



Early Years Curriculum Overview



	Autumn 1 BV Rule of Law CV Friendship	Autumn 2 BV Individual Liberty CV Generosity	Spring 1 BV Mutual Respect & Tolerance CV Truthfulness	Spring 2 BV Mutual Respect & Tolerance CV Forgiveness	Summer 1 BV Democracy CV Service	Summer 2 BV Democracy CV Trust
Theme	All About Me My Family	Festivals and Celebrations	Seasons and Weather	Space	Mythical Creatures	Our World
Topic Launch	Family Tree.	Make Party Decorations for a Celebration	Make seasons pictures.	Show rocket launch and moon landing.	Design their own mythical creature.	Introduce David Attenborough our Planet on interactive board
Topic Landing	Dress up day.	Christmas Party	Explore ice balls	Made our own constellations	Dress up as a mythical creature	We had a leavers party and met with our Buddies ready for school in September.
Trips						Slimbridge
Experiences	A visit from Pudsey Bear, Planting bulbs Made my own sandwiches.	Make and decorate Halloween Cookies Diwa Lamps	Visit School Library (Pre- School) Start to have lunch in the	Easter service at the church. Mothers day.	A visit from chicks. Make our own house from	Teddy Bears Picnic Year 5 buddies at the park



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	We met our year 5 buddies, PE in the hall (Pre-School) Parent meet and greet	Christingle Building Snowmen (if snowy) Christmas Service (Pre-School) Nativity Play (pre-School) Parents Pop In .	school hall (Pre-School) Make winter soup Make bird feeders. Mini marathon, Red nose day.	Parents Pop In . Made Easter Nests	hansel and gretel	Sports Day
Role Play	Home Corner / Dressing up	Kitchen/ Café	Loose Parts and Bit and Bobs	Space Rocket	Our Enchanted Woodland	Recycling Centre
Phonics Phase	Level 1	Level 1	Level 1	Level 1	Level 1	Level 1
Maths	Making our own patterns	-Cauldrons Counting Activity <i>Count out the pom poms into</i>	-Compare Bears <i>I can extend a pattern that</i>	-Repeating Patterns <i>I can create my own patterns</i>	-Washing line <i>Continue a pattern</i>	I can continue and create patterns.



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	Pompoms Cotton buds Compare bears Complete inset puzzles All about me puzzles My family puzzles Number blocks to 5 Number blocks 1-5 Duplo blocks Connecting blocks Notice patterns and arrange things in patterns Large beads Shapes Lace Compare sizes, using gestures and language	the cauldrons using tweezers -Numicon fireworks Recognise the numicon shape, make the shapes into rockets -Rangoli patterns using 2D shape Using 2D shapes make Rangoli patterns. - Advent Number Blocks to 5 Copy the picture to make our own numberblocks using unifix -Advent Wreath 4 candles, 2D shape Using 2D shapes, the children are to make their own advent calendars.	has been made. -Hibernating Animal Homes Count the animals that are hibernating -Pom Pom counting and comparing I can compare the amounts I have counted more, less, fewer -Ice cream cones with numbers Say one number for each item counted -Animal Counting Counting small and big animals, can	-Flying Saucers I can say one number for each item -Moon Rocks I can compare amounts using more/less -Bee Botts By counting the number of squares, I know how many times to press the button to make the bee bott move. -Make my own space rocket Exploring 2D and 3D shapes to make our own space rocket	-Explore natural objects To make comparisons between objects (size, weight, length, capacity) -Exploring quantities Using rice and lentils we will explore how many scoops, using the language empty, full, more -Numicon explore the numicon using language of smooth, bumpy, big, small. Can we put the shapes in order?	Large and small blocks Pattern cards Coloured beads Pipe cleaners I can talk about 3D & 2D shapes e,g flat, round, straight side. 3D Wooden shapes Pictures of 2D shapes I can subitise up to 3 objects quickly without counting. Animals Large buttons Compare bears I can count, order, recognise and
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	<i>Different length pipe cleaners</i> <i>Compare Bears</i> <i>Large blocks</i> <i>Small blocks</i> Number counting <i>Numbers to 10</i> <i>Animals</i> <i>Numicon</i> <i>Coloured pegs</i> Combine shapes <i>Stacking blocks</i> <i>Cups</i> <i>Plates</i>	-Button snowmen. <i>Count the right number of buttons ont the snowman's tummy.</i>	<i>the children compare their size?</i> -Cheerio Game <i>Counting and making comparison between amounts</i> -Valentine Matching <i>Match number to amount.</i>		-Weighing different objects. <i>Comparing weight and size using language and gestures using the following;</i> <i>Scales</i> <i>Pebbles</i> <i>Pasta</i> <i>Leaves</i> <i>Feathers</i> -Exploring positional language <i>Understanding position through language</i>	use numbers to 5 Numbers to 5 Numicon to 10 I can compare quantities using vocabulary greater, less Scales Sand Rice Porridge I can create a pattern Large buttons Lace Pipe cleaners pompoms I am starting to count saying one or giving a toy numbers
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						cars blocks
UTW	Learning about France <i>French flag colouring Felt tips Paint</i> Miss Polly had a dolly activity <i>Teddies Dolls Bandages</i> Exploring smells and touch <i>Different spices Powder paint Pipette Small paint brushes Large paint brushes</i>	-Finding out about Halloween -Finding out about Diwali -Learning about Advent -Finding out about Christmas	- Finding out about Chinese New Year -	-Finding out about space -Finding out about journeys and places around the world		Painting a picture of our world <i>Different coloured Powder Paint Card Tape</i> To make our own rock pool with sea creatures <i>coloured card different coloured crepe paper scissors small boxes glue crayons felt tips</i> Design our own lolly



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	Create our own house <i>Masking Tape Small boxes Glue Tissue paper Scissors</i> <i>Doctors bag Telephone</i>					<i>card tissue paper glue felt tips crayons</i>
EAD	Create our portrait <i>Paper plates Wool Pipe cleaners Glue Crayons Felt tips</i> Draw our own family <i>Paper Crayons Felt tips</i> All about us collage	- Paper Craft Pumpkins <i>Children to make their own papercraft pumpkins</i> -Orange and green paper -Pipe cleaners (green) -Glue - Handprint Fireworks <i>The children will paint their own hands to create a large fireworks picture.</i>	-Draw some of our christmas gifts <i>Children share what they had for Christmas and draw pictures of their favourite gift.</i> -Building homes for hibernating animals <i>Children choose the materials they need to build the home.</i> -Chinese Lucky Fish	-Papier Mache Planets <i>using newspaper, glue, paint and card the children are able to make a simple model and talk about it.</i> -Space models <i>using such things as recycled boxes, glue, plastic containers, pipe cleaners, sellotape, paint, crayons and chalk the children will create their own</i>	-Design our own cape <i>Use a range of art materials</i> -Make our own dragon <i>Combining materials together</i> -Make and decorate our own crowns <i>I can explore and investigate materials</i>	Make our own mermaids <i>Egg boxes Paint String Card Decorations of own choice Felt tips Crayons Scissors Glue</i> Tell our story of Jack and the Beanstalk to music. <i>Story cards</i>



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	Large girl and boy template Tissue paper Runny Glue Felt tips Felt Scissors Wool	-Multi-colour paint -Black Card -Title Banner for display -Diva Lamps Children will use clay to make diva lamps and then paint them when dry. -clay -tea lights -paint -glitter -Make LSEY advent Calendar We will make a whole setting advent calendar for the children to celebrate -Christmas Cards Children make their own Christmas Cards to take home. We will make	Using tissue paper, coloured card, glue and scissors the children will make their own lucky fish. -Dinosaur Ice Egg The children will explore different materials, using all their senses to investigate. -ice eggs -dinosaurs -Rocks -hammers -golf tees -Making a musical instrument - Pan Pipes Making simple songs and making music -coloured straws -paper -glue -Make our own weather chart	space rockets and planets. -Mothers Day Cards -Flying Saucers using paper plates, tissue, foil and glue the children will make their own flying saucers. -Easter Basket The children will colour and with the help of an adult make their own easter baskets.	-Illustrate and create our own fantasy story Starting to develop our own story linking with what I know. -To make our own fantasy creature To continue with our story to make our own creature. -Create our Fantasy home I can explore and investigate materials	Musical instruments Story book Make our own Jellyfish paper plates ribbon crepe paper googly eyes coloured paints glue
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		<i>handprint father christmas'</i> <i>using their own ideas and materials they have chosen they will make a weather chart</i> -Making Valentines Cards <i>Using card and felt tips the children will design their own valentines cards.</i>				
PD	Gross Motor Skills <i>Large chalks on the school playground</i> Parachute <i>Soft toy on the Parachute</i>	Snack time, Selection of fruit and veg to choose. <i>Encourage children to take their plates and cups up when they have finished.</i> Palydough - Children to use a range of cutters -Scissors -Rolling Pins -Cutters	Mark Making using chalk <i>Using chalks make our own marks on the playground.</i>	Changing into PE kits	-Goal and balls -Large Bubble wands -Climbing frame -Large sponges and water -Ice Balls -Ribbons -The farmers in his den	Using our gross muscles Using skipping ropes streamers Large mark making on the playground Chalks Water Paint brushes large and small



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		Large Chalk diwali patterns <i>-Using chunky chalks the children will draw patterns on the playground.</i>			-What's the time Mr wolf	
PE	The Bean Game -Copy actions -Listening to instructions -Whole body movement -Bean cards Ring games Duck duck goose The farmers in his den Ball Control Large balls Children in pairs Streamers Large motor	Movement to music <i>-Using scarves the children will move in time to the music.</i> Animal Movements <i>Using their body they will try balancing on one foot and jumping</i> Using the Climbing horse and balance beam <i>-Can the children find different ways of balancing</i>	Animal Movements <i>Developing Gross motor skills using scarves and music</i> Using our bodies as animals <i>I can decide how to match my movements to the task.</i> Cleaning the house <i>Decide how to move Polishing, sweeping,</i>	Space Game <i>Using our bodies can we..</i> -space walk -put on a space suit and helmet -get into the rocket -fly up high Make a shape game <i>Working in groups of four, can we work together to make different shapes</i> Make our own assault course	-Throwing and catching -Bean bag balancing -Bikes, set up course -Parachute and toy/ball	Throw and catch a large ball with control A large ball In pairs Balancing on scooters Scooters Outside on the playground Set up an obstacle course in the hall the horse tunnels mats cones



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	movements Music		<i>cleaning windows</i> Obstacle course <i>Using all parts of the body</i> <i>-climbing apparatus</i> <i>-Mats</i> <i>-Benches</i> Curling <i>Hand eye coordination</i> <i>adjusting speed</i> <i>-Curling stones</i> <i>-Scoring mat</i> Basic skills - <i>running, -</i> <i>jumping, -</i> <i>crawling -</i> <i>skipping, -</i> <i>catching -</i> <i>bending,</i>	<i>Using tunnels, climbing frame, hoops and running can we create our own assault course.</i> Pairs Game <i>Working in pairs we will take it in turns to copy our partners actions.</i>		Using the parachute and ball Parachute Balls <u>Bean game</u> Different actions for each bean Children to make their own bean
	Obstacle course Wide bench Coloured dots Climbing horse Mats					



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Books		We are all different, Lulu's first day, Nursery Rhymes, Rainbow Fish, Room on the Broom, Where's my Teddy?	Stick man Dear Santa,	Bear snores on, What the ladybird heard.	Animal Explorers on the moon Whatever next, Toys in space.	Fairy tales Rapunzel Zoe and the dragon The gingerbread man, Alice in wonderland. Hansel and Grettle	
Welly Walks		Nature walk	Frosty Welly Walk	Spring Welly Walk			
Areas of Learning							
Personal, Social and Emotional Development	Self-Regulation	I am beginning to see myself as a separate person I can express a range of emotions and start to talk about them	I am starting to show and manage my emotions I can share or take turns with the support of an adult	I can talk about my feelings in more elaborate ways I can identify feelings using words like happy, sad, angry	I can talk about my feelings in more elaborate ways I can identify feelings using words like happy, sad, angry	I express my feelings and am starting to talk about them	I express my feelings and am starting to talk about them



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				I can follow rules and don't always need adult support	I can follow rules and don't always need adult support	I can talk about my feelings and feelings of others I can follow basic instructions and the "rules" of the setting	I can talk about my feelings and feelings of others I can follow basic instructions and the "rules" of the setting
	Managing Self	I can signal when I have been to the toilet (starting the route of potty training) I can explore the setting confidently knowing that a familiar person is close by I can use the toilet with help	I can carry out self care tasks such as handwashing and toileting if supported e.g. it's lunchtime. Let's wash our hands I am becoming outgoing with unfamiliar people in the safe context of the setting I can use the toilet independently	I am starting to develop understanding of self-care e.g. tooth brushing, handwashing I am more confident in new social situations and with new people I can manage my toileting needs e.g. using the toilet, washing and drying hands	I am starting to develop understanding of self-care e.g. tooth brushing, handwashing I am more confident in new social situations and with new people I can manage my toileting needs e.g. using the toilet, washing and drying hands	I am able to express when I need the toilet and can use it with help I am starting to handle new experiences with more confidence I can use the toilet. (inc. hygiene) and am usually dry throughout the day	I am able to express when I need the toilet and can use it with help I am starting to handle new experiences with more confidence I can use the toilet. (inc. hygiene) and am usually dry throughout the day
	Building Relationships	I play confidently on my own and alongside others I enjoy the company of other children	I enjoy the company of other children and want to join in with their play I can play with others extending and elaborating play ideas	I am developing friendships and bonds with other children and familiar adults in the setting I can talk with others to resolve conflicts and resolve issues (some support needed)	I am developing friendships and bonds with other children and familiar adults in the setting (key person and other staff) I can talk with others to resolve conflicts and resolve issues	I am able to separate confidently from my parent/ carer when supported by my key person I can play with others cooperatively	I am able to separate confidently from my parent/ carer I can play with others cooperatively



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					(some support needed)		
Physical Development	Gross Motor Skills	I can run, jump and kick a ball I can climb confidently	I can use push along wheeled vehicles, scooters and tricycles I can run, jump and hop I can climb stairs using alternate feet	I can climb confidently I can decide how to match my movements to the task e.g. run to play chase, crawl through a tunnel, etc.	I can climb confidently I can decide how to match my movements to the task e.g. run to play chase, crawl through a tunnel, etc.	I can catch a large ball I can balance (balance bikes, scooters, climbing) I can skip, hop and stand on one leg I can use large scale muscle movements	I can catch a large ball I can balance (balance bikes, scooters, climbing) I can skip, hop and stand on one leg I can use large scale muscle movements
	Fine Motor Skills	I can explore manipulation and various tools I am starting to use my motor skills to carry out tasks e.g. pouring drinks and exploring tools (playdough tools etc.)	I am exploring using tools and manipulating tools e.g. cutlery I can show a preference for a dominant hand	I can carry out tasks independently e.g. zips, buttons, etc. I can start to eat using a knife and fork I can start to manage zips, putting on coats etc.	I can carry out tasks independently e.g. zips, buttons, etc. I can start to eat using a knife and fork I can start to manage zips, putting on coats etc.	I can pick up a small object isolating my finger and thumb I can use one handed tools confidently I can use a comfortable grip with good control when using pencils	I can pick up a small object isolating my finger and thumb I can use one handed tools confidently I can use a comfortable grip with good control when using pencils
Communication and Language		I have a favourite rhyme or story which I like to share I can identify familiar objects e.g. "red bike", "Fred's shoes" I am interested in other children's play	I can develop simple pretend play e.g. putting baby to bed I can understand simple questions I listen to others talk with interest, but can be easily distracted	I enjoy listening to familiar stories, songs and rhymes I can understand and act on longer sentences which have 'doing or action'	I enjoy listening to familiar stories, songs and rhymes I can understand and act on longer sentences which have 'doing or action'	I am starting to join in with familiar stories, songs and rhymes. I can shift my attention when someone uses my name and then	I am starting to join in with familiar stories, songs and rhymes. I can shift my attention when someone uses my



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	Listening, Attention and Understanding	and showing I want to join in		words e.g. "make dolly run" I am interested in and enjoy listening to others. I am starting to join in.	words e.g. "make dolly run" I am interested in and enjoy listening to others. I am starting to join in.	follow an instruction I am starting to develop conversational skills by listening before I respond.	name and then follow an instruction I am starting to develop conversational skills by listening before I respond.
		I can listen to simple stories and use pictures to help me know what is happening	I can listen to different songs and rhymes and join in with some I know e.g. nursery rhymes	I can start to listen to longer stories and join in with familiar or repeating parts e.g. The Gruffalo, Bear Hunt etc.	I can start to listen to longer stories and join in with familiar or repeating parts e.g. The Gruffalo, Bear Hunt etc.	I can listen carefully to songs, stories and rhymes and respond by joining in	I can listen carefully to songs, stories and rhymes and respond by joining in
		I can understand simple instructions and questions e.g. Where is your hat?	I can follow simple instructions with up to two key words	I can follow instructions with two key words accurately	I can follow instructions with two key words accurately	I can understand and respond to instructions with:	I can understand and respond to instructions with:
		(Not yet 'why' questions- what, where, who)	I can respond and give my attention when someone speaks to me (using my name helps)	I can answer a range of questions. I am starting to understand 'why?' in terms of investigations etc.	I can answer a range of questions. I am starting to understand 'why?' in terms of investigations etc.	*2 key words- Put on your hat	*2 key words- Put on your hat
		I can listen to others talk and start to join in	I can answer questions using who, what, when, where	I can respond appropriately when I am spoken to e.g. asked a direct question	I can respond appropriately when I am spoken to e.g. asked a direct question	*3 key words- Can you wash dolly's face?	*3 key words- Can you wash dolly's face?
				I know to try and listen when someone else is speaking	I know to try and listen when someone else is speaking	I can understand and respond to 'why' questions	I can understand and respond to 'why' questions
						I can start a conversation and take it in turns to speak	I can start a conversation and



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							take it in turns to speak
	Speaking	I can use an average of 50 words I am seeking to make myself understood by my peers and unfamiliar adults I can use the names for a range of familiar objects, people and actions I can use a range of words for time, space, function and description	I can link two or more words together to make myself understood I am working on pronouncing a range of speech sounds and use: p. b. m. w I have a rapidly developing vocabulary I can use talk in my play to help organise e.g. "You sit there.... I will be the mummy" I can link words together in the start of a sentence e.g. more milk	I can link words into short sentences (linking up to 5 words together) I am developing my speech sounds and pronounce: - l/r/w/y - f/th - s/sh/ch/dz/j I can use words for description, function, time and space I can use some new vocabulary e.g. scientific and story vocabulary I can develop my sentences e.g. I have more milk I can express my opinion using short sentences	I can link words into short sentences (linking up to 5 words together) I am developing my speech sounds and pronounce: - l/r/w/y - f/th - s/sh/ch/dz/j I can use words for description, function, time and space I can use some new vocabulary e.g. scientific and story vocabulary I can develop my sentences e.g. I have more milk I can express my opinion using short sentences	I can identify and name a range of familiar objects and people (around 300 words) I can make myself understood by unfamiliar adults by using a range of speech sounds and am starting to pronounce multisyllabic words I can use pronouns, plurals and am starting to use prepositions I can explain, describe, recount and retell I can join in with conversation (linked to listening) I can use a sentence of 4-6 words e.g. Can I have more milk please?	I can identify and name a range of familiar objects and people (around 300 words) I can make myself understood by unfamiliar adults by using a range of speech sounds and am starting to pronounce multisyllabic words I can use pronouns, plurals and am starting to use prepositions I can explain, describe, recount and retell I can join in with conversation (linked to listening) I can use a sentence of 4-6 words e.g. Can I have more milk please?



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						I can use connectives to link words in sentences e.g. I want the car and the crayon/ I like milk because it tastes nice	I can use connectives to link words in sentences e.g. I want the car and the crayon/ I like milk because it tastes nice
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Literacy	Writing	I can mark make freely I can start to make marks with a variety of materials e.g. sticks in mud, flour, paint, etc. I can tune into sounds during listening games I can show awareness of alliteration e.g. the ssssliperry ssssnake I can add marks to pictures giving meaning to them I can add marks to show my name	I can start to tell others about what my marks mean I can demonstrate good gross motor skills in making large marks e.g. playground chalk, water painting etc. I can tune into the sounds in words- showing understanding e.g. Phase 1 Toy Talk for blending and segmenting I can use I can apply some print knowledge to writing e.g. m for mummy I can write the first letter of my name	I am starting to ascribe meaning to marks I have made- this is mummy, this is a dog etc. I can demonstrate good fine motor control when using tools e.g. scissors, threading, etc. I can segment words in the order in which they occur (with support) I can change the initial sound to make new words e.g. at- hat, cat, mat, sat I am using a wider print knowledge for writing I can write some of my name e.g. first two letters	I am starting to ascribe meaning to marks I have made- this is mummy, this is a dog etc. I can demonstrate good fine motor control when using tools e.g. scissors, threading, etc. I can segment words in the order in which they occur (with support) I can change the initial sound to make new words e.g. at- hat, cat, mat, sat I am using a wider print knowledge for writing I can write some of my name e.g. first two letters	I am developing my large scale motor movements for mark making e.g. large easels and painting etc. I am starting to use more refined fine motor movements for mark making. I can write some letters with good formation e.g. the letters from my name I can orally segment single sound CVC words e.g. c-a-t I can say the initial sounds in most words I apply print knowledge to my emergent writing I can write my own name	I am developing my large scale motor movements for mark making e.g. large easels and painting etc. I am starting to use more refined fine motor movements for mark making I can write some letters with good formation e.g. the letters from my name I can orally segment single sound CVC words e.g. c-a-t I can say the initial sounds in most words I apply print knowledge to my emergent writing I can write my own name
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	Reading	I have a favourite book which I seek out to share with others.	I listen to stories and turn the pages of books as if reading (adding in word etc)	My play is sometimes based around familiar books	My play is sometimes based around familiar books	I enjoy familiar stories, songs and rhymes	I enjoy familiar stories, songs and rhymes
		I enjoy stories, songs and rhymes	I can start to develop play around my favourite stories and props	I am building good listening skills	I am building good listening skills	I give meaning to marks I make and see	I give meaning to marks I make and see
		I can notice print e.g. familiar logos, bus numbers, my name/ first letter	I have an understanding of letters and print e.g. page sequencing, book parts, etc.	I repeat familiar phrases and lines from songs	I repeat familiar phrases and lines from songs	I can join in with familiar nursery rhymes and songs	I can join in with familiar nursery rhymes and songs
		I can repeat words and phrases a familiar book	I am starting to notice rhyme and can clap syllables	I can sequence events from stories I have heard	I am building good listening skills	I can talk about stories I have heard	I can talk about stories I have heard
		I can join in with some words in familiar songs	I can start to join in with familiar stories, rhymes and songs	I can hear the sounds in words and am starting to blend them back together	I repeat familiar phrases and lines from songs	I can retell some familiar stories	I can retell some familiar stories
				I can spot words with the same initial sound	I can sequence events from stories I have heard	I can use good phonological awareness including oral blending skills, rhyme, alliteration and syllables	I can use good phonological awareness including oral blending skills, rhyme, alliteration and syllables
				I am starting to use different vocabulary from books in my play	I can hear the sounds in words and am starting to blend them back together	I can join in with familiar rhymes and songs (and some patterned stories)	I can join in with familiar rhymes and songs (and some patterned stories)
					I can spot words with the same initial sound	I can use some story language or	I can use some story language or
					I am starting to use different vocabulary from books in my play		



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						new vocabulary in my play	new vocabulary in my play
Maths	Number	I can show counting like behaviour e.g, making sounds, pointing, etc. I am starting to complete simple inset puzzles I can count in my play (sometimes I miss numbers) I can react to changes in amounts e.g. hiding and returning rhymes- two dicky birds I can compare sizes using some gesture and language e.g. bigger, longer, taller, smaller, etc.	I am starting to use number names alongside the counting behaviour (out of sequence or skipping numbers) I can compare sizes and weights e.g. big, small I can recite numbers to 5 and beyond I am starting to subitise up to two I can make comparisons between objects- size, length, weight and capacity	I am using number names and counting in my play e.g. 1,2,3,5 I can react to changes in amounts up to 3 e.g. through songs "2 little birds" I can compare amounts using mathematical language e.g. lots, more, less, same I can say one number name for each item I can show 'finger' numbers to 5 I can see 3 in different ways (through different manipulatives e.g. 3 sticks as a row/ triangle/ on top of each other) and	I am using number names and counting in my play e.g. 1,2,3,5 I can react to changes in amounts up to 3 e.g. through songs "2 little birds" I can compare amounts using mathematical language e.g. lots, more, less, same I can say one number name for each item I can show 'finger' numbers to 5 I can see 3 in different ways (through different manipulatives e.g. 3 sticks as a row/ triangle/ on top of each other) and recognise it without counting	I am starting to count e.g. saying "one" or giving each child one object each I enjoy taking part in finger rhymes (particularly where the number of objects changes) I can notice how things fit inside each other (e.g. playing with puzzles- this piece is too big) I can count, order, recognise and use numbers to 5 I can subitise up to 3 objects (recognise up to 3 objects quickly without counting) I can compare quantities using the vocabulary of greater, less, more, fewer and the same	I am starting to count e.g. saying "one" or giving each child one object each I enjoy taking part in finger rhymes (particularly where the number of objects changes) I can notice how things fit inside each other (e.g. playing with puzzles- this piece is too big) I can count, order, recognise and use numbers to 5 I can subitise up to 3 objects (recognise up to 3 objects quickly without counting) I can compare quantities using the vocabulary of greater, less, more, fewer and the same



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				recognise it without counting	I can make comparisons between quantities		
				I can make comparisons between quantities			
	Number Pattern	I can notice patterns and arrange things in patterns I can react to changes in amounts e.g. hiding and returning rhymes- two dicky birds I can combine shapes and objects e.g. stacking blocks/ cups	I can spot patterns and talk about them e.g. stripes on a scarf I can start to use vocabulary to describe the time of day that things happen e.g. day, afternoon, evening, etc. I can use shapes for building thinking about their properties e.g. flat sides for stacking	I can extend a pattern that has been made I can create my own simple patterns (ABAB) I can start to talk about upcoming events e.g. Birthdays and then talk about what happened after the event I can combine shapes to make new ones e.g. a bridge/ arch, bigger square, etc.	I can extend a pattern that has been made I can create my own simple patterns (ABAB) I can start to talk about upcoming events e.g. Birthdays and then talk about what happened after the event I can combine shapes to make new ones e.g. a bridge/ arch, bigger square, etc.	I can talk about patterns and spot errors I can continue and create patterns I can sequence a pattern of events using time language e.g. first, next, then. I can talk about 2D and 3D shapes (using informal vocab e.g. sides, straight, round, flat)	I can talk about patterns and spot errors I can continue and create patterns I can sequence a pattern of events using time language e.g. first, next, then. I can talk about 2D and 3D shapes (using informal vocab e.g. sides, straight, round, flat)
Understanding the World		I can identify some special people in my life	I can talk about people in my family (special people)	I know that others have families too	I know that others have families too	I am aware of my own family and that others have families too	I am aware of my own family and that others have families too



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	Past and Present	I can start to show I know who I am in terms of preferences	I can talk about myself and my immediate family	I can talk about some of the ways I have changed over my life	I can talk about some of the ways I have changed over my life	I can talk about some of my own and my family's history (grandparents, parents, etc.)	I can talk about some of my own and my family's history (grandparents, parents, etc.)
	People, Culture and Communities	I have settled in to my "community" within my setting I can start to notice some of the differences between people	I am aware of being part of a "community" within the setting I can talk about different occupations and job roles	I am starting to notice differences between people I can name other countries in the world I am positive about the differences between people	I am starting to notice differences between people I can name other countries in the world I am positive about the differences between people	I am aware of people in my own community and their roles I can talk about the differences I have seen in people, countries and communities	I am aware of people in my own community and their roles I can talk about the differences I have seen in people, countries and communities
	The Natural World	I repeat actions that have an effect I can explore natural and man-made materials	I explore a variety of materials I can talk about natural materials using a wide vocabulary linked to all my senses	I explore the natural environment and changes within it when I am in the setting and out of it (organised trips) I can show care for my environment and plant and care for plants	I explore the natural environment and changes within it when I am in the setting and out of it (organised trips) I can name other countries in the world I am positive about the differences between people	I can explore objects inside and outside I can talk about the key features of life cycles using key vocabulary I can talk about the world around us observing animals and plants	I can explore objects inside and outside I can talk about the key features of life cycles using key vocabulary I can talk about the world around us observing animals and plants
Expressive Arts and Design		I explore paint using my hands and various tools	I make marks intentionally to create artwork	I can choose materials and manipulate them	I can choose materials and manipulate them	I can explore and investigate materials	I can explore and investigate materials



Early Years Curriculum Overview



	Creating with Materials	I can explore art materials for large and small scale art e.g. drawing, paint, sculpture	I can use different art materials and am starting to refine my ways of creating art	I can use self-chosen materials to create my own ideas	I can use self-chosen materials to create my own ideas	I can use a range of art materials, joining and colour mixing purposefully and freely	I can use a range of art materials, joining and colour mixing purposefully and freely
	Being Imaginative and Expressive	I can explore sounds with my voice I can move to different sounds I enjoy imaginative activities supported by an adult e.g. adult role playing, painting, etc. I enjoy joining in with songs, rhymes and music I can make rhythmic sounds e.g. banging a drum I can express my ideas through play, particularly pretend play	I can explore making different sounds in the environment e.g. banging a stick against a tree I can use my imagination and create different art work/ music/ role play I can remember and sing a range of familiar songs I can explore the different sounds musical instruments make I can engage in simple pretend play, using some objects to represent others	I enjoy joining in with simple songs and music making I can make simple models and talk about what it is I can sing my own created songs and follow pitch, melody and tone I can play musical instruments with greater control and purpose I can create more complex small world set ups to adapt and create stories	I enjoy joining in with simple songs and music making I can make simple models and talk about what it is I can sing my own created songs and follow pitch, melody and tone I can play musical instruments with greater control and purpose I can create more complex small world set ups to adapt and create stories	I am starting to explore how to create sounds including with instruments I am starting to represent some objects with others e.g. a box is a car, etc. I can sing, respond to and create music with instruments showing understanding of pitch, melody and rhythm I can start to develop my own stories linked to what I know through role & small world play	I am starting to explore how to create sounds including with instruments I am starting to represent some objects with others e.g. a box is a car, etc. I can sing, respond to and create music with instruments showing understanding of pitch, melody and rhythm I can start to develop my own stories linked to what I know through role & small world play
British Values are implicitly embedded in the Early Years Foundation Stage							
British Values	Democracy Turn taking - phonics activities,	Rule of Law Class rules	Mutual respect and tolerance for	Individual liberty			



Early Years Curriculum Overview



	maths activities, games	School rules	those with different faiths.	Developing a positive sense of self by many different experiences eg running in a race on sports day, getting into the school pool for the first time, collecting leaves or flowers, mixing paint, exploring during outdoor learning, visiting somewhere for the first time, going on a school trip
	Sharing	Distinguishing right from wrong	Explore Diwali	
	Setting own rules for a game	Police and firefighter visit	Explore Chinese New Year	Opportunities for risk taking through outdoor learning
	Being fair	Understanding that there are consequences to behaviour	Encourage children to share stories from home, everyone is special	Class chats to validate children's feelings
	Making decisions together			Develop confidence in their own abilities
	Choosing cards	We all have to follow the rules when we are asked to eg tidy up time	Visit to the old peoples home to sing and chat	
	Story time - class votes for the story they want			
	Understanding their emotions - when something is and isn't fair, when something has made them sad or happy			
	Understanding that their views count			

Key

FS (non-Pre-school)

FS1 (Pre-School)