

Teaching and Learning
EYFS Curriculum Overview 2021-2022

Nursery						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Down on the Farm	Let's Celebrate	Just Imagine	Rumble in the Jungle	Digging for Dinosaurs	All Around the World
Theme Days		Snowman character visit from the library			Explorer Theme Day	Theme Day/Food Tasting (China)
Enrichment	Ian's Mobile Farm	Wedding at Holy Cross Church	Visit Airedale Library	Leanimals Mobile Zoo	Eggs to chicks/ducklings	
PSED	<p>Achieve goals that are suggested to them</p> <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</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, e.g. librarian and 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 a walk to the local library</p> <p>Can play in a group,</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>In pretend play discusses others feelings</p> <p>Can carry out simple tasks such as fetching milk cartons or fruit</p> <p>Can play with a friend</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>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 such as a trip to a farm</p> <p>Can play in a group, sharing and taking turns independently</p> <p>Resolve conflicts through making suggestions</p>

	<p>friendship with another child</p> <p>Initiates conversations with adults and peers</p> <p>Begin to make believe by pretending in a farmhouse</p> <p>Enjoys playing with small world farm toys</p>	<p>Shows confidence in new social situations such as a whole school event participating in a wedding and nativity</p> <p>Develop stories in play</p>	<p>sharing and taking turns with little support</p> <p>Retell experiences and events in imaginative play</p>	<p>extending elaborating play ideas when exploring in the jungle</p> <p>Listen to others ideas to develop a storyline in play when being a jungle explorer</p>	<p>Independently takes responsibility for tasks such as cleaning paint palettes once finished painting</p>	<p>Play with others to create and act out a story</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 such as 'Oh Dear'.</p> <p>Understands questions or instructions such as "Get your coat."</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 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 'Baa baa black</p>	<p>Can name the main characters in stories</p> <p>Children repeat some words and phrases from familiar stories, e.g. "Not I, said the pig."</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</p>	<p>Listens to stories/texts with increased attention and recall</p> <p>Children show an interest in illustrations in books, they are beginning to talk about the illustrations answering simple questions for example do you think it is night time or day time?</p> <p>Can talk about where a story is set, e.g. Monkey is in the jungle.</p> <p>Uses vocabulary from the story when retelling/acting out/talking about the story "No, no, no, that's</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</p>	<p>Can talk about what happened in the beginning, middle and end of the story</p> <p>Enjoys listening to longer stories 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</p>

	<p>sheep'.</p> <p>Can say key words/vocabulary from stories, e.g. "Oh dear! No eggs in here."</p> <p>Sing two nursery rhymes</p>		(linked to topic)	<p>not my mum!"</p> <p>To express a point of view, e.g. likes, dislikes and feelings</p>	<p>characters and main event in a familiar story from Harry and the Bucketful of Dinosaurs.</p>	<p>vocabulary learnt linked to stories</p>
PD	<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>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>Move confidently on a scooter</p> <p>Climb using alternate feet on nursery climbing equipment</p> <p>Draw large circles and lines with resources such as paint, water and paintbrush or chalk using gross motor skills</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>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>Use a knife to saw and</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 and eat vegetables and salads that they have grown</p> <p>Can talk about healthy foods and drink choices</p>

	Puts coat on with adult support		<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>cut bread into pieces when making beans on toast</p> <p>Put shoes on independently for outdoor learning/water play</p> <p>Shows an awareness of the importance brushing their teeth</p> <p>Can sort healthy and non-healthy foods and drinks</p>		Notices the effects of exercise on their body
Literacy	<p>Children enjoy joining in with story time, they show an interest in 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 'Baa Baa Black Sheep".</p> <p>Children enjoy joining</p>	<p>Children repeats some words and phrases from familiar stories</p> <p>Children can copy a body sound, such as a clap</p> <p>Children can sing rhymes 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, e.g drawing</p>	<p>Children listens to stories/texts with increased attention and recall</p> <p>Children show an interest in the illustrations in books and answer simple questions for example do you think it is night time or day time?</p> <p>Children can identify sounds they hear inside and outside</p> <p>Children can add appropriate sound effects to a story or</p>	<p>Children can recreate a simple sequence of sounds</p> <p>Children can identify words that rhyme</p> <p>Children can count and clap syllables in a word from the story Tanka-Tanka Skunk</p> <p>Children understand that print carries meaning</p> <p>With reminders children can hold their pencil in a tripod grip</p>	<p>Children are beginning to be aware of how a story is structure - beginning 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 during musical activities</p> <p>Children can match 2</p>	<p>Children talk about stories they have read, the demonstrate an understanding of new vocabulary learnt linked to the story</p> <p>Children demonstrated their understanding of a story by answering simple comprehension questions</p> <p>Children enjoy listening to longer stories and can remember much of what happens</p> <p>Children are using a wide range of</p>

	<p>in with rhyming activities and games such as 'The Farmer's in his den'.</p> <p>Children will show an interest in making marks to draw farm animals</p>	<p>toys they would like for Christmas</p>	<p>song with limited supported</p> <p>Children hold books the correct way, turning the pages carefully</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 such as jungle animal names</p>	<p>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>Children will form some letters of their first name correctly</p>	<p>vocabulary linked to all around the world</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>Mathematics</p>	<p>Recite numbers to 5</p> <p>Touch count objects to 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 1-3</p>	<p>Fast recognition of up to 3 objects, without having to count them individually ('subitising')</p> <p>Represents number on fingers to 3 (without counting)</p> <p>Recognise numbers 1-3</p> <p>Use number names to describe the marks they make</p>	<p>Recite numbers to 10</p> <p>Count backwards from 5</p> <p>Touch count objects to 5</p> <p>Say how many objects there are in total, e.g. 1, 2, 3, 4, 5, 5 cars (cardinal principle to 5)</p> <p>Represent numbers in pictures, e.g. when</p>	<p>Fast recognition of up to 4 objects, without having to count them individually ('subitising')</p> <p>Represents number on fingers to 5 (without counting)</p> <p>Recognise numbers 1-5</p> <p>Count the number of objects in a group and match them to a numeral 1-5</p>	<p>Recite numbers to 15</p> <p>Begins to represents number on fingers beyond 5</p> <p>Recognise numbers to 7 or 10?</p> <p>Use tallies, spots, or circles to represent numbers and explain their meaning</p> <p>Solve real world</p>	<p>Fast recognition of up to 5 objects, without having to count them individually ('subitising')</p> <p>Count backwards from 10</p> <p>Touch count objects to 10</p> <p>Count the number of objects in a group and match them to a numeral to 7 or 10?</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, e.g. big and small</p> <p>Explore the idea of capacity through filling and emptying containers</p> <p>Recognise who has more or less objects, e.g. "I think Adam has got more crackers..."</p>	<p>Name and notice 2D shapes in pictures and patterns</p> <p>Use words to describe patterns and prints such as spotty and stripy</p> <p>Use language that describes a sequence of events such as morning, afternoon, later, soon and in a minute</p> <p>Use simple language to describe the positioning of one object e.g. "The bag is on top of the table"</p>	<p>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>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, e.g. "This rock is heavy."</p> <p>Compare quantities through problem solving, e.g. "There are four of you but there aren't enough chairs..."</p>	<p>mathematical problems with numbers up to 5</p> <p>Notice 3D shapes in the environment</p> <p>errors in patterns</p> <p>Explores how length can be changed and use words to describe this, e.g. what happens when you stretch dough or elastic? It is getting longer/shorter</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>Experiments with numerals when recording numbers</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</p> <p>Use language to communicate a route, e.g. children to complete an obstacle course and talk about the route that they had taken</p>
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<p>UW</p>	<p>Demonstrate through interactions they have a sense of their own immediate family and relations</p> <p>They can talk about some members of their family, who lives in their house, who they spend time with</p> <p>They can 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. They are beginning to talk about what they feel, hear, smell, see and are developing knowledge of simple scientific vocabulary such hard, soft, bumpy, smooth</p> <p>Develop their observational skills and begin to be able to</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 key festivals and celebrations such as Diwali and Christmas</p>	<p>Remember and talk about significant events in their own experience for example starting Nursery, going on holiday, visiting somewhere</p> <p>Recognises and describes special times or events for family or friends for example a special birthday, celebration of attending a wedding</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>In role play children model caring for</p>	<p>Refer to the days of the week, and the day before or day after, 'yesterday' and 'tomorrow'</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 jungle explorer</p> <p>Children are introduced to simple maps with familiar images, they can apply their knowledge of positional language to answering simple questions about the map</p> <p>Learns about key festivals and celebrations such as Easter.</p> <p>Understand the key features of the life</p>	<p>Recognise the difference between past and present in their own lives.</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>Recognises and describes special times or events for family or friends linked to the past and present</p> <p>Shows an interest in and a developing knowledge of different occupations and ways of life.</p> <p>Use all their senses in</p>	<p>Know what a map is used for</p> <p>Describes a familiar route for example walking from the school gate to their classroom, what key human and physical features do they see</p> <p>When discussing routes and locations children use words like 'in front of' and 'behind' accurately</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>When growing seeds and caring for plants children demonstrate a basic understanding that to grow plants need water.</p>
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	<p>classify objects for example fruit and vegetables according to shape, size and colour.</p>		<p>animals for example in the vets</p> <p>Learn about growing seeds and plants, in the outdoor learning environment children plant seeds and nurture plants such as herbs in the mud kitchen</p> <p>In discussions children can name parts a plant such as leaves and petals</p> <p>Begin to understand the need to respect and care for the natural environment and all living things</p>	<p>cycle of an animal, for example a chick.</p> <p>Observe animals who have babies in the Spring such as sheep, pigs and cows using the correct vocabulary for the young and applying this knowledge to understanding simple life cycles</p>	<p>hands-on exploration of natural materials. They talk about what they feel, hear, smell, see using appropriate vocabulary for example hard, soft, bumpy, smooth</p> <p>Explore collections of materials with similar and/or different properties, they can sort materials by a given property for example hard and soft, smooth and bumpy</p> <p>Explore and talk about different forces they can feel, e.g. magnetic attraction and repulsion and how the water pushes up when they try to push a plastic boat under it</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>Develop their understanding through growing plants from seeds, for example a sunflower, observing each stage of the life cycle</p> <p>Use key vocabulary such as hatch, chick, feathers in the correct context to discuss life cycles</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 and secondary colours</p> <p>Sort objects by colour</p> <p>Recognise colour in the</p>	<p>Explore a range of textures when creating models</p> <p>Mixing powder paint using the correct amount of water</p> <p>Using a brush, palette and sponge correctly</p>	<p>Draw pictures of people with the correct facial features</p> <p>Create closed shapes when drawing to represent an object, e.g. a triangle for a roof of a house</p>	<p>Talk about what they want to create</p> <p>Listen to suggestions about how to create a model</p> <p>Use words to describe the materials they have chosen</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 paintings</p> <p>Select appropriate</p>	<p>Draw objects they have observed with increasing complexity and detail</p> <p>Draws interesting objects to represent ideas like movement and noises</p>

	<p>environment</p> <p>Have a purpose in mind when constructing</p> <p>Use tools and my hands to take apart, assemble and construct</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 sounds and link to a picture card</p> <p>Recognise animal sounds (farm and pets) and link to a picture card</p> <p>Begin to make believe by pretending</p> <p>Pretend objects represent something else, e.g. pretending</p>	<p>(tools)</p> <p>Use glue and masking tape 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>Explore pitch matching through songs</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 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>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>Use resources split pins, paper clips and treasury tags 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 of buildings from around the world</p>
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	pinecones are apples Enjoys playing with small world farm toys					
Links/Texts	Farmer Duck The Little Red Hen What the Ladybird Heard Old MacDonald Had A Farm Oh Dear! Noisy Farm	Scarecrows Wedding The Nativity A range of fiction and non-fiction texts relating to the topic	A Journey to the Moon Lost and Found Whatever Next We're Going on a Bear Hunt The Gruffalo Sugar Lump and the Unicorn	Rumble in the Jungle Dear Zoo Elmer the Elephant Giraffes Can't Dance Monkey Puzzle A range of fiction and non-fiction texts relating to the topic	Harry and the Bucketful of Dinosaurs Ten minutes to Bed Little Dinosaur Dinosaur Roar A range of fiction and non-fiction texts relating to the topic	Welcome to Our World Handa's Surprise This is Venice D is for Down Under A range of fiction and non-fiction texts relating to countries around the world
SSMC/British Values	Happiness Rules/Values Manners/ Politeness British Values Mutual Respect Honesty Mental Health Day Determination/ Resilience Safety	Friendship British Values National Parliament week Anti-Bullying Week Road Safety Week Road Self-Belief / Perseverance British Values Individual Liberty- Personal Identity	Appreciation Encouragement Courage Safety- Safer Internet Day Forgiveness	Patience British Values Democracy- Link to International Women's Day Safety- Key Elements Keeping Healthy Easter Celebrations	Collaboration/ Community Spirit Focus Pride General knowledge	Eco friendly Team work / Co- operation Anti-Social Behaviour First Aid General knowledge Aspirations