

EYFS Curriculum
Sparkles Preschool Curriculum Overview

Within the 2-3-year-old provision we follow the children’s interests and learning using a thematic approach using weekly Nursery Rhymes, poems and songs to engage and develop the children’s exploration, curiosity and love of learning.













Autumn Term

 Baa, Baa Black Sheep	 Humpty Dumpty	 Incy Wincy Spider	 Five Currant Buns	 This Little Piggy	 Dingle Dangle Scarecrow	 Ten Little Pumpkins	 Five Little Men in a Flying Saucer	 Row, Row, Row Your Boat	 I'm a Little Teapot	 Twinkle, Twinkle, Little Star	 Christmas
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Spring Term

 A Chubby Little Snowman	 Miss Polly Had A Dolly	 Doctor Foster Went to Gloucester	 Wheels on the Bus	 Queen of Hearts	 Pat-a-Cake	 One, Two, Three, Four, Five	 Two Little Dickie Birds	 Little Bo Peep	 Five Little Ducks	 Chick, Chick, Chicken	 Hop Little Bunnies
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Summer Term



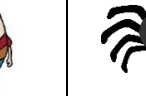







 Five Speckled Frogs	 Mary, Mary Quite Contrary	 Head, Shoulders, Knees and Toes	 A Little Seed	 Hickory, Dickory Dock	 Hey Diddle, Diddle	 A Tisket, a Tasket	 This Old Man	 The Grand Old Duke of York	 London Bridge	 Jack and Jill Went up the Hill	 Ten in the Bed
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*Termly overview of the Nursery Rhymes, poems and songs we cover is a guide, themes might change due to children’s interests, assessment of learning and developmental needs of the cohort.

Familiar Stories

 Dear Zoo	 Brown Bear, Brown Bear	 Three Little Pigs	 We're Going on a Bear Hunt	 Chocolate Mousse for Greedy Goose
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Familiar Rhymes

 Baa, Baa Black Sheep	 Humpty Dumpty	 Incy Wincy Spider	 Miss Polly Had A Dolly	 The Grand Old Duke of York	 Row, Row, Row Your Boat	 Twinkle, Twinkle, Little Star	 Wheels on the Bus	 Head, Shoulders, Knees and Toes	 I'm a Little Teapot
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Our curriculum overview, outlines how we use the 'Development Matters; Non-Statutory Curriculum Guidance for the Early Years Foundation Stage' to ensure progression in the children's learning and development in all Areas of Learning.

Autumn Term	Spring Term	Summer Term
Communication and Language		
<ul style="list-style-type: none"> - Listen to nursery rhymes and songs - May begin to join in with favourite Nursery rhymes and songs - Understand single words and identify objects - Understand two-word phrases - Focus on an activity of their own choice - Begin to show an interest in what others are doing - Make themselves understood, and may become frustrated when they cannot. - Listen to other people talk with interest - Use clear words and begin to use simple sentences 	<ul style="list-style-type: none"> - Listen to simple stories and understand what is happening, with the help of the pictures. - Begin to join in with Nursery rhymes and songs - Identify familiar objects and properties - Understands simple instructions - Understand simple questions; 'who', 'what', 'where' - Can shift from one task to another if you get their attention - Interested in what others are doing and begin to join in - Start to say how they are feeling, using actions and may begin to use words - Listen to and begin to copy descriptive language; time, space and function - Listen to and begin to copy sentences linking up to 5 words together - Listen to and begin to copy pronouns, plurals and prepositions 	<ul style="list-style-type: none"> - Listen to age appropriate stories and understand what is happening, with the help of the pictures. - Joins in with Nursery rhymes and songs - Begin to describe objects and their properties - Follow instructions with three key words - Begin to understand action words - Join in with others' play - Say how they are feeling, using words as well as actions – happy, sad, angry, upset - Use descriptive language; time, space and function - Use sentences linking up to 5 words together - Using pronouns, plurals and simple prepositions
Personal, Social and Emotional Development		
<ul style="list-style-type: none"> - Establish their sense of self. - Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums. - Find ways of managing transitions, for example from their parent to their key person. - Identify when they are happy and sad - Show a range of emotions 	<ul style="list-style-type: none"> - Thrive as they develop self-assurance. - Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. - Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. - Feel confident when taken out around the school grounds, local neighbourhood, and enjoy exploring new places with their key person. - Feel strong enough to express a range of emotions. - Be increasingly able to talk about and manage their emotions. - Begin to notice about differences, such as skin colour, types of hair, gender, special needs and disabilities and so on. 	<ul style="list-style-type: none"> - Express preferences and decisions. They also try new things and start establishing their autonomy. - Develop friendships with other children. - Able to share and take turn, sometimes with support - Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". - Safely explore emotions beyond their normal range through play and stories. - Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.
Physical Development		
<ul style="list-style-type: none"> - Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling, walking and running - Clap and stamp to music. - Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. 	<ul style="list-style-type: none"> - Climb and use stairs, steps and ladders independently - Spin roll and independently use ropes and swings - Begin to move in different ways to music - Develop body control when moving around enclosed spaces 	<ul style="list-style-type: none"> - Start to enjoy to kick, throw and catch balls - Move in different ways with increasing control and accuracy - Independently move in different ways to music - Develop body control when moving around enclosed spaces

<ul style="list-style-type: none"> - Use push along wheeled toys - Explore different materials and tools using gross motor movements – hand held mark making tools (for example; egg crayons, large chinks, paint sticks), scoops, brushes - Explore and manipulate malleable materials using fingers and palm of hand - Begin to manipulate objects use the thumb and index finger (pincer grasp) 	<ul style="list-style-type: none"> - Use a three wheeled scooter - Explore different materials and tools using gross and fine motor – hand held mark making tools (for example; egg crayons, large chinks, paint sticks), scoops, brushes - Use large and small motor skills to do thing independently, for example pour using jugs, manage buttons and zips with support 	<ul style="list-style-type: none"> - Ride a tricycle - Develop the control of the pincer grip – mark making tools held in finger tips, paintbrushes, tweezers, kitchen utensils small threading objects, weaving, mark making patterns, - Develop control of small motor skills
Literacy		
<ul style="list-style-type: none"> - Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo - Enjoy sharing books with an adult. - Enjoy drawing freely. 	<ul style="list-style-type: none"> - Say some of the words in songs and rhymes. - Copy finger movements and other gestures. - Have favourite books and seek them out, to share with an adult, with another child, or to look at alone - Pay attention and respond to the pictures or the words - Add some marks to their drawings, which they give meaning to. For example: "That says mummy." 	<ul style="list-style-type: none"> - Sing songs and say rhymes independently, for example, singing whilst playing. - Repeat words and phrases from familiar stories - Develop play around favourite stories using props. - Ask questions about the book. Makes comments and shares their own ideas. - Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. - Make marks on their picture to stand for their name.
Mathematics		
<ul style="list-style-type: none"> - Take part in finger rhymes with numbers. - React to changes of amount in a group of up to three items. - Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. - Climb and squeeze themselves into different types of spaces. - Build with a range of resources. - Complete inset puzzles. 	<ul style="list-style-type: none"> - Say some of the words in finger rhymes with numbers - Compare amounts, saying 'lots', 'more' or 'same'. - Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' - Compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller' - Begin to notice patterns 	<ul style="list-style-type: none"> - Sing number rhymes independently - Begin to recognise up to 3 objects without counting. - Say number names in order to 5 - Begin to say one number for each item when counting objects - Compare weights etc. using gesture and language - 'high/low', 'tall', 'heavy'. - Notice patterns and arrange things in patterns.
Understanding the World		
<ul style="list-style-type: none"> - Repeat actions that have an effect. - Explore materials with different properties. - Explore natural materials, indoors and outside. 	<ul style="list-style-type: none"> - Explore and respond to different natural phenomena in their setting and on trips. 	<ul style="list-style-type: none"> - Make connections between the features of their family and other families. - Notice differences between people.
Expressive Arts and Design		
<ul style="list-style-type: none"> - Move and dance to music. - Join in with songs and rhymes, making some sounds. - Explore a range of sound makers and instruments and play them in different ways. - Start to make marks intentionally - Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. 	<ul style="list-style-type: none"> - Enjoy and take part in action songs, i.e. 'Twinkle, Twinkle'. - Make rhythmical and repetitive sounds. - Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. 	<ul style="list-style-type: none"> - Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone. - Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. - Use their imagination as they consider what they can do with different materials. - Make simple models which express their ideas.