

EYFS - Curriculum Overview for Nursery and Kindy 2020/2021

During Nursery and Kindy, each child's learning is tailored to their individual needs. We have children of a range of ages in each class and we focus on developing their individual journey, progressing them in the areas of learning through their own interests. We do not follow specific topics and cover a wide range of subjects depending on each child's interests. Rather than a termly curriculum overview, we have created a yearly learning progression through Nursery and Kindy, showing specifically how the areas of learning are developed with possible learning opportunities below. This progression of learning is adapted from the 'Early Adopter Early Years Development Matters' government document. It is important to note we do not use the information below as a tick list, however, it shows how children's learning develops in each area, with the box underneath showing learning opportunities they have to support this development. Please be aware it does not include all the information provided in the 'Early Adopter Early Years Development Matters'.

Progression in each area of learning for children in Nursery and Kindy moving from left to right				
Communication and Language	<ul style="list-style-type: none"> - focuses on an activity of their own choice - listens and pays attention by using gestures like pointing and facial expressions - begins/listens to simple stories 	<ul style="list-style-type: none"> - starts to say how they are feeling, using words as well as actions - develops conversation, often jumping from topic to topic - develops pretend play: 'putting the baby to sleep' or 'driving the car to the shops' - uses descriptive language - uses prepositions ('in', 'on', 'under') - listens to simple stories and understands what is happening - develops understanding of simple questions about 'who', 'what' and 'where' (but generally not 'why') - sings songs 	<ul style="list-style-type: none"> - begins to use 'me', 'him', 'she' - uses longer sentences of four to six words. - begins to understand 'why' questions - begins to know rhymes - sings songs - begins to tell stories - expresses a point of view 	<ul style="list-style-type: none"> - takes part in conversation with an adult or a friend and continues it for many turns - enjoys listening to longer stories and can remember much of what happens - uses talk to organise themselves and their play - children's vocabulary is extended, through explaining unfamiliar words and concepts - understands a question or instruction that has two parts - understands 'why' questions - knows many rhymes - sings a range of songs - is able to tell a long story



<p>Communication and Language Learning Opportunities</p>	<p>Daily registration and self registration. Weather, story time, small world, role play. All play-based learning allows communication between peers and adults following the children's interests. Awareness of vocabulary and extension of vocabulary.</p>			
<p>Personal, Social and Emotional Development</p>	<ul style="list-style-type: none"> - finds ways of managing transitions, for example from their parents to their key person - develops positive relationships with other adults - plays with increasing confidence - plays alongside peers 	<ul style="list-style-type: none"> - expresses some emotions, eg 'sad' - begins to show ability to wait for a turn - asks questions about differences eg, hair, eyes - develops friendships with other children 	<ul style="list-style-type: none"> - expresses a range of emotions: 'sad', 'upset' or 'angry' - develops understanding of differences, eg hair, eyes, gender - selects and uses activities and resources with increasing independence - develops their sense of community - shows more confidence in new situations - plays with one or more other children 	<ul style="list-style-type: none"> - plays with other children extending and elaborating play ideas - helps to find solutions to conflicts - talks with others to solve conflicts - begins to understand how others might be feeling
<p>Personal, Social and emotional Learning Opportunities</p>	<p>Exploring how they feel today. All about me - emotions, how we change and grow. Who is a boy, who is a girl, differences and what stays the same. Photos of children as babies and how they are now. Friendship and sharing, developing their confidence in situations using productions, assemblies, show and tell.</p>			
<p>Physical Development</p>	<ul style="list-style-type: none"> - enjoys starting to kick, throw and catch balls - is encouraged to climb unaided - explores different materials and tools: clay, finger paint, spoons, brushes, shells - learns to use the toilet with help, and then 	<ul style="list-style-type: none"> - at meal and snack times, encourage children to try a range of foods - is encouraged to pour drinks - learns to use the toilet with help, and then independently - sits on a push-along 	<ul style="list-style-type: none"> - is encouraged to dress and undress independently - learns to use the toilet with help, and then independently - continues to develop their movement, balancing, riding (scooters, trikes and bikes) and ball 	<ul style="list-style-type: none"> - is encouraged to manage buttons and zips - learns to use the toilet with help, and then independently - uses a comfortable grip with good control when holding pens and pencils - starts to eat



	independently - walks, runs, jumps and climbs, and starts to use the stairs independently	wheeled toy, uses a scooter or rides a tricycle	skills - collaborates with others to manage large items, such as moving a long plank safely, carrying large hollow blocks - uses one-handed tools and equipment	independently and learns how to use a knife and fork - develops understanding of the importance of eating healthily - is encouraged to become more confident, competent, creative and adaptive movers
Physical Development Learning opportunities	<p>How to move around the school area and garden safely - walking, running, climbing, feet-balance when needed. Understanding and having experience of risks, judging risk independently. Running, jumping, skipping, climbing, scooters, bikes, trikes. How does our body change physically as we move - hot, heart beating, warming up. Fine motor skills- tweezers, playdough, paint brushes, hammers, mark making.</p> <p style="text-align: center;">Weekly PE lessons on Thursdays with specialist PE teacher</p>			
Maths	<ul style="list-style-type: none"> - counts in everyday contexts, sometimes skipping numbers - '1-2-3-5' - compares amounts, saying 'lots', 'more' or 'same' - compares sizes, weights etc, using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy' 	<ul style="list-style-type: none"> - shows counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence - recites counting 1-5 - notices patterns and arranges things in patterns - takes part in finger rhymes with numbers 	<ul style="list-style-type: none"> - talks about and explores 2D and 3D shapes - compares quantities using language: 'more than', 'fewer than' - experiments with their own symbols and marks as well as numerals - has fast recognition of up to 3 objects - says one number for each item in order: 1,2,3,4,5 - shows 'finger numbers' up to 5 	<ul style="list-style-type: none"> - makes comparisons between objects relating to size, length, weight and capacity - talks about and explores 2D and 3D shapes using informal and mathematical language - recites numbers past 5 - links numerals and amounts - solves real world mathematical problems with numbers up to 5
Maths Learning opportunities	<p>Counting objects and relating them to the number symbols, number songs and rhymes to develop confidence. Understanding positional language and quantity. More than, less than, lighter, heavier, same. Sorting and grouping, through colour, size, or objects ie foods versus animals etc.</p>			



<p>Literacy</p>	<ul style="list-style-type: none"> - enjoys sharing books with an adult - pays attention and responds to the pictures or the words - has favourite books and seeks them out - repeats words and phrases from familiar stories - develops play around favourite stories using props - enjoys drawing freely 	<ul style="list-style-type: none"> - retells stories, sometimes using props - notices some print, such as the first letter of their name - adds some marks to their drawings, which they give meaning to, for example: "That says mummy" 	<ul style="list-style-type: none"> - engages in extended conversations about stories - makes marks on their picture to stand for their name - spots rhymes 	<ul style="list-style-type: none"> - suggests rhymes - engages in extended conversations about stories, learning new vocabulary - writes some letters accurately - recognises words with the same initial sound - uses some of their print and letter knowledge in their early writing
<p>Literacy Learning Opportunities</p>	<p>Names to correspond with matching picture sounds. Stories and focus stories to understand and relate what happens and even what might happen. Large brushes with paint or water, playground chalk, smaller brushes, pencils and felt pens. Sound of the week following the RWInc scheme. 'I spy', saying the sound correctly, writing the sound correctly, recognise name and letters in name, start to write name.</p>			
<p>Understanding the World</p>	<ul style="list-style-type: none"> - is encouraged to enjoy and explore the natural world - explores materials with different properties 	<ul style="list-style-type: none"> - notices differences between people - exploration, curiosity, appreciation and respect for living things is encouraged - explores how things work 	<ul style="list-style-type: none"> - uses all their senses in hands-on exploration of natural materials - talks about what they see, using a wide vocabulary - understands the key features of the life cycle of a plant and an animal - explores and talks about different forces they can feel 	<ul style="list-style-type: none"> - begins to make sense of their own life-story and family's history - begins to understand the need to respect and care for the natural environment and all living things - talks about the differences between materials and changes they notice
<p>Understanding the World Learning</p>	<p>What is the weather like today? What do we need to wear today, if it is hot, cold or wet? People in our community who help us - grandparents, professionals, police, doctors, ambulance, nurses. Exploring the world through role play.</p>			



Opportunities	Weekly French lesson and Forest School with specialist			
<p>Expressive Arts and Design</p>	<ul style="list-style-type: none"> - enjoys and takes part in action songs - starts to develop pretend play, pretending that one object represents another - explores paint, using fingers and other parts of their bodies as well as brushes and other tools - explores a range of sound-makers and instruments and plays them in different ways 	<ul style="list-style-type: none"> - expresses ideas and feelings through making marks, and sometimes give a meaning to the marks they make - makes simple models which express their ideas - plays a range of sound-makers and instruments in different ways. - explores different materials, using all their senses to investigate them. Manipulates and plays with different materials. - uses their imagination as they consider what they can do with different materials 	<ul style="list-style-type: none"> - takes part in simple pretend play, using an object to represent something else even though they are not similar - listens with increased attention to sounds - responds to what they have heard, expressing their thoughts and feelings - explores colour and colour-mixing - draws with increasing complexity and detail, such as representing a face with a circle and including details - joins different materials and explores different textures 	<ul style="list-style-type: none"> - creates their own songs, or improvises a song around one they know - plays instruments with increasing control to express their feelings and ideas - Continues to explore colour and colour-mixing - uses drawing to represent ideas like movement or loud noises - develops their own ideas and then decides which materials to use to express them
<p>Expressive Arts and Design Learning opportunities</p>	<p>Colour through the seasons - collage. Colour of the week. Mark making, painting, colouring. Songs, music and movement, percussion, construction, development and refinement. Threading, making pasta necklaces. Faces that are sad or happy. Mime and imitation within play. Endless role play opportunities.</p> <p style="text-align: center;">Weekly music lessons with specialist teacher and weekly ballet offered with a specialist</p>			



	Topics that interlink throughout the areas of learning during the terms
Autumn Term	Seasons - growth and decay; harvest and planting - winter pansies and some root vegetables; Diwali; Remembrance Sunday; Bonfire Night; Christmas; Advent; Nativity.
Spring Term	Signs of Spring; Valentines Day; World Book Day; Shrove Tuesday; St David's Day; St Patrick's Day; Mothers Day; Easter.
Summer term	St George's Day; World Ocean Day; Sports Day