theme through a variety of different fiction and non-fiction texts including stories such as 'Theodore's British Adventure', 'Theodore's French Adventure', 'Theodore's Spanish Adventure' and 'Theodore's Indian Adventure'.</li> <li>Use and understand language introduced during discussions about stories, non-fiction etc.</li> <li>Spell words by identifying the sounds within the words and representing these with letters</li> <li>Say a sound for each letter of the alphabet and at least 10 digraphs</li> </ul>	<ul style="list-style-type: none"> <li>Exploring our reading areas and role play areas e.g., labelling our plant pots in our potting shed, writing a list of minibeasts we see</li> <li>We will be exploring the theme through a variety of different fiction and non-fiction texts including stories such as "The Hungry Caterpillar" 'What the Ladybird Heard', 'Oi Frog', 'The Tiny Seed' 'Mad about Minibeasts'</li> <li>Demonstrate understanding of what has been read to them by retelling stories using their own words</li> <li>Write recognisable letters, most of which are correctly formed</li> <li>Write simple phrases and sentences that can be read by others</li> </ul>
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	by themselves and others	<ul style="list-style-type: none"> <li>Say a sound for most/all of phase 2 GPCs</li> <li>Blend CVC words orally</li> <li>Begin to form recognisable letters and for CVC words and their name</li> <li>Segment CVC words orally and write the initial and middle sounds for words</li> </ul>	<ul style="list-style-type: none"> <li>Say sounds for each letter of the alphabet</li> </ul>		<ul style="list-style-type: none"> <li>Read words consistent with their phonic knowledge by blending</li> </ul>	<ul style="list-style-type: none"> <li>Read aloud simple sentences and books consistent with their phonic knowledge including some common exception words</li> </ul>
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Throughout the year we will be focussing on correct letter formation, writing down the sounds they hear in words, sentence structure (capital letter, full stop and finger spaces), reading aloud words and books matched to the children's phonic ability

<b>Phonics</b>	Phase 1/2	Phase 2	Phase 2/3	Phase 3	Phase 3/4	Phase 3/4
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Daily phonics sessions – blending words to read/ segmenting words to write – building from simple VC/CVC words to full sentences

<b>Maths</b>	<ul style="list-style-type: none"> <li>Numbers 1-6 and how the numbers are represented e.g. numeral, pictorial, quantity</li> <li>Counting verbally up to and beyond 10</li> <li>Joining in with number rhymes</li> <li>Subitise to 3</li> <li>Represent numbers with fingers or objects</li> </ul>	<ul style="list-style-type: none"> <li>Numbers to 10</li> <li>Understanding that combining two groups of objects is addition and the 'total' will be more</li> <li>Understanding when you remove objects it is subtraction and the 'total' will be less</li> <li>Using the part-part-whole model to help use with addition and subtraction – e.g. 6 biscuits is the whole and 4 biscuits and 2 biscuits are the 'parts' of the whole</li> <li>Identifying 2D shape</li> <li>Understanding what we use money for and recognise some coins.</li> <li>Days of the week</li> <li>Count up to 10 objects with accuracy</li> <li>Subitise to 5</li> </ul>	<ul style="list-style-type: none"> <li>Numbers to 20 -, rote counting forwards and backwards</li> <li>Understanding the terms first, second, third, fourth and fifth to describe position in a line</li> <li>Understanding the terms forwards, backwards, up, down, turn.</li> <li>Understanding of money in the form of coins, notes, card or internet</li> <li>Days of the week</li> <li>Understanding the words before, after, between, today, yesterday, tomorrow</li> <li>Partition numbers using the part whole model</li> <li>Describe distance in terms of length, height and width.</li> </ul>	<ul style="list-style-type: none"> <li>Learning all about numbers up to 20, rote counting forwards and backwards</li> <li>Recalling our doubles to 5</li> <li>Developing automatic recall of our number bonds to 5 (without reference to songs or counting aids) and number bonds to 10 – using practical equipment to find out addition and subtraction facts</li> <li>Continuing to practice our number formation</li> <li>Learning number patterns – odd and even numbers</li> <li>Weight – using the language 'heavier', 'lighter' and 'balanced'</li> <li>Recognising coins to help us when we go to the shops</li> </ul>	<ul style="list-style-type: none"> <li>Numbers up to 20 and beyond, rote counting forwards and backwards</li> <li>Counting in 2's</li> <li>Continuing to practice our number formation</li> <li>Ordering numbers</li> <li>Solving addition and subtraction calculations through practical activities using Part Part Whole methods</li> <li>Partitioning teen numbers</li> <li>Fractions – halving and doubling</li> <li>Comparing volume/weight/capacity &amp; length/height 2D and 3D shape</li> <li>Have deep understanding of composition of numbers to 10</li> <li>Automatically recall number bonds to 5 and some number bonds to 10</li> </ul>	<ul style="list-style-type: none"> <li>Names of days of the week</li> <li>Time duration – using words such as "longer" 'shorter' 'faster' 'slower'</li> <li>Ordinal numbers</li> <li>Patterns</li> <li>Positional language such as 'forwards' 'backwards' 'up' 'down'</li> <li>Money – using coins to add up to 20p</li> <li>Number sense – ordering, finding numbers in between, counting sequences</li> <li>Addition and subtraction</li> <li>Represent patterns with numbers including odds and evens, double facts and how quantities can be shared equally</li> <li>Copy and create patterns – link to Hungry Caterpillar</li> <li>Use correct terminology to describe 2D and 3D shapes</li> </ul>
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		<ul style="list-style-type: none"> <li>• Show some automatic recall of number facts</li> <li>• Learning to recall our number bonds to 5 using equipment to help us</li> </ul>	<ul style="list-style-type: none"> <li>• Sorting and recognising 2D shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Start to describe the properties of 2D and 3D shape</li> <li>• Using the part-part-whole model to help us understand that when 2 parts are combined we are 'adding' and if one part is removed from the whole we are 'subtracting'</li> <li>• Finding half of an object and quantity and understanding that it has been split into equal parts.</li> </ul>		<ul style="list-style-type: none"> <li>• Name common 2D and 3D shapes confidently</li> </ul>
<p><b>Understanding the World</b></p>	<ul style="list-style-type: none"> <li>• Discussing about our nursery experiences and thinking about how they differ to other children's experiences</li> <li>• Talking about people in our own lives and show some sense of own history e.g. drawing pictures of our families, or saying who was born first in their family.</li> <li>• Learning about special times during our R.E sessions – harvest, Christmas, Eid, Diwali and looking at similarities and differences between different religions.</li> <li>• Thinking about the roles of different people in our community and finding out what they do to help us – show interest in different occupations e.g. police, doctors</li> </ul>	<ul style="list-style-type: none"> <li>• Learning about special times during our R.E sessions – harvest, Christmas, Eid, Diwali and looking at similarities and differences between different religions</li> <li>• Exploring the outdoors – seasonal changes.</li> <li>• Looking at maps and exploring habitats of animals and different climates linked to the story 'The Snail and the Whale'</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about people in our own lives e.g. drawing pictures of our families</li> <li>• Compare and contrast characters from our stories</li> <li>• Learning about what things are special to different religions during our R.E sessions and will be focusing on Islam and Christianity (special stories linked to the Bible and the Qur'an).</li> <li>• Exploring the natural outdoor world– seasonal changes as spring approaches</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about people in our own lives e.g. drawing pictures of our families</li> <li>• Compare and contrast characters from our stories</li> <li>• Learning about what things are special to different religions during our R.E sessions and will be continuing to focus on Islam and Christianity (special stories linked to the Bible and the Qur'an).</li> <li>• Exploring the natural outdoor world– seasonal changes as spring approaches.</li> <li>• Share knowledge of different countries and compare environments – link to Handa's Surprise</li> </ul>	<ul style="list-style-type: none"> <li>• Comparing similarities and differences of life in other countries to our own and using maps to help us.</li> <li>• Compare and contrast characters from our stories</li> <li>• Learning about what special places for different religions during our R.E sessions and will focusing on Islam, Hinduism and Christianity</li> <li>• Exploring the natural outdoor world– seasonal changes of Spring – making and drawing observations</li> </ul>	<ul style="list-style-type: none"> <li>• Comparing similarities and differences of life in other countries to our own and using maps to help us.</li> <li>• Compare and contrast characters from our stories</li> <li>• Learning about special places – what is special about our world? We will be learning about different religions during our R.E sessions and will focusing on Islam, Judaism and Christianity</li> <li>• Exploring the natural outdoor world– seasonal changes of Summer – making and drawing observations</li> <li>• Learning about life cycles – butterflies, frogs – making observations of animals</li> <li>• Plant seeds – make observations/drawing of changes</li> </ul>

	<ul style="list-style-type: none"> <li>Discuss and recognise seasonal changes - autumn</li> </ul>					
<b>Expressive Arts &amp; Design</b>	<ul style="list-style-type: none"> <li>Exploring our role play areas and take on roles of people within our community e.g. firefighter, police officer, optician, postman and invent stories during our play.</li> <li>Exploring and use a variety of different materials to make models to represent different emergency vehicles e.g. fire engine, police car and explain how we have made them</li> <li>Drawing and painting ourselves and our families</li> <li>Joining in with well-known nursery rhymes and songs</li> <li>Use construction toys to build "small worlds" e.g. blocks as a police station</li> </ul>	<ul style="list-style-type: none"> <li>Exploring our role play areas – Witches house and a potion lab.</li> <li>Acting out stories and retelling them in our own words</li> <li>Exploring different textures and materials to make wands, masks, puppets etc. - talk about how they could improve about what they have created</li> <li>Drawing and representing characters from stories</li> <li>Joining in with songs and learning songs off by heart</li> <li>Retelling stories through puppets, masks – Room on the Broom</li> </ul>	<ul style="list-style-type: none"> <li>Exploring our role play areas – Andy's Bedroom with lots of toys and a Toy workshop, making and designing our own toys</li> <li>Acting out stories and retelling them in our own words</li> <li>Exploring different textures and materials to make a range of items linked to our toys unit.</li> <li>adapt their creative learning – adding things from day before</li> <li>explain how they have created something</li> <li>Joining in with songs and learning songs off by heart</li> </ul>	<ul style="list-style-type: none"> <li>Exploring our role play areas – Cottage, Farm and farm shop</li> <li>Acting out stories and retelling them in our own words</li> <li>Exploring different textures and materials to make a range of items linked to our animals unit.</li> <li>Drawing and representing characters from stories – more detailed</li> <li>Joining in with songs and learning songs off by heart</li> <li>Create on beats with musical instruments -</li> </ul>	<ul style="list-style-type: none"> <li>Exploring our role play areas – Airport &amp; Travel Agents (3 weeks) and Aeroplane &amp; Holiday Cottage (3 weeks)</li> <li>Exploring different textures and materials to make a range of items linked to our journey's unit e.g. London buses, flags</li> <li>Drawing and representing landmarks from different countries</li> <li>Joining in with songs and learning songs off by heart – frère Jacque (link to learning about France)</li> </ul>	<ul style="list-style-type: none"> <li>Exploring our role play areas – Potting Shed/ Garden Centre</li> <li>Exploring different textures and materials to make a range of items linked to our garden/minibeast topic e.g. making egg box caterpillars/daffodils etc.</li> <li>Drawing and representing animals/minibeasts/plants</li> <li>Joining in with songs and learning songs off by heart – perform a variety</li> <li>Recount narratives with their peers</li> </ul>
<b>Possible Key themes &amp; special days</b>	Autumn	Halloween Bonfire Night Remembrance Day Diwali Advent/Christmas Winter	Chinese New Year Safer Internet Day Valentine's Day	Shrove Tuesday Easter Spring World Book Day Live chick eggs (Easter/Spring link)	St George's Day	Live caterpillars Summer Looking forward (transition)
<b>Trip and visitor ideas</b>	Police/Firefighter Secret Reader(parents)	Pantomime/Theatre visit Secret Reader(parents)	Old toys visitor Secret Reader(parents)	Teddybears picnic Farm bus Sealife Centre Zoo Secret Reader(parents)	Airport Secret Reader(parents)	Creepy Crawly Roadshow Brockholes Secret Reader(parents)

We do have key objectives that are taught throughout the year. These objectives underpin the children's learning through a range of different learning activities and through continuous provision. Our curriculum is split into seven core areas;

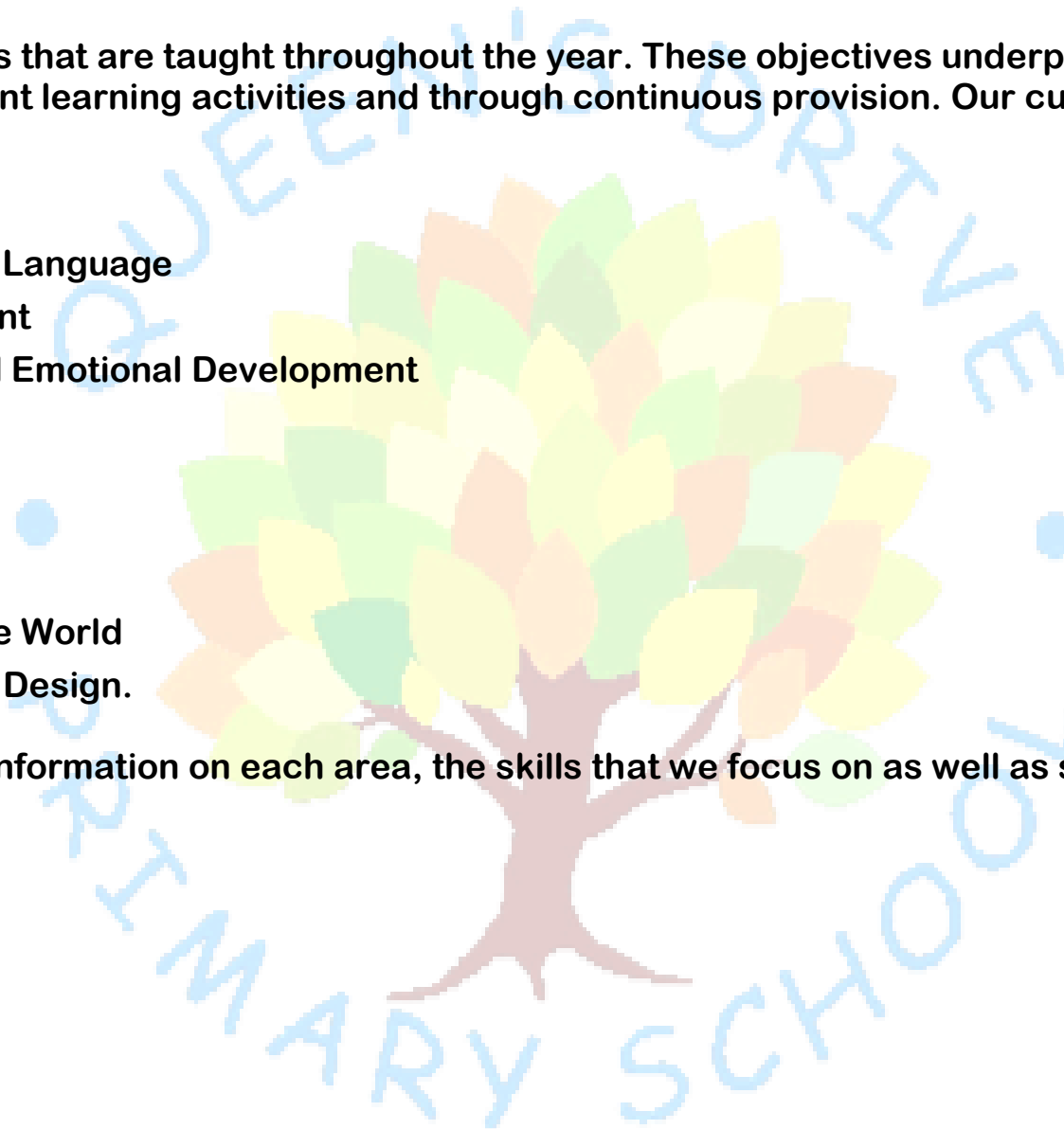
### **Prime Areas**

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

### **Specific Areas**

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design.

Below you will find more information on each area, the skills that we focus on as well as some sample activities.



# Communication and Language

Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves and to speak and listen in a range of situations. It is split into two key areas;

- Listening, Attention and Understanding
- Speaking

## Listening, Attention and Understanding

The children will be given lots of opportunities to develop their listening skills through various activities. The children will focus on maintaining their attention in different situations and be able to respond appropriately to questions, when listening to stories or instructions as well as responding with relevant comments. The children will engage in conversations with adults and their peers through 1:1 sessions, group work and whole class discussions

All children will develop their understanding skills by following instructions, as well as answering 'how' and 'why' questions in different situations to clarify their understanding. The children will interact with others through their play and hold conversations when engaged in back and forth exchanges with their teacher and peers.

## Speaking

Throughout the year the children will develop skills to help them express themselves effectively and will work on being aware of the listeners needs. They will be encouraged to speak in small group, class and 1:1 discussions, offering their ideas, using recently introduced vocabulary.

We will help the children to offer explanations for why things happen using vocabulary learnt from stories, non-fiction etc. They will learn how to express their ideas and feelings about their experiences and encouraged to answer using full sentences, including use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.

Here are some sample activities:

- Key person time (talking about feelings, sharing news and listening to stories).
- Taking registers and messages to the office/other classes.
- Whole class learning inputs such as Phonics, Literacy.
- Memory games.
- Listening games such as musical statues, corners, Chinese whispers and Simon Says.



# Physical Development

Physical development involves providing opportunities for children to be active and interactive; to develop their co-ordination, control and movement.

It is split into two key areas;

- Gross Motor Skills
- Fine Motor Skills

## Gross Motor Skills

The children will be provided with activities to develop their co-ordination in large movements. The children will develop and move more energetically through doing activities such as running, jumping, dancing, hopping, skipping and balancing skills as well as practising throwing and catching.

The children will develop and demonstrate strength, balance and coordination when playing on apparatus such as the climbing frame and wobble board in the EYFS playground.

The children will be able to move confidently in a range of ways as well as safely negotiate space by changing direction and being aware of their own space and others.

## Fine Motor Skills

They will develop skills to handle equipment and tools safely including pencils for writing.

The children will work on strengthening muscles in their shoulder, elbow, wrist and fingers and hold writing tools with the correct tripod grip. This will help in the preparation of fluent writing.

The children will practise forming letters correctly ensuring that they start each letter from the correct point. The children will begin to show accuracy and care when drawing

Activities will be planned so children can use a range of other small tools including scissors, paintbrushes and cutlery. The children will be encouraged to cut up their own food when they are eating at lunchtimes.

Here are some sample activities:

- PE lessons linked to balancing, developing fundamental movement skills (e.g. jumping, running, throwing, hopping etc)
- Exploring movement through dance activities.
- Construct and build models using lego, stickle bricks.
- Using tweezers to pick up objects.
- Obstacle courses.
- Observing the effects of exercise on our bodies.

# Personal, Social and Emotional Development

Personal, Social and Emotional development involves helping children to develop a positive sense of themselves and others as well as form positive relationships and respect for others. Children will develop social skills and learn how to manage their feelings and understand what behaviour is and is not appropriate. It is split into three key areas;

- Building Relationships
- Managing Self
- Self-Regulation

## Self- Regulation

Children will develop and show an understanding of their own feelings and those of others and behave accordingly, taking into account others feelings, and how they respond to certain situations.

Activities will be planned so that children can work towards simple goals. They will learn to wait for what they want and control their immediate impulses when appropriate.

Children will learn to show focussed attention to what the teacher and respond appropriately even when they are engaged in another activity. Activities will be planned to help develop the ability to follow instructions involving several ideas or actions.

## Managing Self

Children will develop their confidence to try new activities and show independence, resilience and perseverance when they are faced with a challenge. what they need and listen to others. A big focus is also put on children understanding and following rules, knowing what is right from wrong and try to behave accordingly, setting a good example for others.

Children will continue to develop their own basic hygiene and personal needs including dressing, going to the toilet and understanding the importance of being healthy and making good food choices.

## Building Relationships

Throughout the year, children will build friendships with adults and peers. They will also develop skills to work together, to share, to take turns and be considerate to the needs of others. The children will develop their use of language to negotiate, co-operate, plan and organise play as well as resolve conflict. Children will also develop communication verbally and non-verbally. They will develop the use of facial expressions, body language, listening and recalling events, making suggestions and respond to experiences.

Here are some sample activities:

- Children to make choices at snack-time, making their own snack and talk about their likes and dislikes.
- Talk about what makes a good friend and why.
- Playing games that involve turn taking

# Literacy

Literacy development involves encouraging children to link letters and sounds and begin to read and write. It is split into three key areas;

- Comprehension
- Word Reading
- Writing

## Comprehension

Focus will also be put onto the children's comprehension skills. During carpet sessions and group tasks we will learn how to hold books correctly and recognise key features within a text. Children will also make predictions and talk about key events of stories. They will demonstrate and understanding of what has been read to them by retelling stories using their own words or vocabulary that has been introduced to them. They will also use this vocabulary during discussions, and role play.

## Word Reading

During the year children will be taught how to recognise sounds. They will know the sound for each letter of the alphabet and at least 10 digraphs. They will use this knowledge to develop skills to decode and blend sounds together to develop their reading ability. They will also be taught to recognise a variety of tricky words where phonics cannot be used. We will work with the children to help them read simple sentences that are consistent with their phonics knowledge and help them to recognise capital letters and lower case letters.

## Writing

Throughout the year we focus on encouraging the children to give meanings to the marks they make, use writing in their play as well as use recognisable letters. Children will also be encouraged to write the initial sounds in words and supported to build words using letter sounds. The children will build up to writing simple words through segmenting into sounds and writing simple sentences and check to see that they make sense. We will work with the children to help them orally compose their sentences before writing and teach them about the use of capital letters and full stops. The children will learn how to accurately write name and spell taught tricky words accurately. The children will focus on forming letter correctly, starting and finishing in the right place.

Here are some sample activities:

- Retelling stories.
- Interviewing 'characters' from stories.
- Picture hunts to record initial sounds/letters.
- WOW word wall – introducing new vocabulary
- Word hunts.
- Talk about what characters are thinking and feeling.
- Making signs, cards, recipes, writing letters etc.
- Handwriting sessions.

# Mathematics

Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers. They will also be taught to calculate simple addition and subtraction problems. It is split into two key areas;

- Number
- Numerical Pattern

## Number

Children will develop a deep understanding of numbers to 10 including the composition of each numbers. Activities will be planned to develop counting skills and the children will predict how many are in a group of objects and then use 1:1 correspondence to count objects. The children will have exposure to representing numbers in different ways and not just seeing them as a digit written down. The children will learn to subitise and recognise amounts without the need to count them e.g. through representation as a ten frame, on dice etc.

The children will learn to automatically recall number bonds up to 5 (including subtraction facts) and some of the number bonds to 10 including double facts.

## Numerical Patterns

We will focus on developing children's skills of verbally counting beyond 20, looking at patterns of the counting system. We will learn to count forward and backwards from different numbers. We will learn to count in groups of 2s, 5s, and 10s.

The children will learn to compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

The children will explore and represent patterns within numbers up to 10. Activities will be planned that involve doubling and halving, both quantities and numbers as well as odd and even numbers  
be able to count forward and backwards from a given number up to 20 as well be able to recognise numerals 0-20.

Here are some sample activities:

- Counting songs and rhymes.
- Outdoor hunts to collect objects and count (can also be used for adding and subtracting).
- Pegging numbers on a numberline.
- Bingo games.
- Number stories
- Representing numbers in different ways

**NB** Although 'Shape, Space & Measure' has been removed from the ELG we will still be providing the children with rich opportunities to develop their spatial reasoning skills across all areas of Mathematics shape, pattern, weight, length and capacity as mentioned in the Development Matters Document.

# Understanding the World

Understanding of the World involves helping children to make sense of their physical world and their communities. This is through providing opportunities to explore, observe and find out about people, places, technology and the environment. It is split into three key areas;

- People and Communities
- The Natural World
- Past and Present

## People, Culture & Communities

The children will learn to describe their immediate environment in a variety of different ways. Activities will be planned so that children learn similarities and differences between different religions and cultural communities, drawing upon their own experiences and what they have learnt in class and from others.

The children will learn about similarities and differences between life in the UK and life in other countries, drawing upon knowledge from stories and non-fiction and maps.

## The Natural World

Children will develop skills when observing and talking about changes in the world around them. They will explore the natural world around them, making observations and drawings of animals and plants. They will look at contrasting environments and compare the similarities and differences from the natural world around them and that of other areas.

Activities will be planned for the children to understand some important processes and changes around them, including seasons, and changing states

## Past and Present

Children will be encouraged to talk about the lives of people around them and their roles in society. The children will learn about the past and know some similarities and differences between things in the past and present – drawing upon artefacts and what they have learnt in class. They will also develop the understanding of the past through settings, characters and events that they have encountered in books read in class.

Here are some sample activities:

- Learn about different religious celebrations and share photographs of their own experiences of celebrations.
- Look at objects from the past and present.
- Explore materials that can change state e.g. melting
- Explore seasonal weather changes and test out objects during this time e.g. using a kite, making umbrellas etc
- Planting and going on plant and tree hunts.
- Observe animals change and grow – e.g. butterflies, chick eggs

**NB** Although 'Technology' has been removed from the ELG we will still be providing the children with rich opportunities to develop their computing skills through use of appropriate technology and use it within the provision.

# Expressive Arts and Design

Expressive arts and design involves providing opportunities for the children to explore and play with a variety of media and materials as well as giving the children chance to share their thoughts, ideas and feelings through art, music, movement, role-play and design and technology. It is split into two key areas;

- Creating with Materials
- Being Imaginative and Expressive

## Creating with Materials

Children will learn to observe the world through their experiences and objects. They will safely use and explore by experimenting with colours, patterns, shapes, materials, design, texture, form and function. They will also manipulate and control a range of tools and equipment and be shown how to use these safely.

All children will be given the opportunity to use a range of construction resources and to build and make models. They will share their creations and explain the processes they have used.

The children will be encouraged to make use of props and materials when role playing characters in narratives and

## Being Imaginative and Expressive

All children will be shown how to invent, adapt and recount narratives and stories through role play.

They will learn to sing a range of well-known nursery rhymes and song. Activities will be planned to enable children to perform songs, rhymes, poems and stories with others and try to move in time with music.

Here are some sample activities:

- Colour mixing.
- Printing with different materials e.g. wool, sponge, net, bubble wrap, hand, finger etc.
- Making decorations out of salt dough.
- Creating collages using a variety of materials.
- Den building.
- Making models such as boats, cars etc
- Ring games and learning different songs.