



Tebay EYFS Curriculum Overview Nursery (3-4 yr olds)

Curriculum intent A play-based, language-rich curriculum that develops confident, curious, independent and resilient learners . Children learn through purposeful play, exploration, relationships, routines, stories, songs, first-hand experiences and carefully sequenced adult interactions.							
Prime areas							
COMMUNICATION & LANGUAGE		PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT		PHYSICAL DEVELOPMENT			
Provision - Daily stories, book talk, rhymes, songs and poetry - High-quality adult–child interactions - Small-group and whole-class discussion - Role play and imaginative play - Explicit vocabulary teaching and repetition - Talk partners and collaborative learning - Language-rich indoor and outdoor environments End goal: Children communicate confidently using clear sentences and an increasingly broad vocabulary.		Provision: Children are supported to develop: - Confidence and independence - Positive relationships and friendships - Emotional awareness and regulation - Sharing, turn-taking and cooperation - Empathy, kindness and respect - Resilience and perseverance - Self-help and personal-care skills - Awareness of diversity, inclusion and belonging End goal: Children increasingly manage feelings and behaviour, care for themselves and others, cooperate in play and demonstrate the social skills needed for Reception.		Provision Gross and fine motor skills <i>Squiggle Whilst You Wiggle</i> and <i>Dough Disco</i> support gross/fine motor development, hand strength, coordination and early writing readiness. We provide through indoor and outdoor experiences. Health & self-care - Handwashing and hygiene - Eating and healthy choices - Dressing/undressing - Toileting and personal care - Safety indoors/outdoors - Understanding exercise, rest and healthy lifestyles End goal: Children move confidently, safely and with increasing control, demonstrate good coordination, balance and spatial awareness, use a range of tools and equipment with increasing accuracy and independence, develop secure fine-motor skills, and manage personal care routines with growing independence. Children understand the importance of physical activity, healthy choices and keeping themselves safe.			
Specific areas of learning							
LITERACY		MATHEMATICS		UNDERSTANDING THE WORLD		EXPRESSIVE ARTS & DESIGN	
Provision Reading & comprehension - Listen and respond to stories - Join in with repeated phrases and rhymes - Handle books appropriately - Talk about pictures, characters and events - Retell familiar stories - Understand beginning/ending and sequence - Predict and respond to <i>why</i> questions - Understand that print carries meaning Writing - Random marks → meaningful marks - Controlled lines/circles - Shapes and letter-like forms - Recognisable letters - Name writing - Writing for a purpose Phonics <i>Little Wandle rhyme time</i> sessions — minimum 3× weekly - Nursery Rhyme of the Week - Listening and sound games - Rhyming, syllables, alliteration and voice sounds - Initial sounds - Links between sounds and letters - Preparation for Phase 2 phonics End goal: A love of books, strong listening/comprehension, meaningful mark-making and emerging early writing/phonics skills.		Provision Number - Number rhymes and counting - Counting objects accurately - Matching number to quantity - Numbers 1–5 - Subitising small amounts - Recognising numerals - Cardinal principle Pattern, Shape, Space & Measure - Compare: more/fewer, bigger/smaller, longer/shorter - Sort and match - Explore 2D/3D shapes - Position and spatial language - Copy, continue and create repeating patterns - Notice/correct pattern errors - Develop sequencing and time language End Goal: Count objects, recognise and use numbers, compare quantities, solve simple practical problems, recognise, copy and create simple patterns, explore and describe common shapes, and use mathematical language to talk about size, position, space and measure. They approach mathematical experiences with curiosity, confidence and increasing independence.		Provision Past & Present - Talk about own experiences and family - Recall and sequence events - Use time vocabulary - Notice and discuss change over time People, Culture & Communities - Families and homes - Similarities and differences - Celebrations and traditions - Communities and occupations - Different cultures and places - Respect for others' experience Natural World - Explore indoor/outdoor environments - Observe seasonal change - Investigate materials and simple cause/effect - Animals, habitats and lifecycles - Plant growth - Weather and natural phenomena - Develop care for the environment End goal: Children develop curiosity and increasingly explain what they observe about people, places, communities and the natural world.		Provision Creating with Materials - Paint, clay, sand, water and mixed media - Colour, texture, shape and form - Tools and techniques - Drawing, modelling and construction - Select resources for a purpose - Develop, adapt and refine creations - Explain creative choices Being Imaginative & Expressive - Songs, rhymes and instruments - Music, movement and dance - Pretend and symbolic play - Storytelling and role play - Develop storylines and narratives - Collaborative imaginative play - Perform songs, rhymes and dances Music is embedded throughout the curriculum through daily singing, nursery rhymes, action songs, instruments, movement and exploration of volume, tempo, pitch and rhythm. End goal: Confidently express their ideas, thoughts and feelings, experiment and select materials, tools, sounds and movements to create, design, imagine and communicate, use their imagination, talk about their creative choices, and work collaboratively with others.	