



Oakfields
Preparatory School

EYFS Nursery 2 & 3 Curriculum Overview

Autumn

Spring

Summer

Topic

Themes

Phonics

Maths

Prime Area

Personal, Social and Emotional Development

Autumn 1
Magical Me!

Autumn 2
Festivals & Celebrations

All about me
Autumn
Harvest

Diwali
Guy Fawkes
Remembrance
Christmas

Oral segmenting and blending skills, make own rhyming words (More able to continue a rhyming string), recognise rhyme and alliteration in words.
Letters and Sounds - Phase 1 Aspects 1-7

Spring 1
Frozen Planet

Spring 2
Travel and Transport

Wild Animals
Polar Regions
Winter time
Weather

Familiar Vehicles
Emergency Vehicles
How we travel on holiday
Maps
Directional Language

Letters and Sounds
Phonics
Phase 2
(Letter Formation and emergent writing)

Summer 1
Growing and Lifecycles

Summer 2
Under the Sea

Growing - Humans
Life cycles: Caterpillars
into Butterflies
Tadpoles into Frogs
Seeds into flowers
(Beans/Sunflowers)

Sealife animals
Beaches
Holiday destinations and
the wider world
Beach - pollution
Recycling

Letters and Sounds
Phonics
Phase 2
Reading Books home if blending

Autumn 1

Reciting Numbers
Number recognition
1:1 Counting
Talk about and explore 2D shapes
Position (in front of and behind)
Identifying environmental patterns

Autumn 2

Matching numeral and objects (to 5)
Cardinality
Talk about and explore 3D shapes
Extend and create ABAB patterns

Spring 1

Number representation
Symbols and mark making
Subitising
Spatial language
Language of size / length

Spring 2

Number conservation (understanding that the number of objects in a set does not change if they are moved around)
Repeating patterns
Sequencing language
Language of weight
Time language (first, then etc)

Summer 1

Reciting Numbers
Number recognition
1:1 Counting
Number comparison (using language more than/fewer than)
Language of capacity

Summer 2

Matching numeral and objects (to 10)
Talk about and explore 3D shapes
Extend and create ABAB patterns
Real world number problems (to 5/10)
Writing numbers
Language related to money

Development Matters - Ages 2-3 - Focus Objectives

- 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.
- Become more outgoing with unfamiliar people, in the safe context of their setting.
- Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas.
- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Understand gradually how others might be feeling.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
- 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.

Communication and Language

- Enjoy listening to longer stories and can remember much of what happens.
- Pay attention to more than one thing at a time, which can be difficult.
- 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?”
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.
- Develop their pronunciation but may have problems saying:
 - some sounds: r, j, th, ch, and sh
 - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’
- 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.
- 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.”

Physical Development

- 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.
- Skip, hop, stand on one leg and hold a pose for a game like musical statues.
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.
- 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.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.
- Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

Literacy

- Understand the five key concepts about print:
 - print has meaning
 - print can have different purposes
 - we read English text from left to right and from top to bottom
 - the names of the different parts of a book
 - page sequencing
- 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
- Engage in extended conversations about stories, learning new vocabulary.
- 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; writing ‘m’ for mummy.
- Write some or all of their name.
- Write some letters accurately

Maths

- Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’).
- Recite numbers past 5.
- Say one number for each item in order: 1,2,3,4,5.
- 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.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- 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’.
- Understand position through words alone - for example, “The bag is under the table,” - with no pointing.
- Describe a familiar route.

Maths

- Discuss routes and locations, using words like ‘in front of’ and ‘behind’.
 - Make comparisons between objects relating to size, length, weight and capacity.
 - Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.
 - 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.
 - 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...’
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Understanding the World

- 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.
 - Begin to make sense of their own life-story and family’s history.
 - Show interest in different occupations.
 - Explore how things work.
 - Plant seeds and care for growing plants.
 - Understand the key features of the life cycle of a plant and an animal.
 - Begin to understand the need to respect and care for the natural environment and all living things.
 - Explore and talk about different forces they can feel.
 - Talk about the differences between materials and changes they notice.
 - Continue developing 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.
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Expressive Arts and Design

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