

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 Reception, in order to provide them with the Cultural capital they need to succeed in life.

Knowledge; skills and understanding to be gained at each stage*

	Cycle 1	Cycle 2	Cycle 3
Core Story & Overarching Question	Hug by Jez Alborough / Goodnight Mr Panda by Steve Anthony Who looks after us? / When do we see stars? Theme: Family / Routines	Dear Zoo by Rod Campbell/or Some Pets by Angela Diterlizzi/ The Train Ride by June Crebbin or We're Going on a Bear Hunt by Michael Rosen What is a pet?/ What journeys have you been on? Theme: Animals & Pets/ Journeys & Transport	The Gingerbread Man or The Little Red Hen/ Jaspers Beanstalk by Nick Butterworth or The Very Hungry Caterpillar by Eric Carle How can you help a friend?/ How have we grown? Theme: Helping/ Transformation
Communication and Language	Colourful Semantics: Who and What Doing questions. Blank Level 1 Questioning.	Colourful Semantics: Who, What Doing and What questions Blank Level 1 Questioning.	Colourful Semantics: Who, What Doing, What and Where questions. Blank Level 1 Questioning.
	Rhymes and Poems: Teddy Bear Teddy Bear, Hickory Dickory Dock, I'm a Little Tea Pot, Down in the Jungle, Round and Round the Garden, Wind the Bobbin up// Twinkle Twinkle, Hey Diddle Diddle, Rock a Bye Baby, Hop Little Bunnies, There Were 5 in the Bed, 5 Little Monkeys	Rhymes and Poems: Alice the Camel, Incy Wincy Spider, Rat a Tat Tat, 12345 Fish, The Bear went over the Mountain, Clap Clap Hands// Up Like a Rocket, Lonely Bus Driver, Wheels on the Bus, Row Row Row Your Boat, Engine Engine Number 9, Jumping Up and Down on the Big Red Tractor	Rhymes and Poems: 5 Little Ducks, Farmer In the Den, 5 Currant Buns, Pat a Cake, Old Mcdonald, Baa Baa Black Sheep// Wiggly Woo, Itsy Bitsy Spider, Lady Bug Lady Bug, Fuzzy Wuzzy Caterpillar, One Little Bug, Ring o Roses.
Personal, Social and Emotional Development	Community: Class members, family members, jobs that are helpful at school. Choice: Healthy foods, good choices Health and Self Care Managing our own needs in school; toileting, tidying up after snack, hand washing, putting our coats on independently. Oral hygiene	Celebration: Likes and dislikes, things we are the best at, feeling proud Care: feelings, being safe Health and self-care Managing our own needs in school; handwashing, toileting, snack time, getting changed for outdoor learning with support. Oral hygiene	Collaboration: Friends, how to be a helpful friend, working as a team Challenge: things I find hard, asking for help, how I change Health and self-care Staying safe at school, managing our own needs in school; handwashing, toileting, family dining and getting changed for outdoor learning independently. Oral health.
Physical Development	Movement and Agility: Pedalling tricycles, walking upstairs, climbing safely, running safely Balance and Gymnastics: Standing on one foot, traversing equipment, balancing safely, jumping with feet together, copying dance moves, forward rolls Fine Motor: Using a palmar grip to write, unzip and removing our coats independently, remove own shoes,	Throwing: Throw a ball overarm, aiming for a large target, throwing using both hands Catching: Know how to hold out arms to catch a large ball, catching balls in many situations. 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	Athletics: Jumping and landing safely, taking part and being a team player, range of skills needed for sports day Manipulation and Control: Negotiating space safely, riding tricycles and scooters, beginning to ride a balance bike, kicking balls and manipulating sporting instruments safely 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



	putting on our coats, snipping paper using scissors		some letters from our names, begin to fasten own coat, cut safely using scissors, hold a pencil comfortably
Literacy	<p>Writing Name writing- Mark making</p> <p>Begin to draw simple shapes such as line and circles. Beginning to give meaning to marks they make.</p>	<p>Writing Name writing- Initial sounds</p> <p>Marks appear to be more focused and purposeful. Drawings begin to show true representations. Meaning of marks becomes more consistent.</p>	<p>Writing Name writing- writing multiple letters or whole name</p> <p>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.</p>
	<p>Word Reading/ Phonics: Environmental Sounds Instrumental Sounds</p>	<p>Word Reading/ Phonics: Body Percussion Voice Sounds Rhyme and Rhythm</p>	<p>Word Reading/ Phonics: Oral Blending and Segmenting (Fred Talk) Alliteration Begin RWI programme of work- Initial sounds and identify picture cards</p>
	<p>Comprehension Favourite Five: Super Duper You, Families Families Families, Spot goes to school, The Family Book, In Every House on Every Street// Mommys Khimar, The Rabbit The Duck and the Biscuit Tin, Pants, Owl Babies, Building A Home</p> <p>5 Key concepts of print Focus on identifying characters and their feelings. Talk about their favourite stories and make comments about books read to them.</p>	<p>Comprehension: Favourite Five: The Bookworm, Lots of Dots, The Dinosaur, Poo in the Zoo, Brown Bear Brown Bear// Shhh!, The Naughty Bus, What the Ladybird Heard, The Lighthouse Keepers Lunch, Rosies Walk 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.</p>	<p>Comprehension: Favourite Five: Farmer Duck, How to Catch a Rainbow, I don't Want to Wash My Hands, Ergo, The Bread Pet// That's not a Daffodil. From the Stars in the Sky, It Starts with a Seed, Tad, A Good Place.</p> <p>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.</p>
Mathematics	<p>Colours: Identifying common colours, stating when objects are the same or different</p>	<p>Number: Numbers to 5, representing and counting objects. Comparing more and less without counting.</p>	<p>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</p>
	<p>Matching: Match identical objects, matching pairs of objects</p> <p>Sorting: Know objects can be sorted by at least one attribute and classify objects based on one attribute</p>	<p>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.</p>	<p>Shape, Space and Measure: Shape: 2D shapes and their properties 3D Shape: Common 3D shapes and their properties, 3D shapes for building.</p>
	<p>Number: Numbers to 2 and representations of number</p>		
	<p>Shape, Space and Measure: Pattern- Talk about what they notice, continue an AB pattern, identify a mistake in an AB pattern</p>		
Understanding the World	<p>History: Family members, differences between ourselves and others, names of common celebrations.</p>	<p>History: Difference between recent past and now, our families, events in our own experience</p>	<p>History: Time order words, past and future, photos as a source of evidence, changing over time</p>



	<p>Geography: Physical features of DAA, name of our school, where objects belong in our environment, features of a home/classroom, signs of Autumn</p> <p>Science: Growing, jungle animals, adult and young animals, Signs of Autumn, seeds, day and night, weather patterns</p> <p>RE: Why we have a name, our family, Christiany; exploring the religion through Christmas</p>	<p>Geography: Road names, signs of Winter, physical features of the UK, travel, signs of Spring,</p> <p>Science: Pets/ animals, habitats, Signs of Winter, describing materials, vehicles, Signs of Spring</p> <p>RE: Lunar New Year, occupations, Easter, Hinduism; exploring the religion through Holi Festival</p>	<p>Geography: Terrains, Signs of Summer</p> <p>Science: Growing plants, farm animals, life cycle of a duck, changing states, humans growing, invertebrates, Signs of Summer</p> <p>RE: Islam; exploring the religion through Eid, special celebrations for us.</p>
<p>Expressive Arts and Design</p>	<p>Music: Exploring and creating sounds through instruments, using our voices in different ways</p> <p>Artistic Studies: Jackson Pollock</p> <p>Masterclasses: Powderpaint/ Clay</p>	<p>Music: Movement in response to music, Tempo and ring games. Music and movement with Mrs Brindle</p> <p>Artistic Studies: Yayoi Kusama</p> <p>Masterclasses: Woodwork/ Drawing</p>	<p>Music: Simple patterns using body movement and instruments, following a simple beat</p> <p>Artistic Studies: Ernesto Neto</p> <p>Masterclasses: Textiles/ Card & Paper</p>

*A powerful, knowledge-rich curriculum teaches both declarative knowledge (facts; knowing that something is the case; what we think about) and non-declarative or procedural knowledge (skills and processes; knowing how to do something; what we think with). There are no skills without bodies or knowledge to underpin them.

In some subjects, a further distinction can be made between substantive knowledge (the domain specific knowledge accrued eg knowledge of the past) and disciplinary knowledge (how the knowledge is accrued eg historical reasoning).

Please refer to the DAT Curriculum Principles, published on our website, for further information about how we have designed our curriculum.

