

## HAMPDEN GURNEY SCHOOL - EARLY YEARS CURRICULUM

Autumn 1: What do I know about me?	
Prime Areas	Specific Areas
<b>Personal, Social and Emotional Development</b>	<b>Literacy</b>
<ul style="list-style-type: none"> <li>- Can describe self in positive terms and talk about abilities.</li> <li>- Explains own knowledge and understanding, and asks appropriate questions of others.</li> <li>- Aware of the boundaries set, and of behavioural expectations in the setting</li> </ul> <p>Eye on the goal- Children are confident to try new activities, and say why they like some activities more than others.</p>	<ul style="list-style-type: none"> <li>- Links sounds to letters, naming and sounding the letters of the alphabet</li> <li>- Hears and says the initial sound in words.</li> <li>- Writes own name and other things such as labels, captions.</li> </ul> <p>Eye on the goal – Children read and understand simple sentences.</p>
<b>Communication and Language</b>	<b>Mathematics</b>
<ul style="list-style-type: none"> <li>- Maintains attention, concentrates and sits quietly during appropriate activity.</li> <li>- Responds to instructions involving a two-part sequence</li> <li>- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> </ul> <p>Eye on the goal – Children listen attentively in a range of situations.</p>	<ul style="list-style-type: none"> <li>- Counts objects to 10, and beginning to count beyond 10.</li> <li>- Recognises numerals 1 to 5.</li> <li>- Selects a particular named shape.</li> </ul> <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>
<b>Physical Development</b>	<b>Understanding the World</b>
<ul style="list-style-type: none"> <li>- Experiments with different ways of moving.</li> <li>- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>- Usually dry and clean during the day.</li> </ul> <p>Eye on the goal – Children show good control and co-ordination in large and small movements.</p>	<ul style="list-style-type: none"> <li>- Enjoys joining in with family customs and routines.</li> <li>- Looks closely at similarities, differences, patterns and change.</li> <li>- Uses ICT hardware to interact with age-appropriate computer software.</li> </ul> <p>Eye on the goal - Children talk about past and present events in their own lives and of family members.</p>
<b>Expressive Arts and Design</b>	
<ul style="list-style-type: none"> <li>- Understands that different media can be combined to create new effects.</li> <li>- Explores what happens when they mix colours.</li> <li>- Create simple representations of events, people and objects.</li> </ul> <p>Eye on the goal – Children sing songs, make music and dance, and experiment with ways of changing them.</p>	

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Autumn 2: How can I live a healthy life?	
Prime Areas	Specific Areas
<b>Personal, Social and Emotional Development</b>	<b>Literacy</b>
<ul style="list-style-type: none"> <li>- Explains own knowledge and understanding, and asks appropriate questions of others</li> <li>- Confident to speak to others about own needs, wants, interests and opinions.</li> </ul> <p>Eye on the goal - They take account of one another's ideas about how to organise their activity.</p>	<ul style="list-style-type: none"> <li>- Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</li> <li>- Begins to read words and simple sentences.</li> <li>- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> </ul> <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>
<b>Communication and Language</b>	<b>Mathematics</b>
<ul style="list-style-type: none"> <li>- Two-channelled attention – can listen and do for short span.</li> <li>- Listens and responds to ideas expressed by others in conversation or discussion.</li> <li>- Links statements and sticks to a main theme or intention.</li> </ul> <p>Eye on the goal – They listen to stories, accurately anticipating key events and respond to relevant comments, questions or actions.</p>	<ul style="list-style-type: none"> <li>- Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</li> <li>- Finds the total number of items in two groups by counting all of them</li> <li>- Uses familiar objects and common shapes to create and recreate patterns and build models.</li> <li>- Orders two or three items by length or height.</li> </ul> <p>Eye on the goal – Using quantities and objects, they add and subtract two single-digit numbers.</p>
<b>Physical Development</b>	<b>Understanding the World</b>
<ul style="list-style-type: none"> <li>- Handles tools, objects, construction and malleable materials safely and with increasing control.</li> <li>- Begins to use anticlockwise movement and retrace vertical lines.</li> <li>- Eats a healthy range of foodstuffs and understands need for variety in food.</li> </ul> <p>Eye on the goal – They move confidently in a range of ways, safely negotiating space.</p>	<ul style="list-style-type: none"> <li>- They know that other children don't always enjoy the same things, and are sensitive to this. (ELG)</li> <li>- Looks closely at similarities, differences, patterns and change.</li> <li>- Completes a simple program on a computer.</li> </ul> <p>Eye on the goal – They talk about the features of their own immediate environment and how environments might vary from one another.</p>
<b>Expressive Arts and Design</b>	
<ul style="list-style-type: none"> <li>- Begins to build a repertoire of songs and dances.</li> <li>- Constructs with a purpose in mind, using a variety of resources.</li> <li>- Chooses particular colours to use for a purpose.</li> </ul> <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>	

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<b>Spring 1: Can you tell a story about your favourite Fairy Tale character?</b>	
<b>Prime Areas</b>	<b>Prime Areas</b>
<b>Personal, Social and Emotional Development</b>	<b>Personal, Social and Emotional Development</b>
<ul style="list-style-type: none"> <li>- Takes steps to resolve conflicts with other children, e.g. finding a compromise.</li> <li>- Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy</li> </ul> <p>Eye on the goal – They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.</p>	<ul style="list-style-type: none"> <li>- Takes steps to resolve conflicts with other children, e.g. finding a compromise.</li> <li>- Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy</li> </ul> <p>Eye on the goal – They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.</p>
<b>Communication and Language</b>	<b>Communication and Language</b>
<ul style="list-style-type: none"> <li>- They listen to stories, accurately anticipating key events. (ELG)</li> <li>- Understands humour, e.g. nonsense rhymes, jokes.</li> <li>- Able to follow a story without pictures or props.</li> <li>- Introduces a storyline or narrative into their play</li> </ul> <p>Eye on the goal – Develop own narratives and explanations by connecting ideas or events.</p>	<ul style="list-style-type: none"> <li>- They listen to stories, accurately anticipating key events. (ELG)</li> <li>- Understands humour, e.g. nonsense rhymes, jokes.</li> <li>- Able to follow a story without pictures or props.</li> <li>- Introduces a storyline or narrative into their play</li> </ul> <p>Eye on the goal – Develop own narratives and explanations by connecting ideas or events.</p>
<b>Physical Development</b>	<b>Physical Development</b>
<ul style="list-style-type: none"> <li>- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed</li> <li>- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks</li> </ul> <p>Eye on the goal - They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<ul style="list-style-type: none"> <li>- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed</li> <li>- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks</li> </ul> <p>Eye on the goal - They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>
<b>Expressive Arts and Design</b>	
<ul style="list-style-type: none"> <li>- Selects appropriate resources and adapts work where necessary.</li> <li>- Selects tools and techniques needed to shape, assemble and join materials they are using.</li> <li>- Introduces a storyline or narrative into their play.</li> </ul> <p>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>	

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<b>Spring 2: What changes do animals and plants go through in their life cycles?</b>	
<b>Prime Areas</b>	<b>Specific Areas</b>
<b>Personal, Social and Emotional Development</b>	<b>Literacy</b>
<ul style="list-style-type: none"> <li>- Children play co-operatively, taking turns with others. (ELG)</li> <li>- Children are confident to try new activities, and say why they like some activities more than others. (ELG)</li> <li>- They work as part of a group or class, and understand and follow the rules. (ELG)</li> </ul> <p>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>	<ul style="list-style-type: none"> <li>- They use phonic knowledge to decode regular words and read them aloud accurately. (ELG)</li> <li>- Children use their phonic knowledge to write words in ways which match their spoken sounds. (ELG)</li> </ul> <p>Eye on the goal – They demonstrate understanding when talking with others about what they have read.</p>
<b>Communication and Language</b>	<b>Mathematics</b>
<ul style="list-style-type: none"> <li>- They respond to what they hear with relevant comments, questions or actions. (ELG)</li> <li>- They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events. (ELG)</li> <li>- Uses language to imagine and recreate roles and experiences in play situations.</li> </ul> <p>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>	<ul style="list-style-type: none"> <li>- In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.</li> <li>- Records, using marks that they can interpret and explain.</li> <li>- Beginning to use mathematical names for ‘solid’ 3D shapes and ‘flat’ 2D shapes, and mathematical terms to describe shapes.</li> </ul> <p>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>
<b>Physical Development</b>	<b>Understanding the World</b>
<ul style="list-style-type: none"> <li>- Children show good control and coordination in large and small movements. (ELG)</li> <li>- Shows understanding of how to transport and store equipment safely.</li> <li>- Practices some appropriate safety measures without direct supervision.</li> </ul> <p>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>	<ul style="list-style-type: none"> <li>- Children recognise that a range of technology is used in places such as homes and schools. (ELG)</li> <li>-They make observations of animals and plants and explain why some things occur, and talk about changes. (ELG)</li> </ul> <p>Eye on the goal - Children recognise that a range of technology is used in places such as homes and schools.</p>
<b>Expressive Arts and Design</b>	
<ul style="list-style-type: none"> <li>- Children sing songs, make music and dance, and experiment with ways of changing them. (ELG)</li> <li>- Plays alongside other children who are engaged in the same theme.</li> <li>- Explores the different sounds of instruments.</li> </ul> <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>	

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Summer 1: How is the world different and why should we take care of it?	
Prime Areas	Specific Areas
<b>Personal, Social and Emotional Development</b>	<b>Literacy</b>
<ul style="list-style-type: none"> <li>- They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. (ELG)</li> <li>- They are confident to speak in a familiar group and will talk about their ideas. (ELG)</li> <li>- They adjust their behaviour to different situations, and take changes of routine in their stride. (ELG)</li> </ul> <p>Eye on the goal – They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>	<ul style="list-style-type: none"> <li>- Children read and understand simple sentences. (ELG)</li> <li>- They also read some common irregular words.</li> <li>- They also write some irregular common words. (ELG)</li> </ul>
<b>Communication and Language</b>	<b>Maths</b>
<ul style="list-style-type: none"> <li>- Children listen attentively in a range of situations. (ELG)</li> <li>- Children follow instructions involving several ideas or actions. (ELG)</li> <li>- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. (ELG)</li> <li>- Children express themselves effectively, showing awareness of listeners' needs. (ELG)</li> </ul> <p>Eye on the goal - The answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<ul style="list-style-type: none"> <li>- Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. (ELG)</li> <li>- They recognise, create and describe patterns. (ELG)</li> <li>- They explore characteristics of everyday objects and shapes and use mathematical language to describe them. (ELG)</li> </ul>
<b>Physical Development</b>	<b>Understanding the World</b>
<ul style="list-style-type: none"> <li>- They move confidently in a range of ways, safely negotiating space. (ELG)</li> <li>- They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. (ELG)</li> </ul> <p>Eye on the goal – They handle equipment and tools effectively, including pencils for writing.</p>	<ul style="list-style-type: none"> <li>- Know about similarities and differences in relation to places, objects, materials and living things. (ELG)</li> <li>- Describe some actions which people in their community do that help maintain the area they live in. (ELG+)</li> <li>- Know about similarities and differences between themselves and others, and among families, communities and traditions. (ELG)</li> </ul>
<b>Expressive Arts and Design</b>	
<ul style="list-style-type: none"> <li>- They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (ELG)</li> <li>- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. (ELG)</li> </ul> <p>Eye on the goal - They represent their own ideas, thoughts and feelings through design and technology, art, music, role-play and stories.</p>	

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Summer 2: What is out there in space?	
Prime Areas	Specific Areas
<b>Personal, Social and Emotional Development</b>	<b>Literacy</b>
<ul style="list-style-type: none"> <li>- They take account of one another's ideas about how to organise their activity. (ELG)</li> <li>- They will choose the resources they need for their chosen activities. (ELG)</li> <li>- 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. (ELG)</li> </ul> <p>Eye on the goal – They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p>	<ul style="list-style-type: none"> <li>- They demonstrate understanding when talking with others about what they have read. (ELG)</li> <li>- They write simple sentences which can be read by themselves and others. (ELG)</li> <li>- Some words are spelt correctly and others are phonetically plausible. (ELG)</li> </ul> <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>
<b>Communication and Language</b>	<b>Mathematics</b>
<ul style="list-style-type: none"> <li>- They give their attention to what others say and respond appropriately, while engaged in another activity.(ELG)</li> <li>- They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. (ELG)</li> <li>- They develop their own narratives and explanations by connecting ideas or events. (ELG)</li> </ul> <p>Eye on the goal - The answer 'how' and 'why' questions about their experiences and in response to stories or events. They listens to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p>	<ul style="list-style-type: none"> <li>- Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. (ELG)</li> <li>- They solve problems, including doubling, halving and sharing. (ELG)</li> <li>- Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. (ELG)</li> </ul> <p>Eye on the goal - They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>
<b>Physical Development</b>	<b>Understanding the World</b>
<ul style="list-style-type: none"> <li>- They handle equipment and tools effectively, including pencils for writing. (ELG)</li> <li>- Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. (ELG)</li> </ul> <p>Eye on the goal – They handle equipment and tools effectively, including pencils for writing.</p>	<ul style="list-style-type: none"> <li>- They select and use technology for particular purposes. (ELG)</li> <li>- They are familiar with basic scientific concepts such as floating, sinking and experimentation. (ELG+)</li> </ul> <p>Eye on the goal - They know about similarities and differences between themselves and others and among families, communities and traditions</p>
<b>Expressive Arts and Design</b>	
<ul style="list-style-type: none"> <li>- They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. (ELG)</li> <li>- Children talk about the ideas and processes which have led them to make music, designs, images or products. (ELG+)</li> </ul>	

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Eye on the goal - They represent their own ideas, thoughts and feelings through design and technology, art, music, role-play and stories.