

Teaching and Learning
EYFS Curriculum Overview Year 1

Nursery						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Once Upon a Time	Let's Party	Zoom Rocket Zoom	People Who Help Us	Growing!	Oh, We Do Like to be Besides the Sea
Visitors/ Enrichments	Traditional tale character hunt	Christening at Holy Cross Church	Planetarium	Visit from Police officer, paramedic, fire fighter	Airedale Library Visit	Seaside theme day
PSED	<p>Have confidence to participate in activities</p> <p>Listen to rules</p> <p>Follow rules with the support of an adult</p> <p>With support they can complete simple tasks</p> <p>Can share and take turns with some adult support</p> <p>Form a special friendship with another child</p> <p>Initiates conversations with adults and peers</p>	<p>Achieve goals that are suggested to them</p> <p>Can show their feelings through sound and actions</p> <p>Can calm themselves down when upset or angry</p> <p>Recognise how others are feeling from observing face expressions</p> <p>Become more outgoing with unfamiliar people such as Reverend Tracey from Holy Cross Church</p>	<p>Talk about their own feelings using words such as happy, sad, worried or angry</p> <p>Enjoy achieving set goals</p> <p>Know the setting rules</p> <p>Follow some rules independently</p> <p>Shows confidence in new social situations such as an event in the main school hall</p> <p>Can play in a group, sharing and taking turns with some support</p>	<p>Talk about how characters are feeling in stories</p> <p>Know strategies on how to manage their own feelings/behaviours and with use these with support</p> <p>Can carry out simple tasks such as fetching milk cartons or fruit</p> <p>Can play with a friend extending elaborating play ideas</p> <p>Listen to others ideas to develop a storyline in Airedale Vets</p>	<p>Talk about their own and others feelings using words such as happy, sad, worried or angry and what has made them feel this way</p> <p>Shows an understanding of how others might be feeling and use words such as happy, sad, worried or angry to describe feelings</p> <p>Set own goals and enjoy achieving them</p> <p>Independently takes responsibility for tasks such as cleaning paint palettes once finished</p>	<p>Know and use strategies on how to manage their own feelings/behaviours and implement them when needed</p> <p>Shows confidence in new social situations</p> <p>Can play in a group, sharing and taking turns with little support</p> <p>Resolve conflicts through making suggestions</p> <p>Play with others to create and act out a story at the seaside</p>

	<p>Begin to make believe by pretending</p> <p>Enjoys playing with small world little pig toys</p>	<p>Shows confidence in new social situations such as a whole school event</p> <p>Develop stories in play</p>	<p>Retell experiences and events in imaginative play</p>	<p>In pretend play discusses others feelings</p>	<p>painting</p>	<p>Can play with one or more other children extending elaborating play ideas</p> <p>Uses language and ideas from stories in imaginative play</p>
C&L	<p>Enjoys listening to short stories</p> <p>Children enjoy joining in with story time, they show an interest in listening to stories, rhyme, poems and information texts</p> <p>Children can fill in a missing word or refrain from a familiar rhyme such as Twinkle, twinkle little star</p> <p>Can say key words/vocabulary from stories such as "Run, run as fast as you can"</p> <p>Sing two nursery rhymes</p>	<p>Can name the main characters in stories</p> <p>Children repeat some words and phrases from familiar stories</p> <p>Children are using taught key words in the correct context (linked to topic)</p> <p>Use speech to communicate with other children and keep play going</p>	<p>Enjoys listening to stories</p> <p>Understands questions or an instruction that has two parts such as "Get your coat and wait at the door."</p> <p>Understand and answers why questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Listen to and respond appropriately to others in their play</p> <p>Sing 4 nursery rhymes</p> <p>Children are using a range of vocabulary in the correct context (linked to topic)</p>	<p>Listens to stories/texts with increased attention and recall</p> <p>Children show an interest in illustrations in books and answer simple questions for example do you think it is night time or day time?</p> <p>Can talk about where a story is set</p> <p>Uses vocabulary from the story when retelling/acting out/talking about the story</p> <p>To express a point of view, e.g. likes, dislikes and feelings</p>	<p>Can make predictions about what might happen next in a story</p> <p>Can suggest how a story might end</p> <p>Demonstrate their understanding of the text by answering simple comprehension questions</p> <p>Listen to and respond to other children's ideas</p> <p>Use language to have a conversation with others and continue it for many turns</p> <p>Talks about the setting, main characters and main event in a familiar story</p>	<p>Can talk about what happened in the beginning, middle and end of the story</p> <p>Enjoys listening to longer stories such as "The Snail and the Whale" and can remember much of what happens</p> <p>Sing 6 nursery rhymes</p> <p>Uses talk to organise their play</p> <p>Uses a wide range of vocabulary in the correct context (linked to topic)</p> <p>Talks about stories they have read, then demonstrate an understanding of new vocabulary learnt linked to the story</p>

<p>PD</p>	<p>Move confidently on a trike</p> <p>Climb confidently on nursery play equipment</p> <p>Use large scale resources such as sweeping brushes or streamers to make large-muscle movements</p> <p>Listen to safety rules around handling tools, moving equipment and materials</p> <p>Explore a range of tools such as spades, large brushes and gardening trowels</p> <p>Explore and experience different mark making tools</p> <p>Puts coat on with adult support</p>	<p>Catch a large ball</p> <p>Kick a large ball</p> <p>Experiment with different ways of moving such as rolling, jumping and galloping</p> <p>Copy sequences of movements</p> <p>Uses one handed tools to have an effect on a material, e.g. makes snips in paper with scissors</p> <p>Take shoes off and put wellies on independently</p> <p>Draw large circles and lines with resources such as paint, water and paintbrush or chalk using gross motor skills</p>	<p>Move confidently on a scooter</p> <p>Climb using alternate feet on nursery climbing equipment</p> <p>Experiment with different ways of travelling over nursery equipment</p> <p>Follow safety rules around handling tools, moving equipment and materials</p> <p>Select tools such as spades, large brushes and gardening trowels for a purpose</p> <p>Start to ask for help when moving large items such as large hollow blocks</p> <p>Show a preference for a dominant hand</p> <p>Holds a pencil/mark making tools in a loose tripod grip</p>	<p>Travel on a balance bike</p> <p>Catch and throw a ball with good control</p> <p>Participate in follow the leader games and use vocabulary such as 'follow', 'lead', 'copy'</p> <p>Use vocabulary related to movement such as gallop and slither</p> <p>Create their own sequences of movements</p> <p>Uses one handed tools and equipment in simple forms, e.g. holds scissors correctly to cut straight lines in paper</p> <p>Put shoes on independently</p> <p>Shows an awareness of the importance brushing their teeth</p> <p>Can sort healthy and non-healthy foods and drinks</p>	<p>Complete an obstacle course that includes movements such as hopping, skipping, jumping and balancing</p> <p>Use gross motor skills to make marks and give meaning</p> <p>Remember sequences and patterns of movements (skip, jump and clap) to music and rhythm</p> <p>Safely choose how to travel, e.g. crawl, walk or run across a wooden plank</p> <p>Holds all mark making tools in a tripod grip</p> <p>Can discuss the importance of and why they brush their teeth</p>	<p>Travel on a balance bike with good control</p> <p>Create own obstacle courses to complete in groups</p> <p>Throw a ball through a hoop or target</p> <p>Uses one handed tools to and equipment with skill and good control, e.g. holds scissors correctly to cut wavy and zig zag lines in paper</p> <p>Uses a knife and fork effectively to cut salad and vegetables that they have grown</p> <p>Can talk about healthy foods and drink choices</p> <p>Notices the effects of exercise on their body</p>
<p>Literacy</p>	<p>Children enjoy joining in with story time, they show an interest in</p>	<p>Children repeat some words and phrases from familiar stories</p>	<p>Children listens to stories/texts with increased attention and</p>	<p>Children can recreate a simple sequence of sounds</p>	<p>Children are beginning to be aware of how a story is structure - beginning</p>	<p>Children talk about stories they have read, the demonstrate an</p>

	<p>listening to stories, rhyme, poems and information texts</p> <p>Children have some favourite stories, rhymes, poems and/or jingles</p> <p>Children can fill in a missing word or refrain from a familiar rhyme such as 'Twinkle, twinkle, little star'</p> <p>Children enjoy joining in with rhyming activities and games</p> <p>Children will show an interest in making marks</p>	<p>Children can copy a body sound, such as a clap</p> <p>Children can identify a body sound made</p> <p>Children can sing at different volumes</p> <p>Children can choose an instrument to make a sound that compliments an animal noise</p> <p>Children will begin to mark make with a purpose</p>	<p>recall</p> <p>Children show an interest in the illustrations in books, answering simple questions for example do you think it is night time or day time?</p> <p>Children can answer why questions giving a plausible answer</p> <p>Children can identify sounds they hear inside and outside</p> <p>Children can add appropriate sound effects to a story or song with limited support</p> <p>Children hold books the correct way, turning the pages carefully</p>	<p>Children can identify words that rhyme</p> <p>Children can count and clap syllables in a word</p> <p>Children understand that print carries meaning, even though they may not be able to read the print</p> <p>With reminders children can hold their pencil in a tripod grip</p> <p>Children will be drawing vertical, horizontal and curved lines in preparation for developing letter formation</p> <p>Children will begin to discuss the purpose of their mark making as well as talking about what they have written</p>	<p>and ending</p> <p>Children can suggest how a story might end</p> <p>Children can talk about the setting, main characters and main event in a familiar story</p> <p>Children can describe sounds as loud, quiet, high, short, long</p> <p>Children can match 2 items that have the same initial sound</p> <p>When given an initial sound, children can match an object correctly to that sound</p> <p>Recognises familiar words, such as their name, and logos, such as McDonalds</p> <p>Children know that in English print is read from left to right and top to bottom</p>	<p>understanding of new vocabulary learnt linked to the story</p> <p>Children demonstrated their understanding of the text by answer simple comprehension questions</p> <p>Children enjoy listening to longer stories such as 'The Snail and the Whale' and can remember much of what happens</p> <p>Children are using a wide range of vocabulary in the correct context (topic linked)</p> <p>Children can robot talk CVC words such as c - a - t</p> <p>Children can identify items by blending such as t-a-p tap</p> <p>Children will form some letters of their first name correctly</p>
<p>Mathematics</p>	<p>Recite numbers to 5</p> <p>Touch count objects to</p>	<p>Represents number on fingers to 3 (without counting)</p>	<p>Recite numbers to 7</p> <p>Represent numbers in</p>	<p>Count the number of objects in a group and match them to a numeral</p>	<p>Touch count objects to 5 and say how many objects there are in</p>	<p>Recites numbers to ten</p> <p>Represents number on</p>

	<p>three</p> <p>Say how many objects there are in total, e.g. 1, 2, 3, 3 cars (cardinal principle to 3)</p> <p>Count the number of objects in a group and match them to a numeral 1-2</p> <p>Name 2D shapes</p> <p>Notice 2D shapes in the environment</p> <p>Sort objects by shape</p> <p>Sort objects by size and use mathematical language to compare the size of objects</p> <p>Explore the idea of capacity through filling and emptying containers</p>	<p>Recognise numbers 1-3</p> <p>Use number names to describe the marks they make</p> <p>Name and notice 2D shapes in pictures and patterns</p> <p>Use words to describe patterns and prints</p> <p>Use language that describes a sequence of events</p> <p>Use simple language to describe the positioning of one object</p> <p>Recognise who has more or less objects</p>	<p>pictures, e.g. when drawing an octopus does the child draw 8 legs?</p> <p>Create pictures with 2D shapes</p> <p>Use words to describe 2D shapes such as pointy and curvy</p> <p>Use shapes for a purpose when constructing, e.g. using a triangular prism for a roof</p> <p>Sort objects by length</p> <p>Use spatial words in play to describe position, e.g. in, on, under, up and down</p> <p>Use language relating to capacity, e.g. full and empty</p> <p>Refer to the days of the week, and the day before or day after, 'yesterday' and 'tomorrow'</p>	<p>1-3</p> <p>Start to represent numbers, e.g. drawing four lines to represent number 4 (tally)</p> <p>When constructing children notice that 2D shapes can be combined to make a new shape, e.g. two triangles make a diamond</p> <p>Copy and continue a pattern</p> <p>Compare patterns in the environment using words such as spotty, pointy and blobby</p> <p>Use mathematical language to compare length, e.g. long and short</p> <p>Use everyday language to describe weight</p> <p>Compare quantities through problem solving,</p>	<p>total, e.g. 1, 2, 3, 4, 5, 5 cars (cardinal principle to 5)</p> <p>Fast recognition of up to 3 objects, without having to count them individually ('subitising')</p> <p>Recite numbers to 10</p> <p>Recognise numbers and use tallies, spots, or circles to represent numbers and explain their meaning</p> <p>Explores how length can be changed and use words to describe this</p> <p>Sort objects by weight using key words to make comparisons</p> <p>Explore and understand how to change capacity, e.g. "How can I make this puddle bigger?"</p> <p>Notice differences and changes in amounts, e.g. The Enormous Turnip story</p>	<p>fingers to 5 (without counting)</p> <p>Count the number of objects in a group and match them to a numeral</p> <p>Recognise numbers 1-5</p> <p>Experiments with numerals when recording numbers</p> <p>Notice 3D shapes in the environment</p> <p>Name 3D shapes and use mathematical terms to describe them, e.g. sides, corners, straight, flat and round</p> <p>Create their own repeating pattern ABAB, e.g. with objects and sounds</p> <p>Notice and correct patterns</p> <p>Use language to communicate a route</p> <p>Solve real world mathematical problems with numbers up to 5</p>
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<p>UW</p>	<p>Talk about some members of their family</p> <p>Talk about who lives in their home and who is important to them</p> <p>Talk about themselves - likes, dislikes, what they enjoy playing with</p> <p>Begins to use their senses in hands-on exploration of natural materials.</p> <p>Classify objects for example fruit and vegetables according to shape, size and colour.</p>	<p>Talk about how they have changed since they were babies and create a simple physical time line</p> <p>Discuss harvest and learn about the process from field to fork</p> <p>Learn about other key festivals and celebrations such as Diwali and Christmas</p> <p>Remember and talk about significant events in their own experience</p>	<p>Recognises and describes special times or events for family or friends</p> <p>Through work on self-portraits they discuss features that all people have as well as discussing differences between themselves and their peers</p> <p>Use all their senses in hands-on exploration of natural materials</p> <p>Begins to understand the need to respect and care for the natural environment and all living things</p> <p>Learn about growing seeds and plants</p>	<p>Develops an awareness that they have similarities and differences that connect them to, and distinguish them from others</p> <p>Explores and act out different job roles linked to role play areas - being a doctor, nurse, police officer or fire fighter</p> <p>Learns about other key festivals and celebrations such as Easter</p> <p>Understand the key features of the life cycle of an animal</p> <p>Develop their understanding through observing eggs, watching them hatch and the chicks grow</p>	<p>Talk about events in their own experiences that are important to them.</p> <p>Know about similarities and differences between themselves and others.</p> <p>Know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</p> <p>Explore collections of materials with similar and/or different properties</p> <p>Explore and talk about different forces they can feel</p>	<p>Have an awareness that there are different countries in the World, they know they live in England</p> <p>From looking at images of different countries children can speak about the differences they can see.</p> <p>Plant seeds and care for the growing plants.</p> <p>Children understand the key features of the life cycle of a plant</p> <p>Begin to understand the need to respect and care for the natural environment and all living things</p>
<p>EAD</p>	<p>Draw circles and lines and communicate their meaning</p> <p>Name all primary</p> <p>Sort objects by colour</p>	<p>Explore a range of textures when creating models</p> <p>Name all primary and secondary colours</p>	<p>Draw pictures of people with the correct facial features</p> <p>Create closed shapes when drawing to represent an object, e.g.</p>	<p>Talk about what they want to create</p> <p>Listen to suggestions about how to create a model</p>	<p>Draw curved, straight and wavy lines to show different emotions in their drawings</p> <p>Use colour to show emotions and feelings in</p>	<p>Draw objects they have observed with increasing complexity and detail</p> <p>Draws interesting objects to represent ideas like movement and</p>

	<p>Recognise colour in the environment</p> <p>Have a purpose in mind when constructing</p> <p>Sing two nursery rhymes</p> <p>Move body to the beat of the music</p> <p>To begin to play instruments effectively and to handle them with respect</p> <p>Recognise environmental and animals sounds</p> <p>Begin to make believe by pretending</p> <p>Enjoys playing with small world the three little pig toys</p>	<p>Mixing powder paint using the correct amount of water</p> <p>Using a brush, palette and sponge correctly</p> <p>Use glue to attach materials together</p> <p>Develop stories in play</p> <p>Enjoy hearing sounds in a range of contexts and through a range of media, e.g. CD player, iPad and sound buttons</p>	<p>a triangle for a roof of a house</p> <p>Know how to mix primary colours to create a secondary colour</p> <p>Sing 4 nursery rhymes</p> <p>Make some word substitutions in nursery rhymes</p> <p>Play instruments loud and quietly</p> <p>Play instruments fast and slowly</p> <p>Recognise wild animal sounds and link to a picture card</p> <p>Listen to others ideas to develop a storyline in play</p> <p>Retell experiences and events in imaginative play</p> <p>Make imaginative 'small worlds' from blocks and construction</p>	<p>Use words to describe the materials they have chosen</p> <p>Use resources such as hammers and nails to attach materials together</p> <p>Talk about their work and the resources they have used and why</p> <p>Compare models that have been made by colour, shape and size</p> <p>Clap to the pulse of music</p> <p>To listen to others well when moving</p> <p>Can copy sounds with a changing pitch, e.g. meooooow, moo, squeak, squeak</p>	<p>paintings</p> <p>Select appropriate materials for their purpose from a range of different resources</p> <p>Give reasons as to why they have chosen a particular material for their models</p> <p>Sing 6 nursery rhymes</p> <p>To listen to others well when concentrating at an activity</p> <p>Relate sounds to historical events, e.g. sleigh bells for Christmas, loud sounds with fireworks, an instrument or genre of music heard on a holiday</p> <p>Play with others to create and act out a story</p>	<p>noises</p> <p>Use resources split pins and sellotape to attach materials together</p> <p>Talk about what they would like to make and what materials they will need</p> <p>Combine and coordinate two actions (such as clap and knee tap) to the pulse of the music</p> <p>To play an instrument in time to music independently</p> <p>To decide which instrument to use to make a specific sound in a story</p> <p>Develop stories using models they have made and other equipment</p>
SMSC/British	<p>We try to help</p> <p>We understand right</p>	<p>Anti-Bullying Week</p> <p>Road Safety Week</p>	<p>Safer Internet Day</p> <p>We treat everybody</p>	<p>Celebrations</p> <p>We understand and</p>	<p>Keeping Healthy</p> <p>We understand the</p>	<p>We listen to and respect other people's opinions</p>

Values	from wrong	Celebrations Respect the beliefs and culture of others We know that we are all special	equally	respect the role of people who help us Respect the beliefs and culture of others	consequences of our actions	and values
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