

HAMPDEN GURNEY SCHOOL – EARLY YEARS CURRICULUM

Nursery: Who Lives in my house?	
Prime Areas	Specific Areas
Personal, Social and Emotional Development	Literacy
<p>22-36 Separates from main carer with support and encouragement from a familiar adult. Expresses own preferences and interests. Shows understanding and cooperates with some boundaries and routines. Shows affection and concern for people who are special to them.</p> <p>30-50 Can select and use activities and resources with help. Welcomes and values praise for what they have done. Can usually behaviour to different events, social situations and changes in routine.</p> <p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>	<p>22-36 Repeats words or phrases from familiar stories. Distinguishes between the different marks they make.</p> <p>30-50 Shows interest in illustrations and print in books in books and print in the environment. Sometimes gives meaning to marks as they draw and paint.</p>
Communication and Language	Mathematics
<p>22-36 Single channelled attention. Can shift to a different task if attention dully obtained – using child’s name helps focus. Listens to others one-to-one or in small groups, when conversation interests them. Understands ‘who’, ‘what’, ‘where’ in simple questions (e.g. Who’s that? What’s that? Where is?). Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</p> <p>30-50 Focusing attention – still listen or do, but can shift own attention.</p> <p>Is able to follow directions (if not intently focused on own choice of activity). Beginning to understand ‘why’ and ‘who’ questions. Uses vocabulary on objects and people that are important to them. Builds up vocabulary that reflects the breadth of their experience.</p>	<p>22-36 Recites some number names in sequence. Creates and experiments with symbols and marks representing ideas of number. Notices simple shapes and patterns on pictures. Beginning to categorise objects according to properties such as shape or size.</p> <p>30-50 Uses some number names and number language spontaneously. Uses some number names accurately in play. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Shows interest in shapes in the environment.</p>
Physical Development	Understanding the World
<p>22-36 Shows control in holding and using jugs to pour, hammers, books and mark-making tools. Beginning to use three fingers (tripod grip) to hold writing tools. Beginning to be independent in self-care, but still often needs adult support.</p> <p>30-50 Draws line and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p> <p>Understands that equipment and tools have to be used safely.</p>	<p>22-36 Has a sense of own immediate family and relations. In pretend play, imitates everyday actions and events from own family. Notices detailed features of objects in their environment.</p> <p>30-50 Show interest in the lives of people who are familiar to them. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p>
Expressive Arts and Design	
<p>22-36 Experiments with blocks, colours and marks. Beginning to use representation to communicate, e.g. drawing a line and saying ‘That’s me’.</p> <p>30-50 Understands that they can use lines to endorse a space, and then begin to use these shapes to represent objects.</p>	

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Nursery: Where does the day go at night?	
Prime Areas	Specific Areas
Personal, Social and Emotional Development	Literacy
<p>22-36 Expresses own preferences and interests. Can express their own feelings such as sad, happy, cross, scared, worried. Seeks out others to share experiences.</p> <p>30-50 Confident to talk to other children when playing and will communicate freely about own home and community.</p> <p>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p>	<p>22-36 Repeats words or phrases from familiar stories.</p> <p>30-50 Listens to and joins with stories and poems, one-to-one and also in small groups.</p> <p>Joins in with repeated refrains and anticipates key events and phrases on rhymes and stories. Ascribe meanings to marks that they see in different places.</p>
Communication and Language	Mathematics
<p>22-36 Single channelled attention. Can shift to a different task if attention fully obtained – using child’s name helps focus. Listens to others one-to-one or in small groups, when conversation interests them. Understands ‘who’, ‘what’, ‘where’ in simple questions (e.g. Who’s that? What’s that? Where is?). Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</p> <p>30-50 Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Beginning to understand ‘why’ and ‘who’ questions. Questions why things happen and gives explanations. Asks, e.g. who, what, when, how.</p>	<p>22-36 Creates and experiments with symbols and marks representing ideas of number. Begins to make comparisons quantities.</p> <p>Understands some talk about immediate past and future, e.g. ‘before’, ‘later’ or ‘soon’.</p> <p>Anticipates specific time-based events such as mealtimes or home time.</p> <p>30-50 Knows that numbers identify how many objects are in set.</p> <p>Beginning to represent numbers using fingers, arks on paper or picture. Uses positional language.</p>
Physical Development	Understanding the World
<p>22-36 Imitates drawing simple shapes such as circles and lines.</p> <p>30-50 Draws line and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p> <p>Observes the effects of activity in their bodies.</p> <p>Understands that equipment and tools have to be used safely.</p>	<p>22-36 In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.</p> <p>Notices detailed features of objects in their environment.</p> <p>30-50 Remembers and talks about significant events in their own experiences.</p> <p>Talks about why things happen and how things work.</p>
<p>22-36 Experiments with blocks, colours and marks. Beginning to use representation to communicate, e.g. drawing a line and saying ‘That’s me’.</p> <p>30-50 Understands that they can use lines to endorse a space, and then begin to use these shapes to represent objects. Beginning to be interested in and describe the texture of things. Engages in imaginative role-play based on own first-hand experiences.</p>	

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Nursery: What would you find on the farm?	
Prime Areas	Specific Areas
Personal, Social and Emotional Development	Literacy
<p>22-36 Responds to the feelings and wishes of others. May form a special friendship with another child.</p> <p>30-50 Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing and will communicate freely about own home and community. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>	<p>22-36 Repeats words or phrases from familiar stories. Distinguishes between the different marks they make.</p> <p>30-50 Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Sometimes gives meaning to marks as they draw and paint.</p>
Communication and Language	Mathematics
<p>22-36 Listens with interest to the noises adults make when they read stories. Recognises and responds to many familiar sounds. Shows interest in play with sounds, songs and rhymes. Understand more complex sentences, e.g. 'Put your toys away and then we'll read a book.' Uses gestures, sometimes with limited talk.</p> <p>30-50 Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Shows understanding of prepositions such as 'under', 'on top', 'behind'. Uses intonation, rhythm and phrasing to make the meaning clear to others.</p>	<p>22-36 Uses some language of quantities, such as 'more' and 'a lot'. Begins to use the language of size.</p> <p>30-50 Compares two groups of objects, saying when they have the same number. Shows interest in shapes by sustained construction activity or by talking about shapes or arrangements.</p>
Physical Development	Understanding the World
<p>22-36 Turns pages in a book, sometimes several at once. Beginning to recognise danger and seeks support of significant adults for help.</p> <p>30-50 Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters e.g. letters from their name. Understands that equipment and tools have to be used safely.</p>	<p>22-36 Joins in singing favourite songs. Enjoys playing with small-world models such as a farm, a garage or a train track.</p> <p>30-50 Shows interest in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. Comments and asks questions about aspects of their familiar world. Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p>
Expressive Arts and Design	
<p>22-36 Joins in signing favourite songs.</p> <p>30-50 Sings a few familiar songs. Beginning to move rhythmically. Imitates movement in response to music.</p>	

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Nursery: Who goes to the Ugly Bug Ball?	
Prime Areas	Specific Areas
Personal, Social and Emotional Development	Literacy
<p>22-36 Shows understanding and cooperates with some boundaries and routines. Seeks out others to share experiences.</p> <p>30-50 Welcomes and values praise for what they have done. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>	<p>22-36 Has some favourite stories, songs, poems or jingle.</p> <p>30-50 Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Holds books the correct way up and turns pages. Ascribes meaning to marks that they see in different places.</p>
Communication and Language	Mathematics
<p>22-36 Shows interest in play with sounds, songs and rhymes. Understands ‘who’. ‘what’, ‘where’ in simple questions (e.g. Who’s that? What’s that? Where is?) Uses simple sentences (e.g. ‘Mummy gonna work.’)</p> <p>30-50 Focusing attention – still listen or do, but can shift own attention. Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture. Builds up vocabulary that reflects the breadth of their experiences.</p>	<p>22-36 Knows that a group of things changes in quantity when something is added or taken away. Shows an interest in shape and space by playing with shapes or making arrangements with objects.</p> <p>30-50 Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Shows interest in shapes in the environment.</p> <p>Uses shapes appropriately for tasks.</p>
Physical Development	Understanding the World
<p>22-36 Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. Helps with clothing, e.g. put on hat, unzips zipper on jacket, takes off unbuttoned shirt.</p> <p>30-50 Hold pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters e.g. letters from their name. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers and pulls up zipper once it is fastened at the bottom.</p>	<p>22-36 Learns that they have similarities and differences that connect them to, and distinguishes them from others. Notices detailed features of objects in their environment. Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</p> <p>30-50 Remembers and talks about significant events in their own experiences. Recognises and describes special times or events for family or friends. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Developing an understanding of growth, decay and changed over time. Knows how to operate simple equipment. Shows an interest in technological toys with knobs or pulleys, or real objects.</p>
Expressive Arts and Design	
<p>22-36 Creates sounds by banding, shaking, tapping or blowing. Shows an interest in the way musical instruments sound.</p> <p>30-50 Imitates movement in response to music. Taps out simple repeated rhythms. Creates movement in response to music. Dings to self and makes up simple songs. Makes up rhythms. Explores and learns how sounds can be changed.</p>	

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Nursery: What can I do with water?	
Prime Areas	Specific Areas
Personal, Social and Emotional Development	Literacy
<p>22-36 Expresses own preferences and interests. Shows understanding and co-operates with some boundaries and routines. Shows affection and concern for people who are special to them.</p> <p>30-50 Can select and use activities and resources with help. Shows confidence in asking adults for help. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Keeps play going by responding to what others are saying or doing.</p>	<p>22-36 Repeats words or phrases from familiar stories. Distinguishes between the different marks they make.</p> <p>30-50 Handles books carefully. Knows information can be relayed in the form of print. Holds books the correct way up and turns pages. Sometimes gives meaning to marks as they draw and paint.</p>
Communication and Language	Mathematics
<p>22-36 Shows interest in play with sounds, songs and rhymes. Developing understanding of simple concepts (e.g. big/little). Learns new words very rapidly and is able to use them in communicating.</p> <p>30-50 Is able to follow directions (if not intently focused on own choice of activity). Understands use of objects (e.g. 'What do we use to cut things?'). Builds up vocabulary that reflects the breadth of their experiences.</p>	<p>22-36 Begins to make comparisons between quantities. Uses some language of quantities, such as 'more' and 'a lot'. Knows that a group of things changes in quantity when something is added or taken away. Beginning to categorise objects according to properties such as shape or size. Begins to use the language of size.</p> <p>30-50 Shows an interest in numerals in the environment. Shows an interest in representing numbers. Realises not only objects, but anything can be counted including steps, claps or jumps. Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'</p>
Physical Development	Understanding the World
<p>22-36 Shows control in holding and using jugs to pour, hammers, books and mark-making tools. Drinks well without spilling.</p> <p>30-50 Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Can usually manage washing and drying hands.</p>	<p>22-36 In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. Enjoys playing with small-world models such as a farm, a garage, or a train track.</p> <p>30-50 Shows interest in different occupations and ways of life. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p>
Expressive Arts and Design	
<p>22-36 Creates sounds by banging, shaking, tapping or blowing. Beginning to make-believe by pretending.</p> <p>30-50 Realises tools can be used for a purpose. Uses available resources to create props to support role-play.</p>	

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Nursery: How do I get about?	
Prime Areas	Specific Areas
Personal, Social and Emotional Development	Literacy
<p>22-36 Separates from main carer with support and encouragement from a familiar adult. Expresses own preferences and interests. Shows understanding and cooperates with some boundaries and routines. Shows affection and concern for people who are special to them.</p> <p>30-50 Can select and use activities and resources with help. Can usually behaviour to different events, social situations and changes in routine. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>	<p>22-36 Repeats words or phrases from familiar stories. Distinguishes between the different marks they make.</p> <p>30-50 Shows interest in illustrations and print in books in books and print in the environment. Sometimes gives meaning to marks as they draw and paint.</p>
Communication and Language	Mathematics
<p>22-36 Single channelled attention. Can shift to a different task if attention dully obtained – using child’s name helps focus. Listens to others one-to-one or in small groups, when conversation interests them. Understands ‘who’, ‘what’, ‘where’ in simple questions (e.g. Who’s that? What’s that? Where is?). Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</p> <p>30-50 Focusing attention – still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own choice of activity). Beginning to understand ‘why’ and ‘who’ questions. Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experience.</p>	<p>22-36 Recites some number names in sequence. Creates and experiments with symbols and marks representing ideas of number. Notices simple shapes and patterns on pictures. Beginning to categorise objects according to properties such as shape or size.</p> <p>30-50 Uses some number names and number language spontaneously. Uses some number names accurately in play. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Shows interest in shapes in the environment.</p>
Physical Development	Understanding the World
<p>22-36 Shows control in holding and using jugs to pour, hammers, books and mark-making tools. Beginning to use three fingers (tripod grip) to hold writing tools. Beginning to be independent in self-care, but still often needs adult support.</p> <p>30-50 Draws line and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Understands that equipment and tools have to be used safely.</p>	<p>22-36 Has a sense of own immediate family and relations. In pretend play, imitates everyday actions and events from own family. Notices detailed features of objects in their environment.</p> <p>30-50 Show interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experiences. Comments and asks questions about aspects of their familiar world.</p>
Expressive Arts and Design	
<p>22-36 Experiments with blocks, colours and marks. Beginning to use representation to communicate, e.g. drawing a line and saying ‘ That’s me’.</p> <p>30-50 Understands that they can use lines to endorse a space, and then begin to use these shapes to represent objects.</p>	

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Nursery: What happened to Jack's beans?	
Prime Areas	Specific Areas
Personal, Social and Emotional Development	Literacy
<p>22-36 Expresses own preferences and interests. Can express their own feelings such as sad, happy, cross, scared, worried. Seeks out others to share experiences.</p> <p>30-50 Confident to talk to other children when playing and will communicate freely about own home and community.</p> <p>Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.</p>	<p>22-36 Repeats words or phrases from familiar stories.</p> <p>30-50 Listens to and joins with stories and poems, one-to-one and also in small groups.</p> <p>Joins in with repeated refrains and anticipates key events and phrases on rhymes and stories. Ascribe meanings to marks that they see in different places.</p>
Communication and Language	Mathematics
<p>22-36 Single channelled attention. Can shift to a different task if attention dully obtained – using child's name helps focus. Listens to others one-to-one or in small groups, when conversation interests them. Understands 'who', 'what', 'where' in simple questions (e.g. Who's that? What's that? Where is?). Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</p> <p>30-50 Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Beginning to understand 'why' and 'who' questions. Questions why things happen and gives explanations. Asks, e.g. who, what, when, how.</p>	<p>22-36 Creates and experiments with symbols and marks representing ideas of number. Begins to make comparisons quantities.</p> <p>Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'.</p> <p>Anticipates specific time-based events such as mealtimes or home time.</p> <p>30-50 Knows that numbers identify how many objects are in set.</p> <p>Beginning to represent numbers using fingers, arks on paper or picture. Uses positional language.</p>
Physical Development	Understanding the World
<p>22-36 Imitates drawing simple shapes such as circles and lines.</p> <p>30-50 Draws line and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p> <p>Observes the effects of activity n their bodies.</p> <p>Understands that equipment and tools have to be used safely.</p>	<p>22-36 In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.</p> <p>Notices detailed features of objects in their environment.</p> <p>30-50 Remembers and talks about significant events in their own experiences.</p> <p>Talks about why things happen and how things work.</p>
<p>22-36 Experiments with blocks, colours and marks. Beginning to use representation to communicate, e.g. drawing a line and saying ' That's me'.</p> <p>30-50 Understands that they can use lines to endorse a space, and then begin to use these shapes to represent objects. Beginning to be interested in and describe the texture of things. Engages in imaginative role-play based on own first-hand experiences.</p>	

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Nursery: What makes a sound?	
Prime Areas	Specific Areas
Personal, Social and Emotional Development	Literacy
<p>22-36 Expresses own preferences and interests. Can inhibit own actions/behaviours, e.g. stop themselves from doing something they shouldn't do. Shows affection and concern for people who are special to them.</p> <p>30-50 Is more outgoing towards unfamiliar people and more confident in new social situations. Begins to accept the needs of others and can take turns and share resources. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>	<p>22-36 Fills in the missing word or phrase in a known rhyme, story or game, e.g, ' Humpty Dumpty sat on a ...'.</p> <p>30-50 Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Ascribes meanings to marks that they see in different places.</p>
Communication and Language	Mathematics
<p>22-36 Shows interest in play with sounds, songs and rhymes. Developing understanding of simple concepts (e.g. big/little). Learns new words very rapidly and is able to use them in communicating.</p> <p>30-50 Is able to follow directions (if not intently focused on own choice of activity). Understands use of objects (e.g. 'What do we use to cut things?'). Builds up vocabulary that reflects the breadth of their experiences.</p>	<p>22-36 Recites some number names in sequence. Creates and experiments with symbols and marks representing ideas of number. Notices simple shapes, patterns and categorise objects according to properties such as shape or size.</p> <p>30-50 Shows curiosity about numbers by offering comments or asking questions. Comments two groups of objects, saying when they have the same number. Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. Shows interest in shapes in the environment.</p>
Physical Development	Understanding the World
<p>22-36 Beginning to use three fingers (tripod grip) to hold writing tools. Beginning to be independent in self-care, but still often needs adult support.</p> <p>30-50 Draws lines and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p>	<p>22-36 Learns that they have similarities and differences that connect them to, and distinguishes them from, others. Notices detailed features of objects in their environment. Seeks to acquire basic skills in turning on and operating equipment.</p> <p>30-50 Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Knows that information can be retrieved from computers.</p>
Expressive Arts and Design	
<p>22-36 Experiments with blocks, colours and marks.</p> <p>30-50 Explores colour and how colours can be changed. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Beginning to be interested in and describe the texture of things. Captures experiences and responses with a range of media, such as music dance and paint and other materials or words.</p>	

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Nursery: Who are the famous animals in my books?	
Prime Areas	Specific Areas
Personal, Social and Emotional Development	Literacy
<p>22-36 Responds to the feelings and wishes of others. May form friendships.</p> <p>30-50 Is more outgoing towards unfamiliar people and more confident in new social situations. Confident to talk to other children when playing and will communicate freely about own home and community. Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>	<p>22-36 Repeats words or phrases from familiar stories. Distinguishes between the different marks they make.</p> <p>30-50 Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured. Sometimes gives meaning to marks as they draw and paint.</p>
Communication and Language	Mathematics
<p>22-36 Listens with interest to the noises adults make when they read stories. Recognises and responds to many familiar sounds. Shows interest in play with sounds, songs and rhymes. Understand more complex sentences. Uses gestures, sometimes with limited talk.</p> <p>30-50 Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Shows understanding of prepositions such as 'under', 'on top', 'behind', by carrying out an action. Uses intonation, rhythm and phrasing to make meaning</p>	<p>22-36 Uses some language of quantities, such as 'more' and 'a lot'. Begins to use the language of size.</p> <p>30-50 Compares two groups of objects, saying when they have the same number. Shows interest in shapes by sustained construction activity or by talking about shapes or arrangements.</p>
Physical Development	Understanding the World
<p>22-36 Turns pages in a book, sometimes several at once. Beginning to recognise danger and seeks support of significant adults for help.</p> <p>30-50 Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters e.g. letters from their name. Understands that equipment and tools have to be used safely.</p>	<p>22-36 Joins in singing favourite songs. Learns that they have similarities and differences that connect them to and distinguishes them from others. Enjoys playing with small-world models such as a farm, a garage or a train track.</p> <p>30-50 Shows interest in different occupations and ways of life. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. Comments and asks questions about aspects of their familiar world. Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p>
Expressive Arts and Design	
<p>22-36 Joins in signing favourite songs.</p> <p>30-50 Sings a few familiar songs. Beginning to move rhythmically. Imitates movement in response to music.</p>	

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Nursery: How do things move?	
Prime Areas	Specific Areas
Personal, Social and Emotional Development	Literacy
<p>22-36 Shows understanding and cooperates with some boundaries and routines. Seeks out others to share experiences.</p> <p>30-50 Welcomes and values praise for what they have done. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>	<p>22-36 Has some favourite stories, songs, poems or jingle.</p> <p>30-50 Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Holds books the correct way up and turns pages. Ascribes meaning to marks that they see in different places.</p>
Communication and Language	Mathematics
<p>22-36 Shows interest in play with sounds, songs and rhymes. Understands ‘who’, ‘what’, ‘where’ in simple questions (e.g. Who’s that? What’s that? Where is?) Uses simple sentences (e.g. ‘Mummy gonna work.’)</p> <p>30-50 Focusing attention – still listen or do, but can shift own attention. Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action. Builds up vocabulary that reflects the breadth of their experiences.</p>	<p>22-36 Knows that a group of things changes in quantity when something is added or taken away. Shows an interest in shape and space by playing with shapes or making arrangements with objects.</p> <p>30-50 Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Shows interest in shapes in the environment. Uses shapes appropriately for tasks.</p>
Physical Development	Understanding the World
<p>22-36 Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. Helps with clothing, e.g. put on hat, unzips zipper on jacket, takes off unbuttoned shirt.</p> <p>30-50 Hold pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters e.g. letters from their name. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers and pulls up zipper once it is fastened at the bottom.</p>	<p>22-36 Learns that they have similarities and differences that connect them to, and distinguishes them from others. Notices detailed features of objects in their environment. Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</p> <p>30-50 Remembers and talks about significant events in their own experiences. Recognises and describes special times or events for family or friends. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Developing an understanding of growth, decay and changed over time. Knows how to operate simple equipment. Shows an interest in technological toys with knobs or pulleys, or real objects.</p>
Expressive Arts and Design	
<p>22-36 Creates sounds by banding, shaking, tapping or blowing. Shows an interest in the way musical instruments sound.</p> <p>30-50 Imitates movement in response to music. Taps out simple repeated rhythms. Creates movement in response to music. Dings to self and makes up simple songs. Makes up rhythms. Explores and learns how sounds can be changed.</p>	

HAMPDEN GURNEY SCHOOL - EARLY YEARS CURRICULUM

Nursery: How many nursery rhymes do I know?	
Prime Areas	Specific Areas
Personal, Social and Emotional Development	Literacy
<p>22-36 Expresses own preferences and interests. Shows understanding and co-operates with some boundaries and routines. Shows affection and concern for people who are special to them.</p> <p>30-50 Can select and use activities and resources with help. Shows confidence in asking adults for help. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Keeps play going by responding to what others are saying or doing.</p>	<p>22-36 Repeats words or phrases from familiar stories. Distinguishes between the different marks they make.</p> <p>30-50 Handles books carefully. Knows information can be relayed in the form of print. Holds books the correct way up and turns pages. Sometimes gives meaning to marks as they draw and paint.</p>
Communication and Language	Mathematics
<p>22-36 Shows interest in play with sounds, songs and rhymes. Developing understanding of simple concepts (e.g. big/little). Learns new words very rapidly and is able to use them in communicating.</p> <p>30-50 Is able to follow directions (if not intently focused on own choice of activity). Understands use of objects (e.g. 'What do we use to cut things?'). Builds up vocabulary that reflects the breadth of their experiences.</p>	<p>22-36 Begins to make comparisons between quantities. Uses some language of quantities, such as 'more' and 'a lot'. Knows that a group of things changes in quantity when something is added or taken away. Beginning to categorise objects according to properties such as shape or size. Begins to use the language of size.</p> <p>30-50 Shows an interest in numerals in the environment. Shows an interest in representing numbers. Realises not only objects, but anything can be counted including steps, claps or jumps. Uses shapes appropriately for tasks. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'</p>
Physical Development	Understanding the World
<p>22-36 Shows control in holding and using jugs to pour, hammers, books and mark-making tools. Drinks well without spilling.</p> <p>30-50 Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Can usually manage washing and drying hands.</p>	<p>22-36 In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. Enjoys playing with small-world models such as a farm, a garage, or a train track.</p> <p>30-50 Shows interest in different occupations and ways of life. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found of objects.</p>
Expressive Arts and Design	
<p>22-36 Creates sounds by banging, shaking, tapping or blowing. Beginning to make-believe by pretending.</p> <p>30-50 Realises tools can be used for a purpose. Uses available resources to create props to support role-play.</p>	

HAMPDEN GURNEY SCHOOL - EARLY YEARS CURRICULUM

Reception: What do I know about me?	
Prime Areas	Specific Areas
Personal, Social and Emotional Development	Literacy
<p>30-50 Can select and use activities and resources with help. Enjoys responsibility of carrying out small tasks. Confident to talk to other children when playing, and will communicate freely about own home and community.</p> <p>40-60 Willingly participate in a wide range of activities. Show enthusiasm and excitement when anticipating and engaging in certain activities. Confident to speak to others about own needs, wants, interests and opinions.</p> <p>Eye on the goal- Children are confident to try new activities, and say why they like some activities more than others.</p>	<p>30-50 Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>Listens to and joins in with stories and poems, one-to-one and also in small groups. Describe main story settings, events and principal characters.</p> <p>Holds books the correct way up and turns pages.</p> <p>40-60 Begins to read words and simple sentences. Enjoys an increasing range of books.</p> <p>Eye on the goal – Children read and understand simple sentences.</p>
Communication and Language	Mathematics
<p>30-50 Listens to others one-to-one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Uses talk to connect ideas, explains what is happening and anticipates what might happen next, recalls and relives past experiences.</p> <p>40-60 Maintains attention, concentrates and sits quietly when required to do so, instructions, e.g. to get or put away an object. Able to follow a story without pictures or props.</p> <p>Eye on the goal – Children listen attentively in a range of situations.</p>	<p>30-50 Uses some number names accurately in play. Recites numbers in order to 10. Sometimes matches numeral and quantity correctly. Uses some number names and number language spontaneously. Knows that numbers identify how many objects are in a set.</p> <p>40-60 Counts up to three or four objects by saying one number name for each item. Counts objects to 10, and beginning to count beyond 10. Begins to use 'teens' to count beyond 10. Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. Then 1-20. Counts on irregular arrangement of up to ten objects. Finds one more or one less from a group of up to five objects, then ten objects. Estimates how many objects. Uses the language of 'more' and 'fewer' to compare two sets of objects.</p> <p>Eye on the goal – Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number.</p>
Physical Development	Understanding the World
<p>30-50 Can stand momentarily on one foot when shown. Can catch a large ball.</p> <p>40-60 Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Shows a preference for a dominant hand.</p> <p>Eye on the goal – Children show good control and co-ordination in large and small movements.</p>	<p>30-50 Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience. Recognises and describes special times or events.</p> <p>40-60 Enjoys joining in with family customs and routines. Identify and talk about events in their own life and in the lives of family members. Beginning to differentiate between past and present.</p> <p>Eye on the goal - Children talk about past and present events in their own lives and of family members.</p>
Expressive Arts and Design	
<p>30-50 Enjoys joining in with dancing and ring games. Sings a few familiar songs. Beginning to move rhythmically.</p> <p>40-60 Begins to build a repertoire of songs and dances. Explores the different sounds of instruments.</p> <p>Eye on the goal – Children sing songs, make music and dance, and experiment with ways of changing them.</p>	

HAMPDEN GURNEY SCHOOL – EARLY YEARS CURRICULUM

Reception: Why are there so many leaves on the ground?	
Prime Areas	Specific Areas
Personal, Social and Emotional Development	Literacy
<p>30-50 is more outgoing towards unfamiliar people and more confident in new social situations. Show confidence in asking adults for help.</p> <p>40-60 Confident in speaking in front of a small group. Chooses equipment necessary to complete a task. Can describe self in positive terms and talk about their ideas, and choose the resources they need for their chosen activities. They say when they do or don't need help.</p>	<p>30-50 Recognises familiar words and signs such as own names and advertising logos. Segment words orally, and use identifiable letters to communicate meaning. Begins to see sounds in other words.</p> <p>40-60 Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Eye on the goal – They also read some common irregular words. Children use their phonic knowledge to write words in ways which match their spoken sounds.</p>
Communication and Language	Mathematics
<p>30-50 Listens to others one-to-one or in small groups. Listens to stories with increasing attention and recall.</p> <p>40-60 Maintains attention, concentrates and sits quietly when required to do so. Answers questions based on a story.</p> <p>Eye on the goal – They listen to stories, accurately anticipating key events and respond to relevant comments, questions or actions.</p>	<p>30-50 Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Compares two groups of objects, saying when they have the same number.</p> <p>40-60 Recognises some numerals, finds the total number of items in two groups by counting them and use 'counting on'. Beginning to use the vocabulary in adding and subtracting, counting on and back.</p> <p>Eye on the goal – Using quantities and objects, they add and subtract two single-digit numbers.</p>
Physical Development	Understanding the World
<p>30-50 Moves freely and confidently in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Travels with confidence and skill around, under, over and through balancing and climbing.</p> <p>Eye on the goal – They move confidently in a range of ways, safely negotiating space.</p>	<p>30-50 Comment and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>40-60 Know familiar places identifying features, e.g. play area, flower beds, pond, café in a park</p> <p>Eye on the goal – They talk about the features of their own immediate environment and how environments might vary from one another.</p>
Expressive Arts and Design	
<p>30-50 Explains colour and how colours can be changed. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</p> <p>40-60 Explores what happens when they mix colours. Experiments to create different textures. Understands that different media can be combined to create new effects.</p> <p>Eye on the goal – They safely use and explore a variety of materials. Tools and techniques, experimenting with colour, design, texture, form and function.</p>	

HAMPDEN GURNEY SCHOOL – EARLY YEARS CURRICULUM

Reception: Who are the famous characters inside my books?	
Prime Areas	Specific Areas
Personal, Social and Emotional Development	Literacy
<p>30-50 Aware of own feelings, and knows that some actions and words can hurt others’ feelings. Begins to accept the needs of others, take turns and share resources.</p> <p>40-60 Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Begins to be able to negotiate and solve problems without aggression e.g. when someone has taken their toy.</p> <p>Eye on the goal – Children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules.</p>	<p>30-50 Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Joins in with repeated phrases in rhymes and stories.</p> <p>40-60 Hears and says the initial sound in words. Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Eye on the goal – They use phonic knowledge to decode regular words and read them aloud accurately.</p>
Communication and Language	Mathematics
<p>30-50 Listens to others one-to-one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall.</p> <p>40-60 Maintains attention, concentrates and sits quietly. Answers questions based on a story. Two-channelled attention – can listen and do for short span. Understands humour, e.g. nonsense rhymes, jokes.</p> <p>Eye on the goal – They give their attention to what others say and respond appropriately, while engaged in another activity. Children follow instructions involving several ideas of actions.</p>	<p>30-50 Shows curiosity about numbers by suffering comments or asking questions. Shows an interest in number problems. Shows an interest in numerals in the environment. Shows an interest in representing numbers.</p> <p>40-60 Using marks that they can interpret and explain. Begins to identify own mathematical problems based on own interests and fascinations. Can share between 2 using numbers up to 6 and begins ‘halving’ – Uses the language of ‘more’ and ‘fewer’ to compare two sets of objects. Beginning to use doubling’</p> <p>Eye on the goal – They solve problems, including doubling, halving and sharing.</p>
Physical Development	Understanding the World
<p>30-50 Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control.</p> <p>40-60 Handles tools, objects, constructions and malleable materials safely and with increasing control. Uses simple tools to effect changes to materials. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>Eye on the goal – They handle equipment and tools effectively, including pencils for writing.</p>	<p>30-50 Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements.</p> <p>40-60 Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.</p> <p>Eye on the goal – They select and use technology for particular purposes.</p>
Expressive Arts and Design	
<p>30-50 Imitates movement in response to music. Taps to simple repeated rhythms. Explores and learns how sounds can be changed.</p> <p>40-60 Begins to build a repertoire of songs and dances. Explores the different sounds of instruments.</p> <p>Eye on the goal – Children sing songs, make music and dance, and experiment with ways of changing them.</p>	

HAMPDEN GURNEY SCHOOL – EARLY YEARS CURRICULUM

Reception: Should Goldilocks say sorry?	
Prime Areas	Specific Areas
Personal, Social and Emotional Development	Literacy
<p>30-50 Usually tolerates delay when needs are not immediately met, and understands wishes may not always be met. Usually adapts behaviour to different events, social situations and changes in routine, initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing.</p> <p>40-60 Aware of the boundaries set, and of behavioural expectations in the setting. Explains own knowledge and understanding, and asks appropriate questions of others. Eye on the goal – They adjust their behaviour to different situations, and take changes of routine in their stride. They take account of one another’s ideas about how to organise their activity.</p>	<p>30-50 Beginning to be aware of the way stories are structured. Suggests how the story might end. Listens to stories with increasing attention and recall. Handles books carefully. Shows interest in illustrations and print in books and print in the environment. Looks at books independently. Knows information can be relayed in the form of print.</p> <p>40-60 Knows that information can be retrieved from books and computers. Uses vocabulary and forms of speech and talks about a favourite book they have read. Eye on the goal – They demonstrate understanding when talking with others about what they have read.</p>
Communication and Language	Mathematics
<p>30-50 Listens to others one-to-one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Can retell a simple past events in correct order and uses a range of tenses.</p> <p>40-60 Maintains attention, concentrates and sits quietly when required to do so. Answers questions based on a story. Two-channelled attention- can listen and do for short span. Understands humour, e.g. nonsense rhymes, jokes. Uses language to imagine and recreate roles and experiences in play situations. Shows awareness of past and future. Eye on the goal – They use past, present and future forms accurately when talking about events that have happened or are to happen in the future..</p>	<p>30-50 Beginning to talk about the shapes of everyday objects, e.g. ‘round’ and ‘tall’.</p> <p>40-60 Orders two or three items by length or height. Orders two items by weight or capacity. Uses everyday language related to time and money. Measures short periods of time in simple ways. Eye on the goal - Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p>
Physical Development	Understanding the World
<p>30-50 Can tell adults when hungry or tired or when they want to rest or play. Observes the effects of activity on their bodies. Understands that equipment and tools have to be used safely. Gains control of bowels and bladder and can attend to toileting needs themselves. Can usually manage washing and drying hands.</p> <p>40-60 Eats a healthy range of food stuffs and understands need for variety in food. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Eye on the goal – Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p>	<p>30-50 Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. Knows that information can be retrieved from computers.</p> <p>40-60 Begins to understand how technology is used in everyday life, e.g. knows that a bar-code records price of items in shops, can role play a telephone conversation. Eye on the goal - Children recognise that a range of technology is used in places such as homes and schools.</p>
Expressive Arts and Design	
<p>30-50 Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance.</p> <p>40-60 Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Eye on the goal – They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	

HAMPDEN GURNEY SCHOOL – EARLY YEARS CURRICULUM

Reception: Are all mini beasts scary?	
Prime Areas	Specific Areas
Personal, Social and Emotional Development	Literacy
<p>30-50 Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p>40-60 Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p> <p>Eye on the goal – They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.</p>	<p>30-50 Segments words orally, and some clearly identifiable letters to communicate meaning representing some sounds correctly and in sequence. Begins to see sounds from their own name in other words. Recognise own name in print.</p> <p>40-60 Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Writes own name and other things such as labels, captions.</p> <p>Eye on the goal - Children use their phonic knowledge to write words in ways which match their spoken sounds. They write some irregular common words.</p>
Communication and Language	Mathematics
<p>30-50 Beginning to use more complex sentences to link thought (e.g. using and, because). Uses intonation rhythm and phrasing to make the meaning clear.</p> <p>40-60 Links statements and sticks to a main theme or intention.</p> <p>Uses language to imagine and recreate roles and experiences in play situations.</p> <p>Shows awareness of past and future. Extends vocabulary and sounds of words.</p> <p>Eye on the goal – Develop own narratives and explanations by connecting ideas or events.</p>	<p>30-50 Uses positional language.</p> <p>40-60 Can describe their relative position such as ‘behind’ or ‘next to’. Uses familiar objects and common shapes to create patterns and build models. Orders and sequences events.</p> <p>Use all their sense to investigate materials and living things appropriately. Identify features of materials and living things, e.g. animals with legs or those with wings.</p> <p>Eye on the goal – They recognise, create and describe patterns</p>
Physical Development	Understanding the World
<p>30-50 Gains more bowel and bladder control and can attend to toilet needs most of the time themselves. Can usually manage washing and drying hands.</p> <p>40-60 Dry and clean during the day. Dresses and undresses independently.</p> <p>Eye on the goal - They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p>30-50 Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Can talk about some of the things they observe and shows care and concern for living things and the environment.</p> <p>40-60 Use all their sense to investigate materials and living things appropriately. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>Eye on the goal – Children know about similarities and differences in relation to places, objects, materials and living things. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>
Expressive Arts and Design	
<p>30-50 Uses movement to express feelings and creates movement in response to music. Sings to self and makes up simple songs and rhythms. Imitating what is observed and then doing it spontaneously when the adults is not there. Engages in imaginative role-play based on own first-hand experiences and builds stories around toys, e.g. farm animals needing rescue.</p> <p>40-60 Creates simple representations of events, people and objects. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p> <p>Introduces a storyline or narratives into their play. Plays cooperatively as part of a group to develop and act out a narrative.</p> <p>Eye on the goal - Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p>	

HAMPDEN GURNEY SCHOOL – EARLY YEARS CURRICULUM

Reception: Who can I ask for help?	
Prime Areas	Specific Areas
Personal, Social and Emotional Development	Literacy
<p>30-50 Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p>40-60 Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p> <p>Eye on the goal – They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.</p>	<p>30-50 Sometimes gives meaning to marks as they draw and paint. Ascribe meanings to marks. Understands ‘sentences’ have a beginning and an end. Use recognisable letters from own name.</p> <p>40-60 Attempts to write sentences. Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Eye on the goal – They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>
Communication and Language	Mathematics
<p>30-50 Builds up vocabulary that reflects the breadth of their experiences.</p> <p>40-60 Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Listens and responds to ideas expressed by others in conversation or discussion. Responds to instructions involving a two-part sequence. Understands humour and listens to stories from beginning to end.</p> <p>Eye on the goal - The answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p>	<p>30-50 Show an interest in shape and space by playing with shapes or making arrangements with objects. Shows awareness of similarities of shapes in the movement. Beginning to talk about the shapes of everyday objects, e.g. ‘round’, ‘tall’</p> <p>40-60 Beginning to use mathematical names for ‘solid’ and ‘flat’ ‘2D shapes and mathematical terms to describe shapes.</p> <p>Selects a particular named shape.</p> <p>Eye on the goal - They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>
Physical Development	Understanding the World
<p>30-50 Uses one-handed tools and equipment, e.g. scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control.</p> <p>40-60 Handles tools, objects, constructions and malleable materials safely and with increasing control. Uses simple tools to effect changes to material. Forms letters, mostly correctly formed.</p> <p>Eye on the goal – They handle equipment and tools effectively, including pencils for writing.</p>	<p>30-50 Shows interest in different occupations and ways of life. Knows some of the things that make them unique and talk about some of the similarities and differences.</p> <p>40-60 Shows interest in the lives of people familiar to them. Notice that other children don’t always share some interests and have different birthdays.</p> <p>Eye on the goal - They know about similarities and differences between themselves and others and among families, communities and traditions</p>
Expressive Arts and Design	
<p>30-50 Develops preferences for forms of expression. Uses movement to express feelings and creates movement in response to music. Sings to self and makes up simple songs, including rhythms. Engages in imaginative role-play based on own first-hand experiences and builds stories around toys, e.g. farm animals needing rescue. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p> <p>40-60 Initiates new combinations of movement to express feelings and experiences. Chooses particular colours to use for a purpose. Plays co-operatively to develop and act out a narrative.</p> <p>Eye on the goal - They represent their own ideas, thoughts and feelings through design and technology, art, music, role-play and stories.</p>	

HAMPDEN GURNEY SCHOOL - EARLY YEARS CURRICULUM

Reception: Why is it always cold in winter?	
Prime Areas	Specific Areas
Personal, Social and Emotional Development	Literacy
<p>30-50 Is more outgoing towards unfamiliar people and more confident in new social situations. Show confidence in asking adults for help. Welcomes and values praise for what they have done.</p> <p>40-60 Confident in speaking in front of a small group. Chooses equipment necessary to complete a task. Can describe self in positive terms and talk about abilities.</p> <p>Eye on the goal – They are confident to speak in a familiar group, will talk about their ideas and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p>	<p>30-50 Recognises familiar words and signs such as own name and advertising logos. Segment words orally, and use some clearly identifies letters to communicate meaning, representing some words correctly and in sequence. Begins to see sounds from their own name in other words.</p> <p>40-60 Can segment the sounds in simple words and blend them together and knows which letters represent some of them.. Continues a rhyming string. Hears and says the initial sounds words.</p> <p>Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Eye on the goal - They also read some common irregular words. Children use their phonic knowledge to write words in ways which match their spoken sounds.</p>
Communication and Language	Mathematics
<p>30-50 Listens to others one-to-one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall.</p> <p>40-60 Maintains attention, concentrates and sits quietly when required to do so. Answers questions based on a story.</p> <p>Show interest when presented with alternative possibilities.</p> <p>Eye on the goal – They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p>	<p>30-50 Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. Compares two groups of objects, saying when they have the same number.</p> <p>40-60 Recognises some numerals of personal significance. Finds the total number of items in two groups by counting all of them and starting to say 'counting on'. Begins to use the vocabulary involved in adding and subtracting including counting on and back.</p> <p>Eye on the goal - Using quantities and objects, they add and subtract two single digit numbers.</p>
Physical Development	Understanding the World
<p>30-50 Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Runs skilfully and negotiates successfully, adjusting speed or direction to avoid obstacles.</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Eye on the goal - They move confidently in a range of ways, safely negotiating space.</p>	<p>30-50 Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>40-60 Knows familiar places identifying features, e.g. play area, flower bed, pond, café. etc</p> <p>Eye on the goal - They talk about the features of their own immediate environment and how environments might vary from one another.</p>
Expressive Arts and Design	
<p>30-50 Explores colour and how colours can be changed. Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.</p> <p>40-60 Explores what happens when they mix colours. Experiments to create different textures. Understands that different media can be combined to create new effects.</p> <p>Eye on the goal - They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	

HAMPDEN GURNEY SCHOOL – EARLY YEARS CURRICULUM

Prime Areas	Specific Areas
Personal, Social and Emotional Development	Literacy
<p>30-50 Aware of own feelings, and knows that some actions and words can hurt others’ feelings. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.</p> <p>40-60 Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Begins to be able to negotiate and solve problems without aggression e.g. when someone has taken their toy.</p> <p>Eye on the goal – Children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules.</p>	<p>30-50 Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Joins in with repeated refrain and anticipates key events and phrases in rhymes and stories.</p> <p>40-60 Continues a rhyming string. Hears and says the initial sound in words. Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Eye on the goal – They use phonic knowledge to decode regular words and read them aloud accurately.</p>
Communication and Language	Mathematics
<p>30-50 Listens to others one-to-one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall.</p> <p>40-60 Maintains attention, concentrates and sits quietly when required to also. Answers questions based on a story.</p> <p>Two-channelled attention – can listen and do for short span. Understands humour, e.g. nonsense rhymes, jokes.</p> <p>Eye on the goal – They give their attention to what others say and respond appropriately, while engaged in another activity. Children follow instructions involving several ideas of actions.</p>	<p>30-50 Shows curiosity about numbers by suffering comments or asking questions. Shows an interest in number problems. Shows an interest in numerals in the environment. Shows an interest in representing numbers.</p> <p>40-60 Using marks that they can interpret and explain. Begins to identify own mathematical problems based on own interests and fascinations. Can share between 2 using numbers up to 6 and begins to use ‘halving’ – Uses the language of ‘more’ and ‘fewer’ to compare two sets of objects. Beginning to use doubling’</p> <p>Eye on the goal – They solve problems, including doubling, halving and sharing.</p>
Physical Development	Understanding the World
<p>30-50 Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control.</p> <p>40-60 Handles tools, objects, constructions and malleable materials safely and with increasing control. Uses simple tools to effect changes to materials. Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>Eye on the goal – They handle equipment and tools effectively, including pencils for writing.</p>	<p>30-50 Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p> <p>40-60 Completes a simple gram on a computer. Uses ICT hardware to interact with age-appropriate computer software.</p> <p>Eye on the goal – They select and use technology for particular purposes.</p>
Expressive Arts and Design	
<p>30-50 Imitates movement in response to music. Taps out simple repeated rhythms. Explores and learns how sounds can be changed.</p> <p>40-60 Begins to build a repertoire of songs and dances. Explores the different sounds of instruments.</p> <p>Eye on the goal – Children sing songs, make music and dance, and equipment with ways of changing them</p>	

HAMPDEN GURNEY SCHOOL - EARLY YEARS CURRICULUM

Reception: Twinkle, twinkle little star, how I wonder what you are?	
Prime Areas	Specific Areas
Personal, Social and Emotional Development	Literacy
<p>30-50 Usually tolerates delay when needs are not immediately met, and understands wishes may not be met Usually adapts behaviour to different events, social situations and changes in routine, initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing.</p> <p>40-60 Aware of the boundaries set, and of behavioural expectations in the setting. Explains own knowledge and understanding, and asks appropriate questions of others. Eye on the goal – They adjust their behaviour to different situations, and take changes of routine in their stride. They take account of one another’s ideas about how to organise their activity.</p>	<p>30-50 Beginning to be aware of the way stories are structured. Suggests how the story might end. Listens to stories with increasing attention and recall. Handles books carefully. Shows interest in illustrations and print in books and print in the environment. Looks at books independently. Knows information can be relayed in the form of print.</p> <p>40-60 Knows that information can be retrieved from books and computers. Uses vocabulary and forms of speech and talks about a favourite book they have read. Eye on the goal – They demonstrate understanding when talking with others about what they have read.</p>
Communication and Language	Mathematics
<p>30-50 Listens to others one-to-one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Can retell a simple past events in correct order and uses a range of tenses.</p> <p>40-60 Maintains attention, concentrates and sits quietly when required to do so. Answers questions based on a story. Two-channelled attention- can listen and do for short span. Understands humour and uses language to imagine and recreate roles and experiences in play situations. Shows awareness of past and future. Eye on the goal – They use past, present and future forms accurately when talking about events that have happened or are to happen in the future..</p>	<p>30-50 Beginning to talk about the shapes of everyday objects.</p> <p>40-60 Orders two or three items by length or height. Orders two items by weight or capacity. Uses everyday language related to time and money. Measures short periods of time in simple ways. Eye on the goal - Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p>
Physical Development	Understanding the World
<p>30-50 Can tell adults when hungry or tired or when they want to rest or play. Observes the effects of activity on their bodies. Understands that equipment and tools have to be used safely. Attends to toileting needs most of the time themselves. Manages washing and drying hands.</p> <p>40-60 Eats a healthy range of food stuffs and understands need for variety in food. Shows some understanding that good practices to exercise, eating, sleeping and hygiene can contribute to good health and safety. Eye on the goal – Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p>	<p>30-50 Shows interest in technological toys with knobs or pulleys, cameras or mobile phones. Knows that info can be retrieved from computers.</p> <p>40-60 Begins to understand how technology is used in everyday life, e.g. knows that a bar-code records price of items in shops, can role play a telephone conversation. Eye on the goal - Children recognise that a range of technology is used in places such as homes and schools.</p>
Expressive Arts and Design	
<p>30-50 Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Joins construction pieces together to build and balance.</p> <p>40-60 Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Eye on the goal – They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	

HAMPDEN GURNEY SCHOOL - EARLY YEARS CURRICULUM

Reception: Was it once upon a mixed up time?	
Prime Areas	Specific Areas
Personal, Social and Emotional Development	Literacy
<p>30-50 Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p>40-60 Takes steps to resolve conflicts with other children, e.g. finding a compromise. Eye on the goal – They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.</p>	<p>30-50 Segment words orally, and clearly identifies letters to communicate meaning representing some sounds correctly and in sequence. Begins to see sounds from their own name in other words. Recognise own name in print.</p> <p>40-60 Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Writes own name and other things such as labels, captions. Eye on the goal - Children use their phonic knowledge to write words in ways which match their spoken sounds. They write some irregular common words.</p>
Communication and Language	Mathematics
<p>30-50 Beginning to use more complex sentences to link thought (e.g. using and, because). Uses intonation rhythm and phrasing to make the meaning clear to them.</p> <p>40-60 Links statements and sticks to a main theme or intention. Uses language to imagine and recreate roles and experiences in play situations. Shows awareness of past and future. Extends vocabulary and explains the meaning of new words. Eye on the goal – They develop their own narratives and explanations by connecting ideas or events.</p>	<p>30-50 Uses positional language</p> <p>40-60 Can describe their relative position such as ‘behind’ or ‘next to’. Uses familiar objects and common shapes to create and recreate patterns and build models. Orders and sequences familiar events. Eye on the goal - They recognise, create and describe patterns.</p>
Physical Development	Understanding the World
<p>30-50 Gains more bowel and bladder control and can attend to toilet needs most of the time themselves. Can usually manage washing and drying hands.</p> <p>40-60 Usually dry and clean during the day. Usually dresses and undresses independently. Eye on the goal - They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p>30-50 Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment.</p> <p>40-60 Uses all their sense to investigate materials and living things appropriately. Observations of animals and plants, explain why some things occur, and talk about changes. Eye on the goal – Children know about similarities and differences in relation to places, objects, materials and living things. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>
Expressive Arts and Design	
<p>30-50 Uses movement to express feelings and creates movement in response to music. Sings to self, make songs and rhythms. Engages in imaginative role-play.</p> <p>40-60 Creates simple representations of events, people and objects. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Introduces a storyline or narratives into their play. Plays cooperatively as part of a group to develop and act out a narrative. Eye on the goal - Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p>	

HAMPDEN GURNEY SCHOOL – EARLY YEARS CURRICULUM

Reception: Was it once upon a mixed up time?	
Prime Areas	Specific Areas
Personal, Social and Emotional Development	Literacy
<p>30-50 Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p> <p>40-60 Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p> <p>Eye on the goal – They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.</p>	<p>30-50 Sometimes gives meaning to marks as they draw and paint. Ascribe meanings to marks. Understands ‘sentences’ have a beginning and an end. Use recognisable letters from own name.</p> <p>40-60 Attempts to write sentences and begins to break the flow of speech into words. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Eye on the goal – They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>
Communication and Language	Mathematics
<p>30-50 Builds up vocabulary that reflects the breadth of their experiences.</p> <p>40-60 Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Listens and responds to conversations, discussions and instructions involving a two-part sequence. Understands humour and stories have a beginning and an end.</p> <p>Eye on the goal - The answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p>	<p>30-50 Shows an interest in shape and space by playing with shapes or making arrangements with objects. Shows awareness of similarities of shapes in the movement. Beginning to talk about the shapes of everyday objects, e.g. ‘round’, ‘tall’</p> <p>40-60 Begins to use mathematical names for ‘solid’ and ‘flat’ 2D shapes and mathematical terms to describe shapes. Selects a particular named shape.</p> <p>Eye on the goal - They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>
Physical Development	Understanding the World
<p>30-50 Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control to form letters and words.</p> <p>40-60 Handles tools, objects, constructions and malleable materials safely and with increasing control. Uses simple tools to effect changes to materials. Eye on the goal – They handle equipment and tools effectively, including pencils for writing.</p>	<p>30-50 Shows interest in different occupations and ways of life. Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends or family.</p> <p>40-60 Shows interest in the lives of people familiar to them.</p> <p>Eye on the goal - They know about similarities and differences between themselves and others and among families, communities and traditions</p>
Expressive Arts and Design	
<p>30-50 Develops preferences for forms of expression. Uses movement to express feelings and creates movement in response to music. Sings to self and makes up simple songs, including rhythms. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Engages in imaginative role-play and captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p> <p>40-60 Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Chooses particular colours to use for a purpose. Introduces a storyline or narrative into their play. Plays co-operatively as part of a group to develop and act out a narrative.</p> <p>Eye on the goal - They represent their own ideas, thoughts and feelings through design and technology, art, music, role-play and stories.</p>	

HAMPDEN GURNEY SCHOOL - EARLY YEARS CURRICULUM