

## EYFS Curriculum Overview

### Nursery and Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Cycle A Topics</b>	<b>All About Me</b>  Humans – My Body, My Family, My Emotions	<b>Traditional Tales and Celebrations</b>  Traditional stories Julia Donaldson.	<b>The Amazing Animals</b>  Arctic animals	<b>Come outside</b>  Growing Plants & Farms	<b>Ticket to ride</b>  Transport	<b>Fun at the sea-side</b>  Holidays Journeys Sun safety
<b>Cycle B Topics</b>	<b>All About Me</b>  Humans – My Senses, Special People, My Emotions	<b>Traditional Tales and Celebrations</b>  Traditional stories Julia Donaldson.	<b>Real Life Heroes</b>  People Who Helps Us	<b>Jurassic World</b>  Dinosaurs	<b>It's a Bugs Life</b>  Minibeasts & Life Cycles	<b>Ahoy there Captain</b>  Under The Sea Life and looking after our planet & Pirates
<b>Celebrations Cultural capital</b>	<b>Special People</b>  <b>Key Question:</b> What makes people special? <b>Religions:</b> Christianity Judaism	<b>Christmas</b>  <b>Key Question:</b> What is Christmas? <b>Religions:</b> Christianity	<b>Celebrations</b>  <b>Key Question:</b> How do people celebrate? <b>Religions:</b> Islam Judaism	<b>Easter</b>  <b>Key Question:</b> What is Easter? <b>Religions:</b> Christianity	<b>Stories</b>  <b>Key Question:</b> What can we learn from stories? <b>Religions:</b> Buddhism, Christianity, Islam, Hinduism, Sikhism	<b>Special Places</b>  <b>Key Question:</b> What makes laces special? <b>Religions:</b> Christianity, Islam, Judaism

**Personal Social and Emotional Development**

**Nursery**

- Become more outgoing with unfamiliar people, in the safe context of their setting
- Talk about their feelings
- Play with one or more other children
- Increasingly follow rules, understanding why they are important
- Select and use activities and resources, with help when needed

**Reception**

- Become more outgoing with unfamiliar people, in the safe context of their setting
- Talk about their feelings
- Play with other children, extending and elaborating play ideas
- Increasingly follow rules without reminders, understanding why they are important

**Nursery**

- Develop confidence in new social situations
- Help to find solutions to conflicts
- Learn about feelings
- Follow Golden Rules
- Develop assertiveness

**Reception**

- Express feelings
- Identify own feelings socially and emotionally
- Show resilience and perseverance
- Think about the perspectives of others
- See themselves as a valuable individual

**Nursery**

- Play with other children, extending and elaborating play ideas
- Talk with others to solve conflicts
- Talk about their feelings
- Begin to understand how others might be feeling
- Develop their sense of responsibility and membership of a community

**Reception**

***Self-Regulation Early Learning Goal (ELG)***

- Understand own and others feelings
- Focus attention
- Respond appropriately

***Managing Self Early Learning Goal (ELG)***

- Show independence resilience and perseverance
- Know right from wrong
- Manage own hygiene and basic needs

***Building Relationships Early Learning Goal (ELG)***

- Work cooperatively, positively and sensitively

## Communication and Language

### **Nursery**

- Use a wider range of vocabulary
- Know many rhymes
- Use longer sentences of four to six words
- Understand a question or instruction that has two parts eg 'Put your coat on and line up at the door'

### **Reception**

- Understand 'why' questions
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story
- Understand a question or instruction that has two parts
- Understand how to listen carefully and why listening is important
- Connect one idea or action to another using a range of connectives

### **Nursery**

- Listen to and remember much of what happens in longer stories
- Learn rhymes, talk about familiar books, and tell a long story
- Develop conversational skills between peers and adults
- Use talk to organise themselves and their play

### **Reception**

- Learn new relevant vocabulary
- Articulate ideas and thoughts in well-formed sentences
- Listen to and talk about stories to build familiarity and understanding
- Listen carefully to rhymes and songs, paying attention to how they sound
- Learn rhymes, poems and songs
- Learn from non-fiction books

### **Nursery**

- Understand 'why' questions
- Develop their communication, but may continue to have problems with irregular tenses and plurals
- Practise saying tricky sounds: r, j, th, ch, and sh and multisyllabic words such as 'planetarium' or 'hippopotamus'
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions

### **Reception**

#### ***Listening and Attention Early Learning Goal (ELG)***

Listening and responding

Making comments

Holding back and forth conversations

#### ***Speaking Early Learning Goal (ELG)***

- Participate in discussions
- Offer explanations
- Express ideas and feelings in full sentences including different tenses and conjunctions

## Physical Development Fine and gross motor

### **Nursery**

- Use large-muscle movements to wave flags and streamers, paint and make marks
- Use one-handed tools and equipment like hammers
- Develop independence as they get dressed and undressed with coats
- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills
- Be increasingly independent in meeting their own care needs Start to eat independently and learning how to use a knife and fork

### **Reception**

- Be increasingly independent as they get dressed and undressed Use a comfortable grip with good control when holding pens and pencil
- Use one-handed tools and equipment, for example, making snips in paper with scissors
- Be increasingly independent in meeting their own care needs

### **Nursery**

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills
- Use one-handed tools and equipment like scissors
- Show a preference for a dominant hand Use a comfortable grip with good control when holding pencils
- Show a preference for a dominant hand
- Be increasingly independent putting on jumpers and coats

### **Reception**

- Develop their small motor skills to use a range of tools competently, safely and confidently
- Use core muscle strength to achieve a good posture
- when sitting at a table or sitting on the floor Develop the foundations of a handwriting style
- Develop self-regulation skills

### **Nursery**

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Match their developing physical skills to tasks and activities in the setting
- Choose the right resources to carry out their own plan
- Collaborate with others to manage large items
- Use a comfortable grip
- Make healthy choices about food, drink and activity

### **Reception**

#### ***Gross Motor Early Learning Goal (ELG)***

- Spatial awareness
- Demonstrate balance, strength and coordination
- Move in a variety of ways energetically

#### ***Fine Motor Early Learning Goal (ELG)***

- Tripod grip
- Develop fluency
- Accurate and careful drawing

## Maths

### **Nursery**

- To recite numbers past 5 and show finger numbers up to 5 Talk about and identify the patterns around them, use
- informal language to describe them.
- Extend and create patterns

### **Reception**

- Contextual positional language
- Count objects, actions and sounds
- Subitising
- Compare quantities
- Extend and create repeating patterns, spot mistakes

### **Nursery**

- Number and counting
- Subitising
- 2 D and 3 D Shapes
- Length
- Height
- Weight

### **Reception**

- Number
- Subitising
- 2 D and 3 D Shapes
- Length
- Weight
- Capacity

### **Nursery**

- Experiment with their own symbols
- Solve real world maths problems
- Understand position through words
- Describe and discuss a familiar route
- Begin to describe a sequence of events

### **Reception**

#### ***Number Early Learning Goal (ELG)***

- Composition of number
- Subitising
- Number bonds to at least 5

#### ***Numerical Patterns Early Learning Goal (ELG)***

- Comparing quantities
- Odds and evens
- Doubles

## Literacy

### **Nursery**

- Develop phonological awareness, so that they can: - spot and
- suggest rhymes - count or clap syllables in a word
- Understand some of the key concepts about print: Print has meaning.
- The names of the different parts of a book.
- Develop mark making by providing opportunities in a wide range of ways

### **Reception**

- Develop phonological awareness, so that they can recognise words with the same initial sound
- Read individual letters by saying the sounds for them
- Blend sounds into words, so that they can read short words Read some letter groups that each represent one sound and say sounds for them
- Write some or all of their name
- Write some letters accurately

### **Nursery**

- Continue to develop phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound
- Engage conversations about stories, learning new vocabulary
- Write some letters in their name
- Use some of their print and letter knowledge in their early writing

### **Reception**

- Develop phonic knowledge
- Read tricky red words
- Read simple phrases and sentences made up of words with known letter-sounds and tricky words Develop letter formation of lower and upper case letters.
- Develop spelling strategies

### **Nursery**

- Engage in extended conversations about stories, learning new vocabulary
- Recognise words with the same initial sound
- Use some of their print and letter knowledge in their early writing. For example: writing initial sounds
- Write their name
- Write some letters accurately

### **Reception**

#### ***Comprehension Early Learning Goal (ELG)***

- Understand what has been read
- Anticipate key events in stories
- Understand and use newly introduced vocabulary

#### ***Word Reading Early Learning Goal (ELG)***

- Say a sound for each letter of the alphabet and at least 10 digraphs
- Read words by sound blending
- Read aloud simple sentences consistent with phonic knowledge and some exception words

#### ***Writing Early Learning Goal (ELG)***

- Write correctly formed recognisable letters
- Spell phonetically
- Write simple phrases and sentences that can be read by others

## Expressive Arts and Design

### **Nursery**

- Listen with increased attention to sounds
- Make imaginative 'small worlds' with blocks and construction kits Play instruments with increasing control to express their feelings and ideas
- Develop their own ideas and then decide which materials to use to express them

### **Reception**

- Explore colour and colour-mixing
- Draw with increasing complexity and detail, such as representing a face with a circle and including details
- Respond to what they have heard, expressing their thoughts and feelings
- Play instruments with increasing control to express their feelings and ideas

### **Nursery**

- Develop complex stories using small world equipment
- Drawing
- Explore colour and colour-mixing
- Play instruments with increasing control to express their feelings and ideas

### **Reception**

- Singing
- Music making, dance, and performance
- Respond to music
- Watch, talk and respond to dance and performance
- art

### **Nursery**

- Develop drawing skills
- Respond to what they have heard, expressing their thoughts and feelings
- Develop singing skills - 'pitch match' and 'melodic shape' of familiar songs
- Create their own songs, or improvise a song around one they know

### **Reception**

#### ***Creating With Materials Early Learning Goal (ELG)***

- Safely use and explore a variety of materials, tools and techniques

#### ***Being Imaginative and Expressive Early Learning Goal (ELG)***

- Invent and recount narratives and stories
- Sing songs, rhymes and poems
- Move in time to music

## Understanding The World

### **Nursery**

- Use all their senses in 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
- Begin to make sense of their own life-story and family's history

### **Reception**

- Talk about what they see, using a wide vocabulary
- Begin to make sense of their own life-story and family's history
- Talk about members of their immediate family and community
- Name and describe people who are familiar to them

### **Nursery**

- Begin to make sense of their own life-story and family's history
- Explore and talk about different forces they can feel Talk about the differences between materials and changes they notice
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos

### **Reception**

- Compare and contrast characters from stories, including figures from the past Draw information from a simple map
- Recognise that people have different beliefs and celebrations
- Explore the natural world around them
- Recognise some similarities and differences between life in this country and others
- Recognise some environments that are different to the one in which they live

### **Nursery**

- Planting seeds and caring for plants
- Life cycles of plants and animals
- Caring for the natural world
- Explore forces
- Explore different countries and their differences
- Develop positive attitudes towards different people

### **Reception**

#### ***Past and Present Early Learning Goal (ELG)***

- Lives of peoples and roles in society
- Know the difference between past and present

#### ***People, Culture and Communities Early Learning Goal (ELG)***

- Describe immediate environment
- Know differences between different cultural communities, countries and religions

#### ***The Natural World Early Learning Goal (ELG)***

- Explore, observe and draw animals and plants
- Understand the seasons and change of matter