



Curriculum Overview

EYFS1 – Spring term

Spring 1

- communication and language
- physical development
- personal, social and emotional development
- literacy
- mathematics
- understanding the world
- expressive arts and design

Spring 2

- communication and language
- physical development
- personal, social and emotional development
- literacy
- mathematics
- understanding the world
- expressive arts and design

We follow the Early Years Foundation Stage Curriculum and have developed medium term plans to ensure that we fully cover all the objectives present.

Spring 1 – ‘Winter Wonderland’

English

- Distinguish between the different marks they make. Sometimes giving meaning to marks as they draw and paint.
- Experiments with mark making, sometimes giving meaning to marks as they draw and paint.
- Writes own name.
- Repeats words or phrases from familiar stories.
- Describes man story settings, events and principal characters.
- Looks at books independently.
- Know information can be relayed in the form of print.
- Enjoys Rhyming and rhythmic activities.
- Join in with repeated refrains and anticipate key events and phrases in stories.
- Begin to be aware how stories are structured.

Maths

- Creates and experiments with symbols and marks representing ideas of number
- Uses some language of quantities, such as ‘more’ and ‘a lot’.
- Begin to make comparisons between quantities.
- Know that a group of things changes in quantity when something is added or taken away.
- Selects a small number of objects from a group when asked, for eg, ‘please give me one’, ‘please give me two’..
- Recite some number names in sequence.
- Use some number names and number language spontaneously.
- Recites numbers in order to 10.
- Use some number names accurately in play.
- Knows that numbers identify how many objects are in a set.
- Sometimes match numeral and quantity correctly.
- Begin to categorise objects according to properties such as shape or size.
- Beginning to use the language of size.
- Shows an interest in shape and space by playing with shapes or making arrangements with objects.
- Shows awareness of similarities of shapes in environment.
- Beginning to use mathematical names for ‘flat’ 2D shapes and mathematical terms to describe shapes
- Selects a particular named shape.

Communication and Language

- Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.
- Single Channelled Attention
- Understands 'who' 'what' 'where' in simple questions.
- Shows understanding of prepositions such as 'under', 'on Top', 'behind' by carrying out an action or selecting correct picture.
- Responds to simple instructions, e.g. to get or put away an object.
- Understands use of objects (e.g. "What do we use to cut things?")
- Uses simple sentences
- Uses a variety of questions.
- Holds a conversation jumping from topic to topic.
- Can retell a simple past event in correct order (e.g. went down slide, hurt finger)..
- Uses talk to ...recall and relive past experiences.

Physical Development

- Imitates drawing simple shapes such as circles and lines.
- Shows control in holding and using jugs to pour, hammers, books and mark-making tools.
- Runs safely on whole foot
- Draw lines and circles using gross motor movements.
- Can copy some letters e.g. from their own name.
- Use one-handed tools and equipment eg makes snips in paper with scissors
- Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.

Personal, Social and Emotional Development

- Welcomes and values praise for what they have done.
- Shows confidence in asking adults for help.
- Can select and use activities and resources with help.
- Is more outgoing towards unfamiliar people and more confident in new social situations.
- Talk freely about their home and community.
- Confident to talk to other children when playing.
- Enjoys responsibility of carrying out small tasks
- Seek out others to share experiences.
- Interested in others' play and starting to join in.
- Initiates play, offering cues to peers to join them.
- Keeps play going by responding to what others are saying or doing.
- Can usually adapt behaviour to different events, social situations and changes in routine
- Shows understanding and cooperates with some boundaries and routines.
- Are aware that some actions can hurt or harm others.
- Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do.
- Growing ability to distract self when upset, e.g. by engaging in a new play activity.
- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others
- Enjoys responsibility of carrying out small tasks
- Can tolerate delay when needs are not immediately met.
- Can adapt behaviour to different events

Expressive Arts and Design

- Uses various construction materials
- Join in singing favourite songs.
- Create sounds by banging, shaking, tapping or blowing.
- Show an interest in the way musical instruments sound.
- Sing a few familiar songs.
- Beginning to move rhythmically
- Tap out simple repeated rhythms.
- Imitate movement in response to music.
- Realise tools can be used for a purpose.
Join construction pieces together to build and balance.
- Enjoys joining in with dancing and ring games
- Beginning to make-believe by pretending.
- Engage in imaginative play and role-play based on own first-hand experiences.
- Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'
- Uses available resources to create props to support role-play
- Captures experiences and responses with music, dance, paint and other materials or words.

Understanding the world

- Seeks to acquire basic skills in turning on and operating some ICT equipment.
- Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.
- Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.
- Knows how to operate simple equipment e.g. turns on CD player and use remote control.
- Talks about why things happen and how things work.
- Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea
- Remembers and talks about significant events in their own experience.
- Recognises and can talk about special times or events for family or friends.

Topic Spring 2 – ‘Monsters’

English

- Distinguish between the different marks they make.
- Sometimes giving meaning to marks as they draw and paint.
- Experiments with mark making, sometimes giving meaning to marks as they draw and paint.
- Writes own name.
- Repeats words or phrases from familiar stories.
- Describes man story settings, events and principal characters.
- Suggests how the story might end.
- Looks at books independently.
- Know information can be relayed in the form of print.
- Enjoys Rhyming and rhythmic activities.
- Join in with repeated refrains and anticipate key events and phrases in stories.
- Begin to be aware how stories are structured.

Maths

- Know that a group of things changes in quantity when something is added or taken away.
- Selects a small number of objects from a group when asked, for eg, ‘please give me one’, ‘please give me two’..
- Recite some number names in sequence.
- Use some number names and number language spontaneously.
- Recites numbers in order to 10.
- Use some number names accurately in play.
- Knows that numbers identify how many objects are in a set.
- Sometimes match numeral and quantity correctly.
- Shows an interest in numerals in the environment.
- Shows an interest in representing numbers.
- Begin to categorise objects according to properties such as shape or size.
- Beginning to use the language of size.
- Shows an interest in shape and space by playing with shapes or making arrangements with objects.
- Shows awareness of similarities of shapes in environment.
- Beginning to use mathematical names for ‘flat’ 2D shapes and mathematical terms to describe shapes
- Selects a particular named shape.

Communication and Language

- Single Channelled Attention
- Listens to others in one to one in small groups when conversation interests them.
- Listens to stories with increasing attention and recall.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Understands 'who' 'what' 'where' in simple questions.
- Understands more complex sentences e.g. put your toys away and then we will read a book.
- Shows understanding of prepositions such as 'under', 'on Top', 'behind' by carrying out an action or selecting correct picture.
- Responds to simple instructions, e.g. to get or put away an object.
- Understands use of objects (e.g. "What do we use to cut things?")
- Uses simple sentences
- Beginning to use word endings.
- Uses a variety of questions.
- Holds a conversation jumping from topic to topic.
- Can retell a simple past event in correct order (e.g. went down slide, hurt finger)..
- Uses talk to ...recall and relive past experiences.

Personal, Social and Emotional Development

- Welcomes and values praise for what they have done.
- Can select and use activities and resources with help.
- Is more outgoing towards unfamiliar people and more confident in new social situations.
- Talk freely about their home and community.
- Confident to talk to other children when playing.
- Enjoys responsibility of carrying out small tasks
- Seek out others to share experiences.
- Interested in others' play and starting to join in.
- Initiates play, offering cues to peers to join them.
- Keeps play going by responding to what others are saying or doing.
- Can usually adapt behaviour to different events, social situations and changes in routine.
- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.
- Shows understanding and cooperates with some boundaries and routines.
- Are aware that some actions can hurt or harm others.
- Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do.
- Growing ability to distract self when upset, e.g. by engaging in a new play activity.
- Begins to accept the needs of others and can take turns and share resources, sometimes with support from others
- Enjoys responsibility of carrying out small tasks
- Can tolerate delay when needs are not immediately met.
- Can adapt behaviour to different events

Expressive Arts and Design

- Show an interest in the way musical instruments sound.
- Sing a few familiar songs.
- Beginning to move rhythmically
Tap out simple repeated rhythms.
- Imitate movement in response to music.
- Realise tools can be used for a purpose.
- Join construction pieces together to build and balance.
- Beginning to be interested in and describe the texture of things.
- Uses various construction materials
- Beginning to make-believe by pretending.
- Engage in imaginative play and role-play based on own first-hand experiences.
- Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'
- Uses available resources to create props to support role-play
- Notices what adults do, imitating what is observed and then doing it spontaneously when adult is not there.

Understanding the World

- Seeks to acquire basic skills in turning on and operating some ICT equipment.
- Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.
- Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.
- Knows how to operate simple equipment e.g. turns on CD player and use remote control.
- Talks about why things happen and how things work.
- Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea
- Remembers and talks about significant events in their own experience.
- Recognises and can talk about special times or events for family or friends.
- Shows interest in the lives of people who are special to them.

Physical Development

- Imitates drawing simple shapes such as circles and lines.
- Shows control in holding and using jugs to pour, hammers, books and mark-making tools.
- Runs safely on whole foot
- Draw lines and circles using gross motor movements.
- Can copy some letters e.g. from their own name.
- Use one-handed tools and equipment eg makes snips in paper with scissors
- Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
- Begins to use anticlockwise movement and retrace vertical lines.
- Understands that equipment and tools have to be used safely.
- Dresses with help e.g. puts arms into open fronted coat.
- Observes the effects of activity on their bodies.
- Can tell adults when hungry./ Can usually manage washing and drying hands
- Shows understanding of how to transport and store equipment safely.