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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. |
| **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 |
| * 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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