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| **C:\Users\Michael\Documents\My Webs\Curriculum\Buttons & images\EYFSjigsaw.pngCurriculum Overview for Early Years Foundation Stage (Can I switch it on? ) (Why do lady birds have spots?)** |
| **Personal, Social & Emotional Development*** Enjoys responsibility of carrying out small tasks.
* Confident to speak to others about own needs, wants, interests and opinions.
* Say why they like some activities more than others.
* Be resourceful in finding support when they need help or information

**Communication & Language** | **Literacy*** Sometimes gives meaning to marks as they draw and paint.
* Hears and says the initial sound in words.
* Writes own name and other things such as labels, captions.
* Attempts to write short sentences in meaningful contexts.
* Can segment the sounds in simple words and blend them together.
* Listens to and joins in with stories and poems, one-to-one and also in small groups.
* Beginning to be aware of the way stories are structured.
* Suggests how the story might end.
* Listens to stories with increasing attention and recall.
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| **Mathematics*** Shows an interest in shape and space by playing with shapes or making arrangements with objects.
* Uses familiar objects and common shapes to create and recreate patterns and build models.
* Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.
* Finds one more or one less from a group of up to five objects, then ten objects.
* In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.
* Orders and sequences familiar events.

**Understand the World** |
| * Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
* Two-channelled attention – can listen and do for short span.
* Respond to what they hear with relevant comments.
* Beginning to understand ‘why’ and ‘how’ questions.
* Listens and responds to ideas expressed by others in conversation or discussion.
* Answer ‘why’ questions about their experiences and in response to events.

**Physical Development*** Mounts stairs, steps or climbing equipment using alternate feet.
* Walks downstairs, two feet to each step while carrying a small object.
* Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.
* Travels with confidence and skill around, under, over and through balancing and climbing equipment.
* Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.
* Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health
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| * Can talk about some of the things they have observed such as plants, animals, natural and found objects.
* Developing an understanding of growth, decay and changes over time.
* Looks closely at similarities, differences, patterns and change.
* Completes a simple program on a computer.
* Uses ICT hardware to interact with age-appropriate computer software.
* Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.

**Expressive Arts & Design*** Explores colour and how colours can be changed.
* Understands that different media can be combined to create new effects.
* Engages in imaginative role-play based on own first-hand experiences.
* Chooses particular colours to use for a purpose.
* Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.
* Experiments to create different textures.
* Introduces a storyline or narrative into their play.
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