








Michael Faraday Curriculum Overview 2023– 2024 EYFS Nursery

The curriculum is what we want the children to learn in the time they are in school. It is based on the statutory framework for EYFS, which provides the framework that we build on, though 7 areas of learning. Experiences and activities to deliver those 7 areas of learning are provided around the following topics and themes

|   | Planned from Geographical starting point  |  | Planned from Historical starting point  |   | Planned from Science/Transition   |   |
|--|---|--|---|---|---|---|
|  | Autumn 1<br>   | Autumn 2<br> | Spring 1<br>                     | Spring 2<br>         | Summer 1<br> | Summer 2<br>                 |
| Topic  | Ourselves and all about me  | Celebrations   | People who help us  | Under the sea   | From farm to fork   | Superheroes/<br>Eco-heroes  |
| At Michael Faraday, we want children to express their own ideas and interests effectively and therefore we carefully consider the resources and possibilities that are provided around children's interests. |   |  |   |   |   |   |
| Themes<br>Planning will be based on Children's Interests and core knowledge and skills   | Starting School<br>Being Me   | Harvest<br>Diwali<br>Remembrance Day<br>Bon Fire Night<br>Christmas                            | Starting School<br>My Family<br>Friendships<br>Safer Internet Awareness<br>Digiduck<br>Lunar New Year of the Dragon | Planting<br>Looking after plants<br>Cooking<br>Ramadan<br>Eid-et Fitr                                   | Minibeasts<br>Looking after living things<br>Eid  | Looking after the environment<br>Getting ready for the next adventure-<br>Transition<br>Faraday Family Festival |
| Special events<br>Visitors/Trips   | Looking around our school<br>Meeting key people   | Local library for story telling<br>Story tellers   | Looking around our school<br>Meeting key people<br>Come Dine with Us Family Event                                   | Fish tank<br>Visit to aquarium?   | Forest School activities<br>Faraday Gardens   | Whole Class Trip out to local areas<br>around our school  |
| Literacy: Phonics  | Little Wandle Phase 1   | Little Wandle Phase 1  | Little Wandle Phase 1   | Little Wandle Phase 1   | Little Wandle Phase 1   | Little Wandle Phase 1   |
| Literacy: Writing<br>Mark making<br>Patterns<br>Name writing<br>Take a story – oral storytelling   | T4W Owl Babies  | T4W The Gingerbread Man  | T4W The Three Little Pigs   | T4W: There is a hole in the bottom of the sea   | T4W Jack and the Beanstalk<br>T4W The little Red Hen  | T4W We're Going on a Bear Hunt  |
| Maths  | Numberblocks<br>Exploring Shape<br>Cardinality and Counting   | Numberblocks<br>Exploring Shape<br>Comparison  | Numberblocks<br>Exploring Shape<br>Composition  | Numberblocks<br>Exploring Shape<br>Number Pattern   | Numberblocks<br>Exploring Shape-Art<br>Kandinsky<br>Shape and Space                             | Numberblocks<br>Number Pattern<br>Exploring Shape<br>Measures   |
| Communication and Language<br>Listening, Attention & Understanding<br>Speaking   | Children's Interests<br>Scaffolding<br>Role Play<br>Small group language Games  | Children's Interests<br>Scaffolding<br>Role Play<br>Small group language Games                 | Children's Interests<br>Scaffolding<br>Role Play<br>Small group language Games                                      | Children's Interests<br>Scaffolding<br>Role Play<br>Small group language Games                          | Children's Interests<br>Scaffolding<br>Role Play<br>Small group language Games                  | Children's Interests<br>Scaffolding<br>Role Play<br>Small group language Games                                  |
| Personal Social and Emotional<br>Development   | Welcome to Nursery: Sense of Self, How to stay Safe<br><br>The Colour Monster goes to School  | Friendships  | Understanding Emotions  | Belonging   | Resilience<br>Meesha Makes Friends  | Transition  |
| Physical Development<br>Gross Motor Skills<br><br>Fine Motor Skills<br>Health and Self Care  | Safety awareness when climbing/using bikes and swivel board<br><br>Developing preference using right/left hand in mark making.<br>Cooking skills<br>Developing Independence | Safety awareness when negotiating space<br>Cooking skills<br>Safety Awareness                  | Circle games<br>Parachute Games<br>Cooking skills<br>Developing Independence  | Obstacle course design<br>Trampoline<br>Cooking skills<br>Healthy Eating                                | Climbing<br>Big Playground<br>Cooking skills<br>Health Awareness                                | Big Playground<br>Football<br>Cooking skills<br>Managing Risks  |
| Understanding the World Past & Present/ People, Culture & Communities<br>The Natural World   | Home Role Play  | Home Role Play<br>Celebrating/Diwali/ Hanukkah<br>Christmas                                    | Hospital/Doctor's<br>Celebrating Lunar New Year   | Vet's Role Play   | Role Play Fruit & veg Shop  |   |
| Expressive Arts and Design   | Whole School D&T Project:<br>Cooking Food from Around the World<br>Colour Mixing<br>Music   | Whole School ART Project: Drawing and Painting<br>Observational Drawing<br>Music               | Whole School D&T Project:<br>Construction challenge<br>Bird House<br>Music  | Whole School ART Project:<br>sculpture<br>Looking at artists-Richard Long<br>Using media -Clay<br>Music | Whole School D&T Project: Textile project<br>Music  | Whole School ART Project: patterns<br>Music   |



## Communication and Language

### Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

### Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

## Understanding the World

### Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

### People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

### The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

## Personal, Social and Emotional Development

### Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

### Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

### Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

## Expressive Arts and Design

### Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

### Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

## Mathematics

### Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

### Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

## Physical Development

### Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

### Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

## Literacy

### Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

### Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

### Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.