

Curriculum Overview for EYFS

	Autumn Term	Spring Term	Summer Term
Topic Themes	Travel and transport	Polar/fairy tales	Pets/animals/minibeasts
Personal, Social & Emotional Development	Settling in, meeting new friends, trying new activities, understanding and following rules, aware of boundaries set and of behavioural expectations in the setting, forms positive relationships.	Beginning to be able to negotiate and solve problems without aggression, resolve conflicts with others, speaking with confidence in large groups, playing cooperatively taking turns	Being able to indicate when we do or don't need help, locate and retrieve resources needed for activities, adjusting behaviour to different situations, respecting other's point of view
Communication & Language	Beginning to extend vocabulary, uses talk to organise, sequence and clarify thinking, two channelled attention, maintaining concentration and listens attentively.	Accurately anticipates key events in stories, following instructions with several parts, using vocabulary in imaginative ways.	Develops own narratives and explanations, develops sustained concentration, can carry out instructions which contain several parts.
Physical Development	Can manage own basic hygiene, experiments with different ways of moving, negotiates space, eats a healthy range of foods, takes care of own toileting needs.	Knows the importance for good health and physical exercise, shows increasing control over an object, uses tools to effect changes on materials, develop effective pencil hold to form recognisable letters.	Develops good control and coordination in large and small scale movements, can dress and undress independently, beginning to be able to write on lines and control letter size.
Literacy	Hears and says initial sounds, can segment/blend sounds in simple words, links sounds to letters, gives meaning to marks they make, draw or paint, writes own name.	Can describe main events in stories, begins to read words/ simple sentences, uses some clear letters to convey meaning, enjoys an increasing range of books.	Reads common irregular words, can decode words using phonic knowledge, attempts to write short sentences, can spell some irregular common words.
Mathematics	Recognises numerals, counts objects, counts up to objects from a larger set, begins to use correct names for shapes, create and understand patterns.	Begins to estimate numbers of objects, can add and take away in a practical sense and use the related vocabulary, begins to record number sentences, explore 3D shape names and properties.	Identify mathematical problems during play, counts reliably from 0-20, places numbers in order, uses quantities and objects to add and subtract 2 single digit numbers.
Understanding the World	Talks about past and present events, looks closely at similarities and differences, talks about why things happen and how things work, uses ICT to access age appropriate software.	Know similarities and differences between themselves and others, uses technology for practical purposes, i.e. listen to a CD, talks about changes that occur over time.	Talks about features of their own immediate environment and home, vary from one another, familiar with basic scientific concepts,

Expressive Arts & Design

Creates simple representations of events, people and objects, uses movements to express feelings, introduces storylines to play, manipulates materials to create a desired effect.

Represents own ideas through art, music and dance, uses what they have learned about media and materials thinking of uses and purposes.

Talks about ideas and processes which has led them to make music, design and images, can talk about features of their own and others work.

Information on the curriculum as follows:

- a) The Early Years Foundation Stage Framework which covers the seven areas of learning.

Three prime areas

- 1) Personal, Social, Emotional development
- 2) Communication and Language
- 3) Physical Development

and four specific areas

- 1) Literacy
- 2) Maths
- 3) Understanding the World
- 4) Expressive Arts and Design

- b) More information on the EYFS Framework can be found at www.foundationyears.org.uk/eyfs-statutory-framework/

- c) The phonics programme we follow is called “Letters and Sounds” and we also use “Jolly Phonics”. We use a wide range of reading books from different publishers rather than follow a specific reading scheme.