



Early Years Curriculum Overview

EYFS planning is predominantly responsive to the children's interests.

Opportunities for learning and developing skills for developing skills across the prime and specific areas of learning are offered and tailored as much as possible through the children's own interests, observations and curiosity.

Within in this approach we choose from this selection of broad themes, as well as others led by the children's interests.

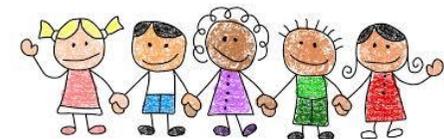
Key topic areas

- Home and my family/ All about me
- People who help us
- Castles (knights, princesses, kings, queens, dragons etc)
- Growing
- Dinosaurs
- Colours, festivals and celebrations
- The world around us
- Mini- Beasts
- Animals (land and sea)
- Around the World
- Space
- Seasons
- Caring and Belonging
- Story Explorers
- Traditional tales, Fairytales and Nursery Rhymes
- Water
- Pirates
- Favourite Authors and Books

Key events, celebrations and festivals focused on throughout the year:

- Christmas
- Easter
- Chinese New Year
- Harvest
- Diwali
- Seasons

All planning and learning opportunities aim to enable each child to achieve the Early Learning Goals in each area at the end of the Foundation Stage. Through adult led activities, daily challenges and our continuous provision indoors and out, the children will be provided with numerous opportunities to develop these skills.





Personal, social and emotional development

Self-confidence and self-awareness:

Children are confident to try new activities and say why they like some activities more than others. 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 will say when they do or don't need help.

Managing feelings and behaviour:

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.

Making relationships:

Children play co-operatively, taking turns with 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.



These are the Early Learning Goals that all children will be assessed against at the end of their Foundation Stage (in Reception).

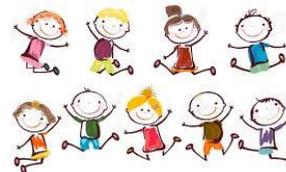
Physical Development

Moving and handling:

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and self-care:

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.



Communication and Language

Listening and attention:

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.



Understanding:

Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking:

Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.



Literacy

Reading:

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.



Writing:

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.

Mathematics



Numbers:

Children count reliably with numbers from 1 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.

Shape, space and measures:

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.



Understanding the World

People and communities:

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The World:

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.



Expressive arts and design

Exploring and using media and materials

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.



Being Imaginative

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

