

## Curriculum Overview for Early Years Foundation Stage Autumn Term 2018 (Green Shoots)

### Personal, Social & Emotional Development

#### Making Relationships:

- Interested in others' play and starting to join in.
- Seeks out others to share experiences. Demonstrates friendly behaviour.
- Shows affection and concern for people who are special to them.

#### Self-confidence and Self-awareness:

- Expresses own preferences and interests.
- Separates from main carer with encouragement.
- Shows confidence in asking adults for help.
- Confident to talk to other children when playing (home and community).

#### Managing Feelings and Behaviour:

- Can take turns and share resources.
- Seeks comfort from a familiar adult.
- Aware of own feelings and knows that some actions and words can hurt others feelings.
- Usually adapt behaviour to different events, social situations and changes in routine.

### Communication & Language

#### Listening and Attention:

- Listens to stories with increasing attention and recall.
- Recognise and respond to familiar sounds.
- Joins in with repeated refrains and anticipates key events.
- Shows an interest in play with sounds, songs and rhymes.

#### Understanding:

- Beginning to understand 'why' and 'how' questions.
- Understands more complex sentences.
- Shows an understanding of simple concepts.
- Shows understanding of prepositions such as 'under', 'on top', 'behind'.

#### Speaking:

- Uses language to share feelings, experiences and thoughts.
- Learn new words very rapidly and is able to use them in communicating.
- Beginning to use more complex sentences to link thoughts.
- Can retell a simple past event in correct order.

### Physical Development

#### Moving and Handling:

- Beginning to use three fingers, tripod grip
- Shows control when using mark-making tools.
- Imitates drawing simple shapes such as circles and lines.
- Can catch a large ball.
- Use one-handed tools and equipment.

#### Health and Self-Care:

- Beginning to recognise danger and seek support of an adult for help.
- Clearly communicate need for the toilet.
- Beginning to be independent in self-care.
- Usually manage washing and drying hands.
- Understanding tools and equipment have to be used safely.

### Literacy

#### Reading:

- Has some favourite stories, rhymes and songs.
- Repeats words and phrases from familiar stories.
- Looks at books independently, handling them carefully, turning pages one at a time.
- Joins in with repeated refrains and anticipates key events in rhymes and stories.

#### Writing:

- Distinguishes between the different marks they make.
- Sometimes gives meaning to marks as they draw and paint.
- Ascribe meanings to marks that they see in different places.

### Mathematics

#### Numbers:

- Select a small number of objects when asked.
- Recites some number names in sequence.
- Beginning to make comparisons between quantities.
- Knows that a group of things changes in quantity when something is added or taken away.
- Beginning to match numeral and quantity correctly.

#### Shape, Space and Measure:

- Understands some talk about immediate, past and future.
- Shows an interest in shape and space by playing with shapes or making arrangements with objects.
- Notice simple shapes and patterns in pictures.
- Beginning to talk about the shape of everyday objects.

### Understanding the World

#### People and Communities:

- Remember and talk about significant events in their lives.
- Has a sense of own immediate family and relations.
- In pretend play, imitate everyday actions.

#### The World:

- Notices detailed features of their environment.
- Enjoys playing with small-world models.
- Shows care and concern for living things and the environment.

#### Technology:

- Operate mechanical toys.
- Knows how to operate simple equipment.

### Expressive Arts and Design

#### Exploring and Using Media and Materials:

- Joins in singing favourite songs.
- Experiments with blocks, colours and marks.
- Show an interest in the way musical instruments sound.
- Join construction pieces together to build and balance.

#### Being Imaginative:

- Beginning to make-believe by pretending.
- Beginning to use representation to communicate.
- Engages in imaginative role-play based on own first-hand experiences.
- Build stories around toys.

Topic: Here I am – all about me and my family (first half term) Where am I – all about hibernation (second half term) Celebrating Diwali. Christmas Celebrations.