

EYFS- Nursery Curriculum Overview

All children are entitled to a curriculum and to the powerful knowledge which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn during their time in Nursery, to provide them with the Cultural capital they need to succeed in life.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme & core story	Theme: Colours	Theme: Fairytale	Theme: People who help us	Theme: Farm animals	Theme: Under the sea	Theme: Growing
Year 1 cycle	Texts: Colours (Shirley Hughes)	Texts: Goldilocks & The Three Bears	Texts: The Selfish Crocodile	Texts: Noisy Farm (Rod Campbell)	Texts: Commotion in the Ocean	Texts: - The Enormous Turnip - Oliver's Fruit Salad
Year 2 cycle	Theme: All about me Texts: What I like about Me!	Theme: Fairytale Texts: The Three Billy Goats Gruff	Theme: People who help us Texts: Percy The Park Keeper	Theme: Animals Texts: Dear Zoo	Theme: Minibeast Texts: The Very Hungry Caterpillar	Theme: Growing Texts: - Jasper's Beanstalk - Oliver's Vegetables
Communication and language	- Understand a question or instruction that has one part. Colourful Semantics: Who and What Doing questions. - Blank Level 1 Questioning Naming (Concrete, Immediate Objects) - Start a conversation with an adult or a friend and continue it for many turns - listen to a story Children identified for ELSEC intervention.		- Understand a question or instruction that has two parts Colourful Semantics: Who and What Doing questions. - Blank Level 1 Questioning Naming (Concrete, Immediate Objects) - Use talk to organise themselves and their play - listen to a story Monitor and review ELSEC		- Understand a question or instruction that has two parts - Colourful Semantics: Who, What Doing and What questions - Blank Level 2 Questioning Describing (Concrete but More Detailed) - Understand 'why' questions - Use longer sentences of four to six words. - listen to a story Monitor and review ELSEC	
Personal, Social & Emotional Development	Relationships - Develop their sense of responsibility and membership of a community. - follow rules, understanding why they are important. - Talk about their feelings Managing self - Handwashing		Relationships - Find solutions to conflicts and rivalries - Remember rules without needing an adult to remind them. - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. - Understand gradually how others might be feeling. Managing self		Relationships - Develop their sense of responsibility and membership of a community. - Develop appropriate ways of being assertive. - Talk with others to solve conflicts. - Build constructive and respectful relationships. Managing self	

	• toileting • tidying up after snack, hand washing, • putting our coats on independently. • Oral hygiene Self -Regulation • introduce Zones of Regulation and emotional intelligence	• be confident to try new activities and face challenges • oral hygiene and eating healthy eating • healthy eating Self -Regulation • self-regulation strategies	• noticing changes • transition and worries about Reception Self -Regulation • self-regulation empathy
Physical Development	• Manipulation and Control: Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Skip, hop, stand on one leg and hold a pose • Fine Motor: Using a palmar grip to write, unzip and removing our coats independently, remove own shoes,	• Manipulation and Control: Start taking part in some group activities which they make up for themselves, or in teams. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Choose the right resources to carry out their own plan • Fine Motor: Beginning to push buttons to fasten coats, pull up own zip to fasten coat, use a digital pronate grasp when writing, begin to show a preference for a dominant hand, how to use safety knives to cut food safely, threading beads, turning pages of a book one at a time	• Manipulation and Control: Negotiating space safely, riding tricycles and scooters, beginning to ride a balance bike, kicking balls and manipulating sporting instruments safely • Take part in some group activities which they make up for themselves, or in teams. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. • Fine Motor: Use a hammer safely to hammer a nail in soft wood, use mark making materials to create purposeful lines and circles, pour water into a cup for drinking, form
Literacy	Comprehension • 5 Key concepts of print – meaning, purposes, left to right and from top to bottom, different parts of a book and page sequencing • Focus on identifying characters and their feelings. • Talk about their favourite stories and make comments about books read to them. Children will be exposed to ‘Five’ texts a day	Comprehension • Engage in extended conversations about stories, learning new vocabulary. • Focus on the setting, identifying what a setting is and settings within familiar stories. • Focus on story structure, beginning to understand that all stories have a beginning, middle and end. • Understand simple who, what and where questions in relation to a familiar story. Children will be exposed to ‘Five’ texts a day	Comprehension • Focus on story events and mapping, discuss the main event in a story and make simple predictions based on the pictures. • Remember the main events in a story to collaboratively develop a story map. Focus on story innovation, using knowledge of stories within play. • Begin to understand why and how questions in relation to familiar stories. Children will be exposed to ‘Five’ texts a day
	Word Reading • Environmental Sounds • Instrumental Sounds	Word reading • Body Percussion • Voice Sounds Rhyme and Rhythm	Word reading • Oral Blending and Segmenting (Fred Talk) Alliteration Begin RWI programme of work- Initial sounds and identify picture cards

	Writing • Writing Name writing- Mark making Begin to draw simple shapes such as line and circles. • Beginning to give meaning to marks they make.	Writing • Name writing- Initial sounds Marks appear to be more focused and purposeful. • Drawings begin to show true representations. • Meaning of marks becomes more consistent.	Writing • Name writing- writing multiple letters or whole name • Letters and marks that resemble letter like shapes. May copy some letters from their name and use these independently to communicate meaning. Drawings are increasingly accurate.
Mathematics	Colours: Identifying common colours, stating when objects are the same or different Matching: Match identical objects, matching pairs of objects Sorting. Know objects can be sorted by at least one attribute and classify objects based on one attribute Number: Numbers to 3 and representations of number Experiment with their own symbols and marks as well as numerals.	Number: Numbers to 5, representing and counting objects. Comparing more and less without counting. Shape, Space and Measure: Height/Length/ Size: explore the concept and know when an object is bigger/ smaller/ taller/ shorter than another object. Know and use the language. Weight and Capacity: Make direct comparisons between two objects, know and use the language of weight and capacity. Positional Language: Understand position through words alone Pattern: Talk about and identify the patterns around them	Number: Focus on comparison of numbers, more/ less etc. Know what 'same' means. Explore numbers to 5 in greater details, applying this knowledge to independent play Shape, Space and Measure: Shape: 2D shapes and their properties 3D Shape: Common 3D shapes and their properties, 3D shapes for building. Positional Language: Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind' Pattern: Extend and create ABAB patterns/ Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'
Understanding the World	People and community • Begin to make sense of their own life-story and family's history. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Science • Use all their senses in hands-on exploration of natural materials.	People and community • Show interest in different occupations. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Science • Talk about the differences between materials and changes they notice. • Talk about what they see, using a wide vocabulary.	People and community • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Science • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things.

	- Explore collections of materials with similar and/or different properties. - Talk about what they see, using a wide vocabulary. - Talk about the differences between materials and changes they notice.			Talk about the differences between materials and changes they notice.		
Expressive Arts and Design Being Imaginative	- Take part in simple pretend play - Sing the pitch of a tone and with melodic shape sung by another person.		- Take part in simple pretend play, using an object to represent something else even though they are not similar. - Remember and sing entire songs.		- Begin to develop complex stories using small world equipment - Create their own songs or improvise a song around one they know. - Play instruments with increasing control to express their feelings and ideas.	
Creating with materials	- Create closed shapes with continuous lines and begin to use these shapes to represent objects. - Explore different materials freely, to develop their ideas about how to use them and what to make. Artistic Studies: Masterclasses: Powder paint and clay		- Use drawing to represent ideas - Develop their own ideas and then decide which materials to use to express them. - Join different materials and explore different textures. Artistic Studies: Masterclasses: Textiles/ Card & Paper		- Draw with increasing complexity and detail - Show different emotions in their drawings and paintings Artistic Studies: Masterclasses: Woodwork/ Drawing	
Enrichment	Settling in	Parents workshop Autumn walk - Bradford Moor Park		Parents workshop Farm visit Enterprise day	Parents workshop	Transition Allotment Nursery Graduation
Festivals	September 21 – Yom Kippur	October 31 – Halloween November 5 – Bonfire night November 8 – Diwali November 11 – Remembrance Day December 5-12 - Hanukkah December 25 – Christmas	6 February – Chinese New Year 14 February – Valentines 17 February 2027 - Ash Wednesday	7 March – Mother’s Day 13 March 2027 - Holi 4 April 2027 - Easter	14 April 2027 – Vaisakhi 22 April 2027 - Eid al-Fitr	20 June – Father’s Day 30 June 2027 - Eid al-Adha