Literacy

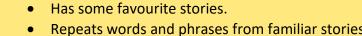
Curriculum Overview for Early Years Foundation Stage Spring Term 1 2018 (Green

Personal, Social & Emotional Development

- Interested in others' play and starting to join in.
- Plays in a group extending and elaborating play ideas.
- Separates from main carer with encouragement.
- Becoming more confident in new social situations.
- Responds to a few appropriate boundaries with encouragement and support.

Communication & Language

- Seeks comfort from familiar adults when needed.
- Can take turns and share resources.
- Aware of own feelings and knows that some actions and words can hurt others feelings.



- Enjoys rhyming and rhythmic activities.
- Listens to stories with increasing attention and i
- Looks at books independently.
- Handles books carefully and holds them the cor
- Distinguishes between the different marks they
- Sometimes gives meaning to marks as they drav

Mathema

- Recite some number names in sequence.
- Select a small number of objects from a group v
- Begin to make comparison between quantities.
- Use some number names accurately in play.
- Knows that a group of things changes in quantit Beginning to use the language of size.
- Anticipates specific time based events such as n
- Understands some talk about immediate, past of
- Shows an interest in shape and space.
- Beginning to talk about the shape of everyday or

Understanding t

- Has a sense of own immediate family and relation
- Beginning to have their own friends.
- Notices detailed features of their environment.
- Remember and talk about significant events in t
- Talk about why things happen and how things w
- Enjoy playing with small-world models e.g. Train
- Operates mechanical toys.
- Knows that information can be retrieved from a

Expressive Arts and

- Joins in singing favourite songs.
- Taps out simple repeated rhythms.
- Enjoys joining in with dancing and ring gam
- Experiments with blocks, colours and mark
- Beginning to use representation to commu
- Beginning to make-believe by pretending.
- Engages in imaginative role-play based on
- Builds stories around toys. •

- Uses simple sentences •
- Understands more complex sentences. •
- Uses language to share feelings, experiences and thoughts. •
- Beginning to use more complex sentences to link thoughts. •
- Shows interest in play with songs, sounds and rhymes. •
- Listens to stories with increasing attention and recall. •
- Can retell a simple past event in the correct order. •
- Beginning to understand 'how' and 'why' questions. •

Physical Development

- Shows control in holding and using mark making tools.
- Imitates drawing simple shapes, such as circles and lines.
- Beginning to use three fingers, tripod grip.
- Runs safely on whole foot.
- Moves freely and with confidence.
- Mounts stairs, steps or climbing equipment using alternate feet. •
- Beginning to recognise danger and seek support of an adult for help.
- Clearly communicates wet or soiled nappy or pants, shows some awareness of bladder urges.
- Beginning to be independent in self-care.
- Drinks well without spilling.









Topic: Jolly Journeys (to include different types of transport).

| Shoots) |
|--|
| |
| 5. |
| recall. |
| rect way up. make. v and paint. |
| tics |
| vhen asked. |
| y when something is added or taken away. |
| neal time and home time. or future. |
| bjects. |
| he World Ons. |
| heir lives. ork. htrack, Happy Street etc. |
| computer. |
| I Design |
| ies. |
| s. nicate, e.g. drawing a picture saying 'that's me'. |
| own first hand experiences. |
| |

Topic: Jolly Journeys (to include different types of transport).