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| **Curriculum Overview****Subject: EYFS overview** |
| **Nursery** | **Autumn 2** **Can you sing your favourite nursery rhyme?** | **Autumn 1****What makes a good friend?** | **Spring 1** **What colours can I see around me?** | **Spring 2** **Which pet will I choose?** | **Summer 1****What is your favourite food?** | **Summer 2****Can you tell me a story?** |
| **Characteristics of effective learning**  | In planning and guiding children’s activities, our practitioners reflect on the different ways that children learn and reflect these in their practice. The three characteristics of effective teaching and learning we focus on are:* **Playing and exploring** – Children investigate and experience things, and ‘have a go’.
* **Active learning** – Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
* **Creating and thinking critically** – Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.
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|  | MTP will include all 17 strands of the EYFS Foundation Stage Early Outcomes. Continuous provision ensures that objectives are revisited often to embed into the children’s practice. This curriculum overview focuses on the strands that will be covered and assessed, alongside the vocabulary that will be taught. All other areas will be planned for in a progressive, spiralling manner in order to give children time to move from emerging to expected and, for some, to exceeding. The prime areas of learning will thread through to support development and learning and children’s next steps. |
| **Focus area**  | **PSED****Self-confidence and self-awareness 30:50 mths** To select and use activities and resources with help.To be more outgoing towards unfamiliar people and more confident in new social situations.Making relationships  **CLL** **Listening and Attention 30:50mths**Joins in repeated refrains and anticipates key events and phrases in rhymes and stories.**Understanding 30:50 mths** Shows understanding of pre-positional language such as ‘under’ on top’, behind’ by carrying out an action or selecting correct picture.**Speaking 30:50 mths** Uses intonation, rhythm and phrasing to make the meaning clear to others**.****Maths** **Number 30:50 mths** Uses some number names and number language spontaneously.**EAD 30:50 mths****Exploring and Using Media and Materials**To tap out simple repeated rhythms.To sing a few familiar songsTo imitate movement in response to musicTo explore how sounds can be changed**Reading 30:50 mths** :To enjoy rhyming and rhythmic activities. To show an awareness of rhyme and alliteration.To recognise rhythm in spoken words. | **CLL L&A 30:50 mths**To listen to others one-to-one or in small groups, when a conversation interests them.**Understanding 30:50 mths**To begin to understand ‘why’ and ‘how’ questions.**Speaking 30: 50 mths**To answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.**PSED MF&B 30:50 mths** To be aware of own feelings and know that some actions and words can hurt others’ feelings.To begin to accept the needs of others and to take turns and share resources, sometimes with support from others.**Making Relationships :30:50 mths** To demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.To initiate play, offering cues to peers to join them.**UTW 30:50 MTHS :The world**To show care and concern for living things. | **EAD 30:50 mths****Exploring using media and materials** To develop preferences for forms of expressionTo explore colour and how colour can be changed.To begin to be interested in the texture of things.**Being imaginative :** To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words**UTW: The World 30:50 mths**To talk about how things happen and how things work**PD Gross motor M & H 30:50 mths**To draw lines and circles using gross motor movements**CLL:30:50 MTHS Understanding**To respond to simple instructions, e.g. to get or put away an object.To begin to understand ‘why’ and ‘how’ questions**L&A** To be able to follow directions (if not intently focused on own choice of activity).**Speaking:** To build up vocabulary that reflects the breadth of their experiences.**Maths:** **SSM 30 :50 mths**To show interest in shapes in the environment.To show interest in shape by sustained construction activity or by talking about shapes or arrangements.To show awareness of similarities of shapes in the environment. | **UTW: 30 :50 mths People & Comm**To show interest in the lives of people around them (link to pets)To recognise and describe special times or family events**The World**  To comment and ask questions about aspects of their familiar world, such as the natural world.To develop and understanding of growth (kitten, cats, puppies, dogs etc)Talk about why things happen? (tadpoles, changes, butterflies etc)To talk about some of the things they have observed, such as plants, animals, natural and found objects**PD Health & Self Care 30:50 mths**To understand that equipment and tools have to be used safelyTo observe the effects of activity on their bodies (ie walking their dog, horse etc)**EAD: Being Imaginative30 :50 mths**To capture experiences and responses with a range of media, such as, paint and other materials or words.**EAD 30:50mths** To understand that they can use lines to enclose a space and then begin to use these shapes to represent objects.To notice what adults do, imitating what is observed and then doing it spontaneously (role play areas)**PD 30:50 MTHS M&H** To run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles (horses ,dogs etc).**Maths: linked to speaking CLL** To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.**Number 30:50 mths** To realise not only objects, but anything can be counted including steps, claps or jumpsTo know that numbers identify how many objects are in a set.To show an interest in representing numbers.To begin to represent numbers using fingers, marks on paperor pictures.To separate a group of three or four objects in different ways, beginning to recognise that the total is still the same. To sometimes match numeral and quantity correctly. | **UTW:The world 30:50 mths** To develop an understanding of growth, decay and changes over time.To show an interest in the different occupations and ways of life (link to Handa’s Surprise)**PD: Health & Self Care 30:50 mths**To observe the effects of activity on their bodies**EAD:E&UM&M 30 :50mths**To develop forms of expressionBeing Imaginative: To create simple representations of events, people and objects.To realise tools can be used for a purpose**PSED SCSA 30:50 mths**To be confident in talking to other children when playing and communicate freely about home and community.To separate a group of three or four**Maths Number 30:50 mths** estimation- To separate a group of three or four objects in different ways, beginning to recognise that the total is still the same.To sometimes match numeral and quantity correctly.To show an interest in number problems.**Writing: 30 :50 mths** Sometimes gives meaning to marks as they draw and paint**PD M& H 30:50 mths** : To use one-handed tools and equipment, e.g. makes snips in paper with child scissorEats a range of healthy foodstuffs and understands the need for variety in food.**Communication & Language : Speaking 40:60 mths**Uses talk to clarify sequence and organise ideas, feelings and events. **ELG**:Can develop their own narratives and explanations by connecting ideas or events. | **Literacy 30:50 mths**To show interest in illustrations and print in books and print in the environment.To recognise familiar words and signs, such as own name and advertising logos.To look at books independently.To handle books carefully.To hold books the correct way up and turn pages.**Reading:30:50 mths** **Comm & Speaking:30 to 50 mths T**o use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.To use talk in pretending that objects stand for something else in play. For example, ‘this box is my castle’ **Writing** : To sometimes give meaning to marks as they draw and paintTo hold a pencil between thumb and two fingers, no longerusing whole-hand grasp.To hold a pencil near point between first two fingers and thumb,and use it with good control.**UTW: People & Comm 30:50 mths**To recognise & describe special events for family and friends (bed time stories)**Communication & Language : Speaking 40:60 mths**Introduces a storyline into playUses language to imagine and recreate roles and experiences in play situations.**PD 40:60 MTHS Moving & Handling**Shows a preference for dominant handBegins to use recognisable letters. |
| **Vocabulary**  | Tier 2My Name UsWalk Run JumpHop SkipListen/ talk/ sing What Where ToiletTier 3Share Rhyme/SongMusic Same Like Fall/fellDraw/paintToys Book | Tier 2Go Help Toilet Us Letter Word Me/ you Grow Follow Why Pull WentTier 3Friend Good Rules ShareTake turns kind helpfulSame/different / old/ youngBook  | Tier 2What WhereWhy Go/comeTo WentSay/ said Brother/sisterLittle/ small BigNow/ after MakeTier 3What Where Why Go/come To WentSay/ said Brother/sister Little/ small Big Now/ after Make | Tier 2What Where WhyGo/come To WentSay/said Me/ you Give Like MakeTier 3Big Dream Catch Pet-dog, cat, fish, rabbitCare Big/small Young/oldTall/short Job/ workHelp Money Turn |  Tier 2WhatWhere Why Go/comeDid WentToday/tomorrowAfter Under Draw Paint Who Tier 3Food FruitVegetable Grow Pot PorridgeDuck Magic |  Tier 2What Where Why Yesterday Today/ tomorrowBefore/ after WeThey Went Go Tell StoryTier 3BearHunt Outing BoatRive Train RideBeginning End Finished |

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