

Spring 2 Curriculum Overview

PSED	CL	PD	L	M	UW	EAD
<p>Making relationships</p> <p>R2 Is fascinated by other children watching them interacting with them through offering toys, food, etc. and by reaching for objects that another has.</p> <p>R2 Explores confidently when they feel secure in the presence of a familiar adult and is more likely to engage in new and challenging situations.</p> <p>R3 Enjoys playing alone and alongside others and is also</p>	<p>Listening and attention</p> <p>R1 Looks intently at the person speaking but stops responding if speakers turn away.</p> <p>R2 Moves whole body to sounds they enjoy such as music or a regular beat.</p> <p>R3 Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations.</p> <p>R4 Recognises and responds to many familiar sounds e.g</p>	<p>Moving and handling</p> <p>R3 Looks closely at small items and creatures and can also see items at substantial distance comfortably and changing focus from one to another.</p> <p>R4 Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap.</p>	<p>Reading</p> <p>R1 Enjoys looking at books at other suitable printed or digital material with familiar people and being read to</p> <p>R2 Responds to sounds in the environments such as cars, sirens and birds</p> <p>R3 Is interested in and anticipates books and rhymes and may have a favourite.</p> <p>R4 Fills in the missing word or phrase in a known rhyme,</p>	<p>Maths</p> <p>R1 Show interest in patterned songs and rhymes</p> <p>R2 Stacks objects using flat surfaces.</p> <p>R2 Shows an interest in emptying containers.</p> <p>R3 Beginning to arrange items in their own patterns e.g. lining up toys</p> <p>R3 Shows interest in size and weight.</p>	<p>People and communities</p> <p>R2 Recognises key people in their own lives.</p> <p>R3 Enjoys stories about people and nature (birds, bees, snails, cats, dogs. Etc.) and is interested in photographs of themselves with these.</p> <p>R4 In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the</p>	<p>Creating with materials</p> <p>R2 Experiments with a range of media- tools, materials, sounds and whole body movements through multi-sensory exploration.</p> <p>R3 Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression.</p> <p>R3 Mirrors and improves actions they have</p>

<p>interested in being together and playing with other children.</p> <p>R4 Is beginning to be able to cooperate in favourable situations such as with familiar people and environments and when free from anxiety.</p> <p>R5 Enjoys playing alongside and with others inviting others to play an attempting to join other's play.</p> <p>Sense of self</p> <p>R1 Express awareness of their physical self through their own movements, gestures and expressions and by</p>	<p>turning to knock on the door, looking at or going to the door.</p> <p>R5 Listens to familiar stories with increasing attention and recall.</p> <p>Understanding</p> <p>R2 Is developing the ability to follow others body language including pointing and gestures.</p> <p>R3 Understands different situations, able to follow routine events and activities using nonverbal cues.</p>	<p>R4 Moves in response to music, or rhythms played on instruments such as drums or shakers.</p> <p>R5 Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p> <p>R5 Can balance on one foot or in a squat momentarily, shifting body weight to improve stability</p> <p>Health and self-care</p>	<p>story or game, e.g. Humpty Dumpty sat on a</p> <p>R5 Shows interest in illustrations and words in print and digital books and words in the environment.</p> <p>R5 Talks about events and principal characters in stories and suggests how the story might end</p> <p>Writing</p> <p>Children will have opportunity throughout the session to mark make in all areas of the environment.</p>	<p>R3 Explores capacity by selecting, filling and emptying containers e.g. fitting toys in a pram</p> <p>R4 Beginning to notice numerals (number symbols)</p> <p>R4 Beginning to understand some talk about immediate past and future</p> <p>R5 Links numerals with amounts up to 5 and maybe beyond.</p>	<p>barbers, being a cat, dog or bird.</p> <p>R5 Shows interest in the lives of people who are familiar to them.</p> <p>R5 Remembers and talks about significant events in their own experience.</p> <p>The world</p> <p>R1 Smiles with pleasure at recognisable playthings.</p> <p>R2 Becomes absorbed in combining objects e.g. banging two objects or placing objects into containers.</p>	<p>observed e.g. clapping and waving</p> <p>R4 Enjoys and responds to playing with colour in a variety of ways e.g. combining colours</p> <p>R5 Singing familiar songs e.g. pop songs, songs from TV programmes, rhymes, songs from home</p> <p>R5 Uses tools for a purpose</p> <p>Being imaginative and expressive</p> <p>R1-2 Responds to and engages with the world that surrounds them.</p>
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<p>touching their own and other's faces, eyes and mouth in play and care events.</p> <p>R2 Shows growing self-confidence through playing freely and with involvement.</p> <p>R2 Understands that their own voice and actions cause and effect on others e.g. clapping hands start a game.</p> <p>R3 Experiments what their bodies can do through setting themselves physical challenges e.g. pulling a large truck upstairs.</p> <p>R4 Is gradually learning that</p>	<p>R4 Developing understanding of simple concepts (e.g. fast/slow, good/bad)</p> <p>R5 Beginning to understand why and how questions</p> <p>Speaking</p> <p>R1 Points and looks to make requests and to share and interest.</p> <p>R2 Uses sounds in play, e.g. brmm for toy car</p> <p>R2 Frequently imitates words and sounds</p> <p>R3 Beginning to ask simple questions</p> <p>R4 Uses a variety of questions (e.g.</p>	<p>R2 Interested in making and exploring sounds with objects.</p> <p>R3 Clearly communicates wet or soiled nappy or pants, showing increasing awareness of bladder and bowel urges.</p> <p>R3 Feed self with increasing need to be in control and hold cup with both hands drinking without much spilling</p> <p>R4 Can increasingly express their thoughts and emotions through words as well as</p>	<p>R2 (PD) Enjoys sensory experience of making marks in food, damp sand, water, mud, paste or paint.</p> <p>R3 Knows that the marks they make are of value.</p> <p>R4 Distinguishes between the different marks they make.</p> <p>R5 Includes mark making and early writing in their play.</p> <p>R5 Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right.</p>		<p>R3 Remembers where objects belong</p> <p>R4 Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake</p> <p>R5 Shows care and concern for living things and the environment.</p> <p>Technology</p> <p>R3 Shows interest in toys with buttons, flaps and simple mechanisms and begins to learn to operate them.</p>	<p>E.g. sounds, movements, people, objects, sensations, emotions (their own and others)</p> <p>R3 Pretends that one object represents another, especially when objects have characteristics in common.</p> <p>R4. Uses everyday materials to explore, understand and represent their world-their ideas interests and fascinations.</p> <p>R5 Plays alongside other children who are</p>
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<p>actions have consequences but not always the consequences the child hopes for.</p> <p>R4 Knows their own name, their preference and interests and is becoming aware of their unique abilities.</p> <p>R5 Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers.</p>	<p>what, where, who)</p> <p>R4 Uses language to share feelings and experiences and thoughts</p> <p>R5 Beginning to use more complex sentences to link thoughts (e.g. using and, because)</p> <p>R5 Uses talk in pretending that objects stand for something else in play e.g. this box is my castle.</p>	<p>continuing to use facial expressions</p> <p>R5 Can wash and can dry hands effectively and understands why this is important.</p> <p>R5 Observes and control breath, able to take deep breaths, scrunching and releasing the breath.</p>			<p>R4 Uses pipes, funnels and other tools to carry/transport water from one place to another</p> <p>R5 Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p>	<p>engaged in the same theme</p> <p>R5 Uses available resources to create props or creates imaginary ones to support role play.</p>
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Understanding emotions

R1 Communicates a range of emotions (e.g. pleasure, interest, fear, surprise, anger and excitement through making sounds facial expressions and moving their bodies.

R2 Explores the boundaries of behaviours that are accepted by adults and become aware of basic rules as they use their emerging agency and autonomy.

R3 Express positive feeling such a joy nas affections and negative feeling

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<p>such as anger, frustration and distress, through actions, behaviour and a few words.</p> <p>R4 Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions.</p> <p>R5 Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings.</p>						
<p>TOP TIPS</p> <p>Plan into your key group time</p>	<p>TOP TIPS</p> <p>Plan into your key group time</p>	<p>TOP TIPS</p> <p>Sand, water, playdough,</p>	<p>TOP TIPS</p> <p>Small group story times</p>	<p>TOP TIPS</p> <p>Purposeful number rich environment.</p>	<p>TOP TIPS</p> <p>Books that reflect the community</p>	<p>TOP TIPS</p> <p>(Seasonal wall) Autumn display</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>Reintroduce the calm box to all children</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>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</p>	<p>paining 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>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</p>	<p>Plan into your key group time</p> <p>Variation of books in all areas – multilingual, sensory / fact / fictional / newspapers / comics</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 childrens own</p>	<p>ie numbers on trikes, toilet doors, how many children in area</p> <p>Use number during play</p> <p>Role play – recipes</p> <p>Plan into your key group time</p> <p>Cooking activities weekly</p> <p>Use mathematical language in play.</p> <p>Counting games Hide and seek Memory games</p> <p>Number rhymes</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 piles for hedgehogs</p> <p>Display family photographs</p> <p>Trips in the local area</p> <p>Use musical instruments in play</p>	<p>and autumn 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>
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	<p>language for ALL children.</p>	<p>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 making materials every day.</p>	<p>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>			
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