



Half Term Curriculum Overview

Early Years Spring 1+2 2025

Topic: Life Cycles

Mathematics

- Recites numbers in order to 10
- Shows an interest in shape and space by playing with shapes or deciding with objects
- Shows awareness of similarities of shapes in the environment
- Beginning to use mathematical names for 'solid' 3D shape and 'flat' 2D shapes, and mathematical terms to describe shapes
- Selects a particular named shape
- Counts objects to 10, beginning to count beyond 10
- Estimates how many objects they can see and checks by counting them
- Understand the 'one more than/one less than' relationship between consecutive numbers
- Compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'
- Compare length, weight and capacity.

Islamic Studies

- Welcoming people in Islam
- How to show good manners
- Learning about the Arabic letters and how to say them with proper tajweed
- Learning about the stories of the prophet
- Learning about the pillars of Islam
- Learning the four kalima's and their meanings
- Learning how to recite surahs
- Allah made everything (Nasheed)
- Surah Al Noor vs 45
- Prophet Nur
- Arabic Alphabet
- Allah providing for other animals from the plant ie the birds and insects.
- Jannah tree
- Plant s have feeling(quran recitation)

Looking after allah creation

Communication and Language and literacy

- Listens to and joins in with stories and poems, one-to-one and also in small groups
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories
- Listens to stories with increasing attention and recall
- Shows interest in illustrations and print in books and print in the environment
- Hears and says the initial sound in words
- Can segment the sounds in simple words and blend them together
- Links sounds to letters, naming and sounding the letters of the alphabet
- Use a wider range of vocabulary.
- Learn rhymes, poems and songs
- Understand the five key concepts about print
- Say some of the words in songs and rhymes.
- Ask questions about the book. Makes comments and shares their own ideas
- Engage in extended conversations about stories, learning new vocabulary.
- Read individual letters by saying the sounds for them.

Expressive Arts and Design

- Beginning to be interested in and describe the texture of things
- Uses various construction materials
- Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces
- Joins construction pieces together to build and balance
- Engages in imaginative role-play based on own first-hand experiences
- Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'
- Uses available resources to create props to support role-play

Understanding the world

- Comments and asks questions about aspects of their familiar world such as the place where live or the natural world
- Knows some of the things that make them unique, and can talk about some of the similarities and differences in the environment
- Have a deep understanding of number to 10, including the composition of each number
- Explore the natural world around them.
- Understand the effect of changing seasons on the natural world around them.
- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.

Physical development

- Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping
- Start taking part in some group activities which they make up for themselves, or in teams.
- Mounts stairs, steps or climbing equipment using alternative feet
- Walks downstairs, two feet to each step while carrying a small object
- Observes the effects of activity on their bodies
- Develop their small motor skills so that they can use range of tools competently, safely and confidently

PSED

- Can play in a group, extending and elaborating play ideas, e.g. building up role-play activities with other children
- Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do
- Growing ability to distract self when upset, e.g. by engaging in a new play activity
- Play with one or more other children, extending and elaborating play ideas
- Develop their small motor skills so that they can use range of tools competently, safely and confidently.