



**EYFS Curriculum**

**2021-2022**

**(Nursery)**

**Intent: What we would like to do**

Area	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Amazing Animals		Things that Move		Our World	
Suggested texts:	Were going on a bear hunt Dear Zoo Peace at Last Animal Bop Where's my Teddy? Children's story suggestions.	Brown Bear, Brown Bear Why I Love Christmas. Ten little elves. If my dog could Drive. While you were sleeping. One mole digging a hole.	Ten little dinosaurs Aliens in underpants save the world How to catch a star Duck in the truck I wish I were a pilot Funny bones	Walking through the Jungle Each peach pear plum Giraffes can't dance Rumble in the jungle Goat goes to playgroup Chocolate mousse for greedy goose	Jaspers Beanstalk Very busy Spider The bad tempered ladybird The crunching munching caterpillar Aaarrrghh Spider The very lazy lady bird The growing story.	Commotion in the Ocean Under the sea Lost and found Sharing a shell Ten little pirates The snail and the whale Tiddler The fish who could wish
Literacy:  Phase 1 Phonics activities throughout	Phase 1 Phonics <ul style="list-style-type: none"> <li>Listening to stories for short periods</li> <li>Enjoying books in different ways</li> <li>Singing songs and rhymes.</li> </ul>	Phase 1 phonics and mark making <ul style="list-style-type: none"> <li>Looking at books and pointing out parts</li> <li>Mark making</li> <li>Looking for first letter of names</li> </ul>	Looking at non-fiction books <ul style="list-style-type: none"> <li>Mark making</li> <li>Hearing sounds in the environment</li> <li>Sharing books</li> <li>Look at books independently</li> <li>Noticing letters and familiar marks/symbols.</li> </ul>	Exploring different stories and rhymes <ul style="list-style-type: none"> <li>Recognising and writing names</li> <li>Hearing some sounds in words or words that are similar to name rhymes.</li> <li>Talking about books and what is happening.</li> </ul>	Letters and sounds, name writing <ul style="list-style-type: none"> <li>Repeat words or phrases</li> <li>Continues a rhyming string</li> <li>Links sounds to letters</li> <li>Give meaning to their marks</li> </ul>	Letters and sounds <ul style="list-style-type: none"> <li>Segments and blends</li> <li>Knows information comes from books</li> <li>Links sounds to letters</li> <li>Writes name and labels</li> <li>Talks about rhymes and things they notice in stories, poems or songs.</li> </ul>
Maths:  Exploring number patterns through play and adult focus activities.	Maths: Counting skills <ul style="list-style-type: none"> <li>Using number language in play</li> <li>Counting to 5/10</li> <li>Counting out objects 1-1</li> <li>Exploring shapes in play</li> </ul>	Maths: Counting skills and shapes <ul style="list-style-type: none"> <li>Counting to 5/10</li> <li>Counting out objects 1-1</li> <li>Exploring shapes in play and beginning to name them.</li> </ul>	Maths: Shape exploration and number recognition <ul style="list-style-type: none"> <li>Shape and number recognition</li> <li>Recognising amounts and groups of objects to 3 without counting.</li> <li>Using prepositions in their play and games.</li> </ul>	Maths: Patterns, number and numicon <ul style="list-style-type: none"> <li>Number recognition.</li> <li>Counting amounts to go with numbers.</li> <li>Ordering</li> <li>Notices shapes and combining shapes to make pictures or patterns.</li> </ul>	Maths: Number recognition and measuring <ul style="list-style-type: none"> <li>Exploring measures</li> <li>Heavy/ light</li> <li>Number recognition</li> <li>Finds one more or less</li> <li>Starting to describe shape</li> <li>Exploring and making patterns.</li> </ul>	Maths: Measures, more and less <ul style="list-style-type: none"> <li>Realises that not just objects can be counted</li> <li>Can count irregular arrangements to 10</li> <li>Beginning to talk about shapes in everyday objects</li> <li>Say a number one more than the given number</li> </ul>
Physical Development	R5s - Washing hands and using toilet independently. <ul style="list-style-type: none"> <li>Mark making</li> <li>Threading</li> <li>Large movements - anti clockwise movement</li> </ul>	<ul style="list-style-type: none"> <li>Mark making</li> <li>Holding writing tools</li> <li>Walking up the ramp</li> <li>Balance and co-ordinator</li> <li>Using knives and forks.</li> </ul>	<ul style="list-style-type: none"> <li>Spatial awareness- noticing others.</li> <li>Eating snack and having water</li> <li>Beginning to have the skills for Throwing and catching</li> </ul>	<ul style="list-style-type: none"> <li>Teeth and keeping ourselves clean</li> <li>Healthy foods</li> <li>Using scissors and pencils correctly</li> <li>Shows good control</li> <li>Turns pages in a book</li> </ul>	<ul style="list-style-type: none"> <li>Forming some letters</li> <li>Mark making using shapes.</li> <li>Spatial awareness</li> <li>Dry in the day</li> <li>Able to catch and throw a ball</li> <li>Moves freely</li> <li>Uses a tripod grip</li> <li>Communicates their need for the toilet</li> </ul>	<ul style="list-style-type: none"> <li>Running</li> <li>Speed</li> <li>Distance</li> <li>Agility</li> <li>Shows a dominant hand</li> <li>Experiments moving in different ways</li> <li>Dressing independently</li> </ul>
Personal, Social and Emotional Development	PSE: Making relationships and friendships in nursery. <ul style="list-style-type: none"> <li>Turn taking</li> <li>Choosing activities</li> <li>Making friendships</li> <li>Talking to others</li> <li>Understanding me.</li> </ul>	PSE: Celebrations <ul style="list-style-type: none"> <li>Playing in pairs</li> <li>Noticing feelings (own and others)</li> <li>Talking in groups</li> <li>Following nursery routines.</li> </ul>	PSE: Working together and sharing <ul style="list-style-type: none"> <li>Understanding how I act.</li> <li>Talking about things I like and dislike</li> </ul>	PSE: Healthy Me <ul style="list-style-type: none"> <li>Feelings and awareness of others</li> <li>Helping and tidying up</li> <li>Welcome praise for their achievements</li> <li>Aware actions can hurt and harm others</li> </ul>	PSE: Relationships <ul style="list-style-type: none"> <li>Show confidence in asking adults for help</li> <li>Have a special friend</li> <li>Express their own preference</li> <li>Initiates play offering cues</li> </ul>	PSE: Transition to school <ul style="list-style-type: none"> <li>Trips to school</li> <li>Getting dressed independently</li> <li>Adapts their behaviour to events and social situations</li> <li>Demonstrates friendly behaviour</li> <li>Try's to resolve conflict</li> </ul>

Understanding the World	<ul style="list-style-type: none"> <li>Exploring different animals</li> <li>Animal names</li> <li>Animal patterns</li> <li>Talking about the family.</li> </ul>	<ul style="list-style-type: none"> <li>Colours around us</li> <li>Different places and textures</li> <li>Seasons and weather</li> <li>Welly Walks &amp; Woodland Visits.</li> </ul>	<b>People who help us</b> <ul style="list-style-type: none"> <li>Sensory tubes - sounds, movements, textures.</li> <li>Using tech toys</li> <li>Talking about occupations and what their jobs involve.</li> </ul>	<b>Treasure hunts and story maps.</b> <ul style="list-style-type: none"> <li>Places</li> <li>Talking about events at home</li> <li>Looking out for places they have been in stories</li> <li>Operates IT toys or shows an interest.</li> </ul>	<b>Growing and changing</b> <ul style="list-style-type: none"> <li>Growing and changing</li> <li>Seasons &amp; weather</li> <li>Talks about things they have observed</li> <li>Shows an interest in technology</li> <li>Woodland Walks</li> </ul>	<b>Getting ready for school</b> <ul style="list-style-type: none"> <li>Enjoys family routines</li> <li>Looks at differences, patterns and change</li> <li>Knows information comes from a computer</li> </ul>
Expressive Arts and Design	<b>Singing and songs</b> <ul style="list-style-type: none"> <li>Acting roles, dressing up and real life roleplay.</li> <li>Drawing something and saying that's me</li> </ul>	<b>Woodland and Christmas craft</b> <ul style="list-style-type: none"> <li>Joins in with favourite songs</li> </ul>	<b>Dancing and moving</b> <ul style="list-style-type: none"> <li>Creates banging, tapping and shaking</li> <li>Beginning to make believe</li> <li>Movement to music</li> <li>Enjoys joining in with dance</li> <li>Sings a few familiar songs</li> </ul>	<b>Using different tools and acting out stories</b> <ul style="list-style-type: none"> <li>Experiment with colour</li> <li>Scissor and threading skills</li> <li>Joins construction materials</li> </ul>	<b>Natural art and creativity.</b> <ul style="list-style-type: none"> <li>Explore sound and how it can change</li> <li>Realises tools are used for a purpose</li> <li>Beginning to construct</li> <li>Uses resources to create role play</li> <li>Makes up rhymes</li> </ul>	<b>Using different tools and exploring textures</b> <ul style="list-style-type: none"> <li>Explores instrument sounds</li> <li>Manipulates materials</li> <li>Explores what happens when you mix colours</li> <li>Introduces a story line to role play</li> <li>Chooses colours for a purpose.</li> </ul>
RE - Linked to Church School & Weekly Worship	<b>Thankfulness</b> <ul style="list-style-type: none"> <li>Exploring stories linked to thankfulness e.g. 'Creation'</li> </ul>	<b>Trust &amp; Peace</b> <ul style="list-style-type: none"> <li>Exploring stories such as 'Noah'</li> <li>Christmas Story</li> </ul>	<b>Perseverance</b> <ul style="list-style-type: none"> <li>Exploring stories and drama such as 'The Lost Sheep'.</li> </ul>	<b>Justice and Hope</b> <ul style="list-style-type: none"> <li>Exploring stories and drama such as 'Easter and Feeding the 5000'</li> </ul>	<b>Service</b> <ul style="list-style-type: none"> <li>Exploring stories and drama such as 'Jesus and his Friends'.</li> </ul>	<b>Truthfulness</b> <ul style="list-style-type: none"> <li>Exploring stories and drama such as 'Jacob and Esau'</li> </ul>

<b>Implementation: How will this happen?</b>	<p style="text-align: center;"><b>Our EYFS Provision for Learning and Development</b></p> <ul style="list-style-type: none"> <li>Will reflect the needs and interests of the cohort of children.</li> <li>Will encourage children to build positive relationships.</li> <li>Will provide an environment that challenges and encourages learning through exploration and positive adult interaction.</li> </ul> <p>This will be implemented through opportunities to develop the characteristics of effective learning.</p> <p>Communication and language development opportunities will underpin all provision and modelled teaching.</p> <p>There will be a balance of child initiated learning experiences, guided learning and direct teaching across the children's time in Reception.</p>	<p>We will be thinking about the underpinning principles for EYFS Pedagogy:</p> <ul style="list-style-type: none"> <li>Keeping in mind that every child is a <b>Unique Child</b> who is constantly learning and can be resilient, capable, confident and self-assured</li> <li>Providing and Environment that develops <b>Positive Relationships</b>, encouraging them to be strong and resilient.</li> <li>Children learn and develop well in <b>enabling environments with teaching and support from adults</b>, who respond to their individual interests and needs and help them to build their learning over time.</li> <li>Children benefit from a <b>strong partnership</b> between practitioners and parents and/or carers.</li> </ul> <p>Having an awareness and knowledge of importance of <b>learning and development</b>. Children develop and learn at different rates. 7</p> <p>Early Years Staff will be encouraging and building children's learning styles by encouraging them to:</p> <p><b>Play and Explore</b> - Children will investigate and experience things, and 'have a go'.</p> <p><b>Become Active learners</b> - Children will work on concentrating and keep on trying if they encounter difficulties, and enjoy achievements.</p> <p><b>Be Creative and Critical Thinkers</b> - Children will have and develop their own ideas, make links between ideas, and develop strategies for doing things.</p>
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<b>IMPACT: Knowledge and Skills Gained</b>	<b>Communication &amp; Language</b>	<b>Listening and Attention</b> I know how to listen well. I know how talk to others. I know how to listen and follow rules.		<b>Speaking</b> I know key words linked to the topics, stories, poems and experiences I have had. I know how to hold a 2 way conversation and wait for my turn to talk. I know how to use sentences with four to six words.		
	<b>PSED</b>	<b>Self- Regulation</b> I know how to tell you if I am upset. I know how to share my wants and needs.	<b>Managing Self</b> I can try new activities and experiences. I know how to wash my hands and use the toilet independently.		<b>Building Relationships</b> I know how to share resources and turn take with some help. I know how to play alongside 1 friend. I know how to ask others for help.	
	<b>Physical Development</b>	<b>Gross Motor</b> I know how to move in a range of ways. I know how to avoid obstacles. I know how to balance on one leg or on a trike. I know how to roll and push a ball. I know how to put on my coat.		<b>Fine Motor</b> I know how to hold a knife and fork to eat my lunch. I know how to hold a pencil and make marks. I know how to attempt letters in my name. I know how to pick up small objects. I know how to hold scissors.		
	<b>Literacy (Links with C&amp;L)</b>	<b>Comprehension</b> I know how to retell a story in my own words I can talk about key things I notice in a book.	<b>Word Reading</b> I know what my name looks like. I know what a rhyme sounds like. I know how to hold books and turn the pages.		<b>Writing</b> I know how to hold a pencil. I know how to write some or all of my name.	
	<b>Maths</b>	<b>Number</b> I know how to count objects with a number for each item. I know the names of 2D shapes. I know what numbers 1 - 5 look like in different ways.		<b>Numerical Pattern</b> I know how to verbally count to 5 and beyond to 10. I know how to make a pattern using different objects.		

	<b>Understanding the World</b>	<b>Past and Present</b> I know what has happened in my life. I know who my family are. I know	<b>People, Cultures and Communities</b> I know how to talk about what I have seen. I know about my local area and describe where I live. I know about different jobs.	<b>The Natural World</b> I know how things change and grow. I know about the seasons and the changes that happen.
	<b>EAD</b>	<b>Creating with Materials</b> I know how to use a range of materials and techniques safely. I know how to talk about what I have created. I know how to make things and include these in my roleplay.	<b>Being Imaginative &amp; Expressive</b> I know how to sing a range of songs. I know how to perform. I know how to retell stories.	
	<b>RE</b>	<b>Bible Stories and Worship</b> I can recall a Bible story. I know the Christian values. I know how I use the Christian values in my life at home and in nursery.		