

F1 Curriculum Overview linked with National Curriculum Subjects

Subject:	EYFS Curriculum Strand	Statements:
Maths	Maths	<ul style="list-style-type: none"> -Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). -Recite numbers past 5. -Say one number for each item in order: 1,2,3,4,5. -Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). -Show 'finger numbers' up to 5. -Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. -Experiment with their own symbols and marks as well as numerals. -Solve real world mathematical problems with numbers up to 5. -Compare quantities using language: 'more than', 'fewer than'. -Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. -Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. -Combine shapes to make new ones – an arch, a bigger triangle etc. -Understand position through words alone – for example, "The bag is under the table," – with no pointing. -Describe a familiar route. -Discuss routes and locations, using words like 'in front of' and 'behind'. -Make comparisons between objects relating to size, length, weight and capacity. -Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. -Extend and create ABAB patterns – stick, leaf, stick, leaf. -Notice and correct an error in a repeating pattern. -Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'
English/Literacy	Literacy	<ul style="list-style-type: none"> -Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing -Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother -Engage in extended conversations about stories, learning new vocabulary. -Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. -Write some or all of their name. -Write some letters accurately.

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	<p>Communication and Language</p>	<ul style="list-style-type: none"> -Enjoy listening to longer stories and can remember much of what happens. -Pay attention to more than one thing at a time, which can be difficult. -Use a wider range of vocabulary. -Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". -Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Sing a large repertoire of songs. -Know many rhymes, be able to talk about familiar books, and be able to tell a long story. -Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. -Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' -Use longer sentences of four to six words. -Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. -Start a conversation with an adult or a friend and continue it for many turns. -Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."
	<p>Physical Development</p> <p>Expressive Arts and Design</p>	<ul style="list-style-type: none"> -Use a comfortable grip with good control when holding pens and pencils. -Show a preference for a dominant hand. -Use large-muscle movements to wave flags and streamers, paint and make marks. - Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
<p>Science</p>	<p>Understanding the World</p> <p>Characteristics of Effective Learning</p>	<ul style="list-style-type: none"> -Use all their senses in hands-on exploration of natural materials. -Explore collections of materials with similar and/or different properties. -Talk about what they see, using a wide vocabulary. -Plant seeds and care for growing plants. -Understand the key features of the life cycle of a plant and an animal. -Begin to understand the need to respect and care for the natural environment and all living things. -Explore and talk about different forces they can feel. -Talk about the differences between materials and changes they notice

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<p>PE</p>	<p>Physical Development</p>	<ul style="list-style-type: none"> -Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. -Go up steps and stairs, or climb up apparatus, using alternate feet. -Skip, hop, stand on one leg and hold a pose for a game like musical statues. -Use large-muscle movements to wave flags and streamers, paint and make marks. -Start taking part in some group activities which they make up for themselves, or in teams. - Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. -Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. -Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. -Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. -Use one-handed tools and equipment, for example, making snips in paper with scissors. -Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
<p>History</p>	<p>Understanding the World</p>	<ul style="list-style-type: none"> -Begin to make sense of their own life-story and family's history. -Show interest in different occupations.
<p>Geography/Forest Schools</p>	<p>Understand the World</p> <p>Maths</p>	<ul style="list-style-type: none"> -Continue developing positive attitudes about the differences between people. -Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. -Describe a familiar route. -Discuss routes and locations, using words like 'in front of' and 'behind'
<p>PSHCE</p>	<p>Personal, Social and Emotional Development</p>	<ul style="list-style-type: none"> -Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. -Develop their sense of responsibility and membership of a community. -Become more outgoing with unfamiliar people, in the safe context of their setting. -Show more confidence in new social situations. -Play with one or more other children, extending and elaborating play ideas. -Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. -Increasingly follow rules, understanding why they are important. -Remember rules without needing an adult to remind them. -Develop appropriate ways of being assertive. -Talk with others to solve conflicts. -Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. -Understand gradually how others might be feeling. -Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.

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	Physical Development	<ul style="list-style-type: none"> -Make healthy choices about food, drink, activity and tooth brushing. -Start taking part in some group activities which they make up for themselves, or in teams
RE	Understanding the World	<ul style="list-style-type: none"> -Continue developing positive attitudes about the differences between people.
Art	Expressive Arts and Design	<ul style="list-style-type: none"> -Create closed shapes with continuous lines, and begin to use these shapes to represent objects. -Draw with increasing complexity and detail, such as representing a face with a circle and including details. -Use drawing to represent ideas like movement or loud noises. -Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. -Explore colour and colour-mixing.
DT	Expressive Arts and Design	<ul style="list-style-type: none"> -Explore different materials freely, to develop their ideas about how to use them and what to make. -Develop their own ideas and then decide which materials to use to express them. -Join different materials and explore different textures.
Music	Expressive Arts and Design	<ul style="list-style-type: none"> -Listen with increased attention to sounds. -Respond to what they have heard, expressing their thoughts and feelings. -Remember and sing entire songs. -Sing the pitch of a tone sung by another person ('pitch match'). -Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. -Create their own songs or improvise a song around one they know. -Play instruments with increasing control to express their feelings and ideas.
	Expressive Arts and Design	<ul style="list-style-type: none"> -Take part in simple pretend play, using an object to represent something else even though they are not similar. -Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.

Coverage:

Autumn: orange

Spring: green

Summer: yellow