

Personal, Social and Emotional

Education

Identifying and discussing own feelings (link to the Colour Monster story).

Asking if they can join others in their play.

Working as part of a team (sharing their own ideas and plans in groups).

Looking after property.

Thinking about the rules and boundaries of the school setting (introduction of the school house point system).

Thinking of the interests and opinions of others.

Communication and Language

Listening and responding to instructions.

Listening to and joining in with stories (e.g. finishing rhyming lines in books).

Taking on a character in a role-play (e.g. travel agent and customer).

Discussing stories we've shared - talking about characters, story settings, interesting vocabulary, basic plot. And thinking of ways to change them.

Thinking of and asking simple questions.

Exploring the sounds and meanings of new words.

Listening to the ideas of others and thinking of their own ideas (planning how to build an igloo and a bus).

Sharing your ideas with others.

Physical Development

Developing gross motor skills - climbing frame, large balls, beanbags, hoops, large-scale mark-making (e.g. using chalks on playground). Use of bikes and scooters.

Moving around, over and through objects (exploration during PE lessons).

Developing fine motor skills - access to drawing, painting, writing and craft materials. Using scissors. Playing with e.g. Lego, beads, puzzles. Finger gym group work.

Introduction of 'dough disco' playdoh exercises.

Health and self-care -

Observing the effect of exercise on our bodies.

Hygiene in relation to cooking.

Safety in relation to clothing and equipment for cold weather.

Good practises in regards to hygiene (healthy diets).

Literacy Development

Reading

Continuation of Phonics Programme - *Letters and Sounds*.

Fostering a love of books. Story books (*Talk 4 Writing*) - 'The Colour Monster', 'We're going on a bear hunt', 'Polar bear, polar bear what do you hear?', 'The Naughty Bus', 'The 100 Decker bus'.

Non-fiction books about seasons, climates, London, arctic and Antarctica.

Individual reading (both scheme and class library books);

Guided (group) reading.

Writing

Writing our names. Writing letters of the alphabet in cursive script.

Developmental writing - e.g. booking forms in travel agents.

Writing simple words and captions.

Progression to sentence writing.

Around the World!

Early Years Foundation Stage

Curriculum Overview

(First half of Spring Term 2017)



Mathematical Development

Number - Reciting the number sequence to 20 and beyond.

Comparing groups of objects (which has more or fewer).

Adding and subtracting objects from a group.

Sequencing numbers.

Shape, Space and Measure -

Using scales/measuring jugs when cooking.

Comparing and measuring height (link to 'The 100 decker bus' story).

Handling money (travel agent role-play).

Exploration of 2D and 3D shapes in the environment.

Talking about time- days of the week., months of the year and seasons.

Understanding the World

Using technology - class i-pad, interactive whiteboard, CD player, camera, laptop.

Using the paint programme on the laptop.

Knowing that different people have different traditions (thinking of celebrations of different religions and looking at traditions and customs around the world).

Thinking about others and how people vary around the world.

Changes in the seasons.

Characteristics of Effective Learning

We will be encouraging the children to:

Keep in trying!

Make links in their learning.

Having their own ideas.

Expressive Arts and Design

Exploring different media and materials - e.g. cotton wool and model making.

Being imaginative - e.g. changing characters or settings in stories.

Role-play activities (travel agent and a winter wonderland).

Creating movement in response to music and exploring the sounds of different instruments.

