

## Summer 1 Curriculum Overview

PSED	CL	PD	L	M	UW	EAD
<p><b>Making relationships</b></p> <p><b>R2</b> Builds relationships with special people.</p> <p><b>R2</b> Displays attachment behaviours such as wanting to stay near to their close carers, checking where they are and protesting when separated.</p> <p><b>R3</b> Will often watch, follow and imitate each other in their play and will experiment with influencing others, cooperating together and also resisting coercion</p>	<p><b>Listening and attention</b></p> <p><b>R1</b> Listens to familiar sounds, words, or finger plays.</p> <p><b>R2</b> Enjoys laughing and being playful with others.</p> <p><b>R3</b> Listens to and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations.</p> <p><b>R4</b> Single channelled attention; can shift to a different task if attention fully</p>	<p><b>Moving and handling</b></p> <p><b>R2</b> Enjoys the sensory experience of making marks in food, damp sand, water, mud, paste or paint.</p> <p><b>R3</b> Shows interest, dances and sings to music rhymes and songs, imitating movements of others.</p> <p><b>R3</b> When holding crayons, chalks etc, makes connections between their movement and the marks they make.</p>	<p><b>Reading</b></p> <p><b>R2</b> Waves and taps arms, bounces or stamps to simple rhythms in songs and rhymes.</p> <p><b>R3</b> Begins to join in with actions and sounds in familiar song and book sharing experience.</p> <p><b>R4</b> Repeats and uses actions, words or phrases from familiar stories.</p> <p><b>R4</b> Begins to recognise familiar logos from children's popular culture,</p>	<p><b>Maths</b></p> <p><b>R1</b> Developing an awareness of their own bodies, that their body has different parts and where these are in relation to each other.</p> <p><b>R2</b> May be aware of number names through their enjoyment of action rhymes and songs that relate to numbers.</p> <p><b>R2</b> Explores space around them and engages with position and</p>	<p><b>People and communities</b></p> <p><b>R2</b> Starts to realise they influence people, e.g. as they laugh and smile so do the people they are with</p> <p><b>R3</b> Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them</p> <p><b>R4</b> Beginning to have their own friends.</p> <p><b>R5</b> Shows interest in different</p>	<p><b>Creating with materials</b></p> <p><b>R3</b> Mirrors and improvises actions they have observed, e.g. clapping or waving.</p> <p><b>R3</b> Sings/vocalises whilst listening to music or playing with instruments/sound makers.</p> <p><b>R4</b> Uses 3D and 2D structures to explore materials and/or to express ideas.</p> <p><b>R5</b> Continues to explore colour and how colours can be changed.</p> <p><b>R5</b> Uses various construction</p>

<p>in their interactions</p> <p><b>R3</b> Asserts their own ideas and preferences and takes notice of other people's responses.</p> <p><b>R4</b> Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interests.</p> <p><b>R5</b> Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it</p>	<p>obtained – using child's name helps focus.</p> <p><b>R5</b> Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p><b>R6</b> May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span.</p> <p><b>Understanding</b></p> <p><b>R2</b> Understanding of single words in context is developing, e.g. cup, milk, daddy</p>	<p><b>R4</b> Jumps up into the air with both feet leaving the floor and can jump forward a small distance.</p> <p><b>R4</b> Begins to understand and choose different ways of moving.</p> <p><b>R5</b> Can grasp and release with two hands to throw and catch a large ball, beanbag or an object.</p> <p><b>R5</b> Creates lines and circles pivoting from the shoulder and elbow.</p> <p><b>R6</b> Travels with confidence and skill around, under, over and through</p>	<p>commercial print or icons for apps.</p> <p><b>R5</b> Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p><b>R5</b> Begins to be aware of the way stories are structured, and to tell own stories.</p> <p><b>R6</b> Describes main story settings, events and principal characters in increasing detail.</p> <p><b>Writing</b></p> <p><b>Children will have</b></p>	<p>direction, such as pointing to where they would like to go.</p> <p><b>R3</b> Uses number words, like one or two and sometimes responds accurately when asked to give one or two things.</p> <p><b>R3</b> Pushes objects through different shaped holes, and attempts to fit shapes into spaces on inset boards or puzzles.</p> <p><b>R4</b> Beginning to compare and recognise</p>	<p>occupations and ways of life indoors and outdoors.</p> <p><b>R5</b> Remembers and talks about significant events in their own experience.</p> <p><b>R6</b> Enjoys joining in with family customs and routines.</p> <p><b>The world</b></p> <p><b>R1</b> Repeats actions that have an effect, e.g. kicking or hitting a mobile or shaking a rattle.</p> <p><b>R2</b> Knows things are used in different ways, e.g. a ball for rolling or</p>	<p>materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces.</p> <p><b>R6</b> Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking.</p> <p><b>Being imaginative and expressive</b></p> <p><b>R3</b> Expresses self through physical actions and sound</p> <p><b>R4</b> Begins to make believe by pretending using sounds, movements,</p>
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<p><b>R6</b> Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others' thinking.</p> <p><b>Sense of self</b></p> <p><b>R2</b> Responds to their own name and enjoys finding own nose, eyes or tummy as part of interactive games.</p> <p><b>R2</b> Shows an interest in their reflection in a mirror, although may not yet realise that the reflection is them.</p> <p><b>R3</b> Is aware of and interested in their</p>	<p><b>R3</b> Selects familiar objects by name and will go and find objects when asked or identify objects from a group.</p> <p><b>R4</b> Identifies action words by following simple instructions, e.g. Show me jumping.</p> <p><b>R4</b> Developing understanding of simple concepts (e.g. fast/slow, good/bad)</p> <p><b>R5</b> Shows understanding of prepositions such as under, on top, behind by carrying out an action or</p>	<p>balancing and climbing equipment.</p> <p><b>R6</b> Begins to use anticlockwise movement and retrace vertical lines.</p> <p><b>Health and self-care</b></p> <p><b>R2</b> Attentive to sounds in the environment, even at distance and overhead, often pointing, vocalising and sharing attention with adults.</p> <p><b>R3</b> Intentionally makes sounds with objects and actively responds to music and singing with</p>	<p><b>opportunity throughout the session to mark make in all areas of the environment.</b></p> <p><b>R2 PD</b> Pushes, pulls, lifts and carries objects, moving them around and placing with intent.</p> <p><b>R3</b> Begins to understand the cause and effect of their actions in mark making.</p> <p><b>R4</b> Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using</p>	<p>changes in numbers of things, using words like more, lots or 'same'.</p> <p><b>R4</b> Responds to some spatial and positional language.</p> <p><b>R5</b> Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5.</p> <p><b>R5</b> Begin to recognise numerals 0 to 10.</p> <p><b>R5</b> Shows awareness of shape</p>	<p>throwing, a toy car for pushing.</p> <p><b>R3</b> Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life.</p> <p><b>R4</b> Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p><b>R5</b> Developing an understanding of growth, decay and changes over time.</p> <p><b>R6</b> Knows about similarities and differences in relation to places,</p>	<p>words, objects</p> <p>Beginning to describe sounds and music imaginatively, e.g. scary music.</p> <p><b>R5</b> Experiments and creates movement in response to music, stories and ideas.</p> <p><b>R5</b> Uses available resources to create props or creates imaginary ones to support play.</p> <p><b>R6</b></p>
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<p>own and others' physical characteristics, pointing to and naming features such as noses, hair and eyes.</p> <p><b>R4</b> Is developing an understanding of and interest in differences of gender, ethnicity and ability.</p> <p><b>R4</b> • Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves.</p> <p><b>R5</b> Is becoming more aware of the similarities</p>	<p>selecting correct picture.</p> <p><b>R6</b> Listens and responds to ideas expressed by others in conversation or discussion.</p> <p><b>Speaking</b></p> <p><b>R1</b> Communicates needs and feelings in a variety of ways including crying, gurgling, babbling and squealing.</p> <p><b>R2</b> Frequently imitates words and sounds</p> <p><b>R2</b> Uses pointing with eye gaze, and then fingers or hands, to make requests</p>	<p>whole-body dancing.</p> <p><b>R4</b> Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet.</p> <p><b>R5</b> Observes and can describe in words or actions the effects of physical activity on their bodies.</p> <p><b>R5</b> Dresses with help, e.g. puts arms into openfronted coat or shirt when held up, pulls up own</p>	<p><b>touch-screen technology.</b></p> <p><b>R5</b> Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves.</p> <p><b>R5</b> Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words</p>	<p>similarities and differences between objects</p> <p><b>R5</b> Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers.</p> <p><b>R6</b> Enjoys reciting numbers from 0 to 10 (and beyond) and back from 10 to 0</p> <p><b>R6</b> Engages in subitising numbers to four and maybe five.</p>	<p>objects, materials and living things.</p> <p><b>Technology</b></p> <p><b>R4</b> Uses pipes, funnels and other tools to carry/ transport water from one place to another.</p> <p><b>R4</b> Seeks to acquire basic skills in turning on and operating some digital equipment.</p> <p><b>R5</b> Knows that information can be retrieved from digital devices and the internet.</p> <p><b>R6</b> Uses ICT hardware to interact with age appropriate computer software</p>
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<p><b>and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers. (\$1 &amp;2)?</b></p> <p><b>R5</b> Enjoys a sense of belonging through being involved in daily tasks.</p> <p><b>R5</b> Is sensitive to others' messages of appreciation or criticism.</p> <p><b>R6</b> Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group.</p>	<p>and to share an interest</p> <p><b>R3</b> Beginning to talk about people and things that are not present.</p> <p><b>R3</b> Beginning to put two words together (e.g. Want ball, More juice)</p> <p><b>R4</b> Holds a conversation, jumping from topic to topic.</p> <p><b>R5</b> Beginning to use more complex sentences to link thoughts (e.g. using and, because)</p> <p><b>R5</b> Able to use language in recalling past experiences</p>	<p>trousers, and pulls up zipper once it is fastened at the bottom.</p> <p><b>R6</b> Eats a healthy range of foodstuffs and understands need for variety in food.</p> <p><b>R6</b> Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others</p>				
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<p><b>Understanding emotions</b></p> <p><b>R1</b> Reacts emotionally to other people's emotions; smiling when smiled at and becoming distressed if they hear another child crying or see a blank unresponsive face.</p> <p><b>R2</b> Uses familiar adult to share feelings such as excitement and for "emotional refuelling" when feeling tired or anxious.</p> <p><b>R3</b> Asserts their own agenda strongly and may display frustration with having to comply with others' agendas</p>	<p><b>R6</b> Uses language to imagine and recreate roles and experiences in play situations.</p> <p><b>R6</b> Links statements and sticks to a main theme or intention</p>					
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<p>and with change and boundaries.</p> <p><b>R4</b> May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions.</p> <p><b>R5</b> Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt.</p> <p><b>R6</b> Attempts to repair a relationship or situation where</p>						
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<p>they have caused upset and understands how their actions impact other people.</p> <p><b>R6</b> Is aware of behavioural expectations and sensitive to ideas of justice and fairness</p>						
<p><b>TOP TIPS</b></p> <p><b>Plan into your key group time</b></p> <p>Ensure all areas are ready for children to explore.</p> <p>Plan your key group time, focus on feelings through story sharing and activities.</p>	<p><b>TOP TIPS</b></p> <p><b>Plan into your key group time</b></p> <p>Use key words to communicate that parents have shared.</p> <p>Use singalong with the word to communicate.</p> <p>Use running commentary through play</p>	<p><b>TOP TIPS</b></p> <p>Sand, water, playdough, painting on the easel at all times</p> <p>Plan into your key group time</p> <p>Sing this is the way we wash our hands whilst children wash their hands.</p>	<p><b>TOP TIPS</b></p> <p>Small group story times</p> <p>Plan into your key group time</p> <p>Variation of books in all areas – multilingual, sensory / fact / fictional / newspapers / comics</p>	<p><b>TOP TIPS</b></p> <p>Purposeful number rich environment. ie numbers on trikes, toilet doors, how many children in area</p> <p>Use number during play</p> <p>Role play – recipes</p>	<p><b>TOP TIPS</b></p> <p>Books that reflect the community</p> <p>Plan into your key group time</p> <p>Floor book</p> <p>Positive images around the room</p> <p>Demonstrate ecological habits ie recycling, leaf</p>	<p><b>TOP TIPS</b></p> <p>(Seasonal wall) Summer display and Summer tuff tray</p> <p>Talk about shapes and colour in the environment.</p> <p>Use real items where possible.</p> <p>Plan into your key group time</p>



<p>Reintroduce the calm box to all children</p>	<p>Open ended questioning</p> <p>High quality interactions</p> <p>Use repetitive stories and songs.</p> <p>Model good communication</p> <p>Take every opportunity to encourage, support and extend speech language for ALL children.</p>	<p>Talk to the children regularly about why we wash hands and other hygiene routines</p> <p>Ensure paper towels and soap are at hand</p> <p>Plan for large play equipment to be used daily.</p> <p>Ensure all areas have the resources available ie crayons, chalk sharpened pencils.</p> <p>Mark making in all areas.</p> <p>Floor book</p> <p>Provide large paper and mark</p>	<p>Make quality time every day to read stories, using props, puppets and real-life resources.</p> <p>Mark making materials in all areas</p> <p>Provide large sheets of paper for large scale mark making.</p> <p>Words in children's own language to use and display</p> <p>Encourage children to and provide resources for.....</p> <p>Shopping list</p> <p>Post it notes.</p> <p>Note pad</p>	<p>Plan into your key group time</p> <p>Cooking activities weekly</p> <p>Use mathematical language in play.</p> <p>Counting games</p> <p>Hide and seek</p> <p>Memory games</p> <p>Number rhymes</p>	<p>piles for hedgehogs</p> <p>Display family photographs</p> <p>Trips in the local area</p> <p>Use musical instruments in play</p>	
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		<b>making materials every day.</b>				
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