



Curriculum Overview - Nursery

In the EYFS we follow the children's interest therefore we do not follow set topics. We endeavour to make learning active, hands on and most importantly fun. We explore seasonal change through stories and real-life experiences.

Topic	Spring Term
Communication, Language/Literacy	<ul style="list-style-type: none"> • Children learn new words and use them confidently in speech • Children practice meaningful mark-making • Stories focus on Space, Winter, Easter • Children practice retelling stories with the aid of props • Children join in with repeated refrains during story time and singing and rhyming
Physical Development	<ul style="list-style-type: none"> • Children use one-handed tools • Children practice movements that involve balance and bi-lateral movements • Children successfully manipulate one-handed tools, such as scissors • Children move skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles.
Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Children begin to talk within small groups about topics that interest them • Children are friendly towards each other and invite their peers to join in their play; taking turns with resources and playing cooperatively
Mathematics	<ul style="list-style-type: none"> • Are interested in numerals and begin to match the numeral and quantity • Children explore games with 3dimensional shape pieces • Children show an interest in representing numbers and number problems • Children begin to use and understand prepositional language
Understanding of the World	<ul style="list-style-type: none"> • Children learn about weather and seasonal changes • Children explore different jobs people do

	<ul style="list-style-type: none">• Children gain independence at playing developmentally appropriate applications on a tablet• Children learn about Easter and significant times in their life
Expressive Arts and Design	<ul style="list-style-type: none">• Children engage in role-play, such as pretending to be a prince or a princess• Children create art that includes lines to enclose a space to represent objects to be used for classroom display• Children capture experiences and responses with a range of media such as music, dance and paint and other materials or word• Children use props in role-play to support play