

Yearly Curriculum Overview for FS1

The below objectives and topics are subject to change based upon the children's interests and needs.

Area of Learning	Term 1	Term 2	Term 3
Personal, Social & Emotional Development	<p>Making Relationships:</p> <ul style="list-style-type: none"> -Can play in a group, extending and elaborating play ideas. Interested in other's play, starting to join in. -Seeks out others to share experiences. -May form special friendship with another child. <p>Self-confidence and Self-Awareness:</p> <ul style="list-style-type: none"> -Separates from main carer with support and encouragement from a familiar adult. -Is more outgoing towards unfamiliar people and confident in new social situations. -Express own preferences/interests. -Shows confidence in asking adults for help. <p>Managing Feelings & Behaviour:</p> <ul style="list-style-type: none"> -Can express their own feelings- happy, sad, angry, scared, sleepy, hungry. -Is beginning to accept the needs of others e.g. take turns. -Shows understanding and cooperates with some boundaries and routines. -Aware that some actions and words can hurt or harm others. 	<p>Making Relationships:</p> <ul style="list-style-type: none"> -Interested in other's play, starting to join in. -Can play in a group, extending and elaborating play ideas. -Keeps play going by responding to what others are saying or doing. <p>Self-confidence and Self-Awareness:</p> <ul style="list-style-type: none"> -Express own preferences/interests. -Welcomes and values praise for what they have done. -Enjoys responsibility of carrying out small tasks. -Is more outgoing towards unfamiliar people and more confident in new social situations. <p>Managing Feelings & Behaviour:</p> <ul style="list-style-type: none"> -Aware of own feelings, and knows that some actions and words can hurt others' feelings. -Is beginning to accept the needs of others and can take turns. -Tries to help or give comfort when others are distressed. -Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do 	<p>Making Relationships:</p> <ul style="list-style-type: none"> -Keeps play going by responding to what others are saying or doing. -Initiates play, offering cues to peers to join them. -Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults <p>Self-confidence and Self-Awareness:</p> <ul style="list-style-type: none"> -Welcomes and values praise for what they have done. -Confident to talk to other children when playing. -Enjoys responsibility of carrying out small tasks. -Is more outgoing towards unfamiliar people and more confident in new social situations. <p>Managing Feelings & Behaviour:</p> <ul style="list-style-type: none"> -Aware of own feelings, and knows that some actions and words can hurt others' feelings. -Is beginning to accept the needs of others and can take turns. -Can usually adapt behaviour to different events, social situations and changes in routine. -Tolerates delay and understands that wishes may not always be met.
Physical Development	<p>Moving & Handling:</p> <ul style="list-style-type: none"> -Beginning to use three fingers (tripod grip) to hold writing tools. -Imitates drawing simple shapes e.g. circle and lines. -Moves freely in a range of ways. -May be beginning to show preference for dominant hand. <p>Health & Self-care:</p> <ul style="list-style-type: none"> -Acknowledges feeling hungry or tired and knows when to rest and play. -Can manage washing, drying hands and use the toilet independently. -Beginning to recognise danger and seeks support of significant adults for help. 	<p>Moving & Handling:</p> <ul style="list-style-type: none"> -Moves freely, with pleasure and confidence in a range of ways. -Beginning to use three fingers (tripod grip) to hold writing tools. -Draws lines and circles using gross motor movements. -May be beginning to show preference for dominant hand. <p>Health & Self-care:</p> <ul style="list-style-type: none"> -Beginning to recognise danger and seeks support of significant adults for help. -Can manage washing, drying hands and use toilet independently. -Observes the effects of activity on their bodies. 	<p>Moving & Handling:</p> <ul style="list-style-type: none"> -Moves freely, with pleasure and confidence in a range of ways. -Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. -Uses one-handed tools and equipment e.g. makes snips in paper with child scissors. -Holds pencil near point between first two fingers and thumb and uses it with good control. <p>Health & Self-care:</p> <ul style="list-style-type: none"> -Observes the effects of activity on their bodies. -Understands that equipment and tools have to be used safely.

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<p>Communication & Language</p>	<p>Listening & Attention:</p> <ul style="list-style-type: none"> - Listens to others, one to one or in small groups. - Listens to stories with increasing attention and recall. -Shows interest in play with sounds, songs and rhyme. <p>Understanding:</p> <ul style="list-style-type: none"> -Responds to simple instructions, e.g. to get or put away an object. -Understand 'who', 'what', 'where' in simple questions. -Developing understanding of simple concepts (e.g. big/little). <p>7yh</p> <p>Speaking:</p> <ul style="list-style-type: none"> -Uses simple sentences. -Uses a variety of question (why, what, who). -Uses more complex sentences to link thoughts (e.g. using 'and', 'because', etc.). 	<p>Listening & Attention:</p> <ul style="list-style-type: none"> - Listens to stories with increasing attention and recall. - Can shift to a different task if attention fully obtained. - Is able to follow directions (if not intently focused on own choice of activity). <p>Understanding:</p> <ul style="list-style-type: none"> -Responds to simple instructions, e.g. to get or put away an object. -Understand 'who', 'what', 'where' in simple questions. -Understand more complex sentences. <p>Speaking:</p> <ul style="list-style-type: none"> -Uses more complex sentences to link thoughts (e.g. using 'and', 'because', etc.). -Learns new words very rapidly and is able to use them in communicating. -Beginning to use word endings (e.g. going, cats). 	<p>Listening & Attention:</p> <ul style="list-style-type: none"> - Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. - Focusing attention – still listen or do, but can shift own attention. - Is able to follow directions (if not intently focused on own choice of activity). <p>Understanding:</p> <ul style="list-style-type: none"> -Understands use of objects (e.g. "What do we use to cut things?") -Understand more complex sentences. -Shows understanding of prepositions such as 'under', 'on top', 'behind'. <p>Speaking:</p> <ul style="list-style-type: none"> -Uses talk to connect ideas, explain what is happening and anticipate what might happen next -Uses more complex sentences to link thoughts. -Builds up vocabulary that reflects the breadth of their experiences.
<p>Literacy</p>	<p>Reading:</p> <ul style="list-style-type: none"> -Enjoys and shows awareness of rhyme. -Fills in missing words or phrases in a nursery rhyme or story. -Has some favourite stories, rhymes and songs. -Recognises familiar words and signs such as their own name. -Listens to and joins in with stories, one to one and in small groups. <p>Writing:</p> <ul style="list-style-type: none"> -Uses one handed tools and equipment. -Distinguishes between the different marks they made. -Can write some letters, e.g. from their name. 	<p>Reading:</p> <ul style="list-style-type: none"> -Enjoys and shows awareness of rhyme. -Has some favourite stories/ rhymes/ songs. -Recognises familiar words and signs such as famous brand and own name. -Looks at books independently, handles books carefully, holds books the correct way up and turns pages. <p>Writing:</p> <ul style="list-style-type: none"> -Sometimes gives meaning to marks as they draw and paint -Can write some letters, e.g. from their name. -Uses one handed tools and equipment. 	<p>Reading:</p> <ul style="list-style-type: none"> -Enjoys and shows awareness of rhyme. -Looks at books independently, handles books carefully, holds books the correct way up and turns pages. -Recognises familiar words and signs such as famous brand and own name. -Describes main story settings, characters and suggests how the story might end. <p>Writing:</p> <ul style="list-style-type: none"> -Sometimes gives meaning to marks as they draw and paint. -Draws line and circle using gross motor movement. -Can write some letters.
<p>Mathematics</p>	<p>Number:</p> <ul style="list-style-type: none"> -Recites numbers in order up to 5. -Is beginning to represent numbers using fingers, marks on paper and pictures. -Sometimes matches numeral and quantity correctly. -Uses some language of quantities, such as 'full', 'more'. 	<p>Number:</p> <ul style="list-style-type: none"> -Knows that a group of things changes in quantity when something is added or taken away. -Uses some number names accurately in play. -Uses some number names and number language spontaneously. -Sometimes matches numeral and quantity correctly. 	<p>Number:</p> <ul style="list-style-type: none"> -Recites numbers in order to 10. -Is beginning to represent numbers using fingers, marks on paper and pictures. -Sometimes matches numeral and quantity correctly. -Compares two groups of objects, saying when they have the same number. -Separates a group of three or four objects in different ways.

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	<p>Space, shape & measure:</p> <ul style="list-style-type: none"> -Shows interest in shape by sustained construction activity and recognises some shapes. -Begins to use the language of size, such as big/tall. -Anticipates specific time-based events e.g. lunch/ outdoor/ home time. -Beginning to categorise objects according to properties such as shape or size. 	<p>Space, shape & measure:</p> <ul style="list-style-type: none"> -Anticipates specific time-based events e.g. lunch/ outdoor/ home time. -Shows an interest in shape and space by playing with shapes or making arrangements with objects. -Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'. 	<p>Space, shape & measure:</p> <ul style="list-style-type: none"> -Shows an interest in shape and space by playing with shapes or making arrangements with objects. -Uses positional language. -Shows awareness of similarities of shapes in the environment.
Understanding the World	<p>People & Communities:</p> <ul style="list-style-type: none"> -In pretend play, imitates every day actions from own family and cultural background. -Beginning to make their own friends. -Has a sense of their own immediate family. <p>The World:</p> <ul style="list-style-type: none"> -Enjoys playing with small world models, e.g. playhouse, car/train track. -Can make observations about changes. -Notices detailed features of objects in their environment. <p>Technology:</p> <ul style="list-style-type: none"> -Seeks to acquire basic skills in turning on and operating some ICT equipment. -Shows an interest in technological toys, or real objects such as cameras or mobile phones. 	<p>People & Communities:</p> <ul style="list-style-type: none"> -Learns that they have similarities and differences that connect them to, and distinguish them from, others. -Remembers and talks about significant events in their own experience. -Recognises and describes special times or events for family or friends. <p>The World:</p> <ul style="list-style-type: none"> -Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. -Shows care and concern for environment and living things -Can make observations about changes. <p>Technology:</p> <ul style="list-style-type: none"> -Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. - Seeks to acquire basic skills in turning on and operating some ICT equipment. 	<p>People & Communities:</p> <ul style="list-style-type: none"> -In pretend play, imitates every day actions from own family/surrounding. -Recognises and describes special times or events for family or friends. -Shows interest in different occupations. <p>The World:</p> <ul style="list-style-type: none"> -Shows care and concern for environment and living things. -Can talk about some of the things they have observed such as plants, animals, natural and found objects. -Can make observations about changes. <p>Technology:</p> <ul style="list-style-type: none"> -Knows how to operate simple equipment -Knows that information can be retrieved from computers.
Expressive Arts & Design	<p>Exploring using media and materials:</p> <ul style="list-style-type: none"> -Joins in singing favourite songs and dancing. - Explores colours and how colours can be changed. -Shows an interest in the way musical instruments sound. <p>Being imaginative:</p> <ul style="list-style-type: none"> - Beginning to make-believe by pretending. - Beginning to use representation to communicate. 	<p>Exploring using media and materials:</p> <ul style="list-style-type: none"> - Explores colours and how colours can be changed. -Imitates movement in response to music. -Uses various construction materials. <p>Being imaginative:</p> <ul style="list-style-type: none"> -Uses movement to express feelings. -Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. 	<p>Exploring using media and materials:</p> <ul style="list-style-type: none"> -Taps out simple repeated rhythms. - Realises tools can be used for a purpose. - Joins construction pieces together to build and balance. <p>Being imaginative:</p> <ul style="list-style-type: none"> - Uses available resources to create props to support roleplay. - Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.
Topic	<p>Term1A: All about me.</p> <p>Term1B: Weather & Colour</p>	<p>Term2A: Food: 'Healthy & unhealthy food'.</p> <p>Term2B: Transport: 'Vehicles'</p>	<p>Term3A: Growth & Change: 'Plants' and 'Growing up'</p> <p>Term3B: Living Things: 'Wild Animals'</p>