

EYFS - Nursery Curriculum Overview 2019/20



	Autumn		Spring		Summer	
Area of Learning	All About Me	Light and Dark	Traditional Tales	Growing and Mini Beasts	Transport	Aliens and Monsters
Key Texts	Gotcha Smile Nursery Rhymes	Little Rabbit Foo Foo Dark, Dark Tale Owl Babies Father Christmas needs a Wee	Little Red Riding Hood The Three Billy Goats Gruff	The Very Hungry Caterpillar How to Grow a Seed Six Little Chicks	The Train Ride Naughty Bus	Aliens Love Underpants Bedtime for Monsters The Gruffalo
PRIME Personal, Social and Emotional	Making Relationships <ul style="list-style-type: none"> Play in a group, extending and elaborating play ideas e.g. building 		Making Relationships <ul style="list-style-type: none"> Initiate play, offering cues to peers to join them. 		Making Relationships <ul style="list-style-type: none"> Demonstrate friendly behaviour, initiating conversations and 	

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<p>Development</p>	<p>up a role play activity with other children.</p> <p>Self Confidence and Self Awareness</p> <ul style="list-style-type: none"> Select and use activities and resources Welcome and value praise for what they have done. <p>Managing Feelings and Behaviour</p> <ul style="list-style-type: none"> Aware of own feelings and know that some actions and words can hurt others' feelings. 	<ul style="list-style-type: none"> Keep play going by responding to what others are saying or doing. <p>Self Confidence and Self Awareness</p> <ul style="list-style-type: none"> Enjoy responsibility of carrying out small tasks is more outgoing towards unfamiliar people in new social situations. <p>Managing Feelings and Behaviour</p> <ul style="list-style-type: none"> Begin to accept the needs of others and take turns and share resources, sometimes with support from others. Can usually tolerate delay when needs are not immediately met, and understand wishes may not always be met. 	<p>forming good relationship with peers and familiar adults.</p> <p>Self Confidence and Self Awareness</p> <ul style="list-style-type: none"> Confident to talk to other children when playing and will communicate freely about own home and community. Show confidence asking adults for help. <p>Managing Feelings and Behaviour</p> <ul style="list-style-type: none"> Can usually adapt behaviour to different events, social situations and change in routine.
<p>PRIME</p> <p>Communication and</p>	<p>Listening and Attention</p> <ul style="list-style-type: none"> Listen to others one to one or in small groups, or in conversation. 	<p>Listening and Attention</p> <ul style="list-style-type: none"> Join in with repeated refrains and anticipate key events and phrases 	<p>Listening and Attention</p> <ul style="list-style-type: none"> Focus attention-still listen or do, but can shift own attention.

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<p>Language</p>	<ul style="list-style-type: none"> Listen to stories with increasing attention and recall <p>Understanding</p> <ul style="list-style-type: none"> Understand use of objects. <p>Speaking</p> <ul style="list-style-type: none"> Begin to use more complex sentences to link thoughts e.g. using and, because Retell a simple past event in correct order 	<p>in rhymes and stories.</p> <p>Understanding</p> <ul style="list-style-type: none"> Show understanding of prepositions such as 'under', 'on top', 'behind', by carrying out an action or selecting correct picture. <p>Speaking</p> <ul style="list-style-type: none"> Use talk to correct ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Question why things happen and give explanations e.g. who, what, when, how. Use a range of tenses. 	<ul style="list-style-type: none"> Is able to flow instructions <p>Understanding</p> <ul style="list-style-type: none"> Respond to simple instructions Begin to understand 'why and 'how' questions. <p>Speaking</p> <ul style="list-style-type: none"> Use intonation, rhythm and phrasing to make the meaning to clear to others. Use vocabulary focus on objects and people that are of particular importance to them. Build up vocabulary that reflects the breadth of their experiences. Use talk in pretending that objects stand for something else in play.
<p>PRIME</p> <p>Physical Development</p>	<p>Moving and Handling</p> <ul style="list-style-type: none"> Move freely and with pleasure and confidence in a range of ways such as slithering, shuffling, rolling, 	<p>Moving and Handling</p> <ul style="list-style-type: none"> Run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles. 	<p>Moving and Handling</p> <ul style="list-style-type: none"> Use one handed tools and equipment Hold pencil between thumb and

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	<p>crawling, walking, running, jumping, skipping, sliding and hopping.</p> <ul style="list-style-type: none"> • Mount stairs, steps or climbing equipment using alternate tests. • Walk downwards two feet to each step while carrying a small object. <p>Health and Self Care</p> <ul style="list-style-type: none"> • Tell adults when hungry or tired or when they want to rest or play. • Observe the effects of activity on their bodies. 	<ul style="list-style-type: none"> • Stand momentarily on one foot when shown. • Catch a large ball. • Draw lines and circles using gross motor movements. <p>Health and Self Care</p> <ul style="list-style-type: none"> • Understand that equipment and tools have to be used safely. • Gain more bowel and bladder control and attend to toileting needs most of the time themselves. 	<p>two fingers, no longer using whole hand grasp</p> <ul style="list-style-type: none"> • Hold pencil near point between first two fingers and thumb and use it with good control • Can copy some letters <p>Health and Self Care</p> <ul style="list-style-type: none"> • Can usually manage washing and drying hands. • Dress with help.
<p>SPECIFIC</p> <p>Literacy</p>	<p>Reading</p> <ul style="list-style-type: none"> • Enjoy rhyming and rhythmic activities. • Show awareness of rhyme and alliteration. • Recognise rhythm in spoken words. • Listen to and join in with stories and poems one to one and also in small groups. • Join in with repeated refrains and 	<p>Reading</p> <ul style="list-style-type: none"> • Begin to be aware of the way stories are structured. • Suggest how the story might end. • Listen to stories with increasing attention and recall. • Describe main story settings, events and principle characters. • Show interest in illustrations and print in books and explanations e.g. 	<p>Reading</p> <ul style="list-style-type: none"> • Recognise familiar words and signs such as own name and advertising logos. • Look at books independently. • Handle books carefully. • Know information can be relayed in the form of print. • Hold books the correct way up and turn pages.

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	<p>anticipate key events and phrases in rhymes and stories.</p> <p>Writing</p> <ul style="list-style-type: none"> Sometimes give meaning to marks as I draw and paint. 	<p>who, what, when, how.</p> <ul style="list-style-type: none"> Use a range of tenses. <p>Writing</p> <ul style="list-style-type: none"> Sometimes give meaning to marks as I draw and paint. 	<ul style="list-style-type: none"> Know that print carries meaning and in English are of particular importance to them. Build up vocabulary that reflects the breadth of their experiences. Use talk in pretending that objects stand for something else in play. <p>Writing</p> <ul style="list-style-type: none"> Sometimes give meaning to marks I see in different places.
<p>SPECIFIC</p> <p>Maths</p>	<p>Number</p> <ul style="list-style-type: none"> Use some number names and number language spontaneously. Use some number names accurately in play. Recite numbers in order to ten. Know that numbers identify how many objects are in a set. <p>Shape, Space and Measures</p> <ul style="list-style-type: none"> Show an interest in shape in space 	<p>Number</p> <ul style="list-style-type: none"> Begin to represent numbers using fingers, marks on paper or pictures. Sometimes match numeral and quantity correctly. Show curiosity about numbers by offering comments or asking questions. Compare two groups of objects saying when they have the same 	<p>Number</p> <ul style="list-style-type: none"> Show an interest in number problems. Separate a group of three or four objects in different ways, beginning to recognise that the total is still the same. Show an interest in numerals in the environment. Show an interest in representing numbers.

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	<p>by playing with shapes or making arrangements with objects.</p>	<p>number.</p> <p>Shape, Space and Measure</p> <ul style="list-style-type: none"> Show awareness of similarities of shapes in the environment, Use positional language. 	<ul style="list-style-type: none"> Realise not only objects, but anything can be counted, including steps, claps or jumps. <p>Shape, Space and Measure</p> <ul style="list-style-type: none"> Show interest in shape by sustained construction activity or by talking about shapes or arrangement.
<p>SPECIFIC</p> <p>Understanding the World</p>	<p>People and their Communities</p> <ul style="list-style-type: none"> Show interest in the lives of people who are familiar to them. <p>The World</p> <ul style="list-style-type: none"> Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. <p>Technology</p> <ul style="list-style-type: none"> Know how to operate simple equipment e.g. turn on CD player and use remote control. 	<p>People and their Communities</p> <ul style="list-style-type: none"> Remember and talk about significant events in their own experience. Recognise and describe special times or event for family or friends. <p>The World</p> <ul style="list-style-type: none"> Talk about some of the things they have observed such as plants, animals, and found objects. Talk about why things happen and how things work. 	<p>People and their Communities</p> <ul style="list-style-type: none"> Show interest in different occupations and ways of life. Know some of the things that make them unique, and talk about some of the similarities and differences in relation to friends or family. <p>The World</p> <ul style="list-style-type: none"> Develop an understanding of growth, decay and changes over time. Show care and concern for living things and the environment.

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		<p>Technology</p> <ul style="list-style-type: none"> Show an interest in technological with knobs or pulleys, or real objects such as cameras or mobile phones. 	<p>Technology</p> <ul style="list-style-type: none"> Show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movement or new images. Know that information can be retrieved from computers.
<p>SPECIFIC</p> <p>Expressive Arts and Design</p>	<p>Exploring Media and Materials</p> <ul style="list-style-type: none"> Enjoy joining in with dancing and ring games. Sing a few familiar songs. Begin to move rhythmically. Imitate movement in response to music. <p>Being Imaginative</p> <ul style="list-style-type: none"> Develop preferences for forms of expression. Use movement to express feelings Create movement in response to music, 	<p>Exploring Media and Materials</p> <ul style="list-style-type: none"> Tap out simple repeated rhythms. Explore and learn how sound can be changed. Explore colour and how colours can be changed. Understand they can use lines to enclose a space and begin to use these shapes to represent objects. <p>Being Imaginative</p> <ul style="list-style-type: none"> Sing to self and make up simple songs. Make up rhythms. Notice what adults do, imitating 	<p>Exploring Media and Materials</p> <ul style="list-style-type: none"> Begin to be interested in and describe the texture of things. Use various construction materials. Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Join construction pieces together to build and balance. Realise tools can be used for a purpose. <p>Being Imaginative</p> <ul style="list-style-type: none"> Engage in imaginative role play based on own first hand

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		<p>what is observed and then doing it spontaneously when the adult is not there.</p>	<p>experiences.</p> <ul style="list-style-type: none">• Build stories around toys.• Use available resources to create props to support role play.• Capture experiences and responses with a range of media, such as music, dance, and paint and other materials or words.
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