

# EYFS - Nursery

## Overview of Curriculum Coverage

2020-2021



This overview is based on expected baseline of 22-36m EXC. Where pupils are assessed as above or below this level staff will adapt this, as needed, to meet the individual needs of the pupil. Themes are adapted to be guided by the interests of the pupils in the cohort.

Area of Learning  
**Autumn 1**

All About Me	Prime Areas			Specific Areas			
	P.S.E.D.	Communication and Language	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Baseline assessments</p> <p>Staggered induction</p> <p><u>P.S.H.E.</u> – Embedded through daily practice and guided teaching sessions</p> <p><i>British Values and S.M.S.C.</i> – Rule of law-</p> <p>Golden Rules Tolerance/ Respect – friendship building</p> <p>Democracy – vote for favourite story</p> <p>P.E. – gross motor skills (outdoor toys)</p> <p><u>ROLE PLAY</u> - HOME CORNER/ Meg's House</p> <p>Suggested Books/ Stories</p> <p>Meg and Mog</p>	<p>Separating from main carer</p> <p>Building new relationships</p> <p>Selects and uses activities with support</p> <p>Turn taking and sharing</p> <p>Developing understanding of daily routines</p> <p>Exploring emotions</p>	<p>School Readiness Programme assessment</p> <p>Develop listening skills (Ph 1 phonics)</p> <p>Developing spoken language – word order, sentence length and structure</p> <p>Singing Nursery Rhymes</p> <p>Following simple instructions</p>	<p>Encouraging and developing personal hygiene (may include toilet training)</p> <p>Developing independence in self-care</p> <p>Develop tripod grip (nip, flip and grip)</p> <p>May be beginning to show a preference for a dominant hand</p> <p>Imitate circles and lines, draws lines and circles</p> <p>Develop control of tools (pouring, cutting, mark making)</p> <p>Walks up and downstairs in adult fashion</p>	<p>Phase 1 phonics (focus on all aspects)</p> <p>Sharing favourite stories, rhymes and songs</p> <p>Handles books carefully</p> <p>Distinguishes between marks made</p> <p>Attributes meaning to marks made</p> <p>Awareness of rhyme</p>	<p>Reciting numbers in sequence</p> <p>Using number names spontaneously</p> <p>1:1 correspondence when counting</p> <p>Comparative language (size, mass, capacity)</p> <p>Categorising objects (size and shape)</p> <p>Notices shapes in environment, uses shapes in play</p> <p>Before/after/soon</p>	<p>Has sense of own family</p> <p>Learns they have similarities and differences from others</p> <p>Imitates everyday actions from family in play</p> <p>Enjoys playing with small-world models</p> <p>Notices detailed features of objects in their environment and comments and asks questions about aspects of their familiar world</p> <p>Seeks to acquire basic skills in turning on and operating some I.C.T. equipment.</p> <p>Knows how to operate simple equipment</p> <p>Halloween</p>	<p>Joins in singing favourite songs</p> <p>Enjoys joining in with dancing and ring games</p> <p>Sings a few familiar songs</p> <p>Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'</p> <p>Beginning to make-believe by pretending</p> <p>Imitating an adult's behaviour spontaneously when the adult is not there</p> <p>Engages in imaginative role-play based on own first-hand experiences</p>

Area of Learning  
**Autumn 2**

Festival Fun	Prime			Specific			
	P.S.E.D.	Communication and Language	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>P.S.H.E. – Embedded through daily practice and guided teaching sessions</p> <p>British Values and S.M.S.C. – Rule of law- Golden Rules Tolerance/ Respect – friendship building, religious celebrations</p> <p>Democracy – voting for favourite story</p> <p>P.E. – movement to music and gross motor skills (outdoor toys)</p> <p><u>ROLE PLAY</u> - Santa’s workshop Nativity Barn scene</p> <p>Suggested Books/ Stories</p> <p>Christmas stories</p>	<p>Building new relationships/ forms good relationships with adults and peers</p> <p>Starting to play co-operatively</p> <p>More outgoing to unfamiliar people</p> <p>Turn taking and sharing</p>	<p>Listening skills (Ph 1 phonics)</p> <p>Developing spoken language – word order, sentence length and structure</p> <p>Singing Nursery Rhymes</p>	<p>Experiments with different ways of moving</p> <p>Uses one-handed tools and equipment (including scissors) with increasing control</p> <p>May be beginning to show a preference for a dominant hand</p> <p>Can copy some letters</p> <p>Experiments with different ways of moving</p>	<p>Phase 1 and 2 phonics – phoneme and grapheme link</p> <p>Sharing favourite stories, rhymes and songs</p> <p>Fills in missing words in familiar stories</p> <p>Listens in small groups Joins in key refrains</p> <p>Suggests how the story might end</p> <p>Handles books carefully</p> <p>Distinguishes between marks made</p> <p>Attributes meaning to marks made</p> <p>Awareness of rhyme</p>	<p>Reciting numbers in sequence</p> <p>Using number names spontaneously</p> <p>Uses some number names accurately</p> <p>1:1 correspondence when counting</p> <p>Anticipates time based events</p> <p>Uses “before”, “after”, “later”</p> <p>Shows an awareness of similarities of shape in the environment</p> <p>Creates and explores pattern</p>	<p>Has sense of own family</p> <p>Learns they have similarities and differences from others (celebrations)</p> <p>Recognises and describes special events/ times</p> <p>Talks about how things work</p> <p>Knows how simple I.C.T. works</p> <p>Uses age appropriate software</p> <p>Celebrations – Remembrance Day Bonfire Night Diwali Christmas</p>	<p>Joins in singing favourite songs</p> <p>Sings a few familiar songs</p> <p>Imitates movement in response to music</p> <p>Explores colours, uses lines to enclose spaces</p> <p>Engages in role play based on experience</p>

Area of Learning

**Spring 1**

Nursery Rhymes	Prime			Specific			
	P.S.E.D.	Communication and Language	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>P.S.H.E. – Embedded through daily practice and guided teaching sessions</p> <p>British Values and S.M.S.C. – Rule of law- Golden Rules Tolerance/ Respect – friendship building, religious celebrations</p> <p>P.E. – Circle games including chasing games, gross motor skills including climbing and negotiating space and ball games</p> <p><u>ROLE PLAY</u> - Tea Shop Incy’s den</p> <p>Suggested Books/ Stories</p> <p>Nursery rhyme collections</p>	<p>Plays pretend game with others including dramatic make believe play</p> <p>Shows confidence</p> <p>Has positive relationships</p>	<p>Can sit quietly during an activity</p> <p>Listens to and tells stories</p> <p>Follows more complex instructions</p> <p>Asks lots of questions</p> <p>Retells a simple past event</p> <p>Uses talk to pretend objects stand for something else in play</p>	<p>Increasing ball skills</p> <p>Runs skilfully avoiding obstacles</p> <p>Preference for a dominant hand</p> <p>Jumps and lands appropriately</p> <p>Understands need for safety</p>	<p>Phase 2 initial sounds vc/cv –including oral segmenting/blend and recording by adult</p> <p>Enjoys rhyming and rhythmic activities</p> <p>Awareness of rhyme</p> <p>Listens to and joins in repeated refrains</p> <p>Handles books carefully</p> <p>Recognises familiar words in the environment</p> <p>Hears and says initial sounds in words</p>	<p>Uses positional language</p> <p>Interest in shape and space by playing or making arrangements</p> <p>Explores weight/ capacity- comparative language</p> <p>Knows numbers identify how many in a set</p> <p>Shows curiosity about numbers</p>	<p>Interest in lives of people familiar to them</p> <p>Comments and asks questions</p> <p>Talks about things they have observed</p> <p>Care and concern for living things</p> <p>Knows how to operate simple equipment</p> <p>Celebrations – Mother’s Day</p>	<p>Taps out rhythms</p> <p>Learns how sounds can be changed</p> <p>Uses lines to enclose a space</p> <p>Describing texture</p> <p>Uses range of construction materials</p> <p>Uses available resources to support role play</p> <p>Builds stories around toys</p>

Area of Learning

**Spring 2**

When I Grow Up	Prime			Specific			
	P.S.E.D.	Communication and Language	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>P.S.H.E. – Embedded through daily practice and guided teaching sessions</p> <p>British Values and S.M.S.C. – Rule of law- Golden Rules, laws</p> <p>Tolerance/ Respect – friendship building, Democracy – voting on games/ stories etc.</p> <p>PE – Circle games including chasing games, gross motor skills including climbing and negotiating space</p> <p><u>ROLE PLAY</u> - Police station Hospital Fire Station Dentist Post office</p> <p>Suggested Books/ Stories</p> <p>Stories about people who help us.</p>	<p>Knows to look at who they are talking to</p> <p>Keeps play going</p> <p>Shows confidence</p> <p>Has positive relationships</p> <p>Shows sympathy</p>	<p>Will stop an activity and listen to an adult</p> <p>Answer how and why questions</p> <p>Linking sentences verbally (and/because)</p> <p>Uses talk to connect ideas/ retell past events</p> <p>Builds vocabulary</p> <p>Uses talk to pretend objects stand for something else in play</p>	<p>Holds pen in adult fashion</p> <p>Uses tools to effect change</p> <p>Knows tools must be used safely</p> <p>Begins to form recognisable letters</p> <p>Dresses with help</p>	<p>Phase 2 – initial phoneme vc/cv oral segment and blend</p> <p>Gives meaning to marks they make</p> <p>Ascribes meaning to marks they see</p> <p>Aware of stores structured – including characters and events</p> <p>Knows information can be relayed in print</p> <p>Looks at books independently</p> <p>Shows interest in print and illustrations</p> <p>Knows print carries meaning and reads left to right</p> <p>Recognises familiar words in the environment</p> <p>Hears and says initial sounds in words</p>	<p>Recites numbers in order to 10</p> <p>Beginning to represent number</p> <p>Sometimes matches numeral and quantity</p> <p>Formation – matching numbers to sets</p> <p>Explore 2D and 3D shapes</p> <p>Exploring money</p> <p>Passage of time – days of week</p>	<p>Interest in lives of familiar people</p> <p>Interest in occupations and ways of life</p> <p>Some things make them unique/ share similarities</p> <p>Knows information can be retrieved from computers</p> <p>Celebrations - Easter</p>	<p>Knows tools can be used for a purpose</p> <p>Stacks blocks to create spaces and make enclosures</p> <p>Builds stories around toys</p> <p>Uses props to support role play</p> <p>Developing preferences for forms of expression</p>

Area of Learning  
**Summer 1**

Let Us Grow							
	P.S.E.D.	Communication and Language	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>P.S.H.E. – Embedded through daily practice and guided teaching sessions</p> <p>British Values and S.M.S.C. – Rule of law- Golden Rules, laws</p> <p>Tolerance/ Respect – friendship building, Democracy – voting on games/ stories etc.</p> <p>Picture News</p> <p>P.E. – Team games, ball skills</p> <p><u>ROLE PLAY</u> - Jack’s giants castle Oliver’s garden Garden Centre</p> <p>Suggested Books/ Stories</p> <p>Non-fiction texts about plants The enormous turnip</p>	<p>Knows to look at who they are talking to</p> <p>Confident to talk to other and will communicate freely about home and community</p> <p>Tolerates delay when needs not immediately met</p> <p>Usually able to adapt behaviour to change in routine/ new situation</p>	<p>Listens to and tells stories and responds appropriately</p> <p>Listens in a small group situation when a conversation interests them</p> <p>Understands 3 word instructions</p> <p>Uses phrases form stories to support play</p> <p>Uses talk to connect ideas, retell and relive past experiences</p> <p>Builds vocabulary reflecting breadth of their experience</p> <p>Uses talk to pretend objects stand for something else in play</p> <p>Answers how and why questions</p>	<p>Handles tools, malleable objects, construction with increasing control</p> <p>Beginning to form recognisable letters</p> <p>Dresses with help</p> <p>Has an understanding of healthy eating</p>	<p>Phase 2 – vc/cv/cvc introduce tricky words</p> <p>Describes characters, event and settings</p> <p>Recognises familiar words in the environment</p> <p>Knows information can be relayed in print</p> <p>Looks at books independently</p> <p>Knows print carries meaning and reads left to right</p> <p>Hears and says initial sounds in words</p> <p>Gives meaning to marks they make</p> <p>Ascribes meaning to marks they see</p> <p>Links sounds to letters</p>	<p>Realises anything can be counted</p> <p>Compares 2 groups of objects saying when they are the same</p> <p>Separates a group of 3 or 4 objects and knows total remains the same</p> <p>Recognises some numerals of personal significance</p> <p>Formation – matching numbers to sets</p> <p>Uses positional language</p> <p>Explores height, weight, length – makes comparisons</p>	<p>Comments on and asks questions about the natural world</p> <p>Develops understanding of growth and change</p> <p>Shows care for living things and environment</p> <p>Uses I.C.T. appropriately</p>	<p>Exploring colour</p> <p>Join construction pieces together to build and balance</p> <p>Uses tools for a purpose</p> <p>Props to support role play</p> <p>Plays alongside others</p>

Area of Learning  
**Summer 2**

We're Off An Adventure	Prime			Specific			
	P.S.E.D.	Communication and Language	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>P.S.H.E. – Embedded through daily practice and guided teaching sessions</p> <p>British Values and S.M.S.C. – Rule of law- Golden Rules, laws</p> <p>Tolerance/ Respect – friendship building, Democracy – voting on games/ stories etc.</p> <p>Picture News</p> <p>P.E. – Races – team and individual</p> <p><u>ROLE PLAY</u> - Travel agents Plane</p> <p>Suggested Books/ Stories</p> <p>Non-fiction books about other countries Methods of travel Holiday diaries</p>	<p>Knows to look at who talking to</p> <p>Begins to resolve conflicts</p> <p>Understands wishes may not always be met</p> <p>Can adapt behaviour to situations</p> <p>Begins to accept needs of others</p>	<p>Listens to and tells stories and responds appropriately</p> <p>Listens in a small group situation when a conversation interests them</p> <p>Understands conversations</p> <p>Understands 3 word instructions</p> <p>Uses phrases form stories to support play</p> <p>Meaning of time in relation to daily activity</p> <p>Uses talk to connect ideas, retell and relive past experiences</p> <p>Relates simple stories</p> <p>Builds vocabulary reflecting breadth of their experience</p>	<p>Handles tools, malleable objects, construction with increasing control</p> <p>Beginning to form recognisable letters</p> <p>Runs skilfully, negotiates spaces, travels with confidence</p>	<p>Phase 2 – vc/cv/cvc introduce tricky words</p> <p>Describes characters, event and settings</p> <p>Can segment and blend- knows some letters to represent some of them (vc/vc/ cvc)</p> <p>Looks at books independently</p> <p>Enjoys an increasing range of books</p> <p>Hears and says initial sounds in words</p> <p>Gives meaning to marks they make</p> <p>Ascribes meaning to marks they see</p> <p>Links sounds to letters</p>	<p>Counts objects which can't be moved</p> <p>Begins combining groups</p> <p>Exploring 1more/ less</p> <p>Formation – matching numbers to sets</p> <p>Positional language</p>	<p>Remembers and talks about significant events in own experiences</p> <p>Comments on and asks questions about place where they live</p> <p>Uses I.C.T. to interact with age appropriate software</p>	<p>Sings familiar songs (Jamboree)</p> <p>Builds a repertoire of songs and dances</p> <p>Creates a simple representation of people/events</p> <p>Plays alongside others</p>