

EYFS Nursery Curriculum Intent

	Term 1	Term 2	Term 3	End of year
Communication and Language.				
Speaking	<p>Children will be learning to...</p> <p>Use gestures like waving and pointing to communicate.</p> <p>Understand and use up to 50 single words.</p> <p>Begin to put two words together</p> <p>Enjoy back and forth interactions.</p>	<p>Children will be learning to...</p> <p>Use different types of everyday words (nouns, verbs and adjectives) when communicating.</p> <p>Ask simple questions.</p> <p>Enjoy being with and talking to adults.</p>	<p>Children will be learning to...</p> <p>Use simple sentences.</p> <p>Use speech sounds, m,p,b,n,t,d,w,h clearly.</p> <p>Use word endings, cats, going.</p> <p>Start to develop conversation, jumping from topic to topic.</p> <p>Say how they are feeling using words as well as gestures (happy/sad/angry)</p>	<p>Children <u>will be able to</u>:</p> <p>Know and use a large range of words when communicating.</p> <p>Speak clearly and be understood by others, using 3/4 words in their sentences.</p> <p>Say how they are feeling using Happy/sad/angry.</p>
Listening, attention and understanding	<p>Children will be learning to...</p> <p>Recognise and be calmed by a familiar friendly voice (Key person).</p> <p>Enjoy listening to rhymes and stories.</p>	<p>Children will be learning to...</p> <p>Focus on an activity of their own choosing.</p> <p>Listen with interest to the noises adults make when they read stories.</p>	<p>Children will be learning to...</p> <p>Listen to simple stories and understand what is happening with the help of pictures.</p> <p>Develop an understanding of simple concepts such as big/small, hot/cold, etc.</p>	<p>Children <u>will be able to</u>:</p> <p>Listen to and understand simple stories.</p> <p>Listen to other people’s talk with interest and ask simple questions.</p> <p>Understand what/where/who questions.</p>

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	<p>Recognise and point to objects if asked about them.</p> <p>Listen and respond to a simple instruction.</p>	<p>Join in with actions and vocalisations of familiar songs/rhymes</p> <p>Understand 'what/where' questions</p>	<p>Understand 'who' questions.</p>	<p>Follow simple instructions.</p>
Personal, social, emotional Development.				
Self-regulation	<p>Children will be learning to...</p> <p>Find ways of managing transitions and calming themselves, through being calmed and comforted by their key person.</p> <p>Feel strong enough to express a range of emotions</p>	<p>Children will be learning to...</p> <p>Begin to develop effortful control, using timers and adult support to wait for their turn with a toy.</p> <p>Safely explore emotions beyond their normal range through play and stories.</p>	<p>Children will be learning to...</p> <p>Reach a simple goal set by an adult, e.g build a tower of 6 bricks.</p> <p>Be increasingly able to manage and talk about their emotions.</p>	<p>Children <u>will be able to</u>:</p> <p>Manage and talk about their emotions- happy/sad/angry and talk with a supportive adult about why they are feeling that way.</p> <p>Wait for their turn with a toy using a sand timer.</p>
Building relationships	<p>Children will be learning to...</p> <p>Develop a warm secure attachment with key person.</p> <p>Engage with others through gesture, gaze and talk.</p>	<p>Children will be learning to...</p> <p>Play with increasing confidence on their own, alongside other children.</p> <p>Notice and ask questions about differences.</p>	<p>Children will be learning to...</p> <p>Show interest in others play and sometimes join in.</p> <p>Begin to develop some friendships.</p>	<p>Children <u>will be able to</u>:</p> <p>Have a positive sense of self and be accepting of others playing alongside them.</p>
	<p>Children will be learning to...</p>	<p>Children will be learning to...</p>	<p>Children will be learning to...</p>	<p>Children <u>will be able to</u>:</p>

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<p>Managing self</p>	<p>Express their preferences and decisions, establishing a sense of self.</p> <p>Thrive as they develop self-assurance.</p> <p>Gain an idea of self, exploring mirrors and using body in different ways.</p>	<p>Explore new places within the setting.</p> <p>Grow in independence- get own coat when going outside, find bottle when thirsty, put on own hat.</p>	<p>Continue to develop independence- taking off shoes and putting on wellies, putting one arm into their coat.</p> <p>Sit on the potty/toilet at nappy changes.</p>	<p>Be increasingly independent when exploring the environment, interacting with others and playing confidently.</p> <p>Show increasing independence by putting on and taking off simple clothing items such as hats, unzipped jackets, wellington boots and putting own belongings on their peg</p>
<p>Physical Development</p>				
<p>Gross motor skills</p>	<p>Children will be learning to...</p> <p>Jump with both feet off the ground at the same time.</p> <p>Crossing the midline- reaching from one side of the body to the other (links with squiggle movements programme)</p> <p>Run well using whole foot.</p> <p>Clap and stamp to music.</p>	<p>Children will be learning to...</p> <p>Gain control of whole body through practice of large movements, such as walking, running, rolling, climbing-</p> <p>Kick a large ball</p> <p>Use a sit on toy to push themselves along.</p>	<p>Children will be learning to...</p> <p>Use large motor movements to begin to do things independently, such as taking off shoes and putting on wellies.</p> <p>Throw and catch a large ball.</p> <p>Build independently using a range of resources.</p> <p>Begin to pedal a tricycle to move in a straight line.</p>	<p>Children <u>will be able to</u>:</p> <p>Pedal a tricycle, with control, balance and core stability.</p> <p>Kick, throw and catch a large ball.</p> <p>Use core strength and shoulder stability to manage a range of large motor movements, such as dancing and waving streamers, large scale painting, etc.</p>

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	Engage in tummy time activities to develop core strength Explore tunnels, dens and cardboard boxes. strength.			
Fine motor skills	<p>Children will be learning to...</p> <p>Pick up items, such as string with thumb and forefinger.</p> <p>Pass things from one hand to the other, crossing the midline</p> <p>Explore different malleable materials</p>	<p>Children will be learning to...</p> <p>Explore different tools with two hands.</p> <p>Develop manipulation of malleable materials</p> <p>Feed themselves using a spoon and open cup at mealtimes.</p> <p>Complete an inset tray puzzle.</p>	<p>Children will be learning to...</p> <p>Explore different tools using one hand.</p> <p>Pour own drinks from a jug with minimal support.</p> <p>Develop hand strength through activities such as squeezing sponges, using spray bottles, tearing paper etc.</p> <p>Fix together a 3-piece jigsaw puzzle.</p>	<p>Children <u>will be able to</u>:</p> <p>Tear paper into strips.</p> <p>Open and close scissors with one hand.</p> <p>Complete a simple 3-piece jigsaw puzzle.</p>
Literacy				
Comprehension	<p>Children will be learning to...</p> <p>Tune in and pay attention to songs and rhymes.</p> <p>Copy finger movements and other gestures.</p>	<p>Children will be learning to...</p> <p>Join in with familiar songs and rhymes, copying sounds, rhythms, tunes and trying to say some of the words.</p>	<p>Children will be learning to...</p> <p>Begin to sing songs independently.</p> <p>Repeat words and phrases from familiar stories.</p>	<p>Children <u>will be able to</u>:</p> <p>Sing at least 2 nursery rhymes/songs, knowing every word.</p> <p>Gain an enjoyment and excitement of books,</p>

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	Enjoy sharing fiction and non-fiction books with an adult.	Pay attention and respond to pictures/words in books. Have favourite fiction and non-fiction books and seek them out.	Develop play around favourite rhymes and stories using props.	choosing and returning to their favourites. Ask questions, make comments and share ideas about books.
Word reading	Children will be learning to... Enjoy listening to songs, music, rhymes and stories.	Children will be learning to... Discriminate between sounds within the environment.	Children will be learning to... Discriminate between sounds made by instruments.	Children <u>will be able to</u>: Create, name and discuss a range of sounds.
writing	Children will be learning to... Explore making marks. (link with squiggle movements programme)	Children will be learning to... Make marks intentionally. Notice some print, such as the first letter of their name, a bus or door number or a familiar logo.	Children will be learning to... Add some marks to their drawings which they give meaning to, e.g "that says mummy"	Children <u>will be able to</u>: Enjoy drawing freely and make marks on their picture which they give meaning to. Make a range of intentional marks-scribbles, lines and dots.
Mathematics				
Number and numerical patterns	Children will be learning to... Compare amounts saying, lots, more or same.	Children will be learning to... Hear and say number names (WRM)	Children will be learning to... Begin to order number names to 3	Children <u>will be able to</u>: Has deep understanding of amounts 1, 2 and 3

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	<p>React to changes of amount in a group- up to 3 items.</p> <p>Collect, make and compare large and small amounts</p> <p>Develop counting-like behaviour, such as making sounds, pointing or saying some numbers.</p>	<p>Join in stable order (rote) counting forwards and backwards up to 5 (WRM)</p>	<p>Use fingers to represent 1,2,3</p> <p>Begin to subitise 1,2, 3</p> <p>Begin to recognise that anything can be counted, including actions</p> <p>Understand that 0 means none.</p>	<p>Count to 5 forwards and backwards</p>
	<p>Children will be learning to...</p> <p>Explore, play and find simple differences between shapes (WRM)</p> <p>Position shapes and use them for a purpose (WRM)</p> <p>Begin to explore and describe natural shapes and objects (WRM)</p> <p>Climb and squeeze themselves into different types of spaces.</p>	<p>Children will be learning to...</p> <p>Begin to explore simple maths concepts- big/small, full/empty, heavy/light.</p> <p>Explore repeats in songs and stories (WRM)</p> <p>Make line patterns (WRM)</p>	<p>Children will be learning to...</p> <p>Explore time-morning and night</p> <p>Explore animal patterns- spots and stripes</p> <p>Make pictures and paint with 2D and 3D shapes to explore orientation</p>	<p>Children will be able to:</p> <p>Use learned vocabulary to talk about simple maths concepts</p> <p>Notice and talk about simple spot and stripe patterns, attempting to recreate their own.</p> <p>Use some informal language (such as pointy, bendy, straight) to talk about shapes</p>
Understanding the world				

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<p>Past and present</p> <p>People, culture and communities</p>	<p>Children will be learning to...</p> <p>Develop a sense of self.</p> <p>Name their immediate family members and those that are important to them.</p> <p>Understand that the world exists beyond their home and familiar environment.</p>	<p>Children will be learning to...</p> <p>Talk about their home/ Family and experiences with their peers.</p> <p>Notice differences between people and comment on them.</p>	<p>Children will be learning to...</p> <p>Prepare for transition to Gruffalo room.</p> <p>Understand that there are differences between people and that it is ok.</p>	<p>Children <u>will be able to:</u></p> <p>Talk about their home life, families, pets and upcoming significant events in their lives.</p> <p>Know and understand that we are all unique and different and these differences are OK.</p>
<p>The natural world</p>	<p>Children will be learning to...</p> <p>Use their senses to explore a range of materials</p>	<p>Children will be learning to...</p> <p>Use their senses to explore natural materials inside and outside learning relevant vocabulary</p>	<p>Children will be learning to...</p> <p>Use their senses to explore materials with different properties, learning relevant vocabulary.</p>	<p>Children <u>will be able to:</u></p> <p>Use their senses to explore a range of materials and use learned vocabulary to talk about their experience.</p>
<p>Expressive art and design</p>				
<p>Creating with materials</p>	<p>Children will be learning to...</p> <p>Use all their senses to explore malleable materials.</p> <p>Explore paint using fingers and other parts of bodies</p>	<p>Children will be learning to...</p> <p>Manipulate and play with different materials and textures.</p> <p>Use brushes and other tools to make marks with paint.</p>	<p>Children will be learning to...</p> <p>Experiment with a range of tools in their malleable play.</p> <p>Name, sort and identify colours blue and green.</p>	<p>Children <u>will be able to:</u></p> <p>Confidently manipulate a range of materials both with and without tools and use learned vocabulary to talk about their experiences.</p>

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		<p>Name, sort and identify the colours red and yellow.</p> <p>Start to make marks intentionally- scribble, back and forth movements.</p>	<p>Make vertical line movements and dots when making marks.</p>	<p>Confidently name and identify Red, blue, green and yellow.</p> <p>Make a range of intentional marks-scribble, lines and dots.</p>
<p>Being imaginative and expressive</p>	<p>Children will be learning to...</p> <p>Explore a range of sound makers and instruments and play them in different ways.</p> <p>Anticipate phrases and actions in rhymes and songs.</p> <p>Clap and stamp to music</p> <p>Explore pretend play</p>	<p>Children will be learning to...</p> <p>Know how to play instruments correctly.</p> <p>Join in with familiar songs and rhymes, copying sounds, rhythms, tunes and trying to say some of the words.</p> <p>Listen and move to different genres of music.</p> <p>Develop pretend play through role play and small world activities</p> <p>Use their imagination to think of their own ideas</p>	<p>Children will be learning to...</p> <p>Play instruments loudly/quietly and stop when given the signal.</p> <p>Begin to sing familiar songs independently.</p> <p>Express their feelings and ideas through movement and dance.</p> <p>Express their ideas through making marks and sometimes giving meaning to those marks.</p> <p>Make simple models which express their ideas.</p>	<p>Children <u>will be able to</u>:</p> <p>Know 2 nursery rhymes/songs by heart and be able to sing them independently.</p> <p>Use a range of resources to express their ideas and be able to talk about them.</p>