




E2 - Daisy Class

Autumn Curriculum Overview 2023 - 2024

Communication & Language	<ul style="list-style-type: none"> Listen with interest to the noises that adults make when they read stories. Show interest in play with sounds, songs and rhymes. Identify action words by pointing to the right picture e.g. who's jumping? Learn new words rapidly and use them in communicating. 	 
English	<ul style="list-style-type: none"> Enjoy favourite stories, rhymes, songs or jingles. 	
Native Greek	<ul style="list-style-type: none"> Greek songs/Ελληνικά τραγούδια Vocabulary/ Λεξιλόγιο Continuous provision play using the Greek language/ Νηπιακές δραστηριότητες χρησιμοποιώντας την Ελληνική Γλώσσα 	
Greek as a Second Language		
Mathematics	<ul style="list-style-type: none"> Select a small number of objects from a group when asked. Recite some number names in sequence. Anticipate specific time-based events such as mealtimes or home time. 	
Understanding the World	<ul style="list-style-type: none"> In pretend play, imitate everyday actions and events from own family and cultural background e.g. make and drink tea. Enjoy playing with small-world models, garage, and train track. 	
Expressive Arts & Design	<ul style="list-style-type: none"> Join in and sing favourite songs Create sounds by banging, shaking, tapping or blowing. 	
Physical Development	<ul style="list-style-type: none"> Turn pages in a book, sometimes several at once. Imitate drawing simple shapes such as circles and lines. 	
PSHE	<ul style="list-style-type: none"> Separate from main carer with support and encouragement from a familiar adult. Express own preferences and interests. Seek comfort from familiar adults when needed. Show interest in others' play and start to join in. 	

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Spring Curriculum Overview 2023 - 2024

Communication & Language	<ul style="list-style-type: none"> Recognises and responds to many familiar sounds e.g. turning to a knock on the door, looking at or going to the door. Understands 'who', 'what', 'where' in simple questions e.g. Who's that? What's that? Where is? Uses simple sentences e.g. Mummy gone work. Beginning to use word endings e.g. going cats Uses a variety of questions e.g. What? Where? Who? 	
English	<ul style="list-style-type: none"> Repeats words or phrases from familiar stories. Distinguishes between the different marks they make. 	
Native Greek	<ul style="list-style-type: none"> Vocabulary/ Λεξιλόγιο Greek songs/Ελληνικά τραγούδια Continuous provision play using the Greek language/ Νηπιακές δραστηριότητες χρησιμοποιώντας την Ελληνική Γλώσσα 	
Greek as a Second Language		
Mathematics	<ul style="list-style-type: none"> Begins to make comparisons between quantities. Notices simple shapes and patterns in pictures. Begins to use the language of size. Creates and experiments with symbols and marks representing ideas and numbers. 	
Understanding the World	<ul style="list-style-type: none"> Has a sense of own immediate family and relations. Beginning to have their own friends Learns similarities and differences that connect them to, and distinguish them from others. 	
Expressive Arts & Design	<ul style="list-style-type: none"> Shows interests in the way musical instruments sound. Make believe by pretending 	
Physical Development	<ul style="list-style-type: none"> Squats with steadiness to rest or play with objects on the ground and rises to feet without using hands. Walks upstairs or downstairs holding onto a rail, two feet to a step. Clearly communicates their need for potty or toilet. Beginning to be independent in self-care but still often needs adult support. Beginning to recognize and seek support of significant adults for help. Helps with clothing e.g. puts on a hat, unzips jacket, takes off unbuttoned shirt. 	
PSHE	<ul style="list-style-type: none"> Responds to the feelings and wishes of others. Aware that some actions can hurt or harm others. Shows affection/concern for those who are special to them. Can inhibit own actions /behavior E.g. stop themselves from doing something they shouldn't do. Seeks out others to share experiences. 	

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Summer Curriculum Overview 2023- 2024

Communication & Language	<ul style="list-style-type: none"> Single channelled attention. Can shift to a different task if attention fully obtained – using child’s name helps focus. Understand more complex sentences, e.g. “Put your toys away and then we will read a book.” Developing understanding of simple concepts e.g. big/ small. Use gestures, sometimes with limited talk e.g. reaches towards a toy, saying “I have it.” Use language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Hold a conversation jumping from topic to topic. 	 
English	<ul style="list-style-type: none"> Fill in missing word or phrase in a known rhyme, story or game, e.g.” Humpty Dumpty sat on a ...” 	
Native Greek	<ul style="list-style-type: none"> Greek songs/Ελληνικά τραγούδια Vocabulary/ Λεξιλόγιο 	
Greek as a Second Language	<ul style="list-style-type: none"> Continuous provision play using the Greek language/ Νηπιακές δραστηριότητες χρησιμοποιώντας την Ελληνική Γλώσσα 	
Mathematics	<ul style="list-style-type: none"> Use some language or quantities such as “more” and “ a lot” Beginning to categorize objects according to properties such as shape or size Know that a group of things changes quantity when something is added or taken away Understand some talk about immediate, past and future e.g. “before”, “later”, or “soon” 	
Understanding the World	<ul style="list-style-type: none"> Notice detailed features of objects in their environment Operate mechanical toys e.g. turns the knob on a wind-up toy or pulls back on a friction car Seek to acquire basic skills in turning and operating some ICT equipment 	
Expressive Arts & Design	<ul style="list-style-type: none"> Experiment with blocks, colours and marks Beginning to use representation to communicate e.g. drawing line and saying “that’s me” 	
Physical Development	<ul style="list-style-type: none"> Climb confidently and is beginning to pull themselves up on nursery climbing equipment Show control in holding and using jugs to pour, hammers, books and mark-making tools Drink well without spilling Feed self competently with spoon Beginning to use 3 finger tripod grip to hold writing tools May be beginning to show preference for dominant hand 	

PSHE

- Try to help or give comfort when others are distressed
- May form a special friendship with another child
- Can express their own feelings such as sad, happy, cross, scared, worried
- Show understanding and cooperate with some boundaries and routines
- Growing ability to distract self when upset e.g. by engaging in new play activity

