



## EYFS Curriculum Overview

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Communication and Language	Nursery	<p><b><u>Listening, Attention and Understanding</u></b> Children will begin to enjoy listening to stories.</p> <p>Children will listen to others on a 1:1 basis.</p> <p><b><u>Speaking</u></b> Children will know and retell the story 'We're going on a bear hunt / Brown bear, brown bear'.</p> <p>Children will know and use vocabulary linked to themselves and Autumn</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will enjoy listening to stories.</p> <p>Children will listen to others in small groups but may be distracted.</p> <p>Children will understand a question or instruction that has one part.</p> <p><b><u>Speaking</u></b> Children will know and retell the story 'Winnie the witch / Room on the broom'</p> <p>Children will know and use vocabulary linked to festivals including celebrate, decoration, Diwali, Christmas.</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will enjoy listening to stories and begin to remember much of what happens.</p> <p>Children will listen to others in whole class discussions</p> <p><b><u>Speaking</u></b> Children will know and retell the story 'Three Little Pigs / Little Red Hen'.</p> <p>Children will know and use vocabulary linked to people's jobs, Winter and Chinese New Year</p> <p>Children will start a conversation with a friend or adult</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will listen to longer stories and remembering much of what happens most of the time.</p> <p><b><u>Speaking</u></b> Children will retell the story 'Mr Gumpy's Motor Car / Naughty Bus'.</p> <p>Children will use vocabulary linked to their school and where they live.</p> <p>Children will begin to use a range of tenses.</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will join in with repeated refrains of a story.</p> <p><b><u>Speaking</u></b> Children will know and retell the story 'Hungry Caterpillar / Norman the Slug with the Silly Shell'.</p> <p>Children will know and use vocabulary linked to the life cycle of a butterfly.</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will answer a simple why question about a story and often responding appropriately.</p> <p>Children will understand a question or instruction that has two parts.</p> <p><b><u>Speaking</u></b> Children will know and retell the story 'Jasper's Beanstalk / Jack and the Beanstalk'.</p> <p>Children will know and use vocabulary linked to planting.</p> <p>Children to speak in full sentences using joined up words such as because and or.</p>	
	<p><b><u>Observational Checkpoint:</u></b> Can children shift focus from one task to another if you fully obtain their attention? Can children use sentences of four to six words? Can children join sentences using 'because', 'or', 'and'. Can children use future and past tense? Can children answer a simple 'why' question?</p>							
	Reception	Development Matters (Reception)	<p><b><u>Listening, Attention and Understanding</u></b> Children will listen carefully to a story.</p> <p>Children will respond to 'good listening' signals.</p> <p><b><u>Speaking</u></b> Children will know and retell 'The Gingerbread Man'.</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will join in with repeated refrains in a story.</p> <p>Children will listen and respond to their talk partner.</p> <p><b><u>Speaking</u></b> Children will know and retell 'Star in the Jar'.</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will respond to questions asked about a story.</p> <p>Children will ask questions to find out more.</p> <p><b><u>Speaking</u></b> Children will know and retell 'Juniper Jupiter'.</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will identify the main characters in the story and talk about their feelings.</p> <p>Children will describe events in greater detail.</p> <p><b><u>Speaking</u></b> Children will know and retell 'The Story of Pirate Tom'</p> <p>Children will know and use vocabulary linked to pirates</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will make links to what has been said to their own experiences.</p> <p>Children will ask questions in response to what they have heard.</p> <p><b><u>Speaking</u></b> Children will know and retell 'Little Red'.</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will ask for clarification in response to what they have heard.</p> <p>Children will engage in back-and-forth conversations.</p> <p><b><u>Speaking</u></b> Children will know and retell 'The Enormous Turnip'.</p>



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			Children will know and use vocabulary linked to Autumn	Children will know and use vocabulary linked to night and space and festivals	Children will know and use vocabulary linked to people's roles in society.  Children will express ideas using full sentences.	Children will use past, present and future tenses.	Children will know and use vocabulary linked to life cycles	Children will know and use vocabulary linked to growing plants  Children will express ideas using past, present and future tense.
<p><b>Listening, Attention and Understanding:</b> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><b>Speaking:</b> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>								
Personal, Social and Emotional	Nursery	Development Matters (3-4 years)	<p><b>Self-Regulation</b> Children will begin to learn how to use each area in the classroom</p> <p><b>Managing Self</b> Children will begin to learn the school rules of 'be kind, be safe by ready'</p> <p>Children will know to wash and dry their hands before eating and after using the toilet.</p> <p><b>Building Relationships</b> Children will learn the language in Zones of Regulation.</p> <p>Children will know how to play alongside each other.</p>	<p><b>Self-Regulation</b> Children will know what adults can help them in nursery.</p> <p>Children will learn how to look after resources using the rhyme 'Choose it, use it, put it away'.</p> <p><b>Managing Self</b> Children will use the toilet with adult support.</p> <p><b>Building Relationships</b> Children will begin to talk about their emotions</p> <p>Children will know how to play partner games.</p>	<p><b>Self-Regulation</b> Children will become confident with visitors in nursery.</p> <p><b>Managing Self</b> Children will learn how a healthy diet and regular teeth brushing is important for their health.</p> <p>Children will learn to be independent during snack time</p> <p><b>Building Relationships</b> Children will begin to share resources and play in a group.</p>	<p><b>Self-Regulation</b> Children will show more confidence in social situations</p> <p><b>Managing Self</b> Children will be increasingly independent in meeting their own needs e.g. toileting and hand washing.</p> <p><b>Building Relationships</b> Children will begin to take turns whilst playing and waiting patiently to have a go.</p>	<p><b>Self-Regulation</b> Children will begin to bounce back from challenges with support.</p> <p><b>Managing Self</b> Children will be independent in meeting their own needs e.g. toileting and hand washing.</p> <p><b>Building Relationships</b> Children will share and take turns with minimal adult intervention</p>	<p><b>Self-Regulation</b> Children will learn the visual signals which demonstrates good listening.</p> <p><b>Managing Self</b> Children will learn how to keep themselves safe near the water.</p> <p><b>Building Relationships</b> Children will know how to listen to a friend and agree a compromise.</p> <p>Children will find solutions to conflicts and rivalries.</p>
			<p><b>Observational Checkpoint:</b> Can children share and take turns with others, with adult guidance and understanding 'yours' and 'mine'? Can children settle at activities for a while? Can children play alongside others? Can children take part in pretend play, taking on a role such as Mummy or Daddy? Can children take part in pretend play with different roles such as the Gruffalo? Can children negotiate solutions to conflicts in their play?</p>					



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Reception	Development Matters (Reception)	<p><b><u>Self-Regulation</u></b> Children will learn how to use each area of the classroom.</p> <p><b><u>Managing Self</u></b> Children will learn the school rules 'Be kind, Be safe, Be ready'.</p> <p><b><u>Building Relationships</u></b> Children will begin to use the language in Zones of Regulation.</p>	<p><b><u>Self-Regulation</u></b> Children will 'Choose it, use, it and put it away' during busy time.</p> <p><b><u>Managing Self</u></b> Children will know the school rules 'Be kind, Be safe, Be ready'.</p> <p>Children will know how to keep themselves safe when crossing the road</p> <p><b><u>Building Relationships</u></b> Children will know how to listen to others with respect.</p>	<p><b><u>Self-Regulation</u></b> Children will keep on trying in the face of a challenge.</p> <p><b><u>Managing Self</u></b> Children will know how a healthy diet and regular teeth brushing is important for their health.</p> <p><b><u>Building Relationships</u></b> Children will know how to treat others in our class.</p>	<p><b><u>Self-Regulation</u></b> Children will know different ways to calm themselves down.</p> <p><b><u>Managing Self</u></b> Children will know how to keep their personal self safe.</p> <p><b><u>Building Relationships</u></b> Children will be able to describe different emotions using the Zones of Regulation.</p>	<p><b><u>Self-Regulation</u></b> Children will know how to wait their turn.</p> <p><b><u>Managing Self</u></b> Children will know how to overcome a challenge.</p> <p><b><u>Building Relationships</u></b> Children will know that everyone is different and they can be friends with anyone.</p>	<p><b><u>Self-Regulation</u></b> Children will know how to listen to others when engaged in activity'.</p> <p><b><u>Managing Self</u></b> Children will know how to be safe near the water.</p> <p><b><u>Building Relationships</u></b> Children will know how to resolve a problem by talking it through with a friend or adult.</p>
		<p><b><u>Self-Regulation:</u></b> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability.</p> <p><b><u>Managing Self:</u></b> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b><u>Building Relationships:</u></b> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</p>					



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Physical	Nursery	Development Matters (3-4 years)	<p><b>Gross Motor</b> Children will know how to ride a scooter.</p> <p><b>Fine Motor</b> Children will explore large mark making to develop cross the mid-line movements – squiggle whiles you wiggle.</p>	<p><b>Gross Motor</b> Children will know how to ride a tricycle.</p> <p><b>Fine Motor</b> Children will know how to put on their coat and zip it up.</p>	<p><b>Gross Motor</b> Children will know how to throw a ball.</p> <p><b>Fine Motor</b> Children will know how to use loop scissors to make snips in paper.</p>	<p><b>Gross Motor</b> Children will know how to climb using alternate feet.</p> <p><b>Fine Motor</b> Children will show a preference in a dominant hand.</p>	<p><b>Gross Motor</b> Children will know how to skip, hop and stand on one leg.</p> <p><b>Fine Motor</b> Children will hold a pencil in a dominant hand and begin to write the first letter in their name.</p>	<p><b>Gross Motor</b> Children will know how to work together to carry large items such as planks of wood.</p> <p><b>Fine Motor</b> Children will hold a pencil, using a comfortable grip to write some or all of their name.</p>	
	<p><b>Observational Checkpoint:</b> Can children make ‘cross the mid-line’ marks on vertical surfaces? Can children move in a range of ways including hopping, climbing and balancing? Can children work in groups/teams? Can children use one-handed tools such as scissors? Do children have a comfortable grip when using pens/pencils? Are children independent in dressing themselves?</p>								
	Reception	Development Matters (Reception)	<p><b>Gross Motor</b> Children will know how to work together to carry large items such as planks of wood.</p> <p><b>Fine Motor</b> Children will know the correct pencil grip and posture for writing.</p> <p>Children will write letters in their name</p>	<p><b>Gross Motor</b> Children will know how to ride a balance bike.</p> <p><b>Fine Motor</b> Children will know how to do up and undo buttons.</p>	<p><b>Gross Motor</b> Children will roll a bal to a partner</p> <p><b>Fine Motor</b> Children will know how to use a knife and fork.</p> <p>Children will know how to correctly form the letters c, a, d, g, o, e, s, (caterpillar letters)</p>	<p><b>Gross Motor</b> Children will know how to kick and pass different sized balls.</p> <p>Children will know how to pull themselves up rope and hang on monkey bars and large appartus</p> <p><b>Fine Motor</b> Children will know how to use two-hole scissors to make snips in paper.</p> <p>Children will know how to correctly form the ladder letters.</p>	<p><b>Gross Motor</b> Children will know how to throw and catch different sized balls.</p> <p><b>Fine Motor</b> Children will confidently use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Children will know how to correctly form the one-armed robot letters.</p>	<p><b>Gross Motor</b> Children will know how to bat and aim using different sized balls.</p> <p><b>Fine Motor</b> Children will know how to use two-hole scissors to cut along lines.</p> <p>Children will know how to correctly form monster letters and capital letters.</p>	
<p><b>Gross Motor:</b> Negotiate space and obstacles safely, with consideration for themselves and others. -Demonstrate strength, balance and coordination when playing. -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>Fine Motor:</b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.</p>									



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Literacy	Nursery	Development Matters (3-4 years)	<p><b><u>Comprehension</u></b> Children will listen to and join in with stories and poems, one to one and in small groups.</p> <p>Children will show an interest in illustrations and prints in books</p> <p><b><u>Word Reading</u></b> Children will begin to recognise their name.</p> <p><b><u>Writing</u></b> Children will provide meaning when they draw and paint.</p>	<p><b><u>Comprehension</u></b> Children will look at books and will share with other children.</p> <p>Children will understand illustrations and prints in books.</p> <p><b><u>Word Reading</u></b> Children will recognise their own name.</p> <p>Children will clap syllables in a word.</p> <p><b><u>Writing</u></b> Children will know how to draw horizontal and vertical lines.</p>	<p><b><u>Comprehension</u></b> Children will understand the structure of short stories – beginning, middle and end.</p> <p><b><u>Word Reading</u></b> Children will recognise when a word rhymes</p> <p>Children will begin to hear initial sounds</p> <p><b><u>Writing</u></b> Children will independently make marks.</p> <p>Children will begin to build their own name.</p>	<p><b><u>Comprehension</u></b> Children will know the names of different parts of a book including the cover, title, author.</p> <p>Children will continue to understand the structure of short stories – beginning, middle and end</p> <p><b><u>Word Reading</u></b> Children will hear initial sounds</p> <p>Children will begin to orally blend</p> <p>Children will spot and suggest words that rhyme.</p> <p><b><u>Writing</u></b> Children will confidently provide meaning to their marks.</p>	<p><b><u>Comprehension</u></b> Children will know how to turn the pages of a book carefully.</p> <p>Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</p> <p><b><u>Word Reading</u></b> Children will orally blend CVC words</p> <p><b><u>Writing</u></b> Children will write the initial sound in their name.</p> <p>Children will draw with increasing complexity, adding details to pictures</p>	<p><b><u>Comprehension</u></b> Children will know how to read from left to right and top to bottom.</p> <p>Children will read and re-read a selection of books showing their understanding and learning new vocabulary.</p> <p><b><u>Word Reading</u></b> Children will develop a good understanding of Floppy Phonics level 1 phonics</p> <p>Children will confidently hear initial sounds and orally blend CVC words.</p> <p><b><u>Writing</u></b> Children will write some or all of their name.</p>
			<p><b><u>Observational Checkpoint:</u></b> Can children identify a range of different signs? Do children know how to handle a book and turn the pages one at a time? Can children identify rhymes and clap syllables? Can children talk to an adult about a story that they have enjoyed? Can children write their name?</p>					



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Reception	Development Matters (Reception)	<p><b><u>Comprehension</u></b> Children will read and re-read a selection of books, developing fluency, understanding and enjoyment.</p> <p><b><u>Word Reading</u></b> Children will read and correctly form the sounds s a t p i n m d g o c k -ck e</p> <p>Children will hear and identify initial sounds in words.</p> <p>Children will know helpful words I, the, no, go, the, to</p> <p><b><u>Writing</u></b> Children will know how to write their name.</p> <p>Children will know the correct pencil grip and posture for writing.</p>	<p><b><u>Comprehension</u></b> Children will read and re-read a selection of books, developing fluency, understanding and enjoyment.</p> <p><b><u>Word Reading</u></b> Children will read and correctly form the sounds u, r, h b f -ff, l -ll -le -ss, j v w</p> <p>Children will blend known sounds in words.</p> <p>Children will know helpful words into, little, of, ten</p> <p><b><u>Writing</u></b> Children will know how to write initial sounds.</p>	<p><b><u>Comprehension</u></b> Children will read and re-read a selection of books, developing fluency, understanding and enjoyment.</p> <p><b><u>Word Reading</u></b> Children will read and correctly form the sounds qu, ch, th, sh, ng, nk.</p> <p>Children will blend known sounds in words.</p> <p>Children will know helpful words he, she, we, me, be, was, you, they, all, are, her, when, off, six, seven, have</p> <p><b><u>Writing</u></b> Children will know how to correctly form the letters c, a, d, g, o, e, s, (caterpillar letters)</p> <p>Children will know how to write CVC/CVCC words.</p>	<p><b><u>Comprehension</u></b> Children will read and re-read a selection of books, developing fluency, understanding and enjoyment.</p> <p><b><u>Word Reading</u></b> Children will read and correctly form the sounds ay, ee, igh, ow, oo (short), oo (long).</p> <p>Children will blend known sounds in words.</p> <p>Children will know helpful words my, why, sky, by, sister, too, look, again</p> <p><b><u>Writing</u></b> Children will know how to correctly form the ladder letters.</p> <p>Children will know how to write a short phrase.</p>	<p><b><u>Comprehension</u></b> Children will read and re-read a selection of books, developing fluency, understanding and enjoyment.</p> <p><b><u>Word Reading</u></b> Children will read and correctly form the sounds ar, or, air, ir, ou, oy.</p> <p>Children will blend known sounds in words.</p> <p>Children will know helpful words my, why, sky, by, sister, too, look, again</p> <p><b><u>Writing</u></b> Children will know how to correctly form the one-armed robot letters.</p> <p>Children will know how to write a short sentence.</p>	<p><b><u>Comprehension</u></b> Children will read and re-read a selection of books, developing fluency, understanding and enjoyment.</p> <p><b><u>Word Reading</u></b> Children will sound and blend words with Floppy Phonics level 1 and 2 sounds.</p> <p>Children will know helpful words <b>my, why, sky, by, sister, too, look, again</b></p> <p><b><u>Writing</u></b> Children will know how to correctly form monster letters and capital letters.</p> <p>Children will know how to read what they have written to check it makes sense.</p>
	<p><b><u>Comprehension:</u></b> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p><b><u>Word Reading:</u></b> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b><u>Writing:</u></b> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>						



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Maths	Nursery	Development Matters (3-4 years)	<p><b><u>Number</u></b> Children will join in with counting songs and rhymes to 5.</p> <p><b><u>Numerical Patterns</u></b> Children will sort by colour, size and object.</p> <p>Children will begin to show an interest in shapes by playing with shapes.</p>	<p><b><u>Number</u></b> Children will count forwards to 5.</p> <p>Children will recognise numerals 1 and 2</p> <p>Children will count out up to 2 objects</p> <p><b><u>Numerical Patterns</u></b> Children will copy, create and fix a mistake in an AB pattern</p> <p>Children will learn 2D and 3D shapes – circle, sphere and cylinder.</p>	<p><b><u>Number</u></b> Children will recognise numerals 3, 4 and 5.</p> <p>Children will link numerals and amounts to 5.</p> <p>Children will begin to subitise to 3.</p> <p>Children will be confident to represent numbers by using their fingers.</p> <p><b><u>Numerical Patterns</u></b> Children will learn 2D and 3D shapes – square, rectangle, triangle, cube, cuboid, pyramid.</p>	<p><b><u>Number</u></b> Children will recite numbers past 5.</p> <p>Children will continue to show fingers up to 5.</p> <p><b><u>Numerical Patterns</u></b> Children will use the language related to height, weight and capacity.</p> <p>Children will make comparisons relating to height, weight and capacity.</p>	<p><b><u>Number</u></b> Children will confidently subitise to 3.</p> <p>Children will use the language of ‘more than’ and ‘fewer than’</p> <p><b><u>Numerical Patterns</u></b> Children will describe a sequence of events using words such as ‘first, then, finally.’</p> <p>Children will understand positional language.</p> <p>Children will develop their properties of shapes, 2D and 3D</p>	<p><b><u>Number</u></b> Children will explore composition of numbers to 5.</p> <p>Children will explore what comes before and after a number.</p> <p><b><u>Numerical Patterns</u></b> Children will describe a familiar route</p> <p>Children will discuss routes and locations, using words like ‘in front of’ and ‘behind.’</p>
			<p><b><u>Observational Checkpoint:</u></b> Can children subitise to 3? Can children count in correspondence to 5? Can children rote count beyond 5? Can children compare quantities, size, length, weight and capacity? Can children talk about 2D and 3D shapes? Can children use positional language? Can children select shapes appropriately? Can children create a repeating pattern?</p>					
	Maths	Reception	Development Matters (Reception)	<p><b><u>Number</u></b> Children will represent, compose and compare numbers to 3.</p> <p><b><u>Numerical Patterns</u></b> Children will match and sort.</p> <p>Children will compare amounts, size, mass and capacity.</p> <p>Children will make AB patterns.</p>	<p><b><u>Number</u></b> Children will represent, compose and compare numbers to 5.</p> <p><b><u>Numerical Patterns</u></b> Children will identify and describe circles, triangles, squares and rectangles.</p> <p>Children will use positional language including under, over, around and through.</p> <p>Children will identify one more and one less within 5.</p>	<p><b><u>Number</u></b> Children will know number bonds to 4.</p> <p>Children will identify 0.</p> <p>Children will represent, compose and compare numbers to 8.</p> <p><b><u>Numerical Patterns</u></b> Children will compare mass and capacity.</p> <p>Children will make pairs.</p>	<p><b><u>Number</u></b> Children will know number bonds to 5.</p> <p><b><u>Numerical Patterns</u></b> Children will combine 2 groups.</p> <p>Children will explore length, height and time.</p> <p>Children will compare numbers to 10.</p> <p>Children will identify a cube, sphere, cylinder and cone.</p> <p>Children will make ABB/AAB repeated patterns.</p>	<p><b><u>Number</u></b> Children will build numbers beyond 10</p> <p>Children will count forwards and backwards within 10.</p> <p><b><u>Numerical Patterns</u></b> Children will build and identify numbers to 20.</p> <p>Children will match patterns using shapes.</p> <p>Children will add more and take away within 20.</p>



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<p><b>Number:</b> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>Numerical Patterns:</b> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
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Understanding the World	Nursery - Development Matters (3-4 years)?	History	<p><b>Past and Present</b> Children will know they were a baby.</p> <p>Children will talk about their family.</p>	<p><b>Past and Present</b> Children will know about Bonfire, Diwali and Christmas.</p>	<p><b>Past and Present</b> Children find out about Chinese New Year and what year it is, 'year of the...'</p> <p>Children will talk about their family and what they do together - Tapestry</p>	<p><b>Past and Present</b> Children will confidently talk about their family and what they do together - Tapestry</p>	<p><b>Past and Present</b> Children will find out about Spring and know before it was Winter and next it will be Summer, then Autumn.</p> <p>Children will confidently talk about their family and what they do together - Tapestry</p>	<p><b>Past and Present</b> Children will begin to understand that at the moment they attend Nursery but soon they will go to 'big school.'</p>
		Geography	<p><b>People, Culture and Communities</b></p>	<p><b>People, Culture and Communities</b> Children will talk about differences and similarities between themselves and people in their local community.</p>	<p><b>People, Culture and Communities</b> Children will learn about different jobs and professions</p>	<p><b>People, Culture and Communities</b> Children will know the name of the town that our school is in.</p> <p>Children will draw a simple map of our school.</p> <p>Children will name the country they live in.</p> <p>Children will know about hot and cold places in our world.</p>	<p><b>People, Culture and Communities</b></p>	<p><b>People, Culture and Communities</b> Children will know where 'big school' is and other school's they may be going to are in Northwich</p>



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	Science	<p><b>The Natural World</b> Children will know the names of body parts: head, arms, hands, feet, neck</p> <p>Children will learn about nocturnal animals – bears and owls.</p> <p>Children will talk about the changes around them – Autumn walk</p>	<p><b>The Natural World</b></p>	<p><b>The Natural World</b> Children will learn about seasonal weather and changes in winter.</p> <p>Children will know how materials change when melting.</p>	<p><b>The Natural World</b> Children will explore and learn how to operate wind-up toys and pulleys</p>	<p><b>The Natural World</b> Children will know that a butterfly comes from an egg and will sequence the life cycle.</p> <p>Children will know how to respect and care for living things.</p> <p>Children will match animals to their young.</p> <p>Children will make close observations of the great tits.</p>	<p><b>The Natural World</b> Children will know that seeds can turn into plants.</p> <p>Children will begin to understand how it takes time to grow fruit and vegetables.</p> <p>Children will plant and grow a fruit/vegetable/herb.</p>
	RE	<p><b>People, Culture and Communities</b> Children will find out what happens in church at Harvest.</p>	<p><b>People, Culture and Communities</b> Children will know that some people celebrate Diwali.</p> <p>Children will know that some people celebrate Christmas.</p> <p>Children will develop positive attitudes about the differences between people.</p>	<p><b>People, Culture and Communities</b> Children will understand that some people celebrate Chinese New Year</p>	<p><b>People, Culture and Communities</b> Children will know some people celebrate Easter.</p>		<p><b>People, Culture and Communities</b></p>
	Computing	<p>Children will know how to use a camera to take photos.</p>	<p>Children will know how to use the Interactive white board.</p>	<p>Children will know how to select an app on an iPad.</p>	<p>Children will know how to make digital art on the iPad/IWB.</p>	<p>Children will know how to play interactive games on the iPad/IWB.</p>	<p>Children will learn how to operate wind-up toys and pulleys.</p>
<p><b>Observational Checkpoint:</b> Can children use their senses to explore? Can children make sense of their own life-story and family history? Can children understand the key features of the life cycle of a plant and an animal? Do children show an interest in different occupations? Can children talk about differences between materials and changes they notice? Can children talk about different countries in the world?</p>							



## EYFS Curriculum Overview

Understanding the World	Reception - Development Matters (Reception)	History	<p><b>Past and Present</b> Children will know how they have changed from being a baby to being 4/5.</p> <p>Children will be able to talk about their family</p>	<p><b>Past and Present</b> Children will learn about Remembrance Day and why people wear a poppy</p> <p>Children will know that Neil Armstrong was the first man to walk on the moon</p> <p>Children will know that a UK astronaut, Time Peake went to the ISS</p>	<p><b>Past and Present</b> Children will talk about their family confidently</p>	<p><b>Past and Present</b> Children will know about people from the past from stories – pirates</p> <p>Children will know how they lived and how that is different from today</p>	<p><b>Past and Present</b> Children will know that the past is anything before the current day.</p> <p>Children will know that the present is now (timeline)</p>	<p><b>Past and Present</b> Children will know some similarities and differences between things in the past and now – The Seaside</p> <p>Children will understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p>Children will talk about event and experiences – visits to Year 1</p>
		Geography	<p><b>People, Culture and Communities</b> Children will identify typical weather in Autumn.</p>	<p><b>People, Culture and Communities</b> Children will know how people in different countries celebrate Christmas.</p>	<p><b>People, Culture and Communities</b> Children will learn about the role of a police officer, fire fighter, doctor, teacher and vicar</p> <p>Children will identify typical weather in Winter.</p>	<p><b>People, Culture and Communities</b> Children will know that they can find different information from maps</p> <p>Children will know that Hartford is in England</p> <p>Children will know that Britain is an island</p> <p>Children will compare life in Hartford to St Lucia (Caribbean)</p> <p>Children will draw imaginary/real maps</p>	<p><b>People, Culture and Communities</b> Children will make observations and drawings of animals and plants such as tadpoles, caterpillars, chicks and daffodils.</p>	<p><b>People, Culture and Communities</b> Children will describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Children will explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.</p> <p>Children will know that we can only grow certain fruit/vegetables in England. Children will identify typical weather in Summer.</p>



## EYFS Curriculum Overview

	Science	<p><b><u>The Natural World</u></b></p> <p>Children will know the names of body parts: shoulders, elbows, knees, ankles.</p> <p>Children will know that this time of year is Autumn.</p> <p>Children will be able to name and sort animals that hibernate during Autumn</p>	<p><b><u>The Natural World</u></b></p> <p>Children will describe the night sky</p> <p>Children will know that there are 8 planets in the solar system.</p> <p>Children will know that astronauts explore space</p>	<p><b><u>The Natural World</u></b></p> <p>Children will know that this time of year is Winter.</p> <p>Children will explore freezing and melting</p>	<p><b><u>The Natural World</u></b></p> <p>Children will observe caterpillars and discuss changes</p> <p>Children will know about the changes which happen in spring</p> <p>Children will observe the bulbs growing in the outdoor area</p> <p>Children will know that this time of year is Spring.</p> <p>Children will identify typical weather in Spring.</p>	<p><b><u>The Natural World</u></b></p> <p>Children will know some similarities and differences between the school environment and Marshall's Arm.</p> <p>Children will understand the changes in spring</p> <p>Children will know the life cycle of a caterpillar, frog, bird</p>	<p><b><u>The Natural World</u></b></p> <p>Children will know that this time of year is Summer.</p> <p>Children will explore the natural world around them, make observations of plants as they grow</p> <p>Children will be able to label basic parts of a flower</p>
	RE	<p><b><u>People, Culture and Communities</u></b></p> <p>Children will know what is special to them and their families.</p> <p>Children will know what happens in a church at Harvest and how it can be celebrated in a different way - Sukkot</p>	<p><b><u>People, Culture and Communities</u></b></p> <p>Children will know the story of Diwali.</p> <p>Children will know the Christian Christmas story.</p>	<p><b><u>People, Culture and Communities</u></b></p> <p>Children will know how and why people celebrate Chinese New Year</p> <p>Children will name and explain the purpose of a church.</p> <p>Children will learn about the different jobs in a church and what a vicar does</p>	<p><b><u>People, Culture and Communities</u></b></p> <p>Learn about The Easter Story</p>	<p><b><u>People, Culture and Communities</u></b></p> <p>Children will find out why some places are special to people and explain why</p>	<p><b><u>People, Culture and Communities</u></b></p> <p>Children will learn about Baptism and weddings and what happens during these special events.</p>
	IT	<p>Children will know how to use an iPad to take photos.</p>				<p>Children will know how to programme a beebot.</p>	
<p><b><u>Past and Present:</u></b> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b><u>People, Culture and Communities:</u></b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p> <p><b><u>The Natural World:</u></b> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>							



## EYFS Curriculum Overview

Expressive Arts and Design	Nursery - Development Matters (3-4 years)	Music	<p><b>Being Imaginative</b> Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> <li>- This is the way we wash our hands</li> <li>- If you're happy and you know it</li> <li>- Head shoulders, knees and toes</li> </ul> <p>(Children will also learn number songs in their maths lessons).</p> <p>Children will join in with dancing and singing games.</p>	<p><b>Being Imaginative</b> Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> <li>- Hickory Dickory Dock</li> <li>- One, two, three, four, five, once I..</li> <li>- Miss Molly had a Dolly</li> <li>- (Nursery rhymes linked to World Nursery Rhyme week).</li> </ul> <p>(Children will also learn number songs in their maths lessons).</p> <p>Children will learn songs for the Christmas assembly.</p>	<p><b>Being Imaginative</b> Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> <li>- Jack and Jill</li> <li>- Twinkle twinkle little star</li> <li>- Twinkl twinkle chocolate bar</li> <li>- Hey diddle diddle</li> <li>- Mary Mary quite contrary</li> </ul> <p>(Children will also learn number songs in their maths lessons).</p> <p>Children will match movement to percussion instruments.</p>	<p><b>Being Imaginative</b> Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> <li>- Wheels on the Bus</li> <li>- The big ship sails on the ally ally oh</li> <li>- Down at the station</li> </ul> <p>(Children will also learn number songs in their maths lessons).</p> <p>Children will remember and sing an entire song.</p> <p>Children will begin to create their songs.</p>	<p><b>Being Imaginative</b> Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> <li>- It's raining, it's pouring</li> <li>- Incy wincy spider</li> <li>- Ring a ring roses</li> </ul> <p>(Children will also learn number songs in their maths lessons).</p> <p>Children will clap to the pulse of the music.</p>	<p><b>Being Imaginative</b> Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> <li>- Mary Mary Quite Contrary</li> <li>- Wiggly Woo</li> <li>- Oats and Beans and Barley Grow</li> </ul> <p>(Children will also learn number songs in their maths lessons).</p> <p>Children will create a song or change a song they know.</p>
		Art and Design	<p><b>Creating with Materials</b></p> <p>Children will use a pencil to free draw and will tell an adult what they have drawn – self portraits</p> <p>Children will develop confidence in drawing lines.</p>	<p><b>Creating with Materials</b></p> <p>Children will paint on a flat surface and an easel.</p> <p>Children will begin to present accurately when drawing / painting.</p>	<p><b>Creating with Materials</b></p> <p>Children will explore colour mixing.</p> <p>Children will begin to explore joining different materials together – junk modelling.</p> <p>Children will draw with increasing complexity – self portraits</p> <p>Children will explore and recreate art in the style of Jackson Pollock..</p>	<p><b>Creating with Materials</b></p> <p>Children will join different materials together using tape.</p> <p>Children will draw from their imagination.</p>	<p><b>Creating with Materials</b></p> <p>Children will create closed shapes with continuous lines and use shapes to represent objects.</p> <p>Children will begin to draw with increasing complexity and detail – self-portraits.</p>	<p><b>Creating with Materials</b></p> <p>Children will explore various painting techniques such as splatter painting, bubble painting, straw painting, printing etc.</p> <p>Children will continue to draw with increasing complexity and detail – observational drawings.</p>
<p><b>Observational Checkpoint:</b> Can children take part in pretend play? Can children create using different materials? Can children develop their own creative ideas by drawing and painting? Can children perform a range of songs? Can children play instruments to express their own ideas?</p>								



## EYFS Curriculum Overview

Reception - Development Matters (Reception)	Music	<p><b>Being Imaginative</b> Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> <li>- Pat-a-cake</li> <li>- 1, 2, 3, 4, 5, Once I Caught a Fish Alive</li> <li>- This Old Man</li> <li>- Five Little Ducks</li> <li>- Name Song</li> <li>- Things For Fingers</li> </ul>	<p><b>Being Imaginative</b> Children will learn the songs for the Christmas Celebration Assembly</p> <p>Children will use instruments to play in time to songs</p> <p>Children will perform songs to an audience</p>	<p><b>Being Imaginative</b> Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> <li>- Wind the Bobbin Up</li> <li>- Rock-a-bye baby</li> <li>- Five Little Monkeys</li> <li>- Twinkle Twinkle Little Star</li> <li>- Happy and you know it</li> <li>- Heads, shoulders, knees and toes</li> <li>- If you're happy and you know it</li> </ul> <p>Children will learn how to play notes on the glockenspiel in time to the music</p> <p>Children will know how to tap/clap along to a rhythm.</p>	<p><b>Being Imaginative</b> Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> <li>- Old Macdonald</li> <li>- Incy Wincy Spider</li> <li>- Baa Baa Black Sheep</li> <li>- Row, Row, Row Your Boat</li> <li>- The Wheels On the Bus</li> <li>- The Hokey Cokey</li> </ul> <p>Children will experiment with different ways of playing instruments.</p>	<p><b>Being Imaginative</b> Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> <li>- Big Bear Funk</li> <li>- The Alphabet Song</li> <li>- The Name Song</li> <li>- Hickory Dickory Dock</li> </ul>	<p><b>Being Imaginative</b> Children will perform familiar songs from Charanga, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>
	Art and Design	<p><b>Creating with Materials</b> Children will know how to use the paint pumps and pallets</p> <p>Children will use rollers and cutters to shape playdough</p> <p>Children will know how to draw a person – head, body, arms, legs and facial features.</p>	<p><b>Creating with Materials</b> Children will know how to use and mix watercolour paints</p> <p>Children will learn how to join two boxes together using tape</p> <p>Children will draw around 2D shapes to add detail to their models</p>	<p><b>Creating with Materials</b> Children will know how to add details through cutting shapes and sticking them on</p>	<p><b>Creating with Materials</b> Children will know how to use different techniques to make 3D collages.</p> <p>Children will know how to work collaboratively to build large scale models</p>	<p><b>Creating with Materials</b> Children will know how make observational drawings of plants and animals</p>	<p><b>Creating with Materials</b> Children will know how to make different shades of the same colour.</p>
<p><b>Creating with Materials:</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>Being Imaginative:</b> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and song. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</p>							