



OFFLEY ENDOWED PRIMARY SCHOOL EYFS CURRICULUM

NURSERY LEARNING INTENTIONS

SUMMER TERM 2026

COMMUNICATION AND LANGUAGE	PHYSICAL DEVELOPMENT	PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	RE
<ul style="list-style-type: none"> To enjoy listening to longer stories and can remember much of what happens To know some rhymes. To understand 'why' questions, like: "Why do you think the caterpillar got so fat?" To develop communication and be able to express themselves but may still use irregular tenses and plurals such as 'runned' for 'ran' To start a conversation with an adult and friend and continue it for many turns. To be able to express a simple point of view. 	<ul style="list-style-type: none"> To use a comfortable grip with good control when holding pens and pencils. To show preference for a dominant hand. To be secure in their use of one-handed tools such as scissors, brushes and toy hammers. To largely eat independently using a knife and fork and practise cutting ingredients with a knife. To observe and help by using tools to prepare food for a healthy meal. To be increasingly independent when putting on coats and doing up zips. To be increasingly independent in meeting their own care needs e.g. using the toilet and washing and drying hands thoroughly. To skip, hop, stand on one leg and hold a pose (Summer A). To be increasingly able to use and remember sequences and patterns of movement which are related to music and rhythm (Summer A). To start taking part in some group/team activities (Summer B) 	<ul style="list-style-type: none"> To become more outgoing with unfamiliar people in the safe context of the setting. To show more confidence in new social situations. To remember rules and not always need an adult to remind them of a rule. To develop appropriate ways of being assertive. To talk with others to try to solve disagreements. To independently select and then use resources with support when necessary. To talk about feelings in more elaborate ways such as, 'I'm sad because...' To begin to know some healthy choices they can make about food, drink, activity and toothbrushing. 	<ul style="list-style-type: none"> To talk about some different occasions that we celebrate through the year. To learn about different ways that we celebrate special occasions. To learn about how the Hindu festival of Holi is celebrated. To learn about how the Muslim festival of Eid-al-Fitr is celebrated. To think about places that are special. To learn about special places of worship for Christians, Muslims and Jews. To know the names of some of the features of a church.
LITERACY	MATHEMATICS	UNDERSTANDING THE WORLD	EXPRESSIVE ARTS AND DESIGN
<ul style="list-style-type: none"> To begin to engage in extended conversations about stories, learning new vocabulary. To secure understanding of the five concepts about print: we read English text from left to right and from the top to bottom. To notice words and the spaces between them. To add marks or letter like shapes to their drawings to which they give meaning e.g. "That says mummy." To write some or all of name. To recognise and say phonemes linked to a picture and action. To blend and segment sounds in words. To learn s,a,t,p,i,n GPCs if appropriate. 	<ul style="list-style-type: none"> To experiment with their own symbols and marks as well as numerals. To solve real world mathematical problems with numbers up to 5. To compare quantities using language: 'more than' 'less than' To talk about and explore 3D shapes using informal language and be introduced to some mathematical language such as cube, cone, and straight, flat, curved. To develop knowledge of ABAB patterns and continue a repeating pattern. Select shapes appropriately and combine shapes to make new ones. To understand position through words alone. To describe a familiar route. To describe routes and locations using words like 'in front of' and 'behind'. To recognise language relating to the days of the week, months and seasons. 	<ul style="list-style-type: none"> To understand the need to respect and care for the natural environment and all living things. To engage in activities that support and enhance their local environment. To care for growing plants and notice changes as they grow. To sequence the key features of the life-cycle of a human and plant or animal using pictures. To use objects to generate talk about past experiences. To know that there are different countries in the world and talk about the differences they have experienced or seen in photos. To talk about the differences that they notice between people. To experiment with programming a Bee-bot/Bluebot. 	<ul style="list-style-type: none"> To make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. To use their imagination to build models which express their ideas. To develop their own ideas verbally and then decide which materials to use to make a representation or model. To join materials in a greater variety of ways including paperclips, staplers and hammers. To begin to draw with increasing complexity and detail, such as representing a face with a circle and including details. To thread or weave using purpose made materials. To create pictures using natural materials. To listen with increased attention to sounds To respond to what they have heard, expressing their thoughts and feelings. To begin to mix colours.

CURRICULUM FOCUS – NATURE AND PLACES

Christian Value and Ethos	British Values	Characteristics of Effective Learning
<p>To learn about our Christian Values and increasingly be able to demonstrate them.</p> <p>To join in with the school prayer.</p> <p>To listen respectfully during collective worship time and begin to make contributions.</p> <p>To learn stories from the bible and remember some of what happens.</p> <p>To begin to understand and show Christian Values through talk, actions and behaviour</p>	<p>We respect the culture and beliefs of others (Tolerance).</p> <p>To listen to and respect other people's opinions and values (Mutual Respect).</p> <p>We try to help other people (Mutual Respect).</p>	<p>To be increasingly able to control their attention and ignore distractions to achieve their goal.</p> <p>To solve real problems with support.</p> <p>To begin to understand another perspective.</p> <p>To feel increasingly confident to come up with their own ideas.</p> <p>To begin to make links between ideas with support.</p>