



**E2 - Daisy Class**  
Autumn Curriculum Overview  
2024 - 2025

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











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



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Summer Curriculum Overview  
2024 - 2025

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

## 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

