

EYFS Curriculum Overview 2021-22

Communication and Language	
Nursery	Reception
<ul style="list-style-type: none"> • Communicates basic needs to an adult • Asks lots of questions - why, what, where, who • Answers questions about why something has happened • Uses longer sentences and links ideas • Describes events that have already happened • Has mostly clear speech and can be easily understood • Listens to longer stories and answers questions immediately afterwards • Follows 2 part instructions • Uses talk to organise self • Enjoys make believe play 	<ul style="list-style-type: none"> • Takes turns in much longer conversations • Uses well-formed sentences that can be understood • Builds their bank of words and asks the meaning of new words, trying to use them in context • Re-tells short stories in order • Uses story language • Uses most speech sounds and can be understood easily • Enjoys listening to stories • Makes up stories of their own • Asks relevant questions in response to what they have heard • Understands a longer list of instructions • Understands spoken instructions and listens without stopping what they are doing • Understands more complex language including prepositions, sequencing and time • Uses talk to work out problems and organise thinking • Uses talk to develop good friendships • Understands humour • Understands past, present and future

PSED

Nursery

- Comes into school happily
- Knows daily routines
- Hangs up coat and belongings and finds own things at the end of the day
- Puts on a coat and does up the zip with help
- Asks to go to the toilet
- Tries a range of fruit and vegetables at snacktime and lunchtime
- Develops good bonds with familiar adults
- Has a go at a range of activities
- Gets to know peers and joins in play with others
- Tidies away toys and equipment
- Shares and looks after toys
- Takes turns when playing
- Waits for a turn to talk
- Plays a game led by an adult
- Can express feelings
- Resolves conflicts with help, using words and gestures
- Helps an adult when asked
- Says please and thankyou
- Enjoys imaginative plays
- Enjoys being part of some aspects of the wider school community

Reception

- Comes into school happily
- Knows and follows daily routines
- Organises themselves on arrival, at lunchtime and at the end of the day
- Dresses and undresses independently
- Puts on coat and does up the zip independently
- Asks to go to the toilet when needed and plans suitable times to go (not whole class teaching sessions)
- Understands the importance of a healthy food choice
- Eats a range of fruit and vegetables at snacktime and lunchtime
- Confident with familiar and unfamiliar adults
- Has a go at a wide range of activities, showing preferences and explaining why
- Plays cooperatively with others
- Plays a game with others
- Looks after toys
- Tidies away items safely
- Puts up hand and waits for a turn to speakcan express and manage a range of feelings
- Finds resolutions without conflict
- Offers to help others
- Says please and thankyou and responds to others in conversation
- Takes part in more complex imaginary play
- Enjoys being part of the wider school community

Physical Development

Nursery

- Sits on a chair and cross legged on the carpet
- Uses a climbing frame handrail
- Climbs a ladder on the climbing frame
- Walks, runs and stands on tiptoe
- Stands on one leg for 3-5 seconds
- Hops on a preferred foot
- Copies actions of others
- Rides a small tricycle
- Rides a balance bike

- Holds scissors correctly and uses them to cut paper
- Uses pastry cutters and rolling pins
- Uses paintbrushes, large wax crayons and chunky chinks
- Develops a tripod grip for using pencils
- Develops a dominant hand
- Completes a six piece inset puzzle
- Draws a face
- Eats with a fork and spoon and begins to use a knife
- Pours a drink
- Takes part in messy/sensory play

- Says when hungry, tired or full and needs to rest or play
- Sings a body song
- Tries a range of fruit and vegetables
- Transports scissors safely

Reception

- Walks up and down steps, one foot per step
- Is active and skilful in moving in a range of ways: running, crawling, sliding, rolling, walking, jumping, hopping, skipping, climbing
- Stands on one leg for 8-10 seconds
- Hops on either foot
- Skips on alternate feet
- Bends and touches toes with straight legs
- Plays a variety of ball games: kicks, catches, throws a ball
- Copies a sequence of actions
- Rides a large tricycle and large 2-wheeled scooter
- Sits on the floor and at a table with good posture

- Uses scissors competently to cut out shapes
- Uses a range of small tools including a knife and fork
- Completes a jigsaw puzzle consisting of 12-20 pieces
- Holds a pencil effectively with a tripod grip and holds paper with the other hand
- Draws a person with accuracy

- Understands and talks about different ways to be healthy: exercise, diet, sleep, keeping clean, screen time
- Eats a range of healthy foods
- Transports all equipment safely
- Practises crossing a road safely with an adult

Literacy

Nursery

Reception

Reading Words:

- Letters and Sounds phase 1 - sound discrimination, rhyming, alliteration, oral blending and segmenting

Comprehension:

- Enjoys and joins in with stories
- Begins to talk about pictures
- Holds book the right way up and knows the names of the physical parts
- Understands print carries meaning

Writing:

- Makes marks using a variety of tools
- Talks about the marks they have made
- Beginning to write own name

Reading Words:

- Letters and sounds phases 2-4 - phoneme/grapheme correspondences, blending, segmenting, simple sentences, some common exception words

Comprehension:

- Talks about pictures
- Retells main events
- Anticipates key events
- Acts out stories
- Shows understanding of new vocabulary
- Understands the difference between fiction/non-fiction/poetry

Writing:

- Letters and Sounds phases 2-4
- Forms letters correctly
- Segments words and represents sounds correctly and in the right order
- Speak/rehearse simple phrases and sentences which are phonetically plausible and can be read by others
- Begin to recognise and use full stops and capital letters

Maths	
Nursery	Reception
<p>Number:</p> <p>Counting Principles:</p> <ol style="list-style-type: none"> 1. The one-one principle: assigning one number to each object counted. 2. The stable-order principle: when counting, numbers have to be said in a certain order. 3. The cardinal principle: the number assigned to the final object in a group is the total number of objects in that group. 4. The abstraction principle: anything can be counted including things that cannot be touched including sounds and movements. 5. The order-irrelevance principle: the order we count a group of objects in is irrelevant. There will still be the same number. <p>Numerical Patterns:</p> <ul style="list-style-type: none"> • Patterns in the environment • AB repeating patterns <p>Shape, Space and Measure:</p> <ul style="list-style-type: none"> • 2D shape pictures • 3D shape models • Shapes in the environment • Sand/water play • Use everyday language relating to position • Make observations relating to size and measures (length, weight, capacity) • Talk about everyday events in sequence 	<p>White Rose scheme of work for Reception</p>

Understanding The World

Nursery	Reception
<p>Past and Present:</p> <ul style="list-style-type: none"> • Talks about family events - birthdays, show and tell favourite toy • Asks questions <p>People, Culture and Communities:</p> <ul style="list-style-type: none"> • Celebrations - Bonfire night, Diwali, Christmas, Chinese New Year, Pancake day, Easter, Polish Donut Day, Eid • Visits from people who help us - police, fire, lollipop, nurse • Visit to library • Home technology <p>Natural World:</p> <ul style="list-style-type: none"> • Explore outdoor school environment • Explore natural materials • Autumn/winter/spring/summer texts and activities • Minibeast hunt • Grow flowers and vegetables • Caterpillar/butterfly lifecycle 	<p>Past and Present:</p> <ul style="list-style-type: none"> • Talks about family events - birthdays, toys, books, holidays, show and tell focussed topic • Christmas past and present (toys) • Guy Fawkes • Tim Peake/Neil Armstrong - Space • Dinosaurs/fossils • Florence Nightingale <p>People, Culture and Communities:</p> <ul style="list-style-type: none"> • Celebrations - Bonfire night, Diwali, Christmas, Chinese New Year, Pancake Day, Easter, Polish Donut Day, Eid • Visits from people who help us - ask questions • Visit to library - ask questions • Home technology • Focus country - China/India - look at maps, family visits <p>Natural World:</p> <ul style="list-style-type: none"> • Explore outdoor school environment and draw simple maps • Explore and describe animals and plants and draw pictures • Explore countryside/seaside/town - visits • Seasonal topics/wellie walks • Green topics - plastic pollution/recycling

Expressive Arts and Design

Nursery

Creating with Materials:

- Explore materials and techniques - painting, printing, collage, junk modelling
- Draw a circle
- Draw a face
- Explore colour mixing
- Explore musical instruments and different types of music (cultures)
- Make marks to music
- Move to sounds, songs and music
- Sing nursery rhymes and songs
- Make up songs
- Use own ideas

Being Imaginative:

- Pretend play, using an object to represent something else
- Build simple stories using small world equipment

Reception

Creating with Materials:

- Explore colour mixing and use colours for a purpose
- Paint a picture
- Explore techniques for printing and making patterns
- Explore collage materials and create a picture
- Explore joining techniques and make a simple model
- Plan and design junk models and reflect
- Make story props
- Move to and talk about music
- Watch a (live) performance
- Make up own songs
- Sing a song in a group or alone
- Create a dance and perform to class/parents (Nativity)

Being Imaginative:

- Use small world equipment to build more complicated story sets
- Act out own story with props