

# Early Years Curriculum Overview 2018-19

## Nursery & Reception

*In the Early Years stories form the basic themes of teaching and learning in all areas of the curriculum. Throughout the year 'mini' themes may be included to accommodate additional events such as: exciting writing days; specialism weeks; school trips; etc.*

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>General Themes</b>	<b>1.1</b> <b>Myself / My family / My school</b>	<b>2.1</b> <b>Fairy Tales</b>	<b>3.1</b> <b>Changes / Healthy Living</b>
<b>Corner Stones</b>	<b>Why do you love me so much?</b>  <b>How many colours in a rainbow?</b>	<b>Where does snow go?</b>  <b>Do dragons exist?</b>	<b>Why can't I have chocolate for breakfast?</b>  <b>What is a shadow?</b>
<b>General Themes</b>	<b>1.2</b> <b>Seasons and festivals</b>  <b>Bear stories</b>	<b>2.2</b> <b>Growing</b> <b>Plants, animals and mini beasts</b>	<b>3.2</b> <b>Water</b>  <b>Transport</b>
<b>Corner Stones</b>	<b>Why do leaves go crispy?</b>  <b>Can we explore?</b>	<b>Are eggs alive?</b>  <b>How high can I jump?</b>	<b>Why is water wet?</b>  <b>How many pebbles on the beach?</b>

***Personal, Social and Emotional Development***

**Making Relationships / Self- Confidence and Self-Awareness / Managing Feelings and Behaviour**

<b>Nursery</b>	Children begin to use resources independently. They are encouraged to play in groups / pairs and begin to develop friendships. Develop a deeper understanding of immediate family and friends.	They initiate play and take into account others ideas in a friendly manner. Children are encouraged to voice their feelings / opinions and know to ask an adult for assistance.	Confidently select and use resources and communicate likes and dislikes freely. They are more accepting of the needs of others and can tolerate delay.
<b>Reception</b>	Circle time skills, rules, getting to know you, friends, family, my feelings, changes, and my school. Begin to show an understanding of different cultures and share own experiences of celebrations and festivals. Understand other people's behaviour through questioning and sharing knowledge. Children play co-operatively, taking turns with others. Are confident to try new activities, and say why they like some activities more than others.	They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.	Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

***Physical Development***

**Moving and Handling / Health and Self-care**

<b>Nursery</b>	Children move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Mount stairs, steps or climbing equipment using alternate feet.	Draw lines and circles using gross motor movements. Use one-handed tools and equipment, e.g. makes snips in paper with child scissors. Run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.	Can copy some letters, e.g. letters from their name. Hold pencil near point between first two fingers and thumb and uses it with good control. Can stand momentarily on one foot when shown. Can catch a large ball.
<b>Reception</b>	Children learn to negotiate space, different ways of moving and balancing. Begin to control over body movements and tools to effect change. Form recognisable letters correctly. They are usually dry and clean during the day. They show some understanding of good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.	Children show good control and co-ordination in large and small movements. Become more confident in balancing. Make shapes with body – work individual and groups Use apparatus / outdoor quipment with increasing confidence. They handle equipment and tools effectively, including pencils for writing. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.	Develop skills in :throwing and catching; climbing ; skipping. Show understanding of how to transport and store equipment safely. Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

## *Understanding the World*

### **People and Communities / The World / Technology**

<b>Nursery</b>	<p>Children remember special events and are interested in other people. Recognise unique, similarities and differences in friends and family. Show interest in the lives of people who are familiar to them. Operate ICT and mechanical toys.eg: white board pen / large computer / mouse skills.</p>	<p>Remember and talk about significant events in own experience. Know some of the things that make them unique, and can talk about some similarities and differences in relation to friends or family. Operate ICT and mechanical toys e.g.: laptops / Bee Bots.</p>	<p>Recognise and describe special times or events for family or friends. Show interest in different occupations and ways of life. Ask questions, show concern for environment and living things Operate ICT and mechanical toys e.g.: Ipads.</p>
<b>Reception</b>	<p><b>People and Communities</b> Children talk about past and present events in their own lives and in the lives of family members. Enjoy joining in with family customs and routines.</p> <p><b>The World</b> Comment on similarities, differences, patterns and change. They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p><b>Technology</b> Can navigate a simple age appropriate program on a computer.</p>	<p><b>People and Communities</b> They know that other children don't always enjoy the same things, and are sensitive to this.</p> <p><b>The World</b> They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p><b>Technology</b> Children recognise that a range of technology is used in places such as homes and schools.</p>	<p><b>People and Communities</b> They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p><b>The World</b> Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p><b>Technology</b> They select and use technology for particular purposes.</p>

## *Expressive Arts and Design*

### **Exploring and using Media and Materials / Being Imaginative**

<b>Nursery</b>	<p>Explore and experiment with a variety of art, music, dance and media using a range of appropriate tools to represent.</p>	<p>Children show preference of expression. Role play and story making.</p>	<p>Respond and express ideas in music making.</p>
<b>Reception</b>	<p>Children explore and understand how to use a variety of appropriate resources and adapt work where necessary. They sing songs, make music and dance, and experiment with ways of changing them.</p>	<p>They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p>They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p>

## *Maths Number*

<b>Nursery and Reception</b>	<p>Use some number names and number language spontaneously.</p> <p>Use some number names accurately in play.</p> <p>Recite numbers in order to 10.</p> <p>Know that numbers identify how many objects are in a set.</p> <p>Begin to represent numbers using fingers, marks on paper or pictures.</p> <p>Sometimes match numeral and quantity correctly.</p> <p>Show curiosity about numbers by offering comments or asking questions.</p> <p>Compare two groups of objects, saying when they have the same number.</p> <p>Show an interest in number problems.</p> <p>Separate a group of three or four objects in different ways, begin to recognise that the total is still the same.</p> <p>Show an interest in numerals in the environment.</p> <p>Show an interest in representing numbers.</p> <p>Realise not only objects, but anything can be counted, including steps, claps or jumps.</p>
<b>Reception</b>	<p><b>40 – 60mts</b></p> <p>Recognise some numerals of personal significance. Recognise numerals 1 to 5.</p> <p>Count up to three or four objects by saying one number name for each item.</p> <p>Count actions or objects which cannot be moved.</p> <p>Count objects to 10, and beginning to count beyond 10.</p> <p>Count out up to six objects from a larger group.</p> <p>Select the correct numeral to represent 1 to 5, then 1 to 10 objects.</p> <p>Count an irregular arrangement of up to ten objects.</p> <p>Estimate how many objects they can see and checks by counting them.</p> <p>Use the language of ‘more’ and ‘fewer’ to compare two sets of objects.</p> <p>Find the total number of items in two groups by counting all of them.</p> <p>Say the number that is one more than a given number.</p> <p>Find one more or one less from a group of up to five objects, then ten objects.</p> <p>In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting.</p> <p>Record, using marks that they can interpret and explain.</p> <p>Begin to identify own mathematical problems based on own interests and fascinations.</p>
<b>Early Learning Goals</b>	<p><b>Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</b></p>
<b><i>Maths - Shape, Space and Measure.</i></b>	
<b>Nursery &amp; Reception</b>	<p>Show awareness of similarities of shapes in the environment.</p> <p>Use positional language.</p> <p>Show interest in shape by sustained construction activity or by talking about shapes or arrangements.</p> <p>Show interest in shapes in the environment.</p> <p>Use shapes appropriately for tasks.</p> <p>Begin to talk about the shapes of everyday objects, e.g. ‘round’ and ‘tall’.</p> <p><b>40 - 60mts</b></p> <p>They begin to use mathematical names for ‘solid’ 3D shapes and ‘flat’ 2D shapes, and mathematical terms to describe shapes. Select a particular named shape.</p> <p>Can describe their relative position such as ‘behind’ or ‘next to’.</p> <p>Order two or three items by length or height.</p> <p>Order two items by weight or capacity.</p> <p>Use familiar objects and common shapes to create and recreate patterns and build models.</p> <p>Use everyday language related to time.</p> <p>Begin to use everyday language related to money.</p> <p>Order and sequence familiar events.</p> <p>Measure short periods of time in simple ways.</p>
<b>Early Learning Goals</b>	<p><b>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</b></p>

## *Literacy Reading*

<b>Nursery and Reception</b>	<p><i>Enjoy experiencing books and show an understanding of how they are structured. Gist of reading behaviours, awareness of print, rhyme, alliteration.</i></p> <p><b>30 - 50mts</b> Children enjoy rhyming and rhythmic activities. Show awareness of rhyme and alliteration. Recognise rhythm in spoken words. Listen to and join in with stories and poems, one-to-one and also in small groups. Join in with repeated refrains and anticipate key events and phrases in rhymes and stories. Begin to be aware of the way stories are structured. Suggest how the story might end. Listen to stories with increasing attention and recall. Describe main story settings, events and principal characters. Show interest in illustrations and print in books and print in the environment. Recognise familiar words and signs such as own name and advertising logos. Look at books independently. Handle books carefully. Know information can be relayed in the form of print. Hold books the correct way up and turns pages. Know that print carries meaning and, in English, is read from left to right and top to bottom.</p>
<b>Reception</b>	<p><b>40 – 60mts</b> Continue a rhyming string. Hear and say the initial sound in words. Can segment the sounds in simple words and blend them together and know which letters represent some of them. Link sounds to letters, naming and sounding the letters of the alphabet. Begin to read words and simple sentences. Use vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoy an increasing range of books. Know that information can be retrieved from books and computers.</p>
<b>Early Learning Goals</b>	<p><b>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</b></p>

## *Literacy - Writing*

<b>Nursery and Reception</b>	<p><b>30 - 50mts</b> Sometimes gives meaning to marks as they draw and paint. Ascribe meanings to marks that they see in different places.</p>
<b>Reception</b>	<p><b>40 - 60mts</b> Give meaning to marks they make as they draw, write and paint. Begin to break the flow of speech into words. Continue a rhyming string. Hear and say the initial sound in words. Can segment the sounds in simple words and blend them together. Link sounds to letters, naming and sounding the letters of the alphabet. Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Write own name and other things such as labels, captions. Attempt to write short sentences in meaningful contexts.</p>
<b>Early Learning Goals</b>	<p><b>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</b></p>