



EYFS Nursery Curriculum at Ladywood Primary School

Our curriculum is designed over a 2 year rolling program of themes and topics (Year A and Year B) which provide cross curricular links. This is to ensure that children who start in our Nursery and spend 5 terms in the Unit have maximum opportunities to explore a range of learning experiences (see overview of themes on our EYFS curriculum page). Each theme outlines the knowledge, skills and vocabulary and core texts that will be used.

Our curriculum is based around a holistic approach to incorporate the 7 areas of learning (3 prime and 4 specific). The development of children's spoken language underpins all areas of learning and development. Please see the EYFS policy which outlines our intent, principles and practices.

The curriculum is underpinned by various supporting frameworks and recent research. These include; Statutory Framework for the early years foundation stage, Birth to 5 Matters, Development Matters, Elklan, RWI, Launchpad to Literacy and the Education Endowment Foundation (EEF).

Please also see Progression of Skills Document and Theme Overviews which provide a detailed breakdown of the knowledge, skills and vocabulary covered.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview of Themes Covered	All About Me and My Family Woodland Animals Or Space Changing Seasons: Autumn Advent and Christmas	Polar World Let's Celebrate (Diwali and Christmas) Changing Seasons: Winter	Chinese New Year Journeys Or Houses and Buildings	Monsters and Fairies Or Dragons, Knights and Castles Changing Seasons: Spring Shrove Tuesday, Lent and Easter	Traditional Tales	Jungle / Farm Animals Or Minibeasts Keeping Healthy and Fit Changing Seasons: Summer
See the full breakdown of Phonics on our EYFS Curriculum page						
FS1 Phonics	Phase 1:	Phase 1: Aspect 3 - Body Percussion	Phase 1: Aspect 5 - Alliteration	Phase 1: Aspect 6 - Voice Sounds	Phase 1:	RWInc. Set 1

(depending on start date for FS1)	<p>Aspect 1 – Environmental Sounds</p> <p>Develop an understanding of sounds in the environment and name these sounds</p> <p>Aspect 2 – Instrumental Sounds</p> <p>Develop an understanding of musical instruments and their sounds</p>	<p>Develop an understanding that they can use their body to create noises</p> <p>Aspect 4 – Rhythm and Rhyme</p> <p>Develop an understanding of words that sound similar and repetition in words or actions</p>	<p>Develop an understanding of initial sounds in words and words that begin with the same sound</p>	<p>Understand that they can use their voice to make noises</p>	<p>Aspect 7 – Segmenting and Blending</p> <p>Understand and begin to use 'Fred Talk'</p>	<p>Recognise and begin to write the sounds 'm', 'a', 's', 'd', 't'</p>
Personal, Social and Emotional Development FS1	<p>Select and use activities and resources with help when needed</p> <p>Hang their coat in the right place</p> <p>Know the rules for carpet/group times and begin to follow the rules for listening and joining in</p> <p>Know the rules for the different areas both indoors and out</p>	<p>Increasingly follow rules, understanding why they are important</p> <p>Know how to sit during group time and how to move safely around the different areas</p> <p>Know where and how to go to the toilet</p> <p>Can help to tidy up and know where things go.</p>	<p>Play with peers and know their wishes may not always be met straight away</p> <p>Begin to learn how to share and take turns in small groups</p> <p>Can remember the rules, follow them and understand why they are important</p> <p>Know who to ask for help and how to ask for help</p>	<p>Play with peers, extending and elaborating ideas</p> <p>Becoming increasingly independent in meeting own care needs i.e. using the toilet, washing and drying hands, knowing the importance of brushing own teeth.</p> <p>Know how to talk to other children when playing</p> <p>Start to take turns in larger groups</p>	<p>Develop a sense of responsibility and membership of a community</p> <p>Can begin to understand how others are feeling</p> <p>Talk about themselves in a positive way</p>	<p>Help to find solutions to conflicts and rivalries</p> <p>Show more confidence in new social situations</p> <p>Can recognise healthy choices with regards to food, drink, exercise and personal hygiene i.e. tooth brushing, keeping etc.</p> <p>Know that good friends share, take turns and look after one another</p>

	<p>and can remember these when playing</p> <p>Follow rules understanding why these are important</p> <p>Name and recognise the emotions in themselves: happy, sad, cross</p> <p>Talk about 'Stranger Danger' and how to ask for permission</p> <p>Know that there are different body parts and can name some of their features</p>	Can form friendships with other children	Know that our actions can hurt others i.e. snatching, pushing, saying unkind words	<p>Form good relationships with adults and peers</p> <p>Can talk about their feelings using words like - <i>happy, sad, angry and worried</i></p>		<p>Talk about Transition to Reception class.</p> <p>Explore different types of fruit</p>
Communication and Language FS1	<p>Know a few songs and can recite some Nursery Rhymes</p> <p>Understand a question or instruction that has 2 parts</p> <p>Understand simple instructions</p> <p>Communicate needs with words and actions</p>	<p>Use longer sentences of 4 to 6 words</p> <p>Start a conversation with an adult or friend</p> <p>Discuss familiar books and stories</p> <p>Use talk to organise play with others and can engage in pretend play</p>	<p>Sing a large repertoire of songs</p> <p>Enjoy listening to longer stories and can remember much of what happens</p> <p>Use new vocabulary and communicate using longer sentences to link thoughts, feelings and events</p>	<p>Responds to 'why' and 'how' questions</p> <p>Express a point of view</p> <p>Enjoy using new vocabulary in conversations with others</p> <p>Can recount simple past events in the right order</p>	<p>Use a wider range of vocabulary in play and conversations with others</p> <p>Take turns in conversation, knowing to wait for a turn to speak</p> <p>Can express own point of view</p> <p>Talks about stories read</p>	<p>Start a conversation with an adult or friend and be able to continue for many turns</p> <p>Use talk to organise own play and develop / extend ideas when playing</p> <p>Express points of view in a conversation</p> <p>Listen carefully in class discussions and</p>

	Use simple sentences up to 3 words	Participate in conversations with others Beginning to follow more complex instructions Start to use the language of comparisons	Understand 'why' questions		Names the different parts of a book	participate with own comments, views and ideas. Recall events from the year that they have enjoyed or not enjoyed
Physical Development FS1	<p>Funky Fingers / Write Dance - developing fine motor muscle control in the environment. Big movements moving to smaller movements.</p> <p>Go up steps and stairs, or climb apparatus using alternate feet</p> <p>Use a variety of different movements with improved skill - run, walk, skip, gallop, climb, tip toe</p> <p>Stop and change direction when moving</p>	<p>Funky Fingers / Write Dance - developing fine motor muscle control in the environment. Big movements moving to smaller movements.</p> <p>Choose the right resources to carry out own plans</p> <p>Use sequences and patterns of movements that are related to music</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues</p> <p>Can make snips and cut with scissors</p>	<p>Funky Fingers / Write Dance - developing fine motor muscle control in the environment. Big movements moving to smaller movements.</p> <p>Be increasingly independent as I get dressed and undressed i.e. putting coats on and doing up zips</p> <p>Explore different equipment such as beanbags, quoits etc.</p> <p>Show a preference for a dominant hand</p> <p>Completing an outdoor obstacle courses to travel,</p>	<p>Use a comfortable grip with good control when holding pens and pencils</p> <p>Know some of the things we need to do to stay healthy and fit - hand washing, drinking water, eating healthy food</p> <p>Exploring how to balance in different ways</p> <p>Collaborate with others when moving large objects</p> <p>Creating own outdoor obstacle courses to travel, over, under and through</p>	<p>Increasingly use and remember sequences and patterns of movements which are related to music and rhythm</p> <p>Know some of the things we need to do to stay healthy and fit - hand washing, drinking water, eating healthy food</p> <p>Play simple circle and moving games e.g. what's the time Mr wolf, grandma's footsteps</p> <p>Can button and unbutton objects</p>	<p>Start taking part in some group and team activities which they can make up independently</p> <p>Start to eat independently and learn how to use a knife and fork</p> <p>Show increasing independence skills in meeting own care needs - toileting, washing and drying own hands, removing or putting on own coat and jumper</p> <p>Explore different equipment such as balls, hoops, bats etc.</p>

	Can hold a crayon and scribble freely		over, under and through			
	Turn the pages in a book one-by-one		Use scissors to cut out			
Literacy Fs1	<p>Enjoy songs and rhymes, tuning in and paying attention</p> <p>Say some of the words in songs and rhymes</p> <p>Copy finger movements and other gestures.</p> <p>Sing the 5 Core Nursery Rhymes: The Grand Old Duke of York Hickory Dickory Dock Twinkle Twinkle, Little Star 12345 Insy Winsy Spider</p> <p>Introduce new rhymes: Pat-a-cake Dingle Dangle Scarecrow Tommy Thumb</p>	<p>Enjoy sharing books with an adult</p> <p>Sings songs and says rhymes independently</p> <p>Develop phonological awareness so they can spot or suggest rhymes</p> <p>Sing the 5 Core Nursery Rhymes: The Grand Old Duke of York Hickory Dickory Dock Twinkle Twinkle, Little Star, 12345 Insy Winsy Spider</p> <p>Introduce new rhymes: Jack and Jill Hey Diddle Diddle I'm a Little Teapot</p> <p>Make marks that stand for their name</p>	<p>Develop phonological awareness so they can spot or suggest rhymes, recognise words with the same initial sound</p> <p>Sing the 5 Core Nursery Rhymes: The Grand Old Duke of York Hickory Dickory Dock Twinkle Twinkle, Little Star 12345 Insy Winsy Spider</p> <p>Introduce new rhymes: Wind the Bobbin Up Miss Polly Had a Dolly I Hear Thunder</p> <p>Use early writing / mark making in play i.e. pretend shopping list, invitations, cards etc.</p>	<p>Engage in extended conversations about stories, learning new vocabulary</p> <p>Sing the 5 Core Nursery Rhymes: The Grand Old Duke of York, Hickory Dickory Dock Twinkle Twinkle, Little Star 12345 Insy Winsy Spider</p> <p>Introduce new rhymes: Hot Cross Buns Wheels on the Bus Head, Shoulders, Knees and Toes</p> <p>Copy some letters of own name</p>	<p>Use some of their print and letter knowledge in their early writing</p> <p>Develop their phonological awareness, so they can spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound</p> <p>Sing the 5 Core Nursery Rhymes: The Grand Old Duke of York Hickory Dickory Dock Twinkle Twinkle, Little Star 12345 Insy Winsy Spider</p> <p>Introduce new rhymes: Old Macdonald, Baa Baa Black Sheep, Row Row Row your boat</p>	<p>Understand the 5 key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book: page, cover, title, author, illustrator</p> <p>Sing the 5 Core Nursery Rhymes: The Grand Old Duke of York Hickory Dickory Dock Twinkle Twinkle, Little Star 12345 Insy Winsy Spider</p> <p>Introduce new rhymes: There's a worm at the bottom of my garden</p>

	<p>Gives meaning to marks when drawing</p> <p>Recall characters from a story</p> <p>Show an interest in books and listening to stories</p>	<p>Recall characters and events from a story</p>	<p>Recognise print and labels around the classroom - own name, labels on boxes for tidying up, own name on pictures</p> <p>Recall characters, events and settings from a story</p> <p>Retell stories with visual support</p>		<p>Extended conversations about stories, using new vocabulary</p> <p>Develop play around a story using props</p> <p>Retell stories without visual support and begin to predict</p> <p>Recognise own name</p>	<p>Mary had a little lamb The Big Ship Sails</p> <p>Write some letters with the correct sequence of movements</p> <p>Write some or all of their name</p> <p>Use print and letter knowledge in early writing</p>
Mathematics Fs1	<p>Recite numbers to 5 and then past 5</p> <p>Understand position words</p> <p>Compare amounts saying 'lots', 'more' or 'same', 'more than', 'fewer than'</p> <p>Make comparisons between objects relating to size and capacity</p> <p>Explore 2D shapes</p>	<p>Understand position and use words</p> <p>Describe a route when playing and give directions</p> <p>Recognise a group of up to 3 objects, without having to count them individually (subitising)</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are</p>	<p>Experiment with own symbols and marks as well as numerals</p> <p>Show 'finger numbers' up to 5</p> <p>Link numerals and amounts - showing the right number of objects to match the numeral, up to 5</p> <p>Compare quantities using language 'more than', 'fewer than'</p> <p>Talk about 2D shapes using informal and</p>	<p>Link numerals and amounts to 5 and then 10</p> <p>Extend and create ABAB patterns</p> <p>Notice and correct an error in a repeating pattern</p> <p>Talk about and identify patterns around us</p> <p>Notice and discuss patterns all around - spots on a scarf, stripes on a rug,</p>	<p>Explore 2D and 3D shapes</p> <p>Make comparisons between objects relating to length</p> <p>Measure items using non-standard measures such as cubes</p>	<p>Talk about 2D and 3D shapes using informal and mathematical language</p> <p>Explore patters around us and notice symmetrical patterns</p> <p>Use time sequencing vocabulary when describing a sequence of events real or imaginary</p> <p>Describe a familiar route</p> <p>Notice shapes in the environment and talk</p>

	<p>Notice patterns and arrange things in patterns</p>	<p>in total (cardinal principle)</p> <p>Say one number for each item in order: 1,2,3,4,5</p> <p>Use shapes appropriately for a task - matching, inset jigsaws, creating a model or a picture</p> <p>Combine shapes to make new ones</p> <p>Make comparisons between objects relating weight</p> <p>Take part in finger rhymes with numbers</p>	<p>mathematical language</p> <p>Describe a sequence of events using 'first' and 'then'</p>	<p>brick patterns outside etc.</p> <p>Use shapes appropriately for a task - matching, inset jigsaws, creating a model or a picture</p> <p>Combine shapes to make new ones</p>		<p>about their properties</p> <p>Make comparisons between objects relating to size, length, weight and capacity</p> <p>Say one number for each item in order when counting objects to 5 and then 10</p> <p>Experiment with own symbols and marks as well as numerals</p>
Understanding the World FS1	<p>Use all senses in hands on exploration of natural materials</p> <p>Explore collections of materials with similar and/or different properties</p> <p>Begin to make sense of their own life story and their family's history</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> <p>Explore how things work</p> <p>Know there are 4 seasons and the</p>	<p>Talk about what they see, using a wide vocabulary</p> <p>Continue to develop positive attitudes about the differences between people</p> <p>Special events and celebrations take</p>	<p>Explore and talk about forces they can feel i.e. push, pull, twist</p> <p>Talk about the differences between materials and changes they notice</p> <p>Know there are 4 seasons and the</p>	<p>Plant seeds and care for growing plants</p> <p>Begin to understand the need to care respect and care for the natural environment and all living things</p> <p>Talk about the differences between</p>	<p>Show interest in different occupations</p> <p>Continue to develop positive attitudes about the differences between people</p> <p>Name different fruits and vegetables</p>

	<p>To know there are 4 seasons and the changes that we can see in the Autumn</p> <p>Develop an understanding of the woodlands and animal that can be found there</p> <p>Understand that there are different places that they live and know the name of their village/town Can recognise photos of themselves and people who are special to them</p>	<p>changes that are occurring as Winter approaches</p> <p>Discuss how we can care for and look after our environment</p> <p>Special events and celebrations take place - Diwali, Baptisms, Christmas and birthdays Talk about how and what we celebrate with our own families</p> <p>Talk about the differences between materials and changes they notice e.g. exploring freezing and melting</p> <p>Develop an understanding of the polar regions and animal that can be found there</p>	<p>place - Chinese New Year</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> <p>Explore different types of technology in the world around us</p> <p>Explore and talk about different forces they feel e.g. floating/sinking and attracting/repelling (magnets)</p> <p>Can use a simple computer programme</p>	<p>changes that occur now Spring is here</p> <p>Special events and celebrations take place - Easter</p> <p>Explore and talk about light and dark</p> <p>Explore and talk about the school grounds</p> <p>Develop an understanding of animals associated with Spring and animals born around Springtime</p> <p>Understand the key features of the life cycle of an animal</p>	<p>materials and changes they notice</p> <p>Explore and talk about how materials can be changed eg porridge, dough</p> <p>Develop an understanding of changes over time, growth and decay</p> <p>Use a simple programme on an iPad</p> <p>Understand the key features of the life cycle of a plant</p>	<p>Plan and create own fruit kebab</p> <p>Develop an understanding of different animals and where they live</p> <p>Can talk about some of the features of their local area</p> <p>Develop an understanding of how to look after the environment and animals in it Know there are 4 seasons and the changes that occur now Summer is here</p>
Expressive Arts and Design FS1	Enjoy and take part in action songs	Express, ideas and feelings through making marks and sometimes give a	Begin to develop stories using small world equipment i.e. animal sets, dolls and dolls houses	Make imaginative and complex 'small worlds' with a variety of resources	Use their imagination when they consider what they can do with different materials	Make simple models which express their ideas

	<p>Explore colour and name some of the colours being used</p> <p>Explore different materials and textures, using all senses to investigate them</p> <p>Listen with increased attention to sounds.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Enjoy mark making and mark making tools</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects</p>	<p>meaning to the marks they make</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects</p> <p>Use resources and props to create small world play and engage in imaginative play with others</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Create simple representations of people, objects or characters from stories</p> <p>Copy and create simple repeated rhythms</p> <p>Take part in singing Christmas songs</p> <p>Explore colour and colour mixing</p>	<p>Use a range of mark making materials</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Explore colour and name all of the colours being used</p> <p>Explore a range of tools and techniques to use when painting</p> <p>Use a range of resources to create simple representations of objects</p> <p>Explore colour and colour mixing</p>	<p>Sing the pitch of a tune sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Create observational paintings of things in the environment</p> <p>Play instruments with increasing control to express own feelings and ideas</p> <p>Explore colour and colour mixing</p>	<p>Draw with increasing complexity and detail</p> <p>Explore colour and colour mixing</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p>	<p>Remember and sing simple songs.</p> <p>Create their own songs or improvise a song around one they know</p>
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