

Topic Curriculum Overview - EYFS

Personal, Social and Emotional Development

- To play alongside others and start to join in 'play'.
- To play cooperatively with a familiar adult.
- To show friendly behaviour, initiating conversations and form good relationships with peers and familiar adults.
- To understand rules and boundaries of the classroom and behave appropriately.
- To understand different feelings and respond using pictures and key words.
- To speak to others to convey needs and interest.
- To adapt behaviour in different situations.
- To manage my feelings and distract myself when I am sad.

Communication and Language

- Listens to and enjoys rhythmic patterns in rhymes and stories.
- To use puppets and props to encourage listening and responding to songs and stories.
- Listen to others one to one or in small groups when sharing ideas.
- To communicate my needs. E.g. 'I am hungry, I am thirsty.'
- To listen and respond to what others are saying.
- Use talk to describe what children are doing, what they can see, hear, think and feel.

Physical Development

- To climb confidently and use push/pull body movements
- To develop control in holding and using jugs to pour, hammers, books and mark making tools.
- To do up buttons, put on our coats, dress dolls and other toys.
- To develop independence in dressing myself with minimal support.
- To manage toileting needs and washing hands independently.

Who Are We?

There's no one I'd rather be,
than me! (Nursery)

Literacy

- Explore early mark making.
- To use different tools to develop fine motor control and finger dexterity.
- To develop gross motor movements to aid arm control.
- Distinguish between the marks they make.
- To recognise their name.
- Draw attention to signs and symbols in the environment and talk about what they represent.

Expressive Arts and Design

- To explore different materials to create art.
- To join in with songs.
- To follow a rhythm.
- Engage in imaginative role play.
- To play alongside others.

Understanding the world.

- To comment on aspects of the environment.
- To learn about the different senses.
- To talk about special events and times that they have enjoyed.
- To understand that everyone is different and celebrate difference.

Maths

- To select a small number of objects from a group, e.g. "please give me one, please give me two", etc.
- To recite number names in sequence to 10.
- Sing counting songs and rhymes which help develop children's understanding of number, e.g. "2 little Dikkie Birds".
- Explore mathematical concepts in all areas of the nursery environment, e.g. sand, water, outdoors, etc.
- To match a small number of objects to numbers 0-3 then 0-5.