



Bearpark Nursery EYFS Curriculum Overview

Two to Three Years

Area of Learning:	Children will be learning to:	Educational Programmes:	Bearpark Nursery Goals:
Communication Language	<p><u>Summer 1</u> Listen to simple stories and understand what is happening, with the help of the pictures. Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'.</p> <p><u>Summer 2</u> Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</p> <p><u>Autumn 1</u> Generally, focus on an activity of their own choice and find it difficult to be directed by an adult. Listen to other people's talk with interest, but can easily be distracted by other things. Can become frustrated when they can't make themselves understood.</p> <p><u>Autumn 2</u> Start to say how they are feeling, using words as well as actions. Start to develop conversation, often jumping from topic to topic. Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'</p> <p><u>Spring 1</u> Use the speech sounds p, b, m, w.</p> <p><u>Spring 2</u> Are usually still learning to pronounce: - l/r/w/y - s/sh/ch/dz/j - f/th - multi-syllabic words such as 'banana' and 'computer'</p>	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>	<p>Retell a story using props</p> <p>Communicate your wants and needs to others</p> <p>Interact with others</p> <p>Understand that your words have meaning</p>



Personal, Social and Emotional Development

Summer 1

Thrive as they develop self-assurance.
Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.
Safely explore emotions beyond their normal range through play and stories.

Summer 2

Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.
Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.
Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".

Autumn 1

Find ways to calm themselves, through being calmed and comforted by their key person
Find ways of managing transitions, for example from their parent to their key person.

Autumn 2

Express preferences and decisions. They also try new things and start establishing their autonomy.
Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.
Develop friendships with other children.

Spring 1

Establish their sense of self.
Feel strong enough to express a range of emotions.
Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.
Be increasingly able to talk about and manage their emotions.

Spring 2

Engage with others through gestures, gaze and talk.
Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.
Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Become more independent

Settle into Nursery environment

Be kind and caring towards others

Try new things



Physical Development

Summer 1

Explore different materials and tools.
Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks

Summer 2

Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.
Learn to use the toilet with help, and then independently.

Autumn 1

Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.
Clap and stamp to music.
Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.

Autumn 2

Enjoy starting to kick, throw and catch balls.
Build independently with a range of appropriate resources.
Begin to walk independently - choosing appropriate props to support at first.

Spring 1

Walk, run, jump and climb - and start to use the stairs independently.
Spin, roll and independently use ropes and swings (for example, tyre swings).

Spring 2

Sit on a push-along wheeled toy, use a scooter or ride a tricycle.
Develop manipulation and control.

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional wellbeing. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Ride a balance bike

Write your name

Draw your family

Zip your coat



Literacy

Summer 1

Sing songs and say rhymes independently, for example, singing whilst playing.

Ask questions about the book. Makes comments and shares their own ideas.

Make marks on their picture to stand for their name.

Summer 2

Develop play around favourite stories using props.

Notice some print, such as the first letter of their name, a bus or door

number, or a familiar logo.

Autumn 1

Enjoy songs and rhymes, tuning in and paying attention.

Enjoy sharing books with an adult.

Enjoy drawing freely

Autumn 2

Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.

Pay attention and responds to the pictures or the words.

Spring 1

Say some of the words in songs and rhymes

Have favourite books and seeks them out, to share with an adult, with

another child, or to look at alone.

Add some marks to their drawings, which they give meaning to.

For

example: "That says mummy."

Spring 2

Copy finger movements and other gestures.

Repeat words and phrases from familiar stories.

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Write your name

Draw your family

Explore different sounds



Summer 1

Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.

Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.

Summer 2

Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'

Notice patterns and arrange things in patterns.

Autumn 1

Combine objects like stacking blocks and cups. Put objects inside others and take them out again.

Autumn 2

Take part in finger rhymes with numbers
Climb and squeezing selves into different types of spaces.

Spring 1

React to changes of amount in a group of up to three items.

Build with a range of resources.

Spring 2

Compare amounts, saying 'lots', 'more' or 'same'.
Complete inset puzzles.

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and ten-frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Show an interest in pattern, numbers and shape



Understanding the World

Summer 1

Explore natural materials, indoors and outside.

Summer 2

Explore and respond to different natural phenomena in their setting and on trips.

Autumn 1

Repeat actions that have an effect.

Autumn 2

Make connections between the features of their family and other families.

Spring 1

Explore materials with different properties.

Spring 2

Notice differences between people.

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society, such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Climb a tree

Explore and investigate your environment



Expressive Arts and Design

Summer 1

Explore their voices and enjoy making sounds
Explore a range of sound-makers and instruments and play them in different ways.
Use their imagination as they consider what they can do with different materials.

Summer 2

Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.
Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.
Make simple models which express their ideas

Autumn 1

Show attention to sounds and music.
Join in with songs and rhymes, making some sounds.
Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.

Autumn 2

Respond emotionally and physically to music when it changes.
Notice patterns with strong contrasts and be attracted by patterns resembling the human face.
Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.

Spring 1

Move and dance to music.
Make rhythmical and repetitive sounds.

Spring 2

Anticipate phrases and actions in rhymes and songs, like 'Peepo'
Start to make marks intentionally.
Explore different materials, using all their senses to investigate them.
Manipulate and play with different materials.

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Sing and dance to familiar songs

Use your imagination

Bake a gingerbread man



Three to Four Years

Area of Learning:	Children will be learning to:	Educational Programmes:	Bearpark Nursery Goals:
<p>Communication Language</p>	<p><u>Summer 1</u> Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions</p> <p><u>Summer 2</u> Can start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p><u>Autumn 1</u> Enjoy listening to longer stories and can remember much of what happens. Can find it difficult to pay attention to more than one thing at a time.</p> <p><u>Autumn 2</u> Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p><u>Spring 1</u> Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p><u>Spring 2</u> Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p>	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>	<p>Retell a story using props</p> <p>Communicate your wants and needs to others</p> <p>Interact with others</p> <p>Understand that your words have meaning</p>



Personal, Social and Emotional Development

Summer 1

Develop appropriate ways of being assertive.
Talk with others to solve conflicts.

Summer 2

Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
Begin to understand how others might be feeling.

Autumn 1

Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
Develop their sense of responsibility and membership of a community.

Autumn 2

Become more outgoing with unfamiliar people, in the safe context of their setting.
Show more confidence in new social situations.

Spring 1

Play with one or more other children, extending and elaborating play ideas.
Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.

Spring 2

Increasingly follow rules, understanding why they are important.
Do not always need an adult to remind them of a rule.

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Become more independent

Settle into Nursery environment

Be kind and caring towards others

Try new things



Physical Development

Summer 1

Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

Summer 2

Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.

Autumn 1

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet.

Autumn 2

Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use one-handed tools and equipment, for example, making snips in paper with scissors.

Spring 1

Use large-muscle movements to wave flags and streamers, paint and make marks. Use a comfortable grip with good control when holding pens and pencils. Start to eat independently and learning how to use a knife and fork.

Spring 2

Start taking part in some group activities which they make up for themselves, or in teams. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Show a preference for a dominant hand.

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional wellbeing. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Ride a balance bike

Write your name

Draw your family

Zip your coat



Literacy

Summer 1

Write some or all of their name.

Summer 2

Write some letters accurately.

Autumn 1

Understand the five key concepts about print:

- print has meaning - the names of the different parts of a book
- print can have different purposes - page sequencing
- we read English text from left to right and from top to bottom

Autumn 2

Autumn 2

Develop their phonological awareness, so that they can:

- spot and suggest rhymes
- count or clap syllables in a word
- recognise words with the same initial sound, such as money and mother.

Spring 1

Engage in extended conversations about stories, learning new vocabulary.

Spring 2

Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Write your name

Draw your family

Explore different sounds



Maths

Summer 1

Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Combine shapes to make new ones - an arch, a bigger triangle etc. Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.

Summer 2

Compare quantities using language: 'more than', 'fewer than'. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Extend and create ABAB patterns - stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Autumn 1

Fast recognition of up to 3 objects, without having to count them individually ('subitising'). Understand position through words alone - for example, "The bag is under the table," - with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.

Autumn 2

Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Make comparisons between objects relating to size, length, weight and capacity.

Spring 1

Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5.

Spring 2

Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and ten-frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Show an interest in pattern, numbers and shape



Understanding the World

Summer 1

Plant seeds and care for growing plants.
Understand the key features of the life cycle of a plant and an animal.

Summer 2

Begin to understand the need to respect and care for the natural environment and all living things

Autumn 1

Use all their senses in hands-on exploration of natural materials.

Explore collections of materials with similar and/or different properties.

Talk about what they see, using a wide vocabulary

Autumn 2

Begin to make sense of their own life-story and family's history.

Show interest in different occupations.

Spring 1

Explore and talk about different forces they can feel.

Talk about the differences between materials and changes they notice

Spring 2

Continue to develop positive attitudes about the differences between people.

Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society, such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Climb a tree

Explore and investigate your environment



Expressive Arts and Design

Summer 1

Listen with increased attention to sounds.
Respond to what they have heard, expressing their thoughts and feelings.
Remember and sing entire songs.
Sing the pitch of a tone sung by another person ('pitch match').

Summer 2

Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
Create their own songs, or improvise a song around one they know.
Play instruments with increasing control to express their feelings and ideas

Autumn 1

Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.

Autumn 2

Explore different materials freely, in order to develop their ideas about how to use them and what to make.
Develop their own ideas and then decide which materials to use to express them.
Join different materials and explore different textures.

Spring 1

Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
Draw with increasing complexity and detail, such as representing a face with a circle and including details.
Use drawing to represent ideas like movement or loud noises.

Spring 2

Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
Explore colour and colour-mixing.

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Sing and dance to familiar songs

Use your imagination

Bake a gingerbread man