

EYFS- Nursery Curriculum Overview

	Autumn		Spring		Summer	
Area of Learning	Ourselves Nursery Rhymes	Fairytales & Christmas	Animals	New Life	Transport	Monsters
Key Texts	Gotcha Smile Nursery Rhymes	Goldilocks and the Three Bears The Three Billy Goats Gruff Father Christmas needs a Wee	Dear Zoo Animal non-fiction Texts My Cat Likes To Hide in Boxes	The Very Hungry Caterpillar Owl Babies Rosie's Chicks	The Train Ride Naughty Bus	Shark in the Park Bedtime for Monsters The Gruffalo
PRIME Personal, Social and Emotional Development (PSED)	<p>Children will be learning to:</p> <ul style="list-style-type: none"> • safely explore emotions beyond their normal range through play and stories. • talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". 		<p>Children will be learning to:</p> <ul style="list-style-type: none"> • select and use activities and resources with help when needed to help them achieve a goal they • develop their sense of responsibility and membership of a community. 		<p>Children will be learning to:</p> <ul style="list-style-type: none"> • show more confidence in new social situations. <p>play with one or more children, extending and elaborating play ideas</p>	

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<p>Personal, Social and Emotional Development (PSED)</p> <p><i>NOTE - children develop at different rates - therefore some objectives may be achieved earlier in the year - vice versa.</i></p>	<ul style="list-style-type: none"> • play with one or more other children, extending and elaborating play ideas • become more outgoing with unfamiliar people in the safe context of their setting. • show more confidence in new social situations. 	<ul style="list-style-type: none"> • develop appropriate ways of being assertive. • talk about their feelings using words like 'happy', 'sad', 'angry', or 'worried'. • talk with others to solve conflicts • Increasingly follow rules, understanding why they are important. • Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. 	<ul style="list-style-type: none"> • find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-man in the game and suggesting other ideas. talk with others to resolve conflicts • understand gradually how others might be feeling • Make healthy choices about food, drink, activity and tooth brushing
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<p>PRIME</p> <p>Communication and Language (CL)</p> <p><small>NOTE - children develop at different rates - therefore some objectives may be achieved earlier in the year - vice versa.</small></p>	<p>Children will be learning to:</p> <ul style="list-style-type: none"> listen to simple stories and understand what is happening with the help of pictures understand simple questions about 'who', 'what' and 'where' (but not generally 'why') pay attention to more than one thing at a time use a wider range of vocabulary sing a large repertoire of songs 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> understand a question or instruction that has two parts, such as; "Get your coat and wait at the door" develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam' develop their pronunciation but may have problems saying: some sounds: r, j, th, ch, and sh and multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' use talk to organise themselves. use longer sentences of four to six words 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> understand 'why' questions. continue to develop their communication but may still have problems with irregular tenses and plurals be able to express a point of view and to debate when they disagree with an adult or friend using words as well as actions. sing a large repertoire of songs know many rhymes, be able to talk about familiar books, and be able to tell a long story

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<p>PRIME</p> <p>Physical Development (PD)</p> <p><small>NOTE - children develop at different rates - therefore some objectives may be achieved earlier in the year - vice versa.</small></p>	<p>Children will be learning to:</p> <ul style="list-style-type: none"> • use large and small motor skills to do things independently such as wanting to feed themselves and dress and undress • explore different materials and tools • go up steps and stairs or climb up apparatus using alternate feet. • choose the right resources to carry out their own plan, for example, choosing a spade to enlarge a hole they dug with a trowel 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> • match their developing physical skills to tasks and activities in the setting, for example they decide whether to crawl, walk or run across a plank, depending on its length or width • show a preference for a dominant hand • use one-handed tools and equipment, for example, making snips on paper or plasticine with scissors 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> • use a comfortable grip with good control when holding pens and pencils • collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks and crates • be increasingly independent when they get dressed and undressed, for example, putting coats on and doing up buttons and zips • increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm

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<p>SPECIFIC</p> <p>Literacy (L)</p> <p><i>NOTE - children develop at different rates - therefore some objectives may be achieved earlier in the year - vice versa</i></p>	<p>Children will be learning to:</p> <ul style="list-style-type: none"> • Enjoy drawing freely • Add some marks to their drawings which they give meaning to • Understand that print has meaning. • Write some or all of their name 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> • use some of their print and letter knowledge in their early writing • Write some or all of their name • count or clap syllables in a word • understand that we read English text from left to right and from top to bottom • understand the names of the different parts of the book 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> • engage in extended conversations about stories, learning new vocabulary • spot and suggest rhymes. • understand that print can have different purposes • understand page sequencing. • recognise words with the same initial sound, such as money, mother • write some letters accurately

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<p>SPECIFIC</p> <p>Mathematics (M)</p> <p><i>NOTE - children develop at different rates - therefore some objectives may be achieved earlier in the year - vice versa</i></p>	<p>Children will be learning to:</p> <ul style="list-style-type: none"> notice patterns and arrange things in patterns recite numbers past 5 experiment with their own symbols and marks as well as numerals extend and create ABAB patterns - stick, leaf, stick, leaf notice and correct an error in a repeating pattern talk about and identify the patterns around them such as stripes or spots on clothes, wallpaper, rugs, etc. using informal language like 'spotty', 'blobs', 'pointy' etc. 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> compare quantities using language; 'more than', 'fewer than' Show 'finger numbers' up to 5. say one number for each item in order; 1,2,3,4,5 select shapes appropriately; flat surfaces for building, a triangular prism for a roof, etc. combine shapes to make new ones; an arch, a bigger triangle, etc. begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principal) link numerals and quantities solve real world mathematical problems with numbers up to 5 understand position through words alone, for example, "The bag is under the table" without using gestures or pointing talk about and explore 2D and 3D shapes using informal and mathematical language; 'sides', 'corners', 'straight', 'flat', 'round'. describe a familiar route discuss routes and locations using words like 'behind' and 'in front of'
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<p>SPECIFIC</p> <p>Understanding the World (UW)</p> <p><small>NOTE - children develop at different rates - therefore some objectives may be achieved earlier in the year - vice versa</small></p>	<p>Children will be learning to:</p> <ul style="list-style-type: none"> • explore and respond to different natural phenomena in their setting and on trips • use all their senses in hands-on exploration of natural materials • begins to make sense of their own life-story and family's history • explore how things work 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> • talk about what they see using a wide vocabulary • explore collections of materials with similar and/or different properties • continue developing positive attitudes about the differences between people • 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 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> • know that there are different countries in the world and talk about the differences they have experienced or seen in photos • explore and talk about different forces they can feel • talk about the differences between materials and changes they notice • show interest in different occupations

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<p>SPECIFIC</p> <p>Expressive Arts and Design (EAD)</p> <p><i>NOTE - children develop at different rates - therefore some objectives may be achieved earlier in the year - vice versa</i></p>	<p>Children will be learning to:</p> <ul style="list-style-type: none"> • take part in simple pretend play using an object to represent something else even though they are not similar • explore different materials freely to develop their ideas about how to use them and what to make • listen with increased attention to sounds • show different emotions in their drawings - happiness, sadness, fear etc. • explore colour and colour mixing. • create closed shapes with continuous lines and begin to use these shapes to represent objects 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> • begin to develop complex stories using small world equipment like animal sets, dolls and dolls' houses etc. • respond to what they have heard expressing their thoughts and feelings • join different materials and explore different textures • remember and sing entire songs • sing the pitch of a tone sung by another person (pitch match) • sing the melodic shape (moving melody such as up and down, down and up) of familiar songs. • play instruments with increasing control to express their feelings and ideas 	<p>Children will be learning to:</p> <ul style="list-style-type: none"> • make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • draw with increasing complexity and detail such as representing a face with a circle and including details • use drawing to represent ideas like movement or loud noises • develop their own ideas and then decide which materials to use to express them • create their own songs or improvise a song around one they know
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