Topic Curriculum Overview - EYFS

Communication and Language

To retell stories.

To listen to stories, anticipating event and can predict what happens next.

To tell a story using a beginning, middle and end.

To follow a story without props.

Take account of what others say, having 'back and forth' conversations

To introduce a story or narrative in their play.

To use speech to sequence and organise thoughts.

Personal, Social and Emotional Development

To play alongside other children and interact with them in their play.

To take steps to resolve conflicts verbally.

To play cooperatively and accept the needs of other.

Describe self in positive terms and talk about ability.

Physical Development

To hold a pencil correctly.

To form recognisable letters.

To handle tools and equipment affectively and safely.

To dress self independently.

To understand the effect that exercise has on the body.

To understand how to be healthy.

Will you read me a story?

(Spring Term)

Literacy

To write keys words.

To write labels and captions independently.

To begin to write sentences in meaningful contexts.

To sequence a story.

To know the sounds in words and blend them together,

To read words and match them to pictures.

To continue a rhyming string. e,g, Cat, bat, sat, mat.

Expressive Arts and Design

To mix colours.

To use media and materials in different ways.

To construct with a purpose in mind.

To select tools and techniques independently.

To play cooperatively to act out a narrative,

To introduce a story line into play.

Understanding the world.

To comment on the natural world that we live in,

To observe changes over time.

To talk about similarities and differences.

To discuss why and how things happen.

To interact with age appropriate software.

Maths

To know one more or one less of a given number to 15.

Be able to writ numbers to 15.

To begin to add 2 single digit numbers together,

To use language to describe length, weight, capacity, money and time.

To take away 2 single digit numbers.

To use positional language e.g. up, under, on top, in, beside.

Compare sets of objects.

Estimate an amount of objects,