

Barlows Primary School Nursery Curriculum Content EYFS

Barlows Primary School



"To Give of our Best"

2017-2018

Barlows Primary School
Nursery Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal, Social and Emotional Development	<p>Making Relationships: Interested in other's play and starting to join in.</p> <p>Seeks out others to share their experiences.</p>	<p>Making Relationships: May begin to form a special friendship with another child.</p> <p>Can play in a group, extending and elaborating play ideas, e/g building up a role play activity.</p>	<p>Making Relationships: Initiates play by offering cues to peers to join them</p> <p>Keeps play going by responding to what others are saying or doing.</p>	<p>Making Relationships: Demonstrates friendly behaviour, initiating conversations and forming good relationships.</p>	<p>Making Relationships: Initiates conversations, attends to and takes account of what others say.</p>	<p>Making Relationships: Explains own knowledge and understanding, and asks appropriate questions.</p> <p>Takes steps to resolve conflicts with other children.</p>
	<p>Self Confidence & Self-awareness: Expresses own preferences and interests. Can select and use activities and resources with help.</p>	<p>Self Confidence & Self-awareness: Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks.</p>	<p>Self Confidence & Self-awareness: Is more outgoing towards unfamiliar people and more confident in new social situations.</p>	<p>Self Confidence & Self-awareness: Confident to talk to other children when playing, and will communicate freely about own home and community.</p> <p>Shows confidence in asking adults for help.</p>	<p>Self Confidence & Self-awareness: Confident to speak to others about own needs, wants, interests and opinions.</p>	<p>Self Confidence & Self-awareness: Confident to speak to others about own needs, wants, interests and opinions.</p>
	<p>Managing feelings and behaviour: Shows understanding and cooperates with some boundaries and routines. Can inhibit own actions/behaviours.</p>	<p>Managing feelings and behaviour: Growing ability to distract self when upset. Aware of own feelings and knows that some actions and words can hurt others feelings.</p>	<p>Managing feelings and behaviour: Begins to accept the needs of others and can take turns, sometimes with support from others.</p>	<p>Managing feelings and behaviour: Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.</p>	<p>Managing feelings and behaviour: Can usually adapt behaviour to different events, social situations and changes in routine.</p>	<p>Managing feelings and behaviour: Understands that own actions affect other people. Aware of the boundaries set and the behavioural expectations in the setting.</p>

<p>Listening and attention: Shows interest in playing with sounds, songs and rhymes. Can shift to a different task if attention fully obtained.</p>	<p>Listening and attention: Listens to others in small groups, when conversation interests them. Listens to stories with increasing attention and recall.</p>	<p>Listening and attention: Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focusing attention- still listen or do, but can shift own attention.</p>	<p>Listening and attention: Is able to follow directions (if not intently focused on own choice of activity).</p>	<p>Listening and attention: Maintains attention, concentrates and sits quietly during appropriate activity.</p>	<p>Listening and attention: Two channelled attention- can listen and do for short span.</p>
<p>Understanding: Developing understanding of simple concepts. Understands use of objects.</p>	<p>Understanding: Shows understanding of prepositions such as "under," "on top", "behind". Responds to simple instructions.</p>	<p>Understanding: Beginning to understand how and why questions.</p>	<p>Understanding: Responds to instructions involving a two-part sequence. Able to follow a story without pictures or props.</p>	<p>Understanding: Listens and responds to ideas expressed by others in conversation or discussion.</p>	<p>Understanding: Listens and responds to ideas expressed by others in conversation or discussion.</p>
<p>Speaking: Uses simple sentences. Beginning to use word endings.</p>	<p>Speaking: Beginning to use more complex sentences to link thoughts.</p>	<p>Speaking: Can retell a simple past event in the correct order. Uses talk to connect ideas, explain what is happening and anticipate what might happen next.</p>	<p>Speaking: Questions why things happen and gives explanations. Uses a range of tenses. Uses intonation, rhythm and phrasing to make the meaning clear to others.</p>	<p>Speaking: Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences.</p>	<p>Speaking: Uses talk in pretending that objects stand for something else in play. Extends vocabulary, especially by grouping and naming the sounds of new words. Uses language to imagine and recreate roles and experiences in play situations.</p>

Physical Development	<p>Moving and handling: May begin to show preferences for dominant hand. Moves freely and with pleasure and confidence in a range of different ways. Mount stairs, steps or climbing equipment using alternate feet.</p> <p>Health and self-care: Beginning to be independent in self-care, but still often needs adult support. Can tell adults when hungry or tired. Observe the effects of activity on their bodies.</p>	<p>Moving and handling: Walks downstairs, two feet to each step while carrying a small object. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can catch a large ball.</p> <p>Health and self-care: Understands that equipment and tools have to be used safely. Can usually manage washing and drying hands.</p>	<p>Moving and handling: Can copy letters from their name. Experiments with different ways of moving. Jumps of and lands appropriately. Negotiates space successfully when playing games with other children.</p> <p>Health and self-care: Dresses with help; puts arms into open-fronted coat or shirt. Eats a healthy range of food and understands the need for variety of food.</p>	<p>Moving and handling: Travels with confidence and skill around, under, over and through balancing and climbing equipment. Shows increasing control over an object in pushing, patting, throwing, catching or hitting.</p> <p>Health and self-care: Usually dry and clean during the day. Shows good practise with regard to exercise, sleeping and hygiene.</p>	<p>Moving and handling: Uses simple tools to effect changes to materials. Hands tools, objects, construction and malleable materials safely. Shows a preference for a dominant hand.</p> <p>Health and self-care: Shows understanding of how to transport and store equipment safely.</p>	<p>Moving and handling: Begins to form recognisable letters.</p> <p>Health and self-care: Practises some appropriate safety measure without direct supervision.</p>
Literacy	<p>Reading: Enjoys rhythmic and rhyming activities. Shows awareness of rhyme. Listens to and joins in with stories and rhymes.</p> <p>Writing: Distinguishes between the different marks they make.</p>	<p>Reading: Beginning to be aware of the way stories are structured. Suggests how the story might end. Listens to stories with increasing attention and recall.</p> <p>Writing: Distinguishes between the different marks they make.</p>	<p>Reading: Describes main story, setting and characters. Looks at books independently. Handles books carefully.</p> <p>Writing: Sometimes gives meaning to the marks they make.</p>	<p>Reading: Holds books up the correct way and turns pages. Continues a rhyming string.</p> <p>Writing: Sometimes gives meaning to the marks they make. Ascribes meaning to marks that they see in different places.</p>	<p>Reading: Can hear and say the initial sounds in words. Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Writing: Ascribes meaning to marks that they see in different places.</p>	<p>Reading: Begins to read words and simple sentences. Enjoys an increasing range of books.</p> <p>Writing: Ascribes meaning to marks that they see in different places.</p>

Numbers:
 Begins to make comparisons between quantities.
 Uses some language of quantities such as "more" and "a lot".
 Knows that a group of things change in quantity when something is added or taken away.

Shape, Space & Measure:
 Shows an interest in shape and space by playing with shapes or making arrangements with objects.
 Shows awareness of similarities of shapes in the environment.

Numbers:
 Uses some language and number names spontaneously.
 Uses some number names accurately in play.
 Recites number names accurately in play.
 Recites numbers in order to 10.

Shape, Space & Measure:
 Uses positional language.
 Shows interest in shapes in the environment.
 Uses shapes appropriately for tasks.

Numbers:
 Knows that numbers identify how many objects are in a set.
 Beginning to represent numbers using finger, marks on paper or pictures.

Shape, Space & Measure:
 Beginning to talk about the shapes of everyday objects e.g. "round" and "tall".

Numbers:
 Sometimes matches numeral and quantity correctly.
 Shows an interest in numbers.

Shape, Space & Measure:
 Selects a particular named shape.
 Orders two or three items by length or height.

Numbers:
 Separates a group of three or four objects in different ways.
 Realises that not only objects, but anything can be counted, including steps, claps or jumps.

Shape, Space & Measure:
 Can describe their relative position such as "behind" or "next to".

Numbers:
 Recognises numerals 1-10.
 Counts up to 10 objects and beyond.

Shape, Space & Measure:
 Selects a particular named shape.
 Orders two items by weight or capacity.

Understanding the World

<p>People and Communities: Beginning to have their own friends. Learns that they have similarities and differences that connect them to, and distinguish them from others.</p>	<p>People and Communities: Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experience.</p>	<p>People and Communities: Recognises and talks about significant events in their own experience.</p>	<p>People and Communities: Recognises and describes special times or events.</p>	<p>People and Communities: Shows interest in different occupations and ways of life.</p>	<p>People and Communities: Enjoys joining in with family customs and routines.</p>
<p>The World: Notices detailed features of objects in their environment.</p>	<p>The World: Can talk about things they have observed such as plants, animals. Natural and found objects.</p>	<p>The World: Talks about why things happen and how things work.</p>	<p>The World: Developing an understanding of growth, decay and changes over time.</p>	<p>The World: Shows care and concern for living things and the environment.</p>	<p>The World: Looks closely at similarities, differences, patterns and change.</p>
<p>Technology: Seeks to acquire basic skills in turning on and operating some ICT equipment. Operates mechanical toys.</p>	<p>Technology: Knows how to operate simple equipment. Shows an interest in technological toys with knobs or pulleys.</p>	<p>Technology: Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p>	<p>Technology: Knows that information can be retrieved from computers.</p>	<p>Technology: Completes a simple program on a computer.</p>	<p>Technology: Uses ICT hardware to interact with age-appropriate computer software.</p>

Expressive Arts & Design

<p>Exploring and Using Media and Materials: Shows an interest in the way musical instruments sound.</p> <p>Experiments with blocks, colours and marks.</p> <p>Being Imaginative: Beginning to make-believe by pretending. Developing preferences for forms of expression. Uses movement to express feelings.</p>	<p>Exploring and Using Media and Materials: Enjoys joining in with dancing and ring games. Sings a few familiar songs. Beginning to move rhythmically.</p> <p>Being Imaginative: Creates movement in response to music. Sings to self and makes up simple songs. Makes up rhythms. Engages in imaginative role- play based on own first hand experiences.</p>	<p>Exploring and Using Media and Materials: Taps out simple repeated rhythms. Explores and learns how sounds can be changed. Explores how colours can be changed.</p> <p>Being Imaginative: Uses available resources to create props to support role- play. Creates simple representations of events.</p>	<p>Exploring and Using Media and Materials: Uses various constructions materials. Joins construction pieces together to build and balance. Realises tools can be used for a purpose.</p> <p>Being Imaginative: Chooses particular colours for a purpose. Introduces a storyline or narrative into their play.</p>	<p>Exploring and Using Media and Materials: Explores the different sounds of instruments. Manipulates materials to achieve a planned effect. Selects appropriate resources and adapts work where necessary.</p> <p>Being Imaginative: Plays alongside other children who are engaged in the same theme.</p>	<p>Exploring and Using Media and Materials: Selects tools and techniques needed to shape, assemble and join materials they are using.</p> <p>Being Imaginative: Plays co-operatively as part of a group to develop and act out a narrative.</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------