

Curriculum Overview EYFS Nursery 2024-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery *Links to Sustainable development goals *Links to RSJ	“All about me” <u>TOPIC INTENT</u> Children learn about their own identity, what makes them special.	“Celebrations in our community” <u>TOPIC INTENT</u> To know that everyone is different and have a better understanding of the cultures and beliefs within our community.	“Nursery Rhymes and traditional tales” <u>TOPIC INTENT</u> Children will have a bank of rich vocab and story knowledge that they can draw upon in all aspects of their learning.	“Superheroes” <u>TOPIC INTENT</u> Inspiring children to know that they can do anything, tackle challenges and help others.	“How plants grow” <u>TOPIC INTENT</u> To know where some food comes from and how to look after living things. To be able to talk about what they see and make predictions.	“Moving on and Journeys” <u>TOPIC INTENT</u> Prepare children for upcoming changes and how to deal with change.
Core texts (Inc. CLPE)	-Goat goes to playgroup -What do I look like? -Things I like	Non-Fiction books and e-stories linked to each celebration (dependent on cohort)	-Goldilocks & the 3 bears -Three Billy goats gruff -The three little pigs	-Supertato -Superworm -Super Sam	-Oliver’s vegetables -Jaspers beanstalk -Oliver’s fruit salad	-The Gruffalo -Going on a bear hunt -The train ride
Wow moment	Starting Nursery	Wear celebration clothes	Teddy Bears breakfast, porridge picnic	Superhero dress up day	*Planting seeds and garden centre visit SDG15, SDG2, SDG3	*Go on a bear hunt sensory adventure SDG15, SDG3
Cultural capital (DFE passport)	-Paint a self portrait *Taste a new fruit SDG2, SDG3	*Autumn walk *Leaf rubbings SDG15	-Teddy bears picnic	-Den building -Take a photo	*Planting bulbs *Visit a farm SDG15, SDG12	-Fly a kite
Parental Engagement	Home visits, Stay and learn: Our new classroom	Stay and learn: Phonics & Winter concert	Stay and learn: Maths Technology Questionnaire	Stay and learn: Reading / Mother’s Day	Stay and learn: Outdoor learning / Father’s Day *Farm visit SDG15	End of year performance * sports day SDG3
Rights Respecting Articles	1&2: All children have rights 7: Name and Nationality 8: Identity 10: Family	28&29: Education 12: Children’s views 13&14: Freedom of expression/thought 31: Leisure, play, culture	15: Freedom of association 16: Right to privacy	5&18: Parental guidance and responsibilities 6: Life 30: Language 19: Protection from violence	17: Access to information 24: Healthcare	3: Bests interests of the child 4: Government 5: Development 26: Social security
Fundamental British Values	Democracy: Children develop the confidence to make decisions together, take turns and share.	Respect and Tolerance: Children show respect & interest in their own and others cultures.	Individual liberty: Children develop confidence in their own abilities and want to achieve new goals.	Rule of law: Children can distinguish right from wrong and know their actions have consequences.	Democracy: Children listen to each other’s contributions, and develop enquiring minds through questioning.	Individual liberty: Children explore the language of feelings: How I feel about moving to Reception.



Curriculum Overview EYFS Nursery 2024-25

Characteristics of learning	<p>Children are given the opportunity to learn and develop through play through provocations and enhanced provision learning that can be explored independently. Adults will engage with children to support and extend their play following the principles of the characteristics of learning.</p> <p>Playing and exploring: Finding out and exploring, Using what they know in their play, Being willing to have a go.</p> <p>Active learning: Being involved and concentrating, Keeping on trying, Enjoying achieving what they set out to do.</p> <p>Creating and thinking critically: Having their own ideas, Using what they already know to learn new things, Choosing ways to do things and finding new ways</p>					
Assessment	0-3 Meeting	3-4 beginning	3-4 Emerging	3-4 meeting		
I Inclusive	All children’s interests, beliefs and backgrounds are considered and planned for within our curriculum, topics and enhanced provision. Adaptions are made through the year to reflect changing children’s interests and to provide challenge and support for all.					
D Deep learning	Children have meaningful and exciting opportunities to consolidate their learning through child-initiated play, quality interaction with adults and carefully planned resources in the environment both inside and outside. Opportunities for children to find connections and relate to other learning is built into the planning in order to deepen learning when possible.					
E Engaging	Enhanced provision and topics are relevant and reflect the children’s interests. Purposeful and hands-on activities are embedded throughout the year to give all children the opportunity to engage in experiences that they may not have had the opportunity for in their lives.					
A Authentic	Children are valued and listened to. Real life experiences are at the heart of the curriculum to give purpose to each topic being explored. Children’s experiences and achievements from home and at school are shared and celebrated.					
S Schema Building	Key skills are taught and revisited through enhanced provision, quality interactions with adults, and during group learning. These prime areas of learning underpin the entire curriculum and children leave EYFS with the confidence to continue to build upon what they already know.					
EYFS INTENT	An inclusive environment, rich in leaning that develops independent, inquisitive and happy learners. A curriculum that respects and celebrates children’s cultures and diversity. A strong foundation of learning that can be built upon as children progress through the school providing them with the skills and knowledge so they make the very best progress to succeed and thrive in life.					
PSED (Jigsaw scheme, Zones of regulation & Mind up)	<u>INTENT</u> Being me in my world: Children begin to explore their own emotions and choices.	<u>INTENT</u> Celebrating difference: Children explore the similarities and differences between themselves and others.	<u>INTENT</u> Dreams and goals: Children learn to keep trying when something is difficult and feel proud of their achievements.	<u>INTENT</u> Relationships: Children understand how they can keep themselves safe and enjoy spending time with friends.	<u>INTENT</u> Healthy me: Children learn the names of their body parts and attend to some of their own personal needs.	<u>INTENT</u> Changing me: Children explore their feelings about growing up and moving to Reception.
	<u>IMPLEMENTATION</u> -To understand how it feels to belong and that we are similar/different.	<u>IMPLEMENTATION</u> -To know how it feels to be proud of something I am good at. -To tell you one way I am special and unique.	<u>IMPLEMENTATION</u> -To understand what a challenge means. All children will choose a personal challenge SDG10 - To keep trying until I can do something.	<u>IMPLEMENTATION</u> -To know what to do if I get lost and how to say NO to strangers. -To know what to say and do if somebody is mean to me.	<u>IMPLEMENTATION</u> -To know the names for some parts of my body and am starting to understand that I need to be active to be healthy.	<u>IMPLEMENTATION</u> -I can name parts of my body and show respect for myself. -I can tell you some food I can eat to be healthy.



Curriculum Overview EYFS Nursery 2024-25

	<p>-To understand how feeling happy and sad can be expressed. -To work together and consider other people’s feelings. -To use gentle hands and understand that it is good to be kind to people. -To start to understand children’s rights and this means we should all be allowed to learn & play. -To start to learn what being responsible means. Feelings, equality SDG16, we all have rights SDG10</p>	<p>- To know that all families are different. - To know there are lots of different houses and homes.SDG1 some people don’t have a home - To tell you how I could make new friends. - To use my words to stand up for myself. SDG16</p>	<p>-To set a goal and work towards it. SDG4 -To know some kind words to encourage people with. - To start to think about the jobs I might like to do when I’m older. SDG8 -To feel proud when I achieve a goal.</p>	<p>- To use ‘Mind up strategies’ to manage my feelings. -To work together and enjoy being with my friends. SDG16, SDG3</p>	<p>-To tell you some of the things I need to do to be healthy. -To know what the word ‘healthy’ means and that some foods are healthier than others. -To know how to help myself go to sleep & that sleep is important. -To wash my hands and know it is important to do this before I eat and after I go to the toilet. SDG2, SDG3, SDG6</p>	<p>-I understand that we all start as babies and grow into children and then adults. -I know that I grow and change. -I can talk about how I feel moving to School from Nursery. -I can remember some fun things about Nursery this year. SDG1, SDG4</p>
	<p><u>IMPACT</u> Children are well settled in Nursery and are following the class routines and rules with support. They are able to talk about their feelings using the zones of regulation and have begun to notice how others are feeling. Children understand that they all have the right to learn and play, and in Nursery we learn and play together every day. They will be able to identify the things that they are good at and understand that everyone is different and everyone is special.</p>		<p><u>IMPACT</u> Children are developing their independence and follow the class rules and routines with encouragement, they are able to talk about why we have rules. Children will have developed a positive attitude to learning and embrace challenges and celebrate successes together. Children know some ways that they can be healthy and are using the toilet and washing their hands independently.</p>		<p><u>IMPACT</u> Children are independent when following the class rules and routines, and are confident to talk about these rules without prompting. They identify and manage their feelings using mind up techniques. Children have a sense of belonging and have built friendships with their peers. They understand how to make healthy choices and notice how their bodies have changed over time. Children have a positive attitude when talking about moving to Reception and talk about their Nursery memories.</p>	
<p>CL</p>	<p><u>INTENT</u> Children will develop good relationships with the key worker and build their speaking confidence.</p>	<p><u>INTENT</u> Children have secure relationships with the staff and peers. They have opportunities to share their ideas</p>	<p><u>INTENT</u> Children have the confidence to speak in full sentences about their views, learning and what</p>			



Curriculum Overview EYFS Nursery 2024-25

<p>They will be able to talk about the things that are important to them using phrases or short sentences. ECAT is used effectively to scaffold speaking for all children.<u>INTENT</u></p>		<p>and comments in a group and individually. Speaking and language is celebrated and encouraged, ECAT is used effectively to scaffold speaking for all children.</p>		<p>they have observed. They can retell stories and use a wide range of vocabulary when speaking. Children can sing songs, express their point of view, ask questions and communicate their needs effectively.</p>	
<p><u>IMPLEMENTATION</u> -Key worker group speaking and listening time daily. -Short stories and games to build attention. -Pay attention to more than one thing at a time, which can be difficult.-Start a conversation with an adult or a friend and continue it fo-ECAT strategies to model and extend language. -Check and model appropriate use of pronouns, basic prepositions, descriptive language and understanding 1 part instructions.</p>	<p><u>IMPLEMENTATION</u> -Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.-Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver. -Use longer sentences of four to six words. -Key worker group speaking and listening time daily. -ECAT strategies to model and extend language. -Good listening skills are modelled and encouraged, 10 second response time.</p>	<p><u>IMPLEMENTATION</u> -Enjoy listening to longer stories and can remember much of what happens. - My turn your turn is introduced for speaking activities including daily routines eg. “It’s a sunny day”. -Children sit together as a whole class for some learning time including the register. -Children begin to listen to longer stories that are engaging to build attention. -ECAT strategies SDG13</p>	<p><u>IMPLEMENTATION</u> -Use a wider range of vocabulary and speaks in a sentence. -Begin to understand ‘why’ questions. - My turn your turn is extended for speaking activities including daily routines eg. “It’s a warm, sunny monday”. -Adult led activities are longer and require children to speak in sentences.</p>	<p><u>IMPLEMENTATION</u> -Sing a large repertoire of songs. -Be able to express a point of view and to disagree with an adult or a friend, using words as well as actions. -Adult led activities are longer and require children to reflect on their learning and speak in full sentences. - My turn your turn is used to introduce new and more complex vocabulary SDG16</p>	<p><u>IMPLEMENTATION</u> -Know many rhymes, be able to talk about familiar books, and be able to tell a long story. -Speak in full sentences and sometimes use connectives to extend their sentences. -Children ask and answer a range of questions including who, where, why, how? - My turn your turn is used to introduce new and more complex vocabulary</p>
<p><u>IMPACT</u> The child’s voice is at the heart of the provision, children feel safe to express themselves through speech and begin to do so outside of their key group. They know many words, at least 300 and use these words to communicate. Children can</p>		<p><u>IMPACT</u> Children are able to maintain their attention and listen to a longer story. They respond to their peers in play and can speak in simple sentences. Children are being encouraged through ECAT principles to speak in longer sentences, using correct speech articulation and</p>		<p><u>IMPACT</u> Children are confident communicators and in most cases will speak effectively and use full sentences. Children with EAL or SEND have learnt the foundations of communication and will speak in phrases, simple sentences or communicate using</p>	



Curriculum Overview EYFS Nursery 2024-25

	understand simple instructions and have developed appropriate listening skills.	respond when spoken to. Their confidence in speaking has grown through the many opportunities to practice speaking in a small group.	PECS and gesture. ECAT skills are embedded and will continue to develop children’s speaking in Reception.	
PD (PE Passport scheme)	<u>INTENT</u> Children are given opportunities to explore their own body and how it moves. They will learn and practice how to dress and undress, managing zips, sleeves and buttons. Children will explore mark making freely and then with a purpose. They will be supported to develop an effective pencil grip to prepare them for writing. SDG 2, SDG 3	<u>INTENT</u> Children are engaging with mark marking regularly through adult led and child initiated learning using a range of mediums. Opportunities for developing pincer grip are given through a variety of engaging activities. Children will learn how to move their bodies in a range of ways and with control. They will be supported to build and balance with larger equipment safely and learn to work cooperatively.	<u>INTENT</u> Children are taught to travel in different ways including over, under, through and balances. They will be aware of how their body moves within a space and practice coordination skills. Children will travel safely when using bikes, scooters and other equipment, showing awareness of space. Children will be taught how to form letters correctly and develop confidence to draw & write using a pencil.	
	<u>IMPLEMENTATION</u> -PE passport: Dance: Nursery rhymes -Make marks using gross motor movements using paint, pens, chalk, pencils, crayons and scarves. -Movement to music, stretches and warm ups before mark making.	<u>IMPLEMENTATION</u> -PE passport: Dance: Jungle -Drawing and painting anticlockwise circles and vertical lines. -Finger gym activities eg. Pegs and boards, threading, tweezers and messy play activities.	<u>IMPLEMENTATION</u> -PE passport: Dance: Seasons -Daily name writing practice, overwriting using whiteboard pens. - Scissor skills including snipping into and cutting around simple shapes. - Large construction eg. Tyres, planks and crates.	<u>IMPLEMENTATION</u> -PE passport: Gymnastics: Travelling -Daily name writing practice, copying name card using pens, pencils, chalks, various surfaces. - Bike and scooter time in groups, practice using sports equipment.
	<u>IMPACT</u> Children will be increasingly independent in taking their coat on and off. They will develop their own preference for a dominant hand and use this with increasing control during drawing, painting and fine motor activities. Children will be aware of their own space and consider how to move around others in the group, waiting for their turn and showing good control over their bodily movements.	<u>IMPACT</u> Children will be using a digital, modified tripod or tripod grip when using pencils or pens, and will use these with good control and appropriate pressure. They will have confidence in their movements and balance when using apparatus and playing games. Children are able to work together to coordinate moving larger items and do so safely and with control.	<u>IMPACT</u> Children will have consolidated their movement skills and spatial awareness. They will put these skills into practice when using other tools and apparatus including balls, scooters and trikes. Children will use their physical skills appropriately to undertake tasks independently and safely. They will use pencils and pens effectively with a modified or pincer grip to make marks and write recognisable letters.	

Curriculum Overview EYFS Nursery 2024-25

LD	<p><u>INTENT</u> Children have the opportunity to hear short stories many times until they become familiar with the new vocabulary and begin to talk about what they have heard. They take part in a range of free mark making activities using various materials both in and outside.</p>	<p><u>INTENT</u> Children learn to make marks using a pencil including vertical lines and circles. They can talk about the marks they make and draw for a purpose. Children join in with familiar nursery rhymes. They self register by finding their own name card and enjoy looking at books.</p>	<p><u>INTENT</u> Children will develop a bank of rich vocabulary and story knowledge that they can draw upon in their storytelling and roleplay. They understand that there are differences between drawing and writing. Children are introduced to key concepts of print including naming the parts of a book.</p>	<p><u>INTENT</u> Children are becoming aware of rhyming words in songs and activities. They can copy some letters which are recognisable and give their writing meaning. Children are developing an understanding of the five key concepts of print in books.</p>	<p><u>INTENT</u> Children are introduced to some set 1 sounds through the RWI scheme. They are able to write some or all of their name with recognisable letters. Children have the opportunity to write for a range of purposes including labels, lists and instructions.</p>	<p><u>INTENT</u> Children are introduced to all set 1 sounds through the RWI scheme. They have learnt how to form the letters of their name correctly. Children use their phonic knowledge to attempt to write words which are spelt phonetically or have the correct initial sound. They can sequence a familiar story.</p>
	<p><u>IMPLEMENTATION</u> -Opportunities within continuous provision to make marks eg. Chalks, pens, paintbrushes, fingers, sticks, IWB. -Tracing and fine motor overwriting activities including dot to dots with early handwriting patterns. -Daily story time: re-reading core texts and class novels. -Story corner: quiet space to read for pleasure, alone, with friends or an adult. -Weekly mark making focussed activity in</p>	<p><u>IMPLEMENTATION</u> -Drawing vertical lines, anticlockwise circles and early handwriting patterns. -Weekly drawing focussed activity in their learning books (1:1) - Drawing enclosed shapes from observation to represent objects. -Daily story time: re-reading core texts and class novels. -Story corner: quiet space to read for pleasure, alone, with friends or an adult.</p>	<p><u>IMPLEMENTATION</u> -Daily name writing practice, overwriting laminated name using drywipe pens. - Weekly draw and write focussed activity in their learning books (1:2). -Drawing from observation, adding details. -Mark making using whiteboards to consolidate early handwriting patterns. -Number formation 0-3 taught using number rhymes. - Naming the parts of a book (Title and author) -Story corner: retell using puppet theatre.-Daily story time: re-reading core texts and class novels.</p>	<p><u>IMPLEMENTATION</u> -Daily name writing practice, overwriting laminated name using drywipe pens, focus on correct formation. - Weekly draw and write focussed activity in their learning books (1:3). -Number formation 4-9 taught using number rhymes. - Clapping syllables of words. -Alliteration games. - Rhyming songs, poems and word games.</p>	<p><u>IMPLEMENTATION</u> -Daily name writing practice, on paper using namecard. - Weekly draw and write focussed activity in their learning books (1:3). - Letter formation taught alongside RWI sounds each week. -Fred talk and fred games for oral blending. -Daily story time: re-reading core texts and class novels. -Story corner: quiet space to read for pleasure, alone, with friends or an adult.</p>	<p><u>IMPLEMENTATION</u> -Daily name writing practice at least once a week in books. Focus on letter formation. - Weekly draw and write focussed activity in their learning books (1:4). - Letter formation taught alongside RWI sounds each week. -Fred talk and fred games for oral blending. -Daily story time: re-reading core texts and class novels. -Story corner: quiet space to read for pleasure. Story sequencing, story sacks and word mats.</p>



Curriculum Overview EYFS Nursery 2024-25

	<p>their learning books (1:1)</p>	<p>-Children identify their name by finding their name card for self registration.</p>	<p>- Roleplay area with props (core texts.)</p>	<p>-Daily story time: re-reading core texts and class novels. - Writing opportunities in roleplay and outside. -Story corner: quiet space to read for pleasure, alone, with friends or an adult. - Naming the parts of a book (Pictures/words)</p>	<p>- Naming the parts of a book (Fiction/Non Fiction) - Opportunities within provision to write labels, lists and follow instructions.</p>	<p>- Naming the parts of a book (Recap all and identify the difference between words and sounds)</p>
	<p><u>IMPACT</u> Children enjoy listening to familiar short stories and have learnt and begun to use some vocabulary from these stories. Children engage in mark making in a variety of ways. They are able to make marks in their learning book and give meaning to these marks.</p>	<p><u>IMPACT</u> Children are engaged when listening to familiar stories and use learnt vocabulary to talk about these stories. They understand that books have pictures and words, which have meaning. They talk about the marks they make and distinguish between drawing and writing.</p>	<p><u>IMPACT</u> Children recall key events from stories and explore this through roleplay. They are able to identify their name and begin to copy some letter type marks. Children demonstrate a love of reading and enjoy sharing books with others. They give meaning to the purposeful marks that they have made.</p>	<p><u>IMPACT</u> Children recognise words with the same initial sound and can identify rhyming words. They are becoming confident at naming parts of a book while reading for pleasure. They are able to copy their name using recognisable letters and attempt writing independently.</p>	<p><u>IMPACT</u> Children can write some or all of their name. They use some of their phonic knowledge in their early writing including initial sounds. They identify some phonics sounds and pronounce these correctly, and recognise the sounds taught within their name. Children explore writing independently & show pride in their writing.</p>	<p><u>IMPACT</u> Children are writing some letters accurately including letters from their name. They can blend some words orally and identify many single phonics sounds. Children are deeply familiar with the core texts and can swquence and talk about these stories using a range of appropriate vocabulary. Children all respect and value books and love to share stories.</p>
<p>MD (PA Maths)</p>	<p><u>INTENT</u> Children are exposed to the language of number through play and exploration. They explore capacity, quantity and begin to</p>	<p><u>INTENT</u> Children are developing an understanding of number to 3, and can count objetcs in a line. They use fingers to</p>	<p><u>INTENT</u> Children have a deeper understanding of number to 3. They are able to use positional language correctly and order objects by size. Children use</p>	<p><u>INTENT</u> Children are developing an understanding of number to 6. They explore addition practically and use this language in rhymes and</p>	<p><u>INTENT</u> Children have a deeper understanding of number to 6. They explore subtraction practically and use this language in rhymes and</p>	<p><u>INTENT</u> Children are developing an understanding of number to 10 and can count beyond 10. They can match some numerals to their</p>

Curriculum Overview EYFS Nursery 2024-25

<p>make comparisons practically.</p>	<p>represent number. Children explore and learn the names of basic shapes and notice shapes in the environment.</p>	<p>mathematical language to describe and compare objects in their play.</p>	<p>games. Children deepen their understanding of shapes, their properties and beging to create simple patterns.</p>	<p>games. Children explore money in play and have opportunities to experiment with representing number.</p>	<p>quantities correctly and represent number and numerals through mark making.</p>
<p>IMPLEMENTATION Place Value -To make comparisons between quantities. -To use language of quantities such as 'more' and 'a lot'. -Select a small number of objects from a group 'give me one, two'. -To know that when counting a group the last number represents the total amount. -To know that a group of things changes in quantity when something is removed. Measurement -Experiments with capacity (which holds more/less). -Anticipates specific time-based events, such as meal times and home time. -Understands some talk about immediate future e.g. 'later' or 'soon'.</p>	<p>IMPLEMENTATION Place Value -To use one to one correspondence and count in a line (touches each object and gives it a number). -To find the total number of items in two groups by counting all of them. -To compare two groups of objects (identifying 'the same'). -Say one number for each item in order to 5. -Know that the last number reached when counting tells you how many there are in total ('cardinal principle'). -Show 'finger numbers' up to 5. Pattern and shape -Uses familiar objects & shapes to build models. -Notices simple shapes/ patterns in</p>	<p>IMPLEMENTATION Place Value -Recite number names in sequence 0-10. -To know that numbers identify how many there are in a set. -To use language of quantities such as 'more' -To make comparisons between quantities. -Develop fast recognition of up to 3 objects, without counting ('subitising'). Pattern and shape -Can say what is different and what is the same. -Begins to categorise according to properties such as size and colour. Begins to talk about the shapes of objects PositionUses everyday language to talk about position. -Understand position through words alone.</p>	<p>IMPLEMENTATION Addition -To use more/most -To separate a group of 3 or 4 objects in different ways. -To respond to (and use) addition vocabulary in rhymes and games. Pattern and Shape -Shows awareness of similarities of shapes in the environment. -Explores characteristics of/uses mathematical language for everyday objects and shapes. -Talk about and identifies the patterns around them using informal language like 'pointy', 'spotty' etc. -Extend and create ABAB patterns – stick, leaf, stick, leaf. -Notice and correct an error in a pattern.</p>	<p>IMPLEMENTATION Place Value -To create and experiment with symbols and marks representing numbers, then numerals. -To know that when counting a group the last number represents the quantity. To share objects equally To group objects - Compare quantities using language: 'more than', 'fewer than'. Subtraction -To respond to (and use) subtraction vocabulary in rhymes and games. -To find the total number of items after some are taken away by counting all of them. Money -Uses money in role play -Exchanges money for objects</p>	<p>IMPLEMENTATION Place Value -To match numeral and quantity correctly. -Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. -Experiment with their own symbols and marks as well as numerals. -Solve real world mathematical problems with numbers up to 5. Position -Describe a familiar route. -Discuss routes and locations, using words like 'in front of' and 'behind'. -Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' Shape -Talk about and explore 2D and 3D shapes</p>



Curriculum Overview EYFS Nursery 2024-25

	-Understands some talk about the immediate past e.g. 'before'.. =--Recite numbers past 5.	pictures. -Makes arrangements with objects. -Shows interest by talking about shapes.		-Select shapes appropriately: eg triangle for a roof Combine shapes to make new ones – an arch, a bigger.	Measure -Make comparisons between objects relating to size, length, weight and capacity.- Make comparisons between objects relating to size, length, weight and capacity.	using informal and mathematical language: 'sides', 'corners', 'straight'-Talk about and explore 2D and 3D shapes using informal and mathematical language: 'sides', 'corners', 'straight'
	<u>IMPACT</u> Children are using some mathematical vocabulary in their play. They engage with a variety of activities through play and exploration. They join in with counting and are aware of the daily routine and time based events such as snack or home time.	<u>IMPACT</u> Children are confident to count to 3 and can count up to 3 objects in a line. They recite numbers to 5 and represent these using their fingers. Children can identify and notice simple shapes and are confident to use shapes in their play.	<u>IMPACT</u> Children have a deep understanding of numbers to 3 and can subitise 3 objects in any arrangement. They are confident to sort by colour and size and can order 3 objects by size, using the correct vocabulary. Children can an objects position using everyday language.	<u>IMPACT</u> Children are confident to count to 6 and can count 6 objects in a line. They recite numbers to 1 and represent these using their fingers. They can identify and create simple patterns practically. Children use language of addition in their play and through songs and games.	<u>IMPACT</u> Children have a deep understanding of numbers to 6 and can subitise up to 6 objects in any arrangement. Children use language of subtraction in their play and through songs and games. They will make marks to represent numbers in their play.	<u>IMPACT</u> Children are confident to count to 10 and beyond. They are confident to use numbers up to 10 practically and use language of addition and subtraction. Children make marks to represent numerals and may form some numerals correctly. They are familiar with some 3D shapes.
UW	<u>INTENT</u> Children will have many opportunities to explore and learn about their senses. They will notice similarities and differences between themselves and others. They will talk about	<u>INTENT</u> Children know that everyone is different and have a better understanding of the cultures and beliefs within our community. Children will recognise and talk about their own celebrations and	<u>INTENT</u> Children will explore materials and their properties, they will test and select the best tools for the job at hand. They will have first hand experiences of change and talk about what they notice, beginning to explain their thoughts.	<u>INTENT</u> Children will realise and understand their own unique abilities and strengths. They will reflect on the times they have been helped as well as helping others. Their positive attitudes will continue	<u>INTENT</u> Children know where some food comes from and how to look after living things. To be able to talk about what they see and make predictions. Children will develop a sense of responsibility for the	<u>INTENT</u> Children will make connections between their experiences and the texts. They will describe what they see and textures they feel through the tactile sensory experiences provided. Children will



Curriculum Overview EYFS Nursery 2024-25

<p>their own family, people and places that are special to them.</p>	<p>see that others share those celebrations too.</p>		<p>to be strengthened as we learn about and value different people.</p>	<p>living things in their care.</p>	<p>reflect on how they have grown ready for the next step.</p>
<p><u>IMPLEMENTATION</u> -Use all their senses in hands on exploration of natural materials. -Autumn walk and collection of Autumn treasures. -Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. -Family photographs -Circle time :My special people -Circle time: My special places -Circle time: All about me SDG15, SDG6, SDG3</p>	<p><u>IMPLEMENTATION</u> - Begin to make sense of their own life-story and family’s history. -Opportunities to reflect on their own celebrations. -Continue developing positive attitudes about the differences between people. -Circle time: What do you celebrate? - Explore artifacts, clothing, foods, photographs, music and dance linked to different celebrations. -Look at different countries and how they celebrate, explore the similarities and differences to how we celebrate in the uk. SDG2, SDG3, SDG16</p>	<p><u>IMPLEMENTATION</u> -Explore how things work and test a range of tools in the sand, water and construction. -Cooking porridge exploration and directed (goldilocks). -Explore collections of materials with similar and/or different properties. -3 little pigs, stick, straw and brick houses. -Building bridges (3 billy goats gruff) -Blowing activities (big bad wolf – beginnings of forces). -Reflect on the morals of the stories and the choices the characters made. SDG16, SDG11, SDG1</p>	<p><u>IMPLEMENTATION</u> -Show interest in different occupations, interests and abilities. -Share times when children have experienced someone helping them and times when they have helped others. -Continue developing positive attitudes about the differences between people. -Explore and talk about different forces they feel (links to special abilities of superheroes). -Easter celebrations -Looking for signs of spring and changes in the environment. SDG 11, SDG16, SDG5</p>	<p><u>IMPLEMENTATION</u> -Plant seeds and care for growing plants. -Growing and eating cress wow moment -Superfoods tasting- Understand the key features of the life cycle -Naming the different parts of a plant. -Begin to understand the need to respect and care for the natural environment and all living things. -Observe and talk about growth and change. -Explore non fiction texts and research plants, fruits and vegetables. -Visit from farm and growing caterpillars into butterflies. SDG15, SDG6, SDG3</p>	<p><u>IMPLEMENTATION</u> -Talk about what they see, using a wide vocabulary. -Talk about the differences between materials and changes they notice. -Bear hunt sensory walk with bare feet to explore textures. -Walk around the school grounds and record what is seen. -Looking back at learning across the year and how they have grown and changed. - Notice and talk about the changes in the weather and how to keep safe in the sun. SDG 15, SDG 3</p>
<p><u>IMPACT</u> Children will begin to form positive and respectful connections with each other. They</p>	<p><u>IMPACT</u> Children will be able to talk about the things they celebrate and know that others</p>	<p><u>IMPACT</u> Children will be mindful of the tools and materials they use during their play. They will adapt, test and modify</p>	<p><u>IMPACT</u> Children will reflect on their values and attitudes towards others. They will be</p>	<p><u>IMPACT</u> Children will have a secure knowledge of how plants grow. They will be able to talk</p>	<p><u>IMPACT</u> Children will be prepared and feel excited for their new journey to Reception or</p>

Curriculum Overview EYFS Nursery 2024-25

	will be able to talk simply about their family and themselves. Children will begin to feel part of the community within the class.	celebrate too in different ways. They will show respect for others and be positive about the differences within our community.	based on their findings. Children will have the confidence to talk about why they made these choices and use simple sentences to share their observations.	inspired to help others and know that they have strengths to share. Their comments about what they have observed will be more detailed and they draw comparisons to previous experiences.	about their observations and make connections with past experiences. Children will be proud of the steps they have taken to be healthy.	their new school. They will speak confidently about the things they notice and use their senses to describe their experiences.
EAD	<u>INTENT</u> Children roleplay their own experiences alongside peers and begin to join in with familiar roleplay (homecorner) They explore mark making using a variety of media and begin to represent themselves through art.	<u>INTENT</u> Children are taught how to use paint and mark making tools effectively. They begin to represent various objects in their mark making. Children are able to perform some simple songs as a group and begin to explore how their body moves.	<u>INTENT</u> Children draw knowledge from familiar stories to explore in their roleplay. They retell and develop stories using small world play and build up this roleplay with their peers. Children explore mixing colours and selecting appropriate colours to represent in their art.	<u>INTENT</u> Children use their imagination to create stories while constructing. They are able to identify their emotions linked to zones of regulation and reflect these emotions in drawing. They learn a sequence of dance moves to perform.	<u>INTENT</u> Children are confidently using basic art and design skills. They now select and use a wider range of materials to achieve a planned effect. They observe details closely to represent in their drawing which is increasingly accurate.	<u>INTENT</u> Children are given the opportunities to create and express themselves in ways that they choose. They have the skills and confidence to talk about their creations and learn from each other. They enjoy expressing themselves through dance, song, technology and art.
	<u>IMPLEMENTATION</u> -Take part in simple pretend play, using an object to represent something else even though they are not similar. -Draw with increasing complexity and detail, such as representing a face with a circle and including details. -Explore how to use a variety of mediums	<u>IMPLEMENTATION</u> - -Create closed shapes with continuous lines, and begin to use these to represent objects. -Use paint and other media effectively. -Use drawing to represent ideas like movement or loud noises. -Stack and build with blocks.	<u>IMPLEMENTATION</u> -Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. -Explore colour and colour-mixing. -Listen with increased attention to sounds. -Respond to what they have heard, expressing their thoughts and feelings. -Roleplay the traditional tales using story props,	<u>IMPLEMENTATION</u> -Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. -Show different emotions in their drawings and paintings, like happiness, sad, fear -Sing the pitch of a tone sung by another person	<u>IMPLEMENTATION</u> -Explore different materials freely, to develop their ideas about how to use them and what to make. -Sing the melodic shape (moving melody, such as up and down) and down, down and up) of familiar songs. -Draw from observation, taking into account the colour,	<u>IMPLEMENTATION</u> -Develop their own ideas and then decide which materials to use to express them. -Create their own songs or improvise a song around once they know one they know. -Create their own dance moves that match the type of music. -Play instruments with increasing control to



Curriculum Overview EYFS Nursery 2024-25

	<p>including paint, collage, chalks, playdough.</p> <p>-Learn how to draw a face including features.</p> <p>- Listen to and begin to take part in simple songs and nursery rhymes.</p>	<p>-Remember and sing entire songs (winter concert performance)</p> <p>-Join different materials and explore different textures.</p> <p>-Explore moving their body to music linked to celebrations.</p> <p>SDG 3</p>	<p>masks and available resources. Create additional resources.</p> <p>-Sing a range of songs and nursery rhymes with increasing confidence.</p> <p>-Explore combining and joining different media.</p> <p>-Children change their voices to match the character.</p>	<p>(‘pitch match’).</p> <p>-Learn a sequence of dance moves and keep up with the pace of the music (bounce patrol superhero)</p> <p>-Take on a character – Supertato (WOW)</p>	<p>shape and form of the item they are drawing (plants, fruits, vegetables)</p> <p>-Build and join construction toys with confidence and imagination.</p> <p>-Extend colour mixing skills to include dark and light shades of a single colour.</p>	<p>express their feelings and ideas.</p> <p>-Create with a range of materials confidently, adapting as they create to achieve a planned result.</p> <p>-Join materials together effectively, use scissors safely with good control.</p>
	<p><u>IMPACT</u> Children will be confident to join in with others in familiar roleplay. They will be able to represent themselves through art and listen to and sing a nursery rhyme.</p>	<p><u>IMPACT</u> Children will have developed a basic skills set to inform their art work. They explore and create with a variety of materials including playdough and blocks, and begin to use these to represent their experiences.</p>	<p><u>IMPACT</u> Children have developed the confidence to build up roleplay activities with their peers. They use props and story language effectively to retell traditional tales. They will select colours to suit the purpose and can mix simple colours independently.</p>	<p><u>IMPACT</u> Children will be confident to talk about and represent their emotions. They can copy a sequence of dance moves and keep in time to the music. Children take on and perform as a character, changing their voice and physicality.</p>	<p><u>IMPACT</u> Children’s drawings are more detailed and accurate, and this positively impacts their success in writing. They take ownership of their creations and need less direction from adults. Children’s imagination is extended by peers and adults during play.</p>	<p><u>IMPACT</u> Children are ready to build on their skills set ready for Reception. They are confident to use their own ideas and experiences when creating. Children perform and celebrate the performing arts together. They are increasingly independent.</p>
Big Finish	Stay and learn – sharing my classroom and learning with my family	Christmas /celebration Concert	Performance of ‘Three Little Bears’ song to Reception.	Children are superheroes and rescue captured Easter bunny.	*Farm visit	End of year concert

Our curriculum provides the experiences, nurture, collaboration and learning that children need in order to be successful in achieving and excelling beyond the Early learning goals set in the Foundation stage profile. This curriculum is underpinned by the ‘DFE Development matters 2021’ guidance. The learning environment, teaching, communication and relationships are in no way limited to this curriculum document and additional experiences and learning opportunities will continue to evolve and inform our EYFS curriculum to meet the needs of all children at Henry Green Primary School.