

EYFS Curriculum Spring 1 2021

Characteristics of Effective Learning

We promote the Characteristics of Effective Learning through all that we do.

Communication & Language

During this unit pupils will:

- Maintains attention, concentrates and sits quietly during appropriate activity for a sustained period of time
- Two-channelled attention – can listen and do for a sustained period of time e.g. Constructing with lego & listen to class teacher
- Follows instructions involving a two-part sequence. E.g. hang up your coat & hand sanitise
- Understands humour, e.g. nonsense rhymes, jokes.
- Able to sit and listen to a class story during story time.
- Listens and responds to ideas expressed by others in conversation or discussion. E.g. Ask a question about something someone has raised.
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. E.g. contribute an idea in 'Circle Time'.
- Introduces a storyline or narrative into their play.

Personal, Social & Emotional Development

During this unit pupils will:

- Can play in a group, extending and elaborating play ideas, valuing others contributions
- Initiates conversations, attends to and takes account of what others say and responding to it if need be.
- Demonstrates friendly behaviour forming good relationships with peers and familiar adults
- Takes steps to resolve conflicts with other children, e.g. finding a compromise.
- Confident to speak to others about own needs, wants, interests and opinions.
- Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. E.g. saying sorry!

Physical Development

During this unit pupils will:

- Can negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. E.g. moving to larger play-ground
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
- Uses simple tools to effect changes to materials. E.g. use scissors to cut along wiggly lines
- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Shows a preference for a dominant hand when drawing, writing & cutting
- Begins to use anticlockwise movement and retrace vertical lines.
- Begin to form recognisable letters linked to phonics learnt.
- Draws lines & circles (Gross motor) e.g. in sand tray with a stick
- With encouragement eats a healthy range of foodstuffs and understands need for variety in food.
- Usually dry and clean during the day.
- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. (link to COVID 19)
- Shows understanding of how to transport and store equipment safely.
- Practises some appropriate safety measures without direct supervision e.g. lines up by the door without prompting

Understanding the World

During this unit pupils will:

- Remembers & talks about significant events in their own experience
- They talk about significant events in their own life
- Shows interest in different occupations and ways of life
- Enjoys joining in with family customs e.g. sharing how they spent Christmas
- Talk about things they have observed e.g. plants, animals, natural & found objects.
- Shows care & concern for living things e.g. caring for a pet
- Can complete a simple program on the computer

Mathematics

During this unit pupils will:

- Recognises some numerals of personal significance e.g. door number, birthday
- Select the correct numeral to represent 1-5
- Counts up to 3 or 4 objects by saying 1 number name for each item.
- Counts up to 10 and beyond including an irregular arrangement of 10 objects
- Use the language more than & fewer than to compare two sets of objects.
- Find the total items in 2 groups by counting all of them
- Begin to identify own mathematical problems based on own interests e.g. The snowman had 2 yellow buttons & 3 red, how many altogether?
- Begin to name & 2 D & 3D shapes e.g. what's in the bag? Describe the shape of an object e.g. clock face
- Describe their position e.g. next to, on top of
- Use everyday language related to time - order familiar events
- Use everyday language related to money . E.g. play shops and give change from 5p
- Order 2 or 3 items by length & height
- Orders and sequences familiar events-pictorial time table

Expressive Arts & Design

During this unit pupils will:

- Enjoys joining in with dancing and ring games-link to MADE videos
- Explores the different sounds of instruments
- Explores what happens when mixing colours-consider 2 colours at a time
- Experiments to create different textures
- Begin to construct with a range of resources with a purpose in mind
- Begin to select tools and techniques needed to shape, assemble & join.
- Uses movement to express feelings
- Builds stories around toys
- Use available resources to create props to support role play

Literacy

During this unit pupils will:

- Continues a rhyming string link to phonics (ditties)
- Hears & says some initial sounds in words
- Continues to blend & segment sounds in simple words
- Begins to read some words
- Uses some clearly identifiable letters
- Attempts to write own name and other things such as labels and captions
- Attempts to write a short sentence
- Enjoys an increasing range of books- e.g. Class story/ collection of favourite books
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