



## CURRICULUM OVERVIEW MAP EYFS

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### Curriculum overview model: Communication and Language

	Expectation for Nursery				Expectations for Reception			Links to KS1
<b>Listening Attention</b>	Rigid attention – may appear not to hear	Listens to noises adults make when reading	Listens in small group when interested	Listens to rhymes and songs paying attention to how they sound	Understands how to listen carefully – focuses on speaker, minimises own distractions etc	Listen attentively in small groups and whole class	Actively listen during class inputs and group tasks.	
<b>Concentration</b>	Can find it difficult to pay attention to more than one thing	Can shift own attention when focused on something else	Listens to longer stories to build familiarity	Know why listening is important	Can keep in mind what has been said in order to engage in conversations	Hold information in mind whilst moving from one task to another.		
<b>Responding appropriately</b>	Remember much of what has happened in a story	Respond in conversation/small group with related comments	Respond in whole class/small group on topic	Make comments about what they have heard and ask questions to clarify	Hold conversations with back and forth exchanges.	Able to respond on topic and contribute to discussions		
<b>Understanding</b>	Understand who, what where, why	Understand simple concepts 'big/little'	Understand prepositions	Follow a 2-part instruction	Understand how	Follow story without prompts/pictures	Deep understand of familiar stories and non-fiction texts	Understand more complex sentences and concepts.

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<b>Speaking</b>	Able to say the following sounds in words – /p/, /b/, /m/, /n/, /t/, /d/, /k/, /g/, /f/, /s/, /y/, /h/		May replace some sounds e.g. r with w or th with f	Speech should be understood by those who know the child	May delete syllables from long words e.g. elephant becomes ephant	Can say /p/, /b/, /m/, /n/, /t/, /d/, /k/, /g/, /f/, /s/, /y/, /h/, 'sh', 'ch', 'j', /z/, /l/, /v/	May still replace some sounds e.g. r with w l with y	Say all speech sounds clearly.
<b>Vocabulary</b>	Use a wider range of vocabulary e.g. label items rather than 'that one' and describe with colours/size etc.		Learn new vocabulary – words introduced in nursery	Use new vocabulary throughout the day – heard saying words in play		Use new vocabulary in different contexts – heard applying words to different situations		Use topic based vocabulary within discussions
<b>Sentence length/structure</b>	May have issues with irregular tenses and plurals - 'runned'		Use longer sentences of 4-6 words	Articulate ideas and thoughts in well formed sentences	Connect ideas using connectives	Express their ideas and feelings using full sentences, including correct tenses		Speak in well-formed sentences using accurate grammar.
<b>Questions</b>	Uses a variety of questions		Questions why things happen and gives explanations			Ask questions to find out more and understand what has been said		Ask appropriate questions to expand own knowledge.
<b>Content</b>	Sing large repertoire of songs	Know many rhymes and familiar books	Use talk to organise themselves e.g. I am going to	Describe some events in detail	Use talk to organise thinking, explain how things work	Learn rhymes, songs and poems by heart		Read aloud what they have

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		and can tell a long story	go on the blue bike		and what might happen		written with appropriate intonation to make the meaning clear.
Conversation	Hold a conversation, jumping from topic to topic	Uses intonation, rhythm and phrasing to make meaning clear	Can start a conversation and continue to take turns	Able to express a point of view and debate when they disagree	Develop social phrases	Participate in small group and whole class discussions	Take part in class discussions contributing to ideas and expressing opinions clearly.



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## Curriculum overview model: Expressive art and design

	Expectation for Nursery		Expectations for Reception			Links to KS1	
Painting	Mix primary colours to appropriate consistency	Use pre-made paints and are able to name colours	Able to mix primary colours to make secondary colours		Colour matching to a specific colour and shade	Add white or black paint to alter tint or shade	Colour matching, altering tint and shade Warm/Cool colours
	Enjoys using hands, feet and fingers to paint	Can hold a paintbrush in the palm of their hand	Can use thick brushes	Can use thin brushes to add detail	Can independently select additional tools (stamps, rollers etc) to improve their painting	Can hold a paintbrush using a tripod grip	Lines of varying thickness, Dots and lines for pattern/texture. Use a variety of brushes and tools
	Print with large blocks and larger sponges		Print with small blocks, small sponges, fruit, shapes and other resources		Create patterns or meaningful pictures when printing		Print with a variety of resources
Drawing	Draws faces with features and draws enclosed spaces, giving meaning	Makes marks. Draws circles and lines.	Draws potato people (no neck or body)		Draws with detail (bodies with sausage limbs and additional features)	Draws bodies of an appropriate size for what they're drawing	Children must be exposed to models and be able to identify key features of living things
	Children are able to draw things that they observe		Children are able to draw simple things from memory		Children are beginning to draw self-portraits, landscapes and buildings/cityscapes		Children draw portraits, detailed pictures, landscapes, buildings and cityscapes



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Collage	Use glue spatulas with support	Use glue sticks with support	Use glue sticks and glue spatulas independently	Join items in a variety of ways – Sellotape, masking tape, string, ribbon	Join items with glue or tape	Joins items which have been cut, torn or glued
	N/A		Adds other materials to develop models (tissue paper, glitter...)	Knows how to secure boxes, toilet rolls, decorate bottles	Knows how to improve models (scrunch, twist, fold, bend, roll)	Improve models by adding texture
	Product is all one texture		Additional textures – children describe as smooth or bumpy Beginning to weave (gross motor)	Improved vocab – flexible, rigid	Smooth, rough, bendy, hard Weave (fine motor)	Make collages and mosaics using different materials Weaves items
Sculpture	Builds walls to create enclosed spaces	Builds towers by stacking objects	Builds simple models using walls, roofs and towers.	Builds models which replicate those in real life. Can use a variety of resources – loose part play		Use a variety of natural, recycled and manufactured materials to sculpt
	Makes marks in clay	Explores clay	Manipulates clay (rolls, cuts, squashes, pinches, twists...)	Makes something with clear intentions	Makes something that they give meaning to	Use a variety of techniques and shapes to sculpt
Music	Responds to music	Enjoys listening to music	Talks about how music makes them feel	Understands emotion through music and can identify if music is 'happy', 'scary' or 'sad'		Expresses their opinion



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Singing and dancing	Explores instruments and is beginning to name them (drum, tambourine, maraca, triangle...)		Is able to name a wide variety of instruments (also including chime bars, glockenspiels, xylophones)  Plays a given instrument to a simple beat	Selects own instruments and plays them in time to music. Can change the tempo and dynamics whilst playing Knows how to use a wide variety of instruments. Beginning to write own compositions using symbols, pictures or patterns	Can change the tempo and dynamics Recognises instruments in music Compose their own simple tunes Creates sound effects Writes down compositions	
	Copies basic actions	Moves to music	Learns short routines, beginning to match pace	Learns longer dance routines, matching pace	Put a sequence of actions together	
Singing and dancing	Beginning to watch performances for short periods of time		Shares likes and dislikes about dances/performances	Watches dances and performances	Replicates dances and performances	Begin to improvise independently to create a simple dance
	Sings in a small group	Knows some words when singing	Sings in a group, trying to keep in time		Sings by themselves, matching pitch and following melody	Sings in a group, matching pitch and following melody
Role play	Plays with familiar resources		Uses own experiences to develop storylines	Uses imagination to develop own storylines	Uses experiences and learnt stories to develop storylines	To take part in a simple role play of a known story



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	Simple small world (farm, cars, trains, dolls)	Participates in small world play related to rhymes and stories	Enhance with resources that they pretend are something else	Children enhance small world play with simple resources	
Independence	Choose a piece of paper from a selection of 2/3 colours	One piece of paper provided to child	Chooses paper from a wide selection and of which is appropriate to the task (black paint on white paper, white paint on black...)	Begins to paint on other materials – card, fabric, clay	Reviews own work and makes improvements
	Creates their own piece of art and gives meaning	Creates their own piece of art	Creates their own piece of art and begins to self-correct any mistakes	Returns to work on another occasion to edit and improve	
	Children work independently to develop basic skills		Works with a friend, copying ideas and developing skills together	Creates collaboratively, sharing ideas with peers and developing skills further	To develop and share their ideas, experiences and imagination
Resources	Palm brushes, Large chalks, Whiteboard pens, chunky wax crayons, chunky pencil crayons, pencils, Pre-mixed paint, Primary powder paint colours, glue sticks, glue spatulas, PVA glue, Felt tips, card, paper, embellishments	Thick and thin paintbrushes, thin chalks, thin wax crayons, thin pencils, thin pencil crayons, variety of powder paints, clay, charcoal, highlighters, tracing paper, transient materials, rollers, sculpting tools for playdough/clay, sponges, scissors, IWB	Watercolour paints, pastels, string, marbles, cutlery, whisks, hole punches, staplers (supervised), cotton buds, cotton wool, foil, art straws	Children are exposed to using different materials	

### Curriculum overview model: Literacy

	Expectation for Nursery	Expectations for Reception	Links to KS1
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Rhymes/songs	Fill in the missing words in rhymes e.g. twinkle twinkle little...	Enjoys rhythmic activities	Able to spot and suggest rhymes	Able to clap syllables in words	Continues a rhyming string	Demonstrates enthusiasm for listening and responding to rhymes and poems.		
Books	Looks at books independently and turns the pages the right way	Know the names of different parts of books	Has favourite stories and can retell the key events	Shows interest in illustrations and print in books	Reread books to build up their confidence with word reading, fluency and understanding	Enjoys an increasing range of books	Accesses books for a range of purposes, including non-fiction	Discuss significance of the title and make predictions. Draw on what they know to read new texts.
Letters	Know that words are made up of letters	Recognise the first letter of their name in different words	Recognise words with the same initial sound	Read individual letters by saying the sounds for them	Read some letter groups	Say a sound for each letter and at least 10 digraphs	Read correct sound grapheme for Set 1, 2 and 3 sounds.	
Print/word reading	Know print has meaning	Know print can have different purposes	Know we read English from left to right and top to bottom	Recognise their name	Blend cvc words	Read a few common exception words	Apply phonological knowledge to decode words. Read aloud phonetically decodable texts.	
Comprehension	Aware of story structure	Suggest how a story might end	Join in with small group to retell a	Able to retell a favourite story including key events	Demonstrate an understanding of what has been read to them by retelling stories	Make predictions based on the		



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Retelling			story using props, puppets or pictures		and narratives using their own words and new vocabulary	characters, plot and vocabulary read so far.		
Comprehension Responding	Repeats words or phrases from familiar stories	Joins in with repeated refrains	Describe main events, characters and setting in a story	Engage in extended conversations about new stories	Use and understand new vocabulary during discussions	Engage in discussions about stories, non-fiction, rhymes and poems	Discuss the significance of the title of the book. Answer 'how' and 'why' question about what they have read and know where to look for information.	
Mark making	Distinguish between the marks they make	Gives meaning to the marks they make	Uses 'scribble writing'	Uses symbols/shapes that represent letters	Writes random letters or letter strings	Writes using letters observed in the environment	Leave spaces between words.	
Writing Construction	Use some of their print and letter knowledge in their early writing		Write some letters accurately	Form lower case and capital letters correctly	Spell words by identifying the sounds and writing the sound	Write sentences using a capital letter and full stop	Write recognisable letters, most of which are correctly formed	Say what they are going to write. Orally compose a sentence.

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				with letter/s			
Writing Content	Write for a range of purposes	Write some or all of their name	Write words as labels		Write short sentences using words with known letter-sound correspondences	Write simple phrases and sentences that can be read by others	Say what they are going to write. Orally compose a sentence. Sequence sentences.

Curriculum overview model: Physical development

	Expectation for Nursery	Expectations for Reception	Links to KS1
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Dressing	Take off own coat Pull down pants to use toilet	Put on shoes without fastening (may be wrong foot) Pull zips up and down, but may need help to insert or separate shank	T-Shirt and jumper on/off independently but may be back to front Pull up garments on independently	Put on socks and shoes correctly  Fasten zip independently	Dress and undress independently but may still need help with small buttons and laces. Clothing may still be put on back-to front on occasion	Fasten small buttons Tie own shoelaces	
	Begin to throw ball overhand	Throw ball underhand	Throw ball forward 10ft in the air and use appropriate technique, such as moving arms up and back using upper trunk rotation, with arms and legs moving in opposition.	Hit 2ft target from 5ft away with a tennis ball using underhand toss.	Throw tennis ball underhand at least 10ft using trunk rotation and opposing arm/leg movements.	Can usually hit a target from 12ft away using an overhand toss	Can throw with accuracy
Ball Skills	Catch a ball by chasing- does not necessarily	Catch a large ball between extended arms	Catch a large ball by bringing hands in	Bounce a large ball	Bounce and catch a large ball using 2 hands	Catch a tennis ball from 5 feet using only hands	Bounce a tennis ball on the floor and catch in one hand

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	respond to aerial ball		towards chest				
	Use foot to tap static ball a small distance	Kick ball with one foot while swinging opposite arm	Direct kick to knock down a tower	Walk towards and kick a ball	Run towards and kick a ball	Coordinate body to meet and kick a ball that is rolled to them from a distance	Can use kicking in a team game
Balance	Stand on tiptoes	Stand on one foot for 2 seconds	Walk along a chalk line	Walk along a low, wide balance beam	Hold a controlled static balance on one leg	Walk along a low narrow balance beam	Balance on an unstable surface with increasing control
Jumping	Jump off a low object with both feet off the ground	Jump over a small stationary object	Jump forward, taking off and landing on 2 feet	Hop on one foot 3 to 5 times	Jump and turn in the air	Hop up to 10 times on alternate feet	Skip rhythmically
Using Tools	Pour from one container to another	Explore a range of tools – spoons, spades, paintbrushes, etc	Use one-handed tools, for example, making snips in paper with scissors		Use scissors to cut paper in half	Use scissors to cut around a shape on paper	Use scissors to cut fabric
	Use a spoon to pick up food and put in mouth	Stab food using a fork	Spoon cereal from container to dish with little spilling	Use a knife to cut soft food like bananas and strawberries	Spread using a knife	Cut using a knife	Use a knife and fork independently
	Palmer grasp	Digital pronate grasp	4 finger grasp		Static tripod grasp		Dynamic tripod grasp

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Independence	Children work independently to develop basic skills	Start to make up their own physical games	Collaborate with others to devise team games and manage resources	Edit and refine movements and games
Resources (not limited to)	Coats, trousers, shoes, balance bikes, balls, containers, jugs, spoons, forks, spades, trowels, palm brushes, chunky chinks, whiteboard pens, chunky wax crayons, chunky pencil crayons, pencils,	T-shirt, jumper, trousers, balance bikes, pedal bikes, balls, balance beam, one handed tools, scissors, knife, thick and thin paintbrushes, chalks, crayons, pencils	Socks, shoes, coats, buttons, laces, pedal bikes, balls, balance beams, scissors, cutlery, whisks, hole punches	Children are exposed to using different materials



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## Curriculum overview model: Personal social and emotional development

	Expectation for Nursery			Expectations for Reception			Links to KS1
Relationships	Become more outgoing with new people	Play with one or more children elaborating play ideas	Talk with others to solve conflicts, supported by an adult	Build constructive and respectful relationships	Work and play cooperatively and take turns	Form positive relationships with adults and peers	Understand how to be a good friend. Learn different roles in society.
Emotions Self	Talk about their feelings using words like sad, happy, angry and worried. May be prompted and supported by adults		Express their feelings e.g. initiates telling an adult how they feel and expresses their emotion appropriately (crying when upset).		Show understanding of their own feelings		Learn how feelings can affect people's bodies and how they behave
Emotions Other people	Show awareness that others experience emotions like themselves		Begin to understand how others might be feeling	Consider the feelings of others	Think about the perspective of others		Learn how to recognise what others might be feeling
Self-regulation	Seek out an adult to help to deal with their emotions	Soothed, calmed or comforted by an adult through shared experience e.g. hug, gentle conversation and talking through the 'feelings'	Begin to calm themselves and talk through solutions to deal with emotions	Show perseverance and resilience in the face of challenges	Able to control their impulses and express their strong emotions in acceptable ways	Begin to regulate behaviour according to their own feelings and feelings of others	Learn different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good

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Confidence	Select and use resources and activities, with help when needed	Show more confidence in new social situations	Develop appropriate ways of being assertive	See themselves as a valuable individual	Recognise what makes them special and unique.		
Understanding rules	Develop sense of responsibility and membership of community	Increasingly follow rules and understand why they are important	Do not always need an adult to remind them of rules	Help to find solutions to rivalries	Explain the reasons for rules	Know right from wrong and try to behave accordingly	Recognise risk and safety in school, at home and online.
Managing self Toileting	Usually dry during the day	Can ask for help when needed	Able to wipe themselves independently	Can use the facilities to wash and dry own hands	Access toilets when needed and manage own hygiene needs	Learn about germs and cleaning.	
Diet	Eat a range of foods	Express preferences with food and drink	Know that there are healthy and unhealthy foods	Can say how foods help them e.g. green foods help me to fight off illness	Know about foods that are healthy and the risks of too much sugar.		
Dressing	Help with difficult elements when dressing e.g. finishing zipper if an adult starts	Can change their socks, shoes and most items of clothing with some support	Can ask for help when needed	Can change for PE, putting clothing on the correct way around	Can do buttons and zips independently	Increasingly independent.	



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## Curriculum overview model: Past and present, people, culture and communities and the natural world

	Expectation for Nursery			Expectations for Reception			Links to KS1
History	Can briefly talk about some members of their family	Can talk about any pets that they might have	Able to say who they are and who they live with	Can discuss similarities and differences between people in their family	Can talk about members of immediate family in more detail	Can talk about past and upcoming events with their immediate family	Understands that there are similarities and differences between people. Describe memories that have happened in their own lives. Sequence events that are close together in time. Use stories or accounts to distinguish between fact and fiction. Recognise some similarities and differences between past and present.
	Shows an interest in familiar occupations (nurse, doctor, police, teacher, shop assistant)		Talks about a wider range of occupations (electrician, plumber etc)	Can identify similarities and differences between jobs		Is able to discuss different occupations of family members	
	Sequence family members by size and name (baby, child, adult)		Sequence family members, explaining who they are (baby, toddler, child, adult, grandparent)		Sequence family members, explaining who they are and the key differences between what they can/can't do		
	Comments on recent pictures of experiences in their own life. "This was me at the farm."	Comments on fictional characters in stories		Compare and contrast characters from stories, sharing similarities and differences		Shares some similarities between characters, figures or objects	
	Comments on historical figures or objects in non-fiction texts		Compare and contrast historical figures and objects from non-fiction texts, sharing similarities and differences				



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R.E.	Shares likes and dislikes	Comments on recent pictures of celebrations in their own life. "This was me celebrating Diwali."	Comments on pictures of a wide range of celebrations (Diwali, Eid, Christmas)	Comments on images of familiar experiences (holidays, visiting the park, going to the dentist)	Describe memories that have happened in their own lives.
	Knows that there are special places of worship	Knows why religious venues are special and who goes there.		Can name different religious venues – Church, Mosque.	Can recognise, name and describe religious places.
	Knows that there are differences between what people believe	Developing positive attitudes about differences between people	Can articulate events that people celebrate.		Describes the main beliefs of a religion. Describes the main festivals of a religion.
Geography	Notices features in their own environment	Identifies features on a simple map of their environment	Can describe the features of their environment e.g. buildings, park, sea	Can use maps in their environment	Use basic geographical vocabulary to refer to physical and human features
	Can access non-fiction books to find out more about this country	Knows that we live in Liverpool which is in England	Can use maps and non-fiction books to learn more about life in this country and other countries		Uses world maps to identify countries. Name and locate the four countries and capital cities of the UK. Compare the UK with a contrasting country
	Can talk about the features of this country	Can describe what life is like in different countries	Makes comparisons between life for children in different countries		



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Science	Talk about what they see in their own environment (school/home) using a wide vocabulary		Talk about local environments (their road, the park, library)		Use pictures to compare and contrast environments around the world		Observe the natural and humanly constructed world around them	
	Can explore the natural world and comment on what is seen/heard	Explore collections of materials, identifying similar and different properties		Explores the natural world around them and record observations through drawing		Talks about differences between materials and changes they notice.	Explores the world around them, asking how and why Q's. Decides how to sort and classify objects.	
	Uses senses in hands on exploration		Can name their 5 senses		Describe the natural world using their senses			
	Explores how things work		Explores and talks about forces (push and pull)		Explores non-contact forces (gravity and magnetism)		Notices links between cause and effect (speed, shape, direction and magnetism)	
	Can identify what you need to wear for each season and why	Understands that the weather changes and that in different countries you have different weather		Can describe and compare the seasons		Understand the effect of seasons on the natural world, discussing when and how things grow		Identify seasonal weather patterns
	Can take care of living things	Plants seeds and cares for growing plants with support	Can talk about what animals need to grow and survive	Understands the need to respect and care for the natural environment and all living things.	Can talk about different life cycles	Can say what plants need to survive	Observe the natural and humanly constructed world around them	



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Computing Skills	Mark make on paint software on the Interactive Whiteboard	Select brushes, colours and rubbers when drawing on paint software	Use various tools such as brush, pens, stamps, erasers and shapes with support	Uses various tools such as brushes, pens, eraser, stamps and shapes
	Can play simple games on the Interactive Whiteboard by pressing buttons		Can play simple games on the Interactive Whiteboard by dragging and dropping items	
	Children can take photos on the camera	Children can switch a camera on and off	Erases content and understands how to charge the cameras	Children can record videos on the camera
			Children know what personal information is and know that it should not be shared online	Children know to ask for help if needed



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## Curriculum overview model: Personal social and emotional development

	Expectation for Nursery				Expectations for Reception				Links to KS1
<b>Cardinality and counting</b>	Recite numbers past 5	Say one number for each item in order	Know that the last number when counting tells you how many there are	Count a small number of objects from a group	Count objects, actions and sounds	Count accurately to 10	Verbally count beyond 20		Count to and across 100.
<b>Subitising</b>	Fast recognition of up to 3 objects – perceptual subitising	Show finger numbers up to 5			Perceptual subitising - up to 5		Conceptual subitising – combine two quantities to find a total e.g. I can see 2 and 2, there are 4		Identify amounts using objects and pictorial representations.
<b>Comparison</b>	Know that a quantity changes when something is added or taken away up to 5 items	Compare quantities using 'more than' or 'fewer than'	Compare two groups saying when they are equal up to 5 items	Compare quantities to 10 in different contexts	Order numbers to 10	Explore and represent patterns within numbers up to 10 (odds, evens, double facts)	Can say one more/less than a given number to 10	Understand the relationship between consecutive numbers	Use language more than/less than/equal to/most/least



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Composition	Separate a group of 3 of 4 objects in different ways recognising that the total remains the same		Solve real world problems with numbers to 5		Explore the composition of numbers to 10 e.g. numbers can be made of 2 parts, more than 2 parts, equal parts or unequal parts		Automatically recall number bonds to 5		Know different ways of making numbers between 2 and 10		Automatically recall some bonds to 10		Represent and use number bonds and related facts within 20. Solve one step problems
	Number recognition	Recognises numbers 0-5		Link numbers to quantity up to 5		Experiment with their own symbols and marks as well as numerals		Recognise numbers to 10		Link the number symbol with its cardinal number value		Write numbers to 10	
Pattern		Talks about and identify patterns around them – stripes, spots.		'Use informal language like pointy, spotty, blobs		Extend and create an ABAB pattern		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		Notice and correct an error in a repeating pattern	
	Shape	Talk about and explore 2d and 3d shapes		Select shapes appropriately e.g. triangular		Combine shapes to make new		Know some 2d and 3d shape names		Select, rotate and manipulate shapes in order to		Compose and decompose shapes so that children recognise	

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	using informal language 'round', 'flat', 'corners'	prism for a roof, flat surfaces for building etc.	ones - an arch, a bigger triangle etc.		develop spatial reasoning skills	a shape can have other shapes within it, just as numbers can, e.g. shapes can be made of 2 parts, more than 2 parts, equal parts or unequal parts.	
Space	Understand position through words alone – under the table	Uses positional language	Describe a familiar route	Discuss routes and locations, using words like 'in front', 'behind'			Describe position, direction and movement, including whole, half, quarter and three quarter turns.
Measure	Make comparisons between objects relating to size, weight, capacity and length e.g. 'this is bigger'	Compares 2 objects by length, weight, height or capacity.	Compares 3 objects by length, weight, height or capacity	Measures short periods of time if simple ways	Uses everyday language related to money	Compare, describe and solve practical problems for length, height, mass, weight, capacity, volume. Begin to record measurements. Tell the time to quarter hour. Know some coins.	

Commented [SM1]: Shapes are composed of smaller shapes

- ✓ Shapes can be made of 2 parts
- ✓ Shapes can be made of more than 2 parts
- ✓ Shapes can be made of equal parts
- ✓ Shapes can be made of unequal parts



## GOLDEN OPPORTUNITIES FOR ACHIEVING AND LEARNING

