

EYFS Curriculum Overview - Nursery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes (Themes can change dependent on the children's interests)	I'm Amazing! (What do I look like? Who are my family?) All about me Friends/Kindness People who help us	Light and Dark (Autumn/ Wonderful world/) Autumn <ul style="list-style-type: none"> • Harvest • Remembrance day • Bonfire Night • Fireworks • Diwali • Christmas 	Once upon a time (National Bird watch/ /Chinese New Year 1 st Feb year of tiger) <ul style="list-style-type: none"> • Chinese New Year • Winter • Hibernation • Feelings • Fairy tales 	We're creating changes! <i>(Planting /growing)</i> Spring lifecycle Easter Farm animals	Amazing Journeys <i>(My journey of change from baby to now Incredible me/</i> Mini-beasts Incredible me Healthy Me Transport Farm Animals	Nursery and Beyond <i>(independent me)</i> Science and water Maps Weather seasons Shapes and me
Literacy	Phonics Phase 1 Aspect 1 <i>General sound discrimination Environmental sounds</i> Reading Pick up their name card at the start of the session and start to recognise name. Enjoying being read stories, rhymes, songs, poems and joins in with words or phrases. Talk about books they are read in simple terms. Enjoy looking at books independently, turning the pages correctly and pointing out pictures that interest them.	Phonics Phase 1 Aspect 2 <i>General sound discrimination Instrumental sounds</i> Phase 1 Aspect 3 <i>General sound discrimination Body Percussion</i> Reading Develop an awareness of rhyme and alliteration, joining in with alliteration, rhyming and rhythmic activities. Recognise own name	Phonics Phase 1 Aspect 4 <i>Rhythm and rhyme Rhyming Books Songs and Rhymes Rhyme Time Challenge</i> Reading Anticipating key events and phrases in rhymes and stories. Develop awareness of the way different stories are structured. Recall stories and retell them in sequence with support. Describe main story settings, events and principal characters. Writing	Phonics Phase 1 Aspect 5 <i>Alliteration I spy names Sounds around Phase 2 Alphabet song</i> Reading Recognise familiar words and signs such as their own name and labels. Develop a love of poetry and recite poems together. Writing <i>We're Going on a Bear Hunt Adventure</i> Developing an awareness of individual letter sounds.	Phonics Phase 1- Aspect 6 <i>Voice Sounds Mouth movements Voice sounds Sound story time</i> Phase 1-Aspect 7 <i>Oral segmenting & blending</i> Phase 2 <i>Linking letters to sounds Sets 1 and 2</i> Reading Develop a deeper understanding of events by talking about stories and suggest how a story might end.	Phonics Phase 2 <i>Linking letters to sounds sets 3+ Blending and Segmenting skills</i> Reading Understanding information can be relayed in the form of print. Relate their own experiences and emotions to stories. Writing <i>If Sharks Disappear Report</i> Start to segment

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	<p>Writing</p> <p><i>On Sudden Hill Story</i> <i>The</i></p> <p>Become aware that writing has meaning. Use drawings and mark making in play.</p>	<p>Listen to and join with repeated refrains in stories and poems.</p> <p>Act out part of stories showing an awareness of emotions of characters.</p> <p>Writing</p> <p><i>Rosie's Walk Story</i> Attempt to copy their own name on their independent work. Focus on correct pencil grip. Mark making used in play for purpose.</p>	<p><i>Chocolate Mug Cake</i></p> <p>Instructions Talk about the marks and letters they write, ascribing meaning</p>	<p>Learn the alphabet song</p>	<p>Writing</p> <p><i>Jack and the Jellybean Stalk</i> <i>Traditional Tale</i></p> <p>Learn to write the letters they are learning the sounds for. Attempt this in independent work</p>	<p>words to break them into sounds and attempt to write cv, vc and cvc words.</p>
<p>Maths</p>	<p>Selects a small number of objects from a group when asked e.g. gives me one/two. -recites some numbers in sequence. -uses some language of "more" or "lot" -notices shapes in and patterns in pictures. Count up 5.</p>	<p>Develop fast recognition of up to 3 objects, without having to count them individually (subsisting) Recite number past 5. Say one number for each item in order: 1,2,3,4,5. Talk about and explore 2D shapes square/circle.</p> <p>Number Recite number names in sequence to 10 in songs. Count objects and discuss quantities 0-10</p> <p>Shows an interest in</p>	<p>Beginning to use language of size.- Beginning to categorise objects according to size. Identify how many items are in a set. -looking at numerals in the environment. -looking at similarities of .</p> <p>Number Recite number names in sequence to 10 forwards and backwards in songs. Count objects and discuss quantities of groups of objects.</p>	<p>Working on counting in different ways e.g. clapping, jumping anything can be counted. Matching numerals and quantity. Look at mathematical language big/small/tall. -Use shapes in appropriately in task.</p> <p>Number Recite number names forwards and backwards 10 independently.</p> <p>Recognises numbers 0-10.</p> <p>Compare quantities of</p>	<p>Counting objects up to ten. Work on small number problems. -Able to create a model which is tall using appropriate shapes. -number recognition 1-10 extend where needed. -compare to groups of objects able to identify which has more/less.</p> <p>Number Recite number names forwards and backwards 10 +</p>	<p>Introduce positional language e.g. "next to " "on top of" - Estimates how many items in a group. -look at measuring who is the biggest /smallest</p> <p>Number Counting objects that cannot be moved.</p> <p>Select the correct numeral to represent up to 10 objects.</p>

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		<p>representing numbers. Asks questions/ makes comments about numbers. Categorize objects by shape and size. Make arrangements with shapes and objects of different sizes.</p>	<p>Recognises numbers 0-5. Represent numbers using fingers, marks on Paper or pictures.</p> <p>Identify how many objects are in a set.</p> <p>Identify numerals in the environment and represent numbers in play.</p> <p>Introduced to some 3D shape names. Extends knowledge of and use of positional language.</p>	<p>two groups using more or less.</p> <p>Making arrangements with 3D objects through construction, using language spontaneously.</p> <p>Describe properties of shapes.</p> <p>Uses positional language to solve problems.</p>	<p>independently. Matches numeral and quantity correctly. Shows an interest in number problems.</p> <p>Compares two or more groups, saying when they have the same number.</p> <p>Recognising and naming 2D and 3D shapes in the environment.</p> <p>Order objects by length and height.</p> <p>Uses positional language to retell events.</p>	<p>Recognises similarities and differences of shapes in the environment.</p> <p>Chooses and uses shapes appropriately for tasks.</p> <p>Give instructions using positional language.</p>
Understanding of the World	<p>Learn skills to make friends.</p> <p>Learns how to notice differences and similarities between themselves and others.</p> <p>Learns about our EYFS unit- what is in each area and who names of adults in Nursery.</p>	<p>Use all their senses I hands-on exploration of natural materials. Explore collections of materials with similar and /or different properties. Talk about what they see, using a wide vocabulary. Learns vocabulary to talk about significant events in their own experiences. Learns about our EYFS unit - exploring further - who the staff are in Reception.</p>	<p>Around the World Chinese New Year Winter Feelings Fairy tales Learns to recognise and talk about special times or events for family and friends</p> <p>Learns vocabulary to name many occupations and talk about them.</p>	<p>Spring lifecycle Easter Farm animals Learn vocabulary to talk about what makes themselves and their friends special. Learn vocabulary to talk about photos of recent events. Learn about the school - explore the building. Learn about how water can be changed. Learn vocabulary to talk about different forces they can feel. - pushing something down under</p>	<p>Mini-beasts Incredible me Transport Learn vocabulary to talk about different occupations - visits. Learn about what a pet needs. Learn about what an address is and what their house number is. Learns that there are similarities and differences that both connect and distinguish them from one and other. Learn vocabulary about garden plants,</p>	<p>Science and water Maps Weather/seasons Shapes and me Learn vocabulary to talk about different forces they can feel - explore magnets.</p> <p>Learns how to combine ingredients together to make slime.</p> <p>Learns how to follow pictorial instructions to make dough.</p>

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		<p>Learn to recognise their own name and know it is their name Learns how to roll, pinch and squeeze dough.</p> <p>Learn about weather and talk about the change in the weather - Autumnal weather. Learns about how to create a shadow using a light.</p>		<p>water. Learn some simple science experiments with water and the vocabulary to talk about what happens to materials.</p>	<p>insects and what we find at the bottom of the garden. .</p>	
Expressive Art and Design	<p>Joining in with dancing and ring games.</p> <p>Joins in with singing familiar songs.</p> <p>Draw basic shapes.</p> <p>Using chalk, paint and collage.</p> <p>Colour mixing make orange, green.</p> <p>Engage in simple role play.</p>	<p>Joining in with songs and music-prepare for Christmas performances with songs by the tree and videos.</p> <p>Joining in with dancing and ring games.</p> <p>Joins in with singing familiar songs.</p> <p>Draw basic shapes.</p> <p>Using chalk, paint and collage.</p> <p>Colour mixing make orange, green.</p> <p>Engage in simple role play.</p>	<p>Sings a wider range of songs. Recalls many by heart</p> <p>Uses lines to enclose a space and use shapes to represent objects.</p> <p>Beginning to be interested in and describe textures.</p> <p>Use various construction materials.</p> <p>Uses movement and dance to express feelings.</p> <p>Uses and make props to support role play</p>	<p>Explore how we can change textures using modelling clay/paper/card</p> <p>Explores sounds and how sounds can be changed.</p> <p>Make up their own music and songs.</p> <p>Abstract Art and primary colours.</p> <p>Use various construction materials and loose parts.</p> <p>Captures what they know with art and role play</p>	<p>Creating shapes to represent objects using junk modelling/ houses i.e. mini beasts</p> <p>Makes music with others, engaging in role play.</p> <p>Beginning to be interested in and describe textures.</p> <p>Captures own experiences with music, drama and dance.</p>	<p>Looking at different mediums to create pictures</p> <p>Makes up actions for songs.</p> <p>Artwork has more accurate representation.</p> <p>Takes part in Nursery concert</p>

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Physical Development	<p>Locomotion Developing skills to move around the hall in a safe way/ in the same direction/changing direction. Finding new ways to move running/skipping/jumping/hopping</p> <p>Learn how to use a dustpan and brush in the role play area.</p> <p>Provide lots of mark making opportunities to learn how to hold a mark maker with a whole hand grasp.</p> <p>Learn how to pour and fill jugs – provide lots of pouring and filling opportunities in the environment</p>	<p>Busy fingers – morning work activities to develop hand strength. Use of equipment, e.g. making snips in in paper. Hand Hygiene</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Introduce snipping tree – Introduce how to use scissors to snip wool.</p> <p>Gymnastics developing skills in balance Balance on the beam moving safely and landing safely</p> <p>Learn to thread wool, string or thread through a large hole with support – provide lots of fine motor opportunities.</p> <p>Learn to use tweezers to pick up small items.</p>	<p>Learn strategies to balance – standing on one foot and putting arms out.</p> <p>Learn how to climb onto a tricycle and how to maintain balance.</p> <p>(Gymnastics developing upper body strength to enable children to be able develop gross and fine motor skill. To help strengthen their hands in preparation to hold writing tools</p> <p>Balance on the beam moving safely and landing safely</p>	<p>Learn how to use a brush to sweep.</p> <p>Learn to use a three finger tripod grip to hold a mark maker or begin to progress through developmental grasps.</p> <p>Learn how to safely hold scissors to make snips.</p> <p>Learn to throw a ball – lots of different sized balls outside.</p> <p>(Children learn ball skills to control and maneuverer a ball with their hands. To help strengthen their hands in preparation to hold writing tools).</p> <p>Climbing/gymnastics/Balance</p>	<p>Games (Attack v Defence) Children learn teamwork through game situations and combine this with movement skills taught during previous units. This will also prepare them for Reception.</p> <p>Learn how to push a tricycle forward by pushing their feet on the ground.</p> <p>Learn to throw a ball – lots of different sized balls outside.</p> <p>Learn to use a three finger tripod grip for mark makers or begin to progress through developmental grasps. (Games Attack and Defence Children to learn to work in a team combine this with movement skills taught previous locomotive learning)</p> <p>Introduce hammers – learn how to safely hold a hammer.</p>	<p>Dance Taught after key skills for upper body strength and writing. Children move themselves with the music, imagining themselves as different objects. This allows them to work on their movements while also allowing them to develop their imagination. Keeps in with the theme of child led and links to nursery rhymes</p> <p>Learn to use a three finger tripod grip or begin to progress through developmental grasps.</p> <p>To begin to learn strategies for managing risk when negotiating the space around them.</p> <p>Learn how to brush their teeth independently.</p> <p>(Dance children move themselves as different objects continuing past learning locomotive skills and</p>
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<p>Communication and Language</p>	<p>Learn to listen to a friend or adult one to one when the conversation interests them.</p> <p>Learn some key words to talk about family - using photos as prompts.</p> <p>Listen to new songs and rhymes.</p> <p>Learn new vocabulary related to friends.</p>	<p>Develop and extend theme related vocabulary and learn topic related rhymes.</p> <p>Understands a two-part instruction, such as "get your coat on and wait at the door"</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Learn to hold a phone piece to their ear - real phones in the environment indoors and out.</p> <p>Learn games that focus on taking turns.</p> <p>Listen to new songs and rhymes.</p> <p>Listen to some Christmas jokes.</p> <p>Learn new vocabulary related to light and dark.</p>	<p>Learn some simple storytelling actions using 'Pie Corbett' inspired actions.</p> <p>Learn how to build stories using props.</p> <p>Listen to new songs and rhymes.</p> <p>Learn to follow a one part instruction as a part of everyday routine. E.g. learn the phrase put your coat on.</p> <p>Learn new vocabulary related to storytelling.</p>	<p>Learn listening rules - to turn to the adult or child that is talking to them.</p> <p>Learn to hold phone to ear during role play - provide real phones old and new.</p> <p>Learn games that focus on looking at the person who is talking.</p> <p>Introduce dialogic talk.</p> <p>Learn to speak in longer sentences 4 to 6 words.</p> <p>Learn new songs and rhymes.</p> <p>Learn new vocabulary</p>	<p>Learn strategies of how to play and listen to their friends at the same time.</p> <p>Learn how to hold conversations, expressing themselves effectively when engaged in back and forth exchanges.</p> <p>Learn new songs and rhymes.</p> <p>Learn new vocabulary related to growing.</p>	<p>Learn to talk about specific events like Eid, birthdays or a recent event.</p> <p>Learn to follow a two part instruction or question as a part of everyday routines in Nursery. E.g. learn the phrase find a friend and line up.</p> <p>Learn how to express their point of view when talking with another child or adult. For example when talking about adventures.</p> <p>Learn new songs and rhymes.</p>