

# EYFS: Curriculum Overview

Spring Term

Early Years Curriculum	Areas of Learning
<p>At Orchard House School we follow the Early Years Foundation Stage curriculum. We follow the four guiding principles as stated in the Statutory Framework for the Early Years Foundation Stage. These principles are:</p> <ul style="list-style-type: none"> <li>• Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured</li> <li>• Children learn to be strong and independent through positive relationships</li> <li>• Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time</li> <li>• Children benefit from a strong partnership between practitioners and parents and/or carers</li> <li>• Importance of learning and development. Children develop and learn at different rates</li> </ul> <p>There are seven areas of learning and development that shape our educational programme. All areas of learning and development are important and inter-connected.</p> <p>Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. These are the prime areas:</p> <ul style="list-style-type: none"> <li>• Communication and language</li> <li>• Physical development</li> <li>• Personal, social and emotional development</li> </ul> <p>We also support children in the four specific areas of learning, through which the three prime areas are strengthened and applied. The specific areas are:</p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Mathematics</li> <li>• Understanding the world</li> <li>• Expressive arts and design</li> </ul> <p>At Orchard House School the children in the Early Years benefit from a continuous provision in the outdoor environment. Children's learning is extended daily in our outdoor area and children enjoy daily outdoor activities throughout the academic year. Exploratory play is encouraged in the outdoor area throughout the day.</p> <p>Children in the Early Years also benefit from many aspects of the Montessori curriculum and philosophy at Orchard House</p>	<p><b>The Den</b></p> <p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>• Using a wider range of vocabulary - learning new vocabulary</li> <li>• Questions and instructions</li> <li>• Rhymes and songs</li> <li>• Listening and communication skills</li> </ul> <p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>• Developing fine motor skills</li> <li>• Developing gross motor skills</li> <li>• Cutting skills</li> <li>• Pencil control and pencil grip</li> </ul> <p><b>Personal, Social and Emotional development</b></p> <ul style="list-style-type: none"> <li>• Social communication skills</li> <li>• Responsibility and membership of community</li> <li>• Exploring feelings</li> <li>• Working as a team</li> <li>• Resolving conflict - Montessori Peace table</li> <li>• Healthy eating/taking care of our teeth/exercise</li> <li>• Monitor jobs</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Exploring a range of fiction and non-fiction books and developing comprehension and language skills</li> <li>• Synthetic phonics</li> <li>• CVC word building - identifying the initial, middle and end sounds in words</li> <li>• Developing decoding and blending skills (CVC words)</li> <li>• Fine motor development activities - pencil control and pencil grip</li> <li>• Name writing</li> <li>• Letter formation activities</li> </ul> <p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>• Counting skills</li> <li>• Number recognition/ordering/1:1 correspondence activities</li> <li>• Real life mathematical number problems with numbers</li> <li>• 2D shape activities</li> <li>• Repeating patterns</li> <li>• Number formation activities</li> <li>• Addition and subtraction activities</li> <li>• Comparing length/quantity</li> <li>• Developing mathematical language skills</li> </ul>

School.

For more information about the Early Years curriculum please follow this link  
<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

**Understanding the World**

- Diversity
- Family and community
- Growth - Natural world
- Mini-beasts/Animals

**Expressive Arts and Design**

- Singing a range of songs
- Imaginative play
- Role-play activities
- Exploring texture and colour
- Small world activities - developing story-telling skills

\*All areas of learning are reinforced by a range of Montessori activities for children to select during independent learning time.

**Lower 1**

**Communication and Language**

- Listen attentively and respond to what they hear with relevant questions, comments and actions
- Make comments about what they have heard and ask questions to clarify their understanding
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
- Express their ideas and feelings about their experiences using full sentences
- Explain the reasons for rules, know right from wrong and try to behave accordingly
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices
- Work and play cooperatively and take turns with others

**Physical Development**

**Gross Motor Skills**

- Negotiate space and obstacles safely, with consideration for themselves and others
- Demonstrate strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

**Fine Motor Skills**

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
- Use a range of small tools, including scissors, paint brushes and cutlery
- Begin to show accuracy and care when drawing

**Personal, Social and Emotional Development**

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals.
- To be able to follow a set of instructions.

**Literacy**

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception word
- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others

	<p><b>Mathematics</b></p> <ul style="list-style-type: none"><li>• Have a deep understanding of numbers to 20, including the composition of each number</li><li>• Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts</li><li>• Verbally count beyond 20, recognising the pattern of the counting system</li><li>• Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</li></ul> <p><b>Understanding the World</b></p> <ul style="list-style-type: none"><li>• We are learning about dinosaurs, including where they lived, different types, what they ate and how they lived</li><li>• We will be learning about herbivores, carnivores and omnivores</li><li>• Explore the natural world around them, making observations and drawing pictures of animals and plants</li><li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</li></ul> <p><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"><li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour</li><li>• Share their creations, explaining the process they have used</li><li>• Sing a range of well-known nursery rhymes and songs</li><li>• Perform songs, rhymes, poems and stories with others, and, when appropriate, try to move in time with music</li></ul> <p>*All areas of learning are reinforced by a range of Montessori activities for children to select during independent learning time.</p>
Topics	Specialist Teaching
Computing and Technology Specialist - Den/Lower 1 ELG Understanding the World ELG Personal, social & emotional development ELG Expressive arts & design ELG Managing self	<ul style="list-style-type: none"><li>• Computational thinking and digital literacy - use of a keyboard, controlling a device with a mouse, introduction to the trackpad</li><li>• Introduction to programming - following &amp; giving instructions, sequencing and making simple predictions</li><li>• Creative media - mark making using a device, ordering numbers, photography, saving work</li><li>• Programming - meet the “blue-bot”, introducing pseudo-code and making simple sequences with pseudo-code</li><li>• Introduction to data handling - number games, data sorting, “yes” or “no” games, pictograms</li><li>• Digital citizenship - “Who are my trusted adults?”, “that funny tummy feeling”, taking care when using technology, keeping myself healthy</li></ul>
<p><b>French Specialist - Lower 1</b></p> <p>The French epiphany celebration: the 3 Kings festival, the galette cake Expressing how I feel Counting 1 to 5 Dinosaurs Pancake day Colours: green, yellow, orange, pink, purple</p> <p><b>Spanish – Den</b></p> <p>During the spring term the children in the Den will continue with their weekly Spanish lessons. The focus for this term will be learning to count and naming the colours of the rainbow. We will also continue learning to greet each other, express our feelings and learn the names of fruits and animals We will achieve this through games, songs and stories.</p> <p><b>Music - Den</b></p> <p>Developing singing skills</p>	<p><b>French learning outcomes</b></p> <ul style="list-style-type: none"><li>• Recognise and repeat vocabulary</li><li>• Take part in a simple rhyme</li><li>• Listen and join in with a story</li><li>• Use a physical response to show understanding</li><li>• Take part in games to demonstrate understanding</li></ul> <p><b>Spanish learning outcomes</b></p> <ul style="list-style-type: none"><li>• Repeat vocabulary previously introduced</li><li>• Join in with actions and songs</li><li>• Take part to demonstrate and show understanding</li><li>• Apply previous learning to respond</li><li>• Follow directions and instructions</li></ul> <p><b>Music: Den</b></p> <ul style="list-style-type: none"><li>• Sing and speak rhymes with the whole class and on their own</li><li>• Sing a selection of songs and speak rhythmically showing the beat with actions</li><li>• Use simple scores and instruments and link sound to symbol</li><li>• Understand changes in music</li><li>• Listen attentively to music and show changes</li></ul>

<p><b>Music - Lower 1</b></p> <p>Developing singing skills Developing musicality</p> <p><b>Eurhythmics - Den</b></p> <p>Learning music through movement improvised at the piano by the teacher and through songs and recorded music across different genres</p> <p><b>Eurhythmics - Lower 1</b></p> <p>Learning music through movement improvised at the piano by the teacher and through songs and recorded music across different genres</p>	<p><b>Music: Lower 1</b></p> <ul style="list-style-type: none"><li>• Sing and speak rhymes with the whole class and on their own</li><li>• Sing a selection of songs and speak rhythmically showing the beat with actions</li><li>• Use simple scores and instruments and link sound to symbol</li><li>• Understand changes in music</li><li>• Develop a vocabulary around expressing characteristics in music including tempo, dynamics and express an opinion</li></ul> <p><b>Eurhythmics: Den Children will learn to</b></p> <ul style="list-style-type: none"><li>• Follow music freely</li><li>• Identify changes in speed and dynamics</li><li>• Listen and find different reasons for the above changes e.g., different kinds of people or animals</li><li>• Identify note values including crotchets, quavers and semi-quavers as members of a family: minims = grandparents; crotchets = parents; quavers = children; semi-quavers = dogs</li></ul> <p><b>Eurhythmics: Lower 1 Children will learn to</b></p> <ul style="list-style-type: none"><li>• Follow music freely</li><li>• Recognise note values learnt in the Den, including dotted quavers, using them as different characters of people in the park: Minims = lazy gardeners; Crotchets = grown ups; Quavers = joggers; Dotted quavers = children; Semi-quavers = dogs</li><li>• Participate in exercises and games showing an awareness of phrasing and melody</li><li>• Participate in exercises in inhibition and incitation to encourage quick reaction</li></ul>
<p><b>Physical Education - Den</b></p> <p>Introduction to ball skills</p>	<ul style="list-style-type: none"><li>• To begin to look at different ways of moving objects</li><li>• To explore and handle different objects including different types of balls - rugby, football, soft ball</li><li>• To continue to explore different ways of using a selection of objects</li><li>• To experiment with one handed throws and two handed catches</li><li>• To look at trying to throw and catch with increasing control</li><li>• To introduce throwing and catching with a partner</li><li>• To explore different ways of moving an object from one person to another</li><li>• To explore the specific skill ‘kicking’</li><li>• To explore moving and keeping control of a ball</li><li>• To explore different games related to tagging e.g., rugby style games</li></ul>
<p><b>Physical Education – Lower 1</b></p> <p>General ball skills &amp; ball handling</p>	<ul style="list-style-type: none"><li>• To explore and handle different objects</li><li>• To continue to explore different ways of using a selection of objects</li><li>• To continue to look at developing control and consistency when throwing and catching</li><li>• To experiment with one handed throws and two handed catches using a variety of shaped and sized objects</li><li>• To be able to accurately and consistently throw and catch with a partner</li><li>• To explore coordination games to continue to develop the children’s hand eye coordination</li><li>• To explore throwing at a target by introducing the concept of aiming</li><li>• To introduce sport specific games with balls e.g., rugby</li><li>• To introduce and explore the skill of ‘striking’</li><li>• To specifically explore the use of a racket</li></ul>
<p><b>Ideas for Home (The Den)</b></p>	<p><b>Ideas for Home (Lower 1)</b></p>
<ul style="list-style-type: none"><li>• Sharing stories at home. Talking about books to develop children’s comprehension skills.</li><li>• 1:1 reading time using resources provided by the teaching team</li><li>• Drawing pictures</li><li>• Playdough activities to develop fine motor skills</li><li>• Role-play school. Children love to be the teacher!</li><li>• Talk time at home. Making time to have meaningful conversations at home is excellent for language and communication skills.</li></ul>	<ul style="list-style-type: none"><li>• Sharing stories at home. Talking about books to develop children’s comprehension skills.</li><li>• 1:1 reading time using resources provided by teaching team</li><li>• Drawing pictures</li><li>• Playdough activities to develop fine motor skills</li><li>• Counting toys and ordering from largest to smallest</li><li>• Role-play school. Children love to be the teacher!</li><li>• Talk time at home. Making time to have meaningful conversations at home is excellent for language and communication skills.</li><li>• Helping with little jobs at home. Taking responsibility to tidy away my toys/setting the table for dinner/pouring my cereal and milk</li><li>• Putting on my clothes/shoes? Socks and coat</li><li>• Going on a nature walk. What can I see? What can I hear? What can I smell?</li></ul>

<ul style="list-style-type: none"><li>• Helping with little jobs at home. Taking responsibility to tidy away my toys/setting the table for dinner/pouring my cereal and milk</li><li>• Putting on my clothes/shoes and coat</li><li>• Going on a nature walk. What can I see? What can I hear? What can I smell?</li><li>• Soft play - excellent for developing gross motor skills</li><li>• Healthy cooking at home</li></ul>	<ul style="list-style-type: none"><li>• Soft play - excellent for developing gross motor skills</li><li>• Gardening activities at home - developing an appreciation for the natural environment</li><li>• Healthy cooking at home</li><li>• Helping with laying the table</li><li>• Use a knife and fork at mealtimes</li><li>• Brush their own teeth</li><li>• Pack their school bag</li><li>• Visiting the local library</li><li>• Help to make a shopping list</li><li>• Tidy away the toys</li><li>• Learn to wipe themselves after going to the bathroom</li></ul>
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