

EYFS Curriculum Overview – Nursery and Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A Topics	All About Me Humans – My Body, My Family, My Emotions	Nocturnal Animals Hedgehogs and Owls	The Amazing Arctic Arctic animals	Out of this world Space	From Garden To Farm Growing Plants & Farming	Deep in the jungle Jungles and their animals
Cycle B Topics	All About Me Humans – My Senses, Special People ,My Emotions	Into The Woods Bears	Real Life Heroes People Who Helps Us	Jurassic World Dinosaurs	It’s a Bugs Life Minibeasts & Life Cycles	Ahoy there Captain Under The Sea Life and looking after our planet & Pirates
Religious Education (RE)	Special People Key Question: What makes people special? Religions: Christianity Judaism	Christmas Key Question: What is Christmas? Religions: Christianity	Celebrations Key Question: How do people celebrate? Religions: Islam Judaism	Easter Key Question: What is Easter? Religions: Christianity	Stories Key Question: What can we learn from stories? Religions: Buddhism, Christianity, Islam, Hinduism, Sikhism	Special Places Key Question: What makes laces special? Religions: Christianity, Islam, Judaism
Personal, Social and Emotional Development (PSED)	Nursery <ul style="list-style-type: none"> Become more outgoing with unfamiliar people, in the safe context of their setting Talk about their feelings Play with one or more other children Increasingly follow rules, understanding why they are important Select and use activities and resources, with help when needed 		Nursery <ul style="list-style-type: none"> Develop confidence in new social situations Help to find solutions to conflicts Learn about feelings Follow Golden Rules Develop assertiveness 		Nursery <ul style="list-style-type: none"> Play with other children, extending and elaborating play ideas Talk with others to solve conflicts Talk about their feelings Begin to understand how others might be feeling Develop their sense of responsibility and membership of a community 	
	Reception <ul style="list-style-type: none"> Become more outgoing with unfamiliar people, in the safe context of their setting Talk about their feelings Play with other children, extending and elaborating play ideas Increasingly follow rules without reminders, understanding why they are important 		Reception <ul style="list-style-type: none"> Express feelings Identify own feelings socially and emotionally Show resilience and perseverance Think about the perspectives of others See themselves as a valuable individual 		Reception Self Regulation Early Learning Goal (ELG) <ul style="list-style-type: none"> Understand own and others feelings Focus attention Respond appropriately Managing Self Early Learning Goal (ELG) <ul style="list-style-type: none"> Show independence resilience and perseverance Know right from wrong Manage own hygiene and basic needs Building Relationships Early Learning Goal (ELG) <ul style="list-style-type: none"> Work cooperatively, positively and sensitively 	

Communication and Language (CL)	Nursery	Nursery	Nursery
	Reception	Reception	Reception
	<ul style="list-style-type: none"> • Use a wider range of vocabulary • Know many rhymes • Use longer sentences of four to six words • Understand a question or instruction that has two parts eg ‘Put your coat on and line up at the door’ 	<ul style="list-style-type: none"> • Listen to and remember much of what happens in longer stories • Learn rhymes, talk about familiar books, and tell a long story • Develop conversational skills between peers and adults • Use talk to organise themselves and their play 	<ul style="list-style-type: none"> • Understand ‘why’ questions • Develop their communication, but may continue to have problems with irregular tenses and plurals • Practise saying tricky sounds: r, j, th, ch, and sh and multisyllabic words such as ‘planetarium’ or ‘hippopotamus’ • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions
	<ul style="list-style-type: none"> • Understand ‘why’ questions • Know many rhymes, be able to talk about familiar books, and be able to tell a long story • Understand a question or instruction that has two parts • Understand how to listen carefully and why listening is important • Connect one idea or action to another using a range of connectives 	<ul style="list-style-type: none"> • Learn new relevant vocabulary • Articulate ideas and thoughts in well-formed sentences • Listen to and talk about stories to build familiarity and understanding • Listen carefully to rhymes and songs, paying attention to how they sound • Learn rhymes, poems and songs • Learn from non-fiction books 	<p><i>Listening and Attention Early Learning Goal (ELG)</i></p> <ul style="list-style-type: none"> • Listening and responding • Making comments • Holding back and forth conversations <p><i>Speaking Early Learning Goal (ELG)</i></p> <ul style="list-style-type: none"> • Participate in discussions • Offer explanations • Express ideas and feelings in full sentences including different tenses and conjunctions

Physical Development (PD)	<p style="text-align: center;">Nursery</p> <ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks • Use one-handed tools and equipment like hammers • Develop independence as they get dressed and undressed with coats • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills • Be increasingly independent in meeting their own care needs • Start to eat independently and learning how to use a knife and fork <p style="text-align: center;">Reception</p> <ul style="list-style-type: none"> • Be increasingly independent as they get dressed and undressed • Use a comfortable grip with good control when holding pens and pencil • Use one-handed tools and equipment, for example, making snips in paper with scissors • Be increasingly independent in meeting their own care needs 	<p style="text-align: center;">Nursery</p> <ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills • Use one-handed tools and equipment like scissors • Show a preference for a dominant hand • Use a comfortable grip with good control when holding pencils • Show a preference for a dominant hand • Be increasingly independent putting on jumpers and coats <p style="text-align: center;">Reception</p> <ul style="list-style-type: none"> • Develop their small motor skills to use a range of tools competently, safely and confidently • Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor • Develop the foundations of a handwriting style • Develop self-regulation skills 	<p style="text-align: center;">Nursery</p> <ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Match their developing physical skills to tasks and activities in the setting • Choose the right resources to carry out their own plan • Collaborate with others to manage large items • Use a comfortable grip • Make healthy choices about food, drink and activity <p style="text-align: center;">Reception</p> <p>Gross Motor Early Learning Goal (ELG)</p> <ul style="list-style-type: none"> • Spatial awareness • Demonstrate balance, strength and coordination • Move in a variety of ways energetically <p>Fine Motor Early Learning Goal (ELG)</p> <ul style="list-style-type: none"> • Tripod grip • Develop fluency • Accurate and careful drawing
	Maths	<p style="text-align: center;">Nursery</p> <ul style="list-style-type: none"> • To recite numbers past 5 and show finger numbers up to 5 • Talk about and identify the patterns around them, use informal language to describe them • Extend and create ABAB patterns <p style="text-align: center;">Reception</p> <ul style="list-style-type: none"> • Contextual positional language • Count objects, actions and sounds • Subitising • Compare quantities • Extend and create repeating patterns, spot mistakes 	<p style="text-align: center;">Nursery</p> <ul style="list-style-type: none"> • Number and counting • Subitising • 2 D and 3 D Shapes • Length • Height • Weight <p style="text-align: center;">Reception</p> <ul style="list-style-type: none"> • Number • Subitising • 2 D and 3 D Shapes • Length • Weight • Capacity

<p>Literacy</p>	<p style="text-align: center;">Nursery</p> <ul style="list-style-type: none"> Develop phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word Understand some of the key concepts about print: <ul style="list-style-type: none"> Print has meaning. The names of the different parts of a book. Develop mark making by providing opportunities in a wide range of ways <p style="text-align: center;">Reception</p> <ul style="list-style-type: none"> Develop phonological awareness, so that they can recognise words with the same initial sound Read individual letters by saying the sounds for them Blend sounds into words, so that they can read short words Read some letter groups that each represent one sound and say sounds for them Write some or all of their name Write some letters accurately 	<p style="text-align: center;">Nursery</p> <ul style="list-style-type: none"> Continue to develop phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound Engage conversations about stories, learning new vocabulary Write some letters in their name Use some of their print and letter knowledge in their early writing <p style="text-align: center;">Reception</p> <ul style="list-style-type: none"> Develop phonic knowledge Read tricky red words Read simple phrases and sentences made up of words with known letter-sounds and tricky words Develop letter formation of lower and upper case letters. Develop spelling strategies 	<p style="text-align: center;">Nursery</p> <ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary Recognise words with the same initial sound Use some of their print and letter knowledge in their early writing. For example: writing initial sounds Write their name Write some letters accurately <p style="text-align: center;">Reception</p> <p>Comprehension Early Learning Goal (ELG)</p> <ul style="list-style-type: none"> Understand what has been read Anticipate key events in stories Understand and use newly introduced vocabulary <p>Word Reading Early Learning Goal (ELG)</p> <ul style="list-style-type: none"> Say a sound for each letter of the alphabet and at least 10 digraphs Read words by sound blending Read aloud simple sentences consistent with phonic knowledge and some exception words <p>Writing Early Learning Goal (ELG)</p> <ul style="list-style-type: none"> Write correctly formed recognisable letters Spell phonetically Write simple phrases and sentences that can be read by others
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Expressive Arts and Design (EAD)</p>	<p style="text-align: center;">Nursery</p> <ul style="list-style-type: none"> Listen with increased attention to sounds Make imaginative ‘small worlds’ with blocks and construction kits Play instruments with increasing control to express their feelings and ideas Develop their own ideas and then decide which materials to use to express them <p style="text-align: center;">Reception</p> <ul style="list-style-type: none"> Explore colour and colour-mixing Draw with increasing complexity and detail, such as representing a face with a circle and including details Respond to what they have heard, expressing their thoughts and feelings Play instruments with increasing control to express their feelings and ideas 	<p style="text-align: center;">Nursery</p> <ul style="list-style-type: none"> Develop complex stories using small world equipment Drawing Explore colour and colour-mixing Play instruments with increasing control to express their feelings and ideas <p style="text-align: center;">Reception</p> <ul style="list-style-type: none"> Singing Music making, dance, and performance Respond to music Watch, talk and respond to dance and performance art 	<p style="text-align: center;">Nursery</p> <ul style="list-style-type: none"> Develop drawing skills Respond to what they have heard, expressing their thoughts and feelings Develop singing skills - ‘pitch match’ and ‘melodic shape’ of familiar songs Create their own songs, or improvise a song around one they know <p style="text-align: center;">Reception</p> <p>Creating With Materials Early Learning Goal (ELG)</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques <p>Being Imaginative and Expressive Early Learning Goal (ELG)</p> <ul style="list-style-type: none"> Invent and recount narratives and stories Sing songs, rhymes and poems Move in time to music

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Understanding The World (UTW)</p>	<p style="text-align: center;">Nursery</p> <ul style="list-style-type: none"> • 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 • Begin to make sense of their own life-story and family's history <p style="text-align: center;">Reception</p> <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 • Talk about members of their immediate family and community • Name and describe people who are familiar to them 	<p style="text-align: center;">Nursery</p> <ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history • Explore and talk about different forces they can feel • Talk about the differences between materials and changes they notice • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos <p style="text-align: center;">Reception</p> <ul style="list-style-type: none"> • Compare and contrast characters from stories, including figures from the past • Draw information from a simple map • Recognise that people have different beliefs and celebrations • Explore the natural world around them • Recognise some similarities and differences between life in this country and others • Recognise some environments that are different to the one in which they live 	<p style="text-align: center;">Nursery</p> <ul style="list-style-type: none"> • Planting seeds and caring for plants • Life cycles of plants and animals • Caring for the natural world • Explore forces • Explore different countries and their differences • Develop positive attitudes towards different people <p style="text-align: center;">Reception</p> <p><i>Past and Present Early Learning Goal (ELG)</i></p> <ul style="list-style-type: none"> • Lives of peoples and roles in society • Know the difference between past and present <p><i>People, Culture and Communities Early Learning Goal (ELG)</i></p> <ul style="list-style-type: none"> • Describe immediate environment • Know differences between different cultural communities, countries and religions <p><i>The Natural World Early Learning Goal (ELG)</i></p> <ul style="list-style-type: none"> • Explore, observe and draw animals and plants • Understand the seasons and change of matter