

FS2 Sea Goats Curriculum Overview 2024 - 2025

The EYFS takes a child-centred approach to learning whereby the skills are taught through themes that are led by the children’s interests. Apart from the very early stages of the Autumn term, themes are not pre-planned. This enables the curriculum to be inspiring and meaningful to each and every new cohort of children. The skills below will be the focus within the stated term

Term	Personal, Social & Emotional Development	Communication & Language	Physical Development	Maths	Literacy	Understanding the world	Expressive Arts and Design
Autumn 1	<ul style="list-style-type: none"> • Initiates conversations, attends to and takes account of what others say • Become aware of the boundaries set, and behavioural expectations in the classroom 	<ul style="list-style-type: none"> • Maintains attention, concentrates and sits quietly during appropriate activity • Responds to instructions involving a two-part sequence 	<ul style="list-style-type: none"> • Experiments with different ways of moving • Jumps off an object and lands appropriately • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles • Eats a healthy range of foodstuffs and understands need for variety in food 	<ul style="list-style-type: none"> • Counts objects to 10 and beginning to count beyond 10 • Selects the correct numeral to represent 1 to 10 objects • Selects a particular named shape • compare and sort objects by shape, mass and size • compare patterns 	<ul style="list-style-type: none"> • Hears and says the initial sound in words • Gives meaning to marks they make as they draw, write and paint • Begins to break the flow of speech into words 	<ul style="list-style-type: none"> • Begin to share their experiences involving family customs and routines. 	<ul style="list-style-type: none"> • Begins to build a repertoire of songs and dances • Explores the different sounds of instruments • Explores what happens when they mix colours • Create simple representations of events, people and objects

<p>Autumn 2</p>	<ul style="list-style-type: none"> • Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them • Confident to speak to others about own needs, wants, interests and opinions 	<ul style="list-style-type: none"> • Two-channelled attention, can listen and do for short span • Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes • Extends vocabulary, by grouping and naming, exploring the meaning and sounds of new words 	<ul style="list-style-type: none"> • Travels with confidence and skill around, under, over and through • Balancing and climbing equipment • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it • Begin to manage their own basic personal hygiene and begin to dress/undress independently • Uses simple tools to effect changes to materials 	<ul style="list-style-type: none"> • Estimates how many objects they can see and checks by counting them • Finds the total number of items in two groups by counting all of them • Can describe their relative position such as 'behind' or 'next to' • Orders two or three items by length or height • Writes own name 	<ul style="list-style-type: none"> • Continues a rhyming string • Can segment the sounds in simple words and blend them together and knows which letters represent some of them 	<ul style="list-style-type: none"> • Have a developing understanding of similarities and differences between themselves and others • Completes a simple program on a computer 	<ul style="list-style-type: none"> • Understands that different media can be combined to create new effects • Manipulates materials to achieve a planned effect • Experiments to create different textures • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences • Chooses particular colours to use for a purpose
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<p>Spring 1</p>	<ul style="list-style-type: none"> •Children show sensitivity to others' needs and Feelings •Takes steps to resolve conflicts with other children and finding a compromise 	<ul style="list-style-type: none"> •Uses language to imagine and recreate roles and experiences in play situations • Links statements and sticks to a main theme or intention 	<ul style="list-style-type: none"> • Handles tools, objects, construction and malleable materials safely and with increasing control • Shows a preference for a dominant hand •Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health 	<ul style="list-style-type: none"> • Says the number that is one more than a given number • Uses familiar objects and common shapes to create and recreate patterns and build models •Begins to write labels and captions 	<ul style="list-style-type: none"> •Links sounds to letters, naming and sounding the letters of the alphabet •Begin to read irregular, 'Tricky' words linked with the phonic phase • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence 	<ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change in objects and the world around them •Uses ICT hardware to interact with age-appropriate computer software 	<ul style="list-style-type: none"> •Constructs with a purpose in mind, using a variety of resources • Uses simple tools and techniques competently and appropriately
<p>Spring 2</p>	<ul style="list-style-type: none"> •Children begin to describe themselves in positive terms and talk about their abilities •Children form positive relationships with adults and other children 	<ul style="list-style-type: none"> •Children listen accurately anticipating key events and respond to what they hear with relevant comments, questions or actions • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events • Introduces a storyline or narrative into their play 	<ul style="list-style-type: none"> • Begins to use anticlockwise movement and retrace vertical lines • Begins to form recognisable letters •Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks 	<ul style="list-style-type: none"> •In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting • Records, using marks that they can interpret and explain •Orders two items by weight or capacity 	<ul style="list-style-type: none"> •Begins to read words and simple sentences. • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. •Attempts to write short sentences in meaningful contexts 	<ul style="list-style-type: none"> •Talk about and express opinions on the world around them • Speculate on the reasons why things happen or how things work 	<ul style="list-style-type: none"> •Selects appropriate resources and adapts work where necessary • Selects tools and techniques needed to shape, assemble and join materials they are using • Introduces a storyline or narrative into their play • Plays alongside other children who are engaged in the same theme

<p>Summer</p>	<ul style="list-style-type: none"> •Children take account of one another’s ideas Children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences •Begin to negotiate and solve problems • Children adjust their behaviour to different situations, and take changes of routine in their stride 	<ul style="list-style-type: none"> •Answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events •Use past, present and future forms accurately when talking about events •Develop their own narratives and explanations by connecting ideas or events 	<ul style="list-style-type: none"> •Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed •Practices some appropriate safety measures without direct supervision •Know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe 	<ul style="list-style-type: none"> •Add and subtract two single-digit numbers and count on or back to find the answer •Solve problems, including doubling, halving and sharing • Orders and sequences familiar events • Measures short periods of time in simple ways 	<ul style="list-style-type: none"> •Knows that information can be retrieved from books and computers •Children read and understand simple sentences • Use phonic knowledge to decode regular words and read them aloud accurately •Begin to talk about what they have read • Begin to write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible 	<ul style="list-style-type: none"> •Talk about past and present events in their own lives and in the lives of family members •Make observations of animals and plants and explain why some things occur, and talk about changes. •Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes 	<ul style="list-style-type: none"> •Explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function • Plays cooperatively as part of a group to develop and act out a narrative • 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
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