



## EYFS Curriculum Flyer – Nursery

<p><b>Communication &amp; Language (CL):</b></p> <ul style="list-style-type: none"> <li>• Sing a large repertoire of songs</li> <li>• Know many rhymes, be able to talk about familiar books and be able to tell a long story</li> <li>• Develop their communication and pronunciation</li> </ul>	<p><b>Personal, Social, Emotional Development (PSED):</b></p> <ul style="list-style-type: none"> <li>• Develop their sense of responsibility and membership of a community</li> <li>• Remember rules without needing an adult to remind them</li> <li>• Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’</li> </ul>	<p><b>Physical Development (PD):</b></p> <ul style="list-style-type: none"> <li>• Be increasingly independent as they get dressed and undressed e.g. putting on coats and gloves</li> <li>• Collaborate with others to manage large items, such as moving a long plank safely</li> <li>• Use a comfortable grip with good control when holding pens and pencils</li> </ul>
<p><b>Focus Texts:</b></p> <ul style="list-style-type: none"> <li>• Topsy and Tim Meet the Police by Jean Adamson</li> <li>• Fred the Fire Fighter by Felicity Brooks</li> <li>• Peppa goes to London</li> <li>• Katie Morag delivers the Mail by Mairi Hedderwick</li> <li>• Handa’s Surprise by Eileen Browne</li> <li>• Coming to England by Floella Benjamin</li> </ul>		<ul style="list-style-type: none"> <li>• Big Picture Book of London by Rhys Lloyd Jones</li> <li>• How to Grow a Sunflower by Sylvia Karavis</li> <li>• Oxford Very First Atlas by Dr Patrick Wiegand</li> <li>• We’re Going on a Lion Hunt by David Axtell</li> <li>• Mistakes are how I learn by Kiara Wilson</li> </ul>
<p><b>Literacy (L):</b></p> <ul style="list-style-type: none"> <li>• Continue to practice all RWI sounds and begin to blend together aurally and orally</li> <li>• Understand that in English text is read from left to right and top to bottom</li> <li>• Engage in extended conversations about stories, learning new vocabulary</li> <li>• Write some letters accurately</li> </ul>		
<p><b>Term:</b> Spring Term (2022) <b>Year:</b> Nursery</p> <p style="text-align: center;"><b>Britain and Beyond</b></p>	<p><b>Enrichment activities:</b></p> <ul style="list-style-type: none"> <li>• National storytelling week</li> <li>• RSPB bird watch</li> <li>• Book at Bedtime</li> <li>• World Book Day</li> <li>• STEM Focus Week</li> <li>• Science Week</li> </ul> <p><i>The EYFS Curriculum allows us to respond to the children’s interests. As such we have an ‘Our Interests’ Area and regularly adapt and enhance this provision based on what is currently of interest to the children.</i></p>	
<p><b>Maths (M):</b></p> <ul style="list-style-type: none"> <li>• Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5</li> <li>• Experiment with their own symbols and marks as well as numerals</li> <li>• Compare quantities using language: ‘more than’, ‘fewer than’</li> <li>• Understand position through words alone – for example, “The bag is under the table”, - with no pointing</li> <li>• Extend and create ABAB patterns – stick, leaf, stick, leaf</li> </ul>		
<p><b>Understanding the World: (UW)</b></p> <ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family’s history</li> <li>• Show interest in different occupations</li> <li>• Plant seeds and care for growing plants</li> <li>• Understand the key features of the life cycle of a plant and an animal</li> <li>• Talk about the differences between materials and changes they notice</li> </ul>		
<p><b>Expressive Arts &amp; Design (EAD):</b></p> <ul style="list-style-type: none"> <li>• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</li> <li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details</li> <li>• Remember and sing entire songs</li> <li>• Play instruments with increasing control to express their feelings and ideas</li> </ul>		