



EYFS Curriculum- Nursery

Curriculum Drivers: Literacy, Respect, Aspiration, Wellbeing

	Term 1	Term 2	Term 3
	All About Me My Family	Toys Seasonal Changes and Growing	Weather The World Around Me
PSED	<ul style="list-style-type: none"> • Make relationships with staff and children in the setting. • Understand the boundaries within the setting and become familiar with expectations • Get children familiar with environment • Understand how to use areas and resources effectively- understand tidy up time routine. • Learn about sharing- to be modelled during small group time • Speak about own home and community • Understand how to play in a group 	<ul style="list-style-type: none"> • Begin to enjoy the responsibility of carrying out small tasks. • Understand and accept the need of others through the use of group sharing activities and listening games • Learn how to deal with emotions appropriately. • Become more confident during carpet and circle times • Play in a small group co-operatively. 	<ul style="list-style-type: none"> • Confident to talk with other children when playing • Confident to communicate freely about home and community • Can tolerate delay. • Can adapt behaviour to social situations and changes in routine e.g. assembly • More outgoing to unfamiliar adults.
Communication and Language	<p>Throughout the year children will</p> <ul style="list-style-type: none"> • Learn to speak with confidence during circle/carpet times • Learn to listen and respond appropriately with relevant comments, questions or actions • Have opportunities to have conversations and develop vocal sound formation in doing this <ul style="list-style-type: none"> • Learn new vocabulary relating to topics 		
	<ul style="list-style-type: none"> • Single channelled attention- can shift attention, responding to their name • Listen with interest to sounds made by adults in stories • Respond to simple instructions • Develop increasing vocabulary including colours, animals and body parts. • Answer simple questions • Uses talk and language when engaging in make believe/role play activities. 	<ul style="list-style-type: none"> • Retell simple stories • Join in singing familiar songs and rhymes • Become more confident in holding conversations • Use simple sentences when speaking • Ask an adult appropriately for help • Ask what, where and who questions 	<ul style="list-style-type: none"> • Develop an understanding of the concepts of 'under', 'on', 'top' and 'behind' and can carry out the action • Listen to others and respond to ideas expressed by others. • Learn understand and use correct verb tenses.

Physical development	<ul style="list-style-type: none"> • If not already, children to become more independent in their toileting • Explore and use a range of different mark making tools • To explore malleable materials • Understand the need for safety when using climbing equipment 	<ul style="list-style-type: none"> • To move around outdoor space confidently and at speed • Move bodies in a variety of ways to music • To develop tripod grip when using writing tools • Begin to put on coat independently 	<ul style="list-style-type: none"> • Make snips in paper using scissors • Draws lines and circles using gross motor movements • Beginning to copy some letters from their name • Can climb freely and confidently on outdoor play equipment • Negotiate space successfully
Literacy	<ul style="list-style-type: none"> • To listen to stories with increasing attention • Provide missing words and phrases in well-known stories and rhymes. • Talk about the different marks they make. 	<ul style="list-style-type: none"> • Sing nursery rhymes and songs • Join in with well-known stories and guess what might happen next • Hold a book the right way up and turn pages carefully 	<ul style="list-style-type: none"> • Talk about drawings and paintings and say what their writing means. • Listen to longer stories and talk about them. • To recognise own name and other important words and logos. • Copy some letters from own name • To clap hands to match sounds in words • To show an understanding of rhyming
Phonics	<p>Throughout the year children will complete Phase 1 activities from the Letters and Sounds document. By the end of the year it is expected that children will be able to</p> <ul style="list-style-type: none"> • Identify and discriminate different sounds • Identify syllables in words and clap to demonstrate this • Develop an awareness of rhythm and rhyme in speech • To have an increased awareness of words which rhyme <ul style="list-style-type: none"> • To understand alliteration 		
Maths	<ul style="list-style-type: none"> • Say some number names in order • To identify which group has 'more' • To use words such as 'more' and a 'lot' • To describe amount of objects • To begin to use the language of size 	<ul style="list-style-type: none"> • To understand a group of things can change in quantity when something is added or taken away. • Begin to identify simple shapes in the environment • Recite numbers to 10 • Represents numbers using fingers, marks on paper or pictures 	<ul style="list-style-type: none"> • Identify numbers in the environment • Begin to match numbers and quantity correctly • Recognise numbers to 10 • Count 5 objects accurately • Count out 3 objects from a larger group.

Understanding the World	<ul style="list-style-type: none"> Tal about their own experiences and special times they have shared with their family To identify change- make gingerbread men Cooking- tasty toast, what is this food and where does it come from? 	<ul style="list-style-type: none"> Understand growth- what we need and what a plant needs Make predictions- floating and sinking Show care and concern for the environment. Cooking- delicious dippers, what foods do I need to stay healthy? 	<ul style="list-style-type: none"> Ask questions about things they can see. Can name animals and sort them into habitats (jungle, farm and under the sea). Night and day animals Cooking- Fabulous fruit salad, what os this food and where does it come from?
Computing	<ul style="list-style-type: none"> How to use the interactive whiteboard Digital camera/photos on ipads 	<ul style="list-style-type: none"> How to use the interactive whiteboard Digital camera/photos on ipads 	<ul style="list-style-type: none"> How to use the interactive whiteboard Digital camera/photos on ipads
Expressive Arts and Design	<ul style="list-style-type: none"> Artist focus- Jackson Pollock- see art planning documents <p><i>Work to produce- class representation of Jackson Pollock's work investigating ways to make paint marks on the paper</i></p> <ul style="list-style-type: none"> Self-portrait for class display Sing new songs 	<ul style="list-style-type: none"> Artist focus- Wassily Kandinsky- see art planning documents <p><i>Work to produce- painting within a given line and collage using pre-cut circles</i></p> <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Artist focus- Emily Blincoe- see art planning documents <p><i>Work to produce- printing with blocks/vegetables, children making arrangements and patterns with objects and take photo</i></p>