

Curriculum Overview for Early Years Foundation Stage (Why do zebras have stripes?) (What can you see in summer?)

Personal, Social & Emotional Development

- Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
- Aware of the boundaries set, and of behavioural expectations in the setting.
- Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.
- Initiates conversations, attends to and takes account of what others say.
- Explains own knowledge and understanding, and asks appropriate questions of others.
- Takes steps to resolve conflicts with other children, e.g. finding a compromise.
- Confident to speak to others about own needs, wants, interests and opinions.
- Can describe self in positive terms and talk about abilities.

Communication & Language

- 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. Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
- Uses language to imagine and recreate roles and experiences in play situations.
- Links statements and sticks to a main theme or intention.
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Introduces a storyline or narrative into their play.

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.

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

- Says the number that is one more than a given number.
- 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.
- Records, using marks that they can interpret and explain.
- Begins to identify own mathematical problems based on own interests and fascinations.
- Uses everyday language related to time.
- Beginning to use everyday language related to money.
- Orders and sequences familiar events.
- Measures short periods of time in simple ways.

Understanding the World

- 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 experiments to create different texture.

