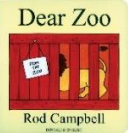
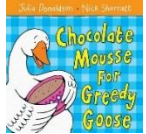
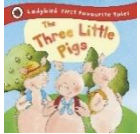
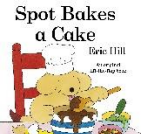
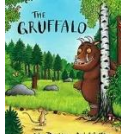

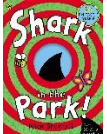
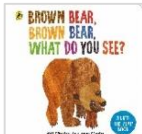

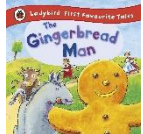

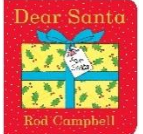
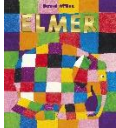



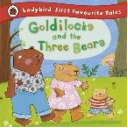
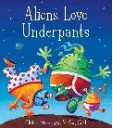
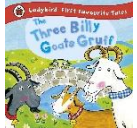


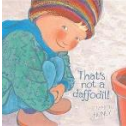
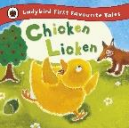
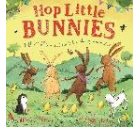











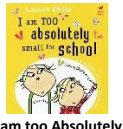


EYFS Curriculum
Nursery Curriculum Overview

Within the 3-4-year-old provision we follow the children's interests and learning using a thematic approach using weekly stories to engage and develop the children's exploration, curiosity and love of learning.

Autumn Term											
 Dear Zoo Rod Campbell	 Chocolate Mousse for Greedy Goose	 The Three Little Pigs	 Spot Bakes a Cake	 Gruffalo	 Autumn	 Shark in the Park	 Brown Bear, Brown Bear, What Do You See?	 The Colour Monster	 The Gingerbread Man	 We're Going on an Elf Chase	 Dear Santa Rod Campbell
Spring Term											
 Elmer	 Winter	 Polar Bear, Polar Bear, What do you Hear?	 We're Going on a Bear Hunt	 Goldilocks and the Three Bears	 Aliens Love Underpants	 The Three Billy Goats Gruff	 The Big Pancake	 Spring	 That's Not a Daffodil	 Chicken Licken	 Hop Little Bunnies
Summer Term											
 Jasper's Beanstalk	 Jack and the Beanstalk	 The Tiger Who Came to Tea	 Oi Frog!	 The Queen's Knickers	 What the Ladybird Heard	 The Hungry Caterpillar	 Summer	 My Mum and Dad Make me Laugh	 Squash and a Squeeze	 No-Bot the Robot with no Bottom	 I am too absolutely small for school

*Termly overview of the stories we cover is a guide, themes might change due to children's interests, assessment of learning and developmental needs of the cohort.

Familiar Stories									
 Goldilocks and the Three Bears	 Gruffalo	 The Colour Monster	 The Gingerbread Man	 Shark in the Park	 The Tiger Who Came to Tea				
Familiar Rhymes									
 Five Currant Buns	 Five Little Ducks	 Five Speckled Frogs	 One, Two, Three, Four, Five	 Five Little Men in a Flying Saucer	 Ten in the Bed	 Five Little Monkeys	 Ten Fat Sausages	 Ten Green Bottles	 One, Two, Buckle my Shoe

Our curriculum overview, outlines how we use the 'Development Matters; Non-Statutory Curriculum Guidance for the Early Years Foundation Stage' to ensure progression in the children's learning and development in all Areas of Learning.

Autumn Term	Spring Term	Summer Term
Communication and Language		
<ul style="list-style-type: none"> - Listen to stories and rhymes - Joins in with familiar rhymes, songs and stories - Can shift from one task to another if attention is fully obtained - Understand action words and begin to use action words - Learn new words rapidly - Understands a question or instruction with one part - Use longer sentences of 4 words - Ask simple questions - Talk about what they are doing - Join in with conversations - Begin to use talk in their play 	<ul style="list-style-type: none"> - Listen to stories and rhymes and remembers much of what happens - Begin to recite repeated refrains and phrases from familiar stories - Pay attention to more than one thing at a time, with clear prompt - Use action words to describe what a person is doing - Use a wide range of vocabulary - Understands a question or instruction with two parts - Use longer sentences of 4-6 words - Ask questions about what they observe around them - Talk about their ideas, thoughts and feelings - Start a conversation with an adult or a friend - Use talk in their play to - Begin to use future and past tenses 	<ul style="list-style-type: none"> - Recall familiar stories and rhymes - Sing a large repertoire of songs and rhymes - Pay attention to more than one thing at a time without prompt - Understand and answer 'why' questions - Begin to use conjunctions to join sentences; 'because', 'and' 'or' - Express a point of view and debate when they disagree - Continue a conversation they have started for many turns - Use talk to organise their themselves and their play - Use future and past tense
Personal, Social and Emotional Development		
<ul style="list-style-type: none"> - 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, in the safe context of their setting. - Show more confidence in new social situations. - Talk about their feelings using words like 'happy' or 'sad'. - 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"> - Select and use activities and resources with increasing independence - Play with one or more other children following each other's play ideas - 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. - Talk about their feelings using words like 'angry' or 'worried'. - Independent in meeting their own care needs. 	<ul style="list-style-type: none"> - Select and use activities and resources with independently, exploring all areas of learning - Play with one or more other children, extending and elaborating play ideas. - Remember rules without needing an adult to remind them. - Develop appropriate ways of being assertive. - Understand gradually how others might be feeling. - Talk with others to solve conflicts - Make healthy choices about food, drink, activity and tooth brushing.
Physical Development		
<ul style="list-style-type: none"> - Continue to develop their movement and balancing skills, following the 'Leap into Life' programme - Ride a three wheeled scooter with increasing control - Pedal a tricycle with increasing control - Go up steps and stairs or climb on apparatus using alternate feet 	<ul style="list-style-type: none"> - Continue to develop their movement and balancing skills, following the 'Leap into Life' programme - Develop their coordination to ride balance bikes - Safely climb ladders and step ladders with support - Hop with increasing balance and control 	<ul style="list-style-type: none"> - Continue to develop their movement and balancing skills, following the 'Leap into Life' programme - Develop control on a balance bikes - Independently climb ladders and step ladders - Skip with increasing balance and control

<ul style="list-style-type: none"> - Stand on one leg with increasing balance and control of movement - Take part in gross motor activities to develop cross-lateral movements - Use large-muscle movements to wave flags and streamers, paint and make marks - Take part in movement-play, group activities led by an adult - Match their developing physical skills to the task - Use one-handed tools and equipment with support - Refine fine motor skills to develop strength and control in pincer grip - Begin to show a preference for a dominant hand - Use a spoon to feed themselves during breakfast - Put on own coat and do up zips with support - Begin to develop an understanding of healthy choices about food, drink, activity and tooth brushing 	<ul style="list-style-type: none"> - Take part in small motor movements to develop cross-lateral movements - Take part in movement-play, team activities supported by an adult - Collaborate with others to manage large items or complete a physical task - Develop independence when using one handed tools and equipment - Begin to develop a comfortable grip when holding pens and pencils - Show a preference for a dominant hand - Learn how to use a knife and fork - Be increasingly independent as they get dressed and undressed - With support, make healthy choices about food, drink, activity and tooth brushing 	<ul style="list-style-type: none"> - Make up their own movement-play activities in a pair or small group - Choose the right resources to carry out their own plan and use them safely - Develop control when using one-handed tools and equipment independently - Demonstrate good pencil control using a tripod grip - Make healthy choices about food, drink, activity and tooth brushing
Literacy		
<ul style="list-style-type: none"> - Notice print around them - Enjoy looking at books and can turn the pages correctly - Have favourite stories - Enjoy listening to rhyming stories, songs and rhymes, joining in with missing words - Take part in sound activities, differentiating the sounds around them - Listen to a variety of stories and join in with familiar texts - Talk about a familiar story 	<ul style="list-style-type: none"> - Begin to understand that print has meaning, by 'reading' a book (tracking text from left to right), recognising familiar logos, talk about different forms of text (shopping lists, messages, etc). - Begin to identify rhyming words - Begin to blend and segment the sounds in simple regular words - Begin to identify the initial sounds in familiar words - Retell familiar stories and use them in their play - Begin to use story language - Ascribe meaning to their marks, writing for a variety of purposes - Begin to make marks that resemble letter shapes 	<ul style="list-style-type: none"> - Understand the five key concepts about print: <ul style="list-style-type: none"> o print has meaning o print can have different purposes o we read English text from left to right and from top to bottom o the names of the different parts of a book o page sequencing - Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> o spot and suggest rhymes o count or clap syllables in a word o recognise words with the same initial sound, such as money and mother - 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 list that starts at the top of the page; writing 'm' for mummy. - Write some or all of their name. - Write some letters accurately
Mathematics		
<ul style="list-style-type: none"> - Develop fast recognition of up to 1 and 2 objects, without having to count them individually ('subitising') - Recite numbers to 5 - Say one number for each item in order: 1,2,3 - Begin to say (may not always be correct) the total number of objects in a group - 	<ul style="list-style-type: none"> - Develop fast recognition of up to 3 objects, without having to count them individually ('subitising') - Recite numbers past 5 - Say one number for each item in order: 1,2,3,4,5. - Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). 	<ul style="list-style-type: none"> - Fast recognition of up to 3 objects and beyond, without having to count them individually ('subitising') - Recite numbers to 10 - Count objects using one to one correspondence to 5 - Accurately count a set of objects saying the total

<ul style="list-style-type: none"> - Show 'finger numbers' up to 3 - Talk about the numerals they see around them - Experiment with their own symbols and marks when writing numerals - - Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal language. - - Understand position through words alone – for example, "The bag is under the table," – with no pointing. - Make comparisons between objects relating to size and length - 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. 	<ul style="list-style-type: none"> - Show 'finger numbers' up to 5. - Recognise the numerals 0-5 - Experiment with their own symbols and marks as well as numerals - Compare quantities using language: 'more than', 'fewer than - Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. - Combine shapes to make new ones – an arch, a bigger triangle, etc. - Describe a familiar route. - Make comparisons between objects relating to capacity - - Extend and create ABAB patterns – stick, leaf, stick, leaf. 	<ul style="list-style-type: none"> - Begin to show different ways of making 'finger numbers' up to 5 - Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. - Begin to write some numerals correctly - - Solve real world mathematical problems with numbers up to 5. - Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. - Discuss routes and locations, using words like 'in front of' and 'behind'. - - Make comparisons between objects relating to weight - - 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...'
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Understanding the World

<ul style="list-style-type: none"> - Use all their senses in hands-on exploration of natural materials. - Talk about themselves - - - - Explore how things work. - Explore different materials and changes that occur - - Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. - Talk about their own experiences of going on day trips or holidays 	<ul style="list-style-type: none"> - Explore collections of materials with similar and/or different properties. - Talk about their family - Show interest in different occupations. - 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. - Begin to talk about the differences between materials - - Talk about the similarities and differences between people - - Look at photographs of different countries and talk about what they see. 	<ul style="list-style-type: none"> - Talk about what they see, using a wide vocabulary. - - Begin to make sense of their own life-story and family's history. - Plant seeds and care for growing plants. - Understand the key features of the life cycle of a plant and an animal. - - 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 have experienced or seen in photos.
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Expressive Arts and Design

<ul style="list-style-type: none"> - Take part in simple pretend play - Take part in small world play, developing their own stories. - - Join different materials and explore different textures. - - Create closed shapes with continuous lines, and begin to use these shapes to represent objects. 	<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. - Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. - - Explore different materials freely, to develop their ideas about how to use them and what to make. - Draw with increasing complexity and detail, such as representing a face with a circle and including details. 	<ul style="list-style-type: none"> - Take part in pretend play, using their imagination in their play. - - Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. - Develop their own ideas and then decide which materials to use to express them. - Use drawing to represent ideas like movement or loud noises.
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<ul style="list-style-type: none">- Explore colour and colour-mixing.- Listen with increased attention to sounds.- Remember and sing entire songs. - Explore playing a variety of instruments	<ul style="list-style-type: none">- 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	<ul style="list-style-type: none">- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. - Create their own songs or improvise a song around one they know.- Respond to what they have heard, expressing their thoughts and feelings.- Play instruments with increasing control to express their feelings and ideas
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