



EYFS Curriculum Overview

Subject	Nursery			Reception		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Following children's interests with loose themes woven in:	Speaking and listening skills: encouraging children to express their needs. Transition into Nursery and making new friends. Celebrations.	Life cycles. Growing Easter	Transition into school. Water play. Mini-beasts.	Transition and making new friends Celebrations: Diwali, Halloween, Bonfire Night, Christmas	Traditional tales Growing/gardening Easter	Summer holidays Transition to Year 1
Core texts	Rhyming texts and nursery rhymes.	Hungry caterpillar. Information books about growing.	Longer and more in-depth books to encourage attention span.	All about me and settling into school Julia Donaldson books	Oliver Jeffers Traditional tales	Growing/food Friendships/moving on
Personal, social and emotional development	Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them. Can select and use activities and resources with help. Welcomes and values praise for what they have done.	Keeps play going by responding to what others are saying or doing. Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations. Shows confidence in asking adults for help. Aware of own feelings, and knows that some actions and words can hurt others' feelings. Can usually adapt behaviour to different events, social situations and changes in routine	Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. Confident to talk to other children when playing, and will communicate freely about own home and community. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.	Initiates conversations, attends to and takes account of what others say. Confident to speak to others about own needs, wants, interests and opinions. Aware of the boundaries set, and of behavioural expectations in the setting.	Explains own knowledge and understanding, and asks appropriate questions of others. Can describe self in positive terms and talk about abilities. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy	Takes steps to resolve conflicts with other children, e.g. finding a compromise. Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.
Key themes:	<ul style="list-style-type: none"> Getting to know each other. My family Making new friends 	<ul style="list-style-type: none"> Teamwork Turn taking in conversation 	<ul style="list-style-type: none"> Keeping safe in the sun Transition to Reception 	<ul style="list-style-type: none"> Introducing Bee rules Zones of regulation Sharing/making friends 	<ul style="list-style-type: none"> Keeping healthy e.g. hygiene, diet, exercise Road safety 	<ul style="list-style-type: none"> Sun safety Stranger danger Transition to Year 1
Subject	Nursery			Reception		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Communication and language	Listens to others one to one or in small groups, when conversation interests them.	Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key	Focusing attention – still listen or do, but can shift own attention.	Maintains attention, concentrates and sits quietly during appropriate activity. Responds to instructions	Two-channelled attention – can listen and do for short span. Able to follow a story without pictures or props.	Understands humour, e.g. nonsense rhymes, jokes. Listens and responds to ideas expressed by others in conversation or discussion.



EYFS Curriculum Overview

	<p>Understands use of objects (e.g. "What do we use to cut things?"). Responds to simple instructions, e.g. to get or put away an object. 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>events and phrases in rhymes and stories. Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Beginning to use more complex sentences to link thoughts (e.g. using and, because). Uses vocabulary focused on objects and people that are of particular importance to them.</p>	<p>Is able to follow directions (if not intently focused on own choice of activity). Beginning to understand 'why' and 'how' questions. Questions why things happen and gives explanations. Asks e.g. who, what, when, how. Uses a range of tenses (e.g. play, playing, will play, played). Uses intonation, rhythm and phrasing to make the meaning clear to others. Builds up vocabulary that reflects the breadth of their experiences.</p>	<p>involving a two-part sequence. Uses language to imagine and recreate roles and experiences in play situations.</p>	<p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Links statements and sticks to a main theme or intention.</p>	<p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play.</p>
	Nursery			Reception		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Physical development	<p>Mounts stairs, steps or climbing equipment using alternate feet. Walks downstairs, two feet to each step while carrying a small object. Can tell adults when hungry or tired or when they want to rest or play 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>Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles Can stand momentarily on one foot when shown. Can catch a large ball 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.</p>	<p>Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, 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. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p>	<p>Experiments with different ways of moving. Jumps off an object and lands appropriately. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Usually dry and clean during the day. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p>	<p>Uses simple tools to effect changes to materials. Handles tools, objects, construction and malleable materials safely and with increasing control. Shows a preference for a dominant hand. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Eats a healthy range of foodstuffs and understands the need for variety in food. Shows understanding of how to transport and store equipment safely.</p>	<p>Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Practices some appropriate safety measures without direct supervision.</p>
	Nursery			Reception		
	Autumn	Spring	Summer	Autumn	Spring	Summer



EYFS Curriculum Overview

Physical Education	I	Sensory play and block play.	Dance skills. Gymnastics.	Circuits and introducing equipment.	Listening games Team games (E.g domes and dishes)	Travelling on equipment inside – balancing, crawling, jumping off equipment. Music and movement (dance)	Ball skills (throwing and catching and dribbling the ball) Team games – parachute games, round raid, fruit salad etc..
	O	Pedalling and using wheel barrows.	Ball skills.	Team games.	<ul style="list-style-type: none"> Using the climbing equipment and trikes Balance bikes 	<ul style="list-style-type: none"> Using outdoor area equipment 	<ul style="list-style-type: none"> Ball skills (using equipment eg. Tennis rackets, cricket bats) Team games and races
Nursery				Reception			
		Autumn	Spring	Summer	Autumn	Spring	Summer
Mathematical development		<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>Beginning to represent numbers using fingers, marks on paper or pictures. Sometimes matches numeral and quantity correctly. Shows curiosity about numbers by offering comments or asking questions. Compares two groups of objects, saying when they have the same number.</p>	<p>Separates a group of three or 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.</p>	<p>Recognise some numerals of personal significance. Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Counts actions or objects which cannot be moved. Counts objects to 10, and beginning to count beyond 10. Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. 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>Counts an irregular arrangement of up to ten objects. Estimates how many objects they can see and 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 Says the number that is one more than a given number. Can describe their relative position such as 'behind' or 'next to'. Orders two or three items by length or height. Uses familiar objects and common shapes to create and recreate patterns and build models. Uses everyday language related to time</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 solve problems, including doubling, halving and sharing. Beginning to use everyday language related to money. Orders and sequences familiar events. Measures short periods of time in simple ways.</p>



EYFS Curriculum Overview

	Nursery			Reception		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Literacy	Enjoys rhyming and rhythmic activities. •Shows awareness of rhyme and alliteration. •Recognises rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • 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.	Suggests how the story might end. • Listens to stories with increasing attention and recall. •Describes main story settings, events and principal characters. •Shows interest in illustrations and print in books and print in the environment. •Recognises familiar words and signs such as own name and advertising logos. • Looks at books independently. • Handles books carefully. •	•Sometimes gives meaning to marks as they draw and paint. •Ascribes meanings to marks that they see in different places. Knows information can be relayed in the form of print. • 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.	• Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. Gives meaning to marks they make as they draw, write and paint. •Begins to break the flow of speech into words. •Continues a rhyming string. •Hears and says the initial sound in words. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.	Begins to read words and simple sentences. • • Enjoys an increasing range of books. •Knows that information can be retrieved from books and computers. •Can segment the sounds in simple words and blend them together. •Links sounds to letters, naming and sounding the letters of the alphabet. •Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. •Writes own name and other things such as labels,captions. •Attempts to write short sentences in meaningful contexts.	Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.
	Nursery			Reception		
	Autumn	Spring	Autumn	Spring	Autumn	Spring
Science Understanding the world (Science)	Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world Talks about why things happen and how things work.	Shows interest in different occupations and ways of life. Can talk about some of the things they have observed such as plants, animals, natural and found objects.	Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment	Looks closely at similarities, differences, patterns and change. Children know about similarities and differences in relation to places, objects, materials and living things.	They talk about the features of their own immediate environment and how environments might vary from one another.	They make observations of animals and plants and explain why some things occur, and talk about changes.
	Nursery			Reception		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Understanding the world	Shows interest in the lives of people who are familiar to them.	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.	Birthdays, days, months, seasons. Understanding of changes in their own lifetime – personal timeline.	Recount an event verbally and begin to write about personal events. E.g. weekend news.	Children represent their own ideas, thoughts and feelings through design technology, art, music,



EYFS Curriculum Overview

<p>(History and Geography)</p>	<p>Remembers and talks about significant events in their own experience Enjoys joining in with family customs and routines.</p>		<p>Enjoys joining in with family customs and routines.</p>	<p>Knows that information can be retrieved from books and computers. Enjoys joining in with family customs and routines. Children know about similarities and differences in relation to places, objects, materials and living things. They make observations of animals and plants and explain why some things occur and talk about change. They know that other children don't always enjoy the same things, and are sensitive to this.</p>	<p>Uses everyday language related to time. Can talk about things they did at the weekend, yesterday, this morning. They talk about the features of their own immediate environment and how environments might vary from one another. Children talk about past and present events in their own lives and in the lives of family members.</p>	<p>dance, role play and stories. Orders and sequences familiar events. Children can talk about past and present events in their own lives and the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. They know about similarities and differences between themselves and others, and among families, communities and traditions</p>
	<p>Nursery</p>			<p>Reception</p>		
	<p>Autumn</p>	<p>Spring</p>	<p>Autumn</p>	<p>Spring</p>	<p>Autumn</p>	<p>Spring</p>
<p>Expressive arts and design (Art and D+T)</p>	<p>Explores colour and how colours can be changed. 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</p>	<p>Beginning to be interested in and describe the texture of things. Uses various construction materials. Developing preferences for forms of expression Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</p>	<p>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance. Realises tools can be used for a purpose. Uses available resources to create props to support role-play Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p>	<p>Explores what happens when they mix colours. Experiments to create different textures. Understands that different media can be combined to create new effects. Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources.</p>	<p>Uses simple tools and techniques competently and appropriately. Chooses particular colours to use for a purpose. Selects appropriate resources and adapts work where necessary. Plays alongside other children who are engaged in the same theme.</p>	<p>Selects tools and techniques needed to shape, assemble and join materials they are using. Introduces a storyline or narrative into their play. Plays cooperatively as part of a group to develop and act out a narrative. 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.</p>



EYFS Curriculum Overview

	Nursery			Reception		
	Autumn	Spring	Autumn	Spring	Autumn	Spring
Expressive arts and design (Music and dance)	Enjoys joining in with dancing and ring games. Sings a few familiar songs. Beginning to move rhythmically. Imitates movement in response to music. Taps out simple repeated rhythms.	Explores and learns how sounds can be changed. Uses movement to express feelings. Creates movement in response to music.	Developing preferences for forms of expression. Sings to self and makes up simple songs. Makes up rhythms. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.	Begins to build a repertoire of songs and dances. Explores the different sounds of instruments.	Create simple representations of events, people and objects. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.	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.
	Nursery			Reception		
	Autumn	Spring	Autumn	Spring	Autumn	Spring
Computing	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. Begins to collect and interpret simple sets of data.	Uses ICT hardware to interact with age appropriate computer software. Start to recognise that computers need programs to function.	Uses digital devices and computers to communicate e.g. webcams. Accesses and saves information on a class network folder.	Uses drawing software to design a poster for a purpose. Knows some common uses of information technology beyond the classroom.