



Personal, Social and Emotional Development

Making relationships

- Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it.

Sense of Self

- Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers.

Understanding emotions

- Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants.
- Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings.



Understanding the World

The World

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.

People and Communities

- Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.

Technology

- Knows that information can be retrieved from digital devices and the internet.

EYFS: Nursery Curriculum Overview

Literacy

Reading

- Shows interest in illustrations and words in print and digital books and words in the environment.
- Recognises familiar words and signs such as own name, advertising logos and screen icons.
- Begins to develop phonological and phonemic awareness.

Writing

- Sometimes gives meaning to their drawings and paintings.
- Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes.

The books we cover across the year are:

Autumn One

- Owl Babies by Martin Waddell
- The Tiger Who Came to Tea by Judith Kerr
- We're Going on a Bear Hunt by Michael Rosen

Autumn Two

- Whatever next!, Jill Murphy
- Aliens love underpants, Claire Feedman
- How to Catch a star, Oliver jeffers

Spring One

- The Train Ride by June Crebbin
- Mr Gumpy's Outing by John Burningham
- Duck in the Truck by Jez Alborough

Spring Two

- Goldilocks and the 3 bears
- The Three Little Pigs
- The Gingerbread Man
- The Little Red Hen

Summer One

- Jasper's Beanstalk, Nick Butterworth
- The Very Hungry Caterpillar, Eric Carle
- The Enourmous Turnip
- Growing Frogs, Vivian French

Summer Two

- The Lion Inside, Rachel Bright
- Sharing a Shell by Julia Donaldson
- Farmer Duck, Martin Waddell



Mathematics

Numbers

- Compares two small groups of up to five objects.
- Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5.
- Subitises one, two and three objects (without counting).
- Shows awareness of shape similarities and differences between objects.
- Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC).



Physical Development

Moving and Handling

- Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles.
- Can grasp and release with two hands to throw and catch a large ball, beanbag or an object.
- Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons.

Health and Self-Care

- Observes and can describe in words or actions the effects of physical activity on their bodies.
- Can name and identify different parts of the body.
- Observes and controls breath, able to take deep breaths, scrunching and releasing the breath.



Communication and Language

Listening and attention

- Listens to familiar stories with increasing attention and recall.
- Is able to follow directions (if not intently focused).

Understanding

- Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture.
- Beginning to understand why and how questions.

Speaking

- Beginning to use more complex sentences to link thoughts (e.g. using and, because).
- Questions why things happen and gives explanations. Asks e.g. who, what, when, how.
- Talks more extensively about things that are of particular importance to them.



Expressive Arts and Design

Creating with Materials

- Explores and learns how sounds and movements can be changed.
- Sings familiar songs.
- Continues to explore colour and how colours can be changed.
- Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience.
- Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces.

Being Imaginative

- Engages in imaginative play based on own ideas or first-hand or peer experiences.
- Uses available resources to create props or creates imaginary ones to support play.