

HAMPDEN GURNEY SCHOOL - EARLY YEARS CURRICULUM (Nursery)

Autumn 1: Who lives in my house?	
Prime Areas	Specific Areas
Personal, Social and Emotional Development	Literacy
<ul style="list-style-type: none"> - Separates from main carer with support and encouragement from a familiar adult. (22-36) -Shows understanding and cooperates with some boundaries and routines. (22-36) -Seeks out others to share experiences. (22-36) -Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. (30-50) 	<ul style="list-style-type: none"> - Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...' (22-36) -Enjoys rhyming and rhythmic activities.(22-36) -Sometimes gives meaning to marks as they draw and paint. (30-50)
Communication and Language	Mathematics
<ul style="list-style-type: none"> -Listens to others one to one or in small groups, when conversation interests them.(30-50) -Understands 'who', 'what', 'where' in simple questions (e.g. who's that? What's that? Where is?). (22-36) -Uses simple sentences. (22-36) 	<ul style="list-style-type: none"> -Recites some number names in sequence. (22-36) -Uses some number names and number language spontaneously. (30-50) -Anticipates specific time-based events such as mealtimes or home time. (22-36)
Physical Development	Understanding the World
<ul style="list-style-type: none"> -Walks upstairs or downstairs holding onto a rail two feet to a step. (22-36) -May be beginning to show preference for dominant hand. (22-36) -Clearly communicates their need for potty or toilet. (22-36) -Helps with clothing, e.g. puts on hat, unzips zipper on jacket, and takes off unbuttoned shirt. (22-36) 	<ul style="list-style-type: none"> -Has a sense of own immediate family and relations. (22-36) -Beginning to have their own friends.(22-36) -Enjoys playing with small-world models such as a farm, a garage, or a train track. (22-36) -Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. (22-36)
Expressive Arts and Design	
<ul style="list-style-type: none"> -Experiments with blocks, colours and marks. (22-36) -Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me'. (22-36) -Creates movement in response to music.(30-50) 	

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Autumn 2: People who help us	
Prime Areas	Specific Areas
Personal, Social and Emotional Development	Literacy
<ul style="list-style-type: none"> - Is more outgoing towards unfamiliar people and more confident in new social situations. (30-50) - Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.(30-50) - Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. (30-50) 	<ul style="list-style-type: none"> -Listens to and joins in with stories and poems, one-to-one and also in small groups.(30-50) -Continues a rhyming string(30-50) -Shows interest in illustrations and print in books and print in the environment.(30-50)
Communication and Language	Mathematics
<ul style="list-style-type: none"> -Listens to stories with increasing attention and recall. (30-50) - Understands use of objects (e.g. "What do we use to cut things?") (30-50) - Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.' 	<ul style="list-style-type: none"> -Uses some number names accurately in play. (30-50) -Beginning to represent numbers using fingers, marks on paper or pictures.(30-50) -Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.(30-50)
Physical Development	Understanding the World
<ul style="list-style-type: none"> -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. (30-50) - Holds pencil between thumb and two fingers, no longer using whole-hand grasp. (30-50) -Understands that equipment and tools have to be used safely. (30-50) 	<ul style="list-style-type: none"> -Shows interest in the lives of people who are familiar to them. (30-50) -Shows interest in different occupations and ways of life. (30-50) -Recognises and describes special times or events for family or friends. -Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.(30-50)
Expressive Arts and Design	
<ul style="list-style-type: none"> -Sings a few familiar songs. (30-50) -Explores colour and how colours can be changed.(30-50) -Engages in imaginative role-play based on own first-hand experiences.(30-50) 	

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Spring 1: Fairytales	
Prime Areas	Specific Areas
Personal, Social and Emotional Development	Literacy
<ul style="list-style-type: none"> - Can select and use activities and resources with help. (30-50) -Keeps play going by responding to what others are saying or doing. (30-50) - Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.(30-50) 	<ul style="list-style-type: none"> -Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.(30-50) -Hears and says the initial sound in words(30-50) -Links sounds to letters, naming and sounding the letters of the alphabet.(30-50)
Communication and Language	Mathematics
<ul style="list-style-type: none"> -Focusing attention – still listen or do, but can shift own attention. (30-50) -Shows understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture. (30-50) -Questions why things happen and gives explanations. Asks e.g. who, what, when, how. (30-50) 	<ul style="list-style-type: none"> - Sometimes matches numeral and quantity correctly. (30-50) -Uses positional language.(30-50) -Recognises numerals 1 to 5. (40-60) -Counts up to three or four objects by saying one number name for each item. (40-60)
Physical Development	Understanding the World
<ul style="list-style-type: none"> -Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.(30-50) -Holds pencil near point between first two fingers and thumb and uses it with good control.(30-50) -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. (30-50) 	<ul style="list-style-type: none"> -Remembers and talks about significant events in their own experiences. (30-50) -Talks about why things happen and how things work.(30-50) -Shows an interest in technological toys with knobs or pulleys, or real objects. (30-50)
Expressive Arts and Design	
<ul style="list-style-type: none"> -Taps out simple repeated rhythms.(30-50) -Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. (30-50) -Explores what happens when they mix colours.(40-60) 	

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Spring 2: Animals/Minibeasts	
Prime Areas	Specific Areas
Personal, Social and Emotional Development	Literacy
<p>Welcomes and values praise for what they have done.(30-50)</p> <p>-Can usually adapt behaviour to different events, social situations and changes in routine. (30-50)</p> <p>-Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. (30-50)</p>	<p>-Recognises familiar words and signs such as own name and advertising logos.(30-50)</p> <p>-Describes main story settings, events and principal characters.(30-50)</p> <p>-Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.(30-50)</p>
Communication and Language	Mathematics
<p>-Is able to follow directions (if not intently focused on own choice of activity). (30-50)</p> <p>- Beginning to understand 'why' and 'how' questions. (30-50)</p> <p>-Beginning to use more complex sentences to link thoughts (e.g. using and, because).(30-50)</p>	<p>-Counts an irregular arrangement of up to ten objects.(40-60)</p> <p>-Uses the language of 'more' and 'fewer' to compare two sets of objects. (40-60)</p> <p>-Shows awareness of similarities of shapes in the environment. (30-50)</p> <p>-Orders and sequences familiar events. (40-60)</p>
Physical Development	Understanding the World
<p>-Travels with confidence and skill around, under, over and through balancing and climbing equipment.(30-50)</p> <p>-Handles tools, objects, construction and malleable materials safely and with increasing control. (30-50)</p> <p>-Shows understanding of how to transport and store equipment safely. (40-60)</p>	<p>-Shows care and concern for living things and the environment.(30-50)</p> <p>-Knows how to operate simple equipment.(30-50)</p> <p>-Can talk about some of the things they have observed such as plants, animals, natural and found objects. (30-50)</p>
Expressive Arts and Design	
<p>-Understands that different media can be combined to create new effects.(40-60)</p> <p>-Manipulates materials to achieve a planned effect.(40-60)</p> <p>-Plays alongside other children who are engaged in the same theme. (40-60)</p>	

HAMPDEN GURNEY SCHOOL - EARLY YEARS CURRICULUM (Nursery)

Summer 1: Nursery: Plants	
Prime Areas	Specific Areas
Personal, Social and Emotional Development	Literacy
<ul style="list-style-type: none"> -Aware of the boundaries set, and of behavioural expectations in the setting. (40-60) -Initiates conversations, attends to and takes account of what others say. (40-60) - Confident to speak to others about own needs, wants, interests and opinions. (40-60) 	<ul style="list-style-type: none"> -Can segment the sounds in simple words and blend them together and knows which letters represent some of them.(40-60) -Beginning to be aware of the way stories are structured. (40-60) -Writes own name and other things such as labels, captions.(40-60)
Communication and Language	Mathematics
<ul style="list-style-type: none"> -Maintains attention, concentrates and sits quietly during appropriate activity. (40-60) -Responds to instructions involving a two-part sequence. (40-60) - Introduces a storyline or narrative into their play.(40-60) 	<ul style="list-style-type: none"> -Counts objects to 10, and beginning to count beyond 10. (40-60) -Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. (40-60) -Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2-D shapes, and mathematical terms to describe shapes.(40-60)
Physical Development	Understanding the World
<ul style="list-style-type: none"> -Experiments with different ways of moving.(40-60) -Begins to form recognisable letters. (40-60) -Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. (40-60) 	<ul style="list-style-type: none"> -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.(30-50) -Developing an understanding of growth, decay and changes over time(30-50) -Completes a simple program on a computer. (40-60)
Expressive Arts and Design	
<ul style="list-style-type: none"> -Begins to build a repertoire of songs and dances. (40-60) -Uses simple tools and techniques competently and appropriately. (40-60) -Introduces a storyline or narrative into their play. (40-60) 	

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Summer 2: Nursery: Under the sea	
Prime Areas	Specific Areas
Personal, Social and Emotional Development	Literacy
<ul style="list-style-type: none"> -Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. (40-60) - Explains own knowledge and understanding, and asks appropriate questions of others.(40-60) - Can describe self in positive terms and talk about abilities. (40-60) 	<ul style="list-style-type: none"> -Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.(40-60) -Begins to read words and simple sentences.(40-60) -Attempts to write short sentences in meaningful contexts.(40-60)
Communication and Language	Mathematics
<ul style="list-style-type: none"> -Two-channelled attention – can listen and do for short span. (40-60) -Listens and responds to ideas expressed by others. (40-60) - Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.(40-60) 	<ul style="list-style-type: none"> -Finds the total number of items in two groups by counting all of them.(40-60) -Records, using marks that they can interpret and explain. (40-60) -Orders two or three items by length or height.(40-60)
Physical Development	Understanding the World
<ul style="list-style-type: none"> -Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. (40-60) -Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.(40-60) -Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.(40-60) 	<ul style="list-style-type: none"> -Enjoys joining in with family customs and routines. (40-60) -Looks closely at similarities, differences, patterns and change.(40-60) -Interacts with age-appropriate computer software. (40-60)
Expressive Arts and Design	
<ul style="list-style-type: none"> -Explores the different sounds of instruments. (40-60) -Plays cooperatively as part of a group to develop and act out a narrative. (40-60) -Selects appropriate resources and adapts work where necessary. (40-60) 	