



## **EYFS Curriculum Overview**

### **Purpose of the study**

The Early Years Foundation Stage is the period of education from birth to 5 years. In our Foundation stage we have a morning Nursery class and an Afternoon Nursery class and 4 Reception classes.

At Hampton Infants School and Nursery, we wish to support children's personal, social and emotional development so that they feel safe and secure and are ready to learn. The curriculum in Early Years is designed to provide a broad and balanced education that meets the needs of all pupils. It facilitates them to gain the skills, knowledge and understanding, as they start out on their educational journey, supporting them to progress from their individual starting points and preparing them for the next stage of their education.

We believe that the prime areas of learning are the base stone for all future learning and therefore place a lot of emphasis on ensuring that all children feel, happy, secure and settled into the school environment. During the first term, we begin the child's first experience of nursery or Reception by focusing the topic around them and their families; enabling them to engage in a subject they know the most about. We want all children to become confident, active and independent learners, enabling them to enter Key stage one with the skills that they need to continue their journey of learning. We start to get to know the children and families the term before they join through conversations with parents and carers and previous settings. We invite the children in for a stay and play session and a tour of the setting.

Through the seven areas of learning we use core texts that excite and engage children, building on their own interests and developing their experiences of the world around them. Storytelling and the development of language is a core part of our EYFS curriculum. High quality texts and helicopter stories help children believe they are storytellers. We participate in a weekly helicopter story session in Reception. We recognise that all children come into our setting with varied experiences and all staff work hard to ensure that the learning opportunities provided widen their knowledge and understanding of the world, setting ambitious expectations for all children.

We follow The Early Years Foundation Stage Curriculum (2021 updated version). This framework is a means of ensuring high standards of early education and care that will reassure parents that their child's development is being fully supported. It underpins all future learning by supporting and fostering the children's personal, social and emotional wellbeing. Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.

### **Aims**

The aim of our curriculum is to develop a thirst and love for learning by:

- Supporting children to make a positive, smooth and happy transition from home to school
- Providing a safe, secure, enabling and nurturing environment for children to learn in



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- Creating an environment that promotes independence and high levels of involvement in play
- Playing alongside children and support the learning that naturally occurs
- Providing a broad and balanced high quality curriculum in line with the Early Years Foundation Stage guidance
- Fostering positive home school links with parents and other care providers

Subject	Nursery			Reception		
	Autumn	Spring	Summer	Autumn	Spring	Summer
<b>Following children's interests with loose themes woven in:</b>	Speaking and listening skills: encouraging children to express their needs. Transition into Nursery and making new friends. Celebrations.	Life cycles. Growing Chinese New Year Easter	Transition into school. Water play. Mini-beasts. The world and habitats	Transition and making new friends. Emotions and feelings Celebrations: Diwali, Halloween, Bonfire Night, Christmas	Traditional tales Growing/gardenin g Chinese New Year Easter	Summer holidays Transition to Year 1 The world and habitats
<b>Personal, social and emotional development</b>	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people,	Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Increasingly follow rules, understanding why they are important.	Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling.	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.	Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs.	Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine



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	in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas.	Remember rules without needing an adult to remind them.	Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.		- Personal hygiene	- being a safe pedestrian
<b>Key themes:</b>	<ul style="list-style-type: none"> <li>• Getting to know each other.</li> <li>• My family</li> <li>• Making new friends</li> </ul>	<ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Turn taking in conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Keeping safe in the sun</li> <li>• Transition to Reception</li> </ul>	<ul style="list-style-type: none"> <li>• Introducing Bee rules</li> <li>• Zones of regulation</li> <li>• Sharing/making friends</li> </ul>	<ul style="list-style-type: none"> <li>• Keeping healthy e.g. hygiene, diet, exercise</li> <li>• Road safety</li> </ul>	<ul style="list-style-type: none"> <li>• Sun safety</li> <li>• Stranger danger</li> <li>• Transition to Year 1</li> </ul>
<b>Subject</b>	<b>Nursery</b>			<b>Reception</b>		
	Autumn	Spring	Summer	Autumn	Spring	Summer
<b>Communication and language</b>	Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult.	Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Sing a large repertoire of songs.	Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend,	Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a	Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.



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	<p>Use a wider range of vocabulary. 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’. Listens to others one to one or in small groups, when conversation interests them. Understands use of objects (e.g. “What do we use to cut things?”).</p>	<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Can retell a simple past event in correct order (e.g. went down slide, hurt finger). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Uses talk in pretending that objects stand for something else in play, e.g, ‘This box is my castle.’</p>	<p>using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’</p>	<p>throughout the day. Ask questions to find out more and to check they understand what has been said to them. Learn rhymes, poems and songs.</p>	<p>range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Engage in story times. Listen to and talk about stories to build familiarity and understanding.</p>	<p>Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>
	<b>Nursery</b>			<b>Reception</b>		
	Autumn	Spring	Summer	Autumn	Spring	Summer
<b>Physical development</b>	Continue to develop their movement, balancing, riding	Start taking part in some group activities which they make up for	Collaborate with others to manage large items, such as moving a long	Develop the overall body strength, co-ordination,	Revise and refine the fundamental movement skills	Progress towards a more fluent style of moving,



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	<p>(scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Observes the effects of activity on their bodies. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves</p>	<p>themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. 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 and width. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles Can catch a large ball</p>	<p>plank safely, carrying large hollow blocks. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping,</p>	<p>balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Confidently and safely use a range of large and small apparatus indoors and outside,</p>	<p>they have already acquired:          - rolling          - crawling          - walking          - jumping          - running          - hopping          - skipping          - climbing          Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency.</p>	<p>with developing control and grace. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient. Further develop the skills they need to manage</p>
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		Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors Draws lines and circles using gross motor movements Understands that equipment and tools have to be used safely. Can usually manage washing and drying hands.	skipping, sliding and hopping. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name. Holds pencil between thumb and two fingers, no longer using whole-hand grasp.	alone and in a group.		the school day successfully: - lining up and queuing - mealtimes	
	<b>Nursery</b>			<b>Reception</b>			
	Autumn	Spring	Summer	Autumn	Spring	Summer	
<b>Physical Education</b>	I	Sensory play and block play.	Dance skills. Gymnastics.	Circuits and introducing equipment.	Listening games Team games (E.g domes and dishes) Introduction to PE - Unit 1	Music and movement: yoga inside the classroom Mindful movement	Travelling on equipment inside – balancing, crawling, jumping off equipment.
	O	Peddalling and using wheel barrows.	Ball skills.	Team games.	<ul style="list-style-type: none"> <li>Using the climbing equipment and trikes</li> <li>Balance bikes</li> </ul>	<ul style="list-style-type: none"> <li>Using outdoor area equipment</li> <li>Ball skills unit 1 and 2</li> </ul>	<ul style="list-style-type: none"> <li>Ball skills (using equipment eg. Tennis racquets, cricket bats)</li> </ul>



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				<ul style="list-style-type: none"> <li>Team games and developing listening and attention</li> </ul>		<ul style="list-style-type: none"> <li>Team games and races</li> </ul>
	<b>Nursery</b>			<b>Reception</b>		
	Autumn	Spring	Summer	Autumn	Spring	Summer
<b>Mathematical development</b>	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and</p>	<p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles,</p>	<p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Understand position through words alone – for example, "The bag is under the table," – with no pointing.</p> <p>Combine shapes to make new ones – an arch, a</p>	<p>Count objects, actions and sounds.</p> <p>Subitise.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Recognise some numerals of personal significance.</p> <p>Recognises numerals 1 to 5.</p> <p>Counts actions or objects which cannot be moved.</p> <p>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</p>	<p>Count beyond ten.</p> <p>Compare numbers.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Explore the composition of numbers to 10.</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills.</p> <p>Estimates how many objects they can see and</p>	<p>Automatically recall number bonds for numbers 0-5 and some to 10.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Continue, copy and create repeating patterns.</p> <p>Compare length, weight and capacity.</p>



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	<p>mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Understand position through words alone – for example, “The bag is under the table,” – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Uses some number names and number language spontaneously. Uses some number names accurately in play. Recites numbers in order to 10. Knows that numbers identify how many objects are in a set. Shows an interest in number problems.</p>	<p>rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Understand position through words alone – for example, “The bag is under the table,” – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, a</p>	<p>bigger triangle etc. Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'  Compare length, weight and capacity. Separates a group of three or</p>	<p>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Orders two items by weight or capacity.</p>	<p>checks by counting them. Uses the language of 'more' and 'fewer' to compare two sets of objects. Finds the total number of items in two groups by counting all of them. Begins to identify own mathematical problems based on own interests and fascinations</p>	<p>Finds one more or one less from a group of up to five objects, then ten objects. In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Records, using marks that they can interpret and explain. Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They</p>
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		triangular prism for a roof etc.	four objects in different ways, beginning to recognise that the total is still the same. Shows an interest in numerals in the environment. Shows an interest in representing numbers. Realises not only objects, but anything can be counted, including steps, claps or jumps.			solve problems, including doubling, halving and sharing.
	<b>Nursery</b>			<b>Reception</b>		
	Autumn	Spring	Summer	Autumn	Spring	Summer
<b>Literacy</b>	Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing	Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial	Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.	Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly.



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	<p>Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Listens to and joins in with stories and poems, one-to-one and also in small groups. Listens to stories with increasing attention and recall. Sometimes gives meaning to marks as they draw and paint.</p>	<p>sound, such as money and mother</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured.</p> <p>Ascribes meanings to marks that they see in different places. Knows information can be relayed in the form of print. Suggests how the story might end. Describes main story settings, events and principal characters. Shows interest in illustrations and</p>	<p>list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately.</p> <p>Recognises familiar words and signs such as own name and advertising logos. Looks at books independently. Handles books carefully. Holds books the correct way up and turns pages. Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p>	<p>Read some letter groups that each represent one sound and say sounds for them.</p>	<p>correspondences and, where necessary, a few exception words.</p>	<p>Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p>
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		print in books and print in the environment.				
	<b>Nursery</b>			<b>Reception</b>		
	Autumn	Spring	Summer	Autumn	Spring	Summer
<b>Science Understanding the world (Science)</b>	<p>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. Explore how things work.</p>	<p>Begin to make sense of their own life-story and family's history. Show interest in different occupations. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal.</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they</p>	<p>Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past.</p>	<p>Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.</p>



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			have experienced or seen in photos.			
<b>Key Knowledge and Skills</b>	Name some parts of your body through songs. E.g. head, shoulders knees and toes. -Learn how to keep yourself healthy and safe e.g. toilet hygiene.	- Name some seasons -Identify plants in the environment. - Understand what safety measures we need to have in place when cooking e.g Only a grown up uses the cooker	- Name some animals and where they live. - Talk about what has happened when we have mixed ingredients when cooking.	-Name parts of your body. -Learn how to keep yourself healthy and safe e.g. washing hands before lunch or snack to remove germs. - Know we need to wash our hands and the surfaces when cooking	-Name the four seasons and identify features of each season. -Understand what plants grow from e.g. bulb or seed. - Understand how to use cooking equipment safely -Big bird watch	- Identify names of animals and where they live. Talk about features of the different animal habitats. - Talk about changes observed when cooking. E.g A cake rises.
	<b>Nursery</b>			<b>Reception</b>		
	Autumn	Spring	Summer	Autumn	Spring	Summer
<b>Understanding the world (History and Geography)</b>	Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience Enjoys joining in with family customs and routines.	Recognises and describes special times or events for family or friends. Enjoys joining in with family customs and routines.	Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. Enjoys joining in with family customs and routines.	Birthdays, days, months, seasons. Understanding of changes in their own lifetime – personal timeline. Knows that information can be retrieved from books and computers. Enjoys joining in with family	Recount an event verbally and begin to write about personal events. E.g. weekend news. Uses everyday language related to time. Can talk about things they did at the weekend, yesterday, this morning.	Children represent their own ideas, thoughts and feelings through design technology, art, music, dance, role play and stories. Orders and sequences familiar events.



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				customs and routines.		Children can talk about past and present events in their own lives and the lives of family members.
	<b>Nursery</b>			<b>Reception</b>		
	Autumn	Spring	Summer	Autumn	Spring	Summer
<b>Expressive arts and design (Art and D+T)</b>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Explore colour and colour-mixing.</p> <p>Explores colour and how colours can be changed.</p>	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Beginning to be interested in and describe the texture of things.</p>	<p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Joins construction pieces together to build and balance.</p> <p>Realises tools can be used for a purpose.</p>	<p>Explores what happens when they mix colours. Experiments to create different textures.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>Uses simple tools and techniques competently and appropriately.</p> <p>Chooses particular colours to use for a purpose.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art,</p>	<p>Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Introduces a storyline or narrative into their play.</p> <p>Plays cooperatively as part of a group to develop and act out a narrative.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p>



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	Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Engages in imaginative role-play based on own first-hand experiences	Uses various construction materials. Developing preferences for forms of expression Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.	Uses available resources to create props to support role-play		expressing their feelings and responses.	Explore and engage in music making and dance, performing solo or in groups.
	<b>Nursery</b>			<b>Reception</b>		
	Autumn	Spring	Summer	Autumn	Spring	Summer
<b>Expressive arts and design (Music and dance)</b>	Enjoys joining in with dancing and ring games. Sings a few familiar songs. Listen with increased attention to sounds. Imitates movement in response to music. Taps out simple repeated rhythms.	Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Explores and learns how sounds can be changed. Uses movement to express feelings. Creates movement in	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. Create their own songs or improvise a song around one they know. Developing preferences for	Begins to build a repertoire of songs and dances. Explores the different sounds of instruments.	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.	Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.



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		response to music. Play instruments with increasing control to express their feelings and ideas.	forms of expression. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.			
	<b>Nursery</b>			<b>Reception</b>		
	Autumn	Spring	Summer	Autumn	Spring	Summer
<b>Computing</b>	Understands simple instructions. Begins to follow simple procedures.	Uses a simple program on a computer or a device. Begins to operate simple equipment e.g. turns on CD player and uses a remote control.	Begins to know that information can be retrieved on computers.	Uses ICT hardware to interact with age appropriate computer software. Start to recognise that we can use computers to get information to help us learn.	Uses digital devices and computers to support their learning. E.g. To take a photo of a model they have made.	Uses drawing software to design a poster for a purpose.