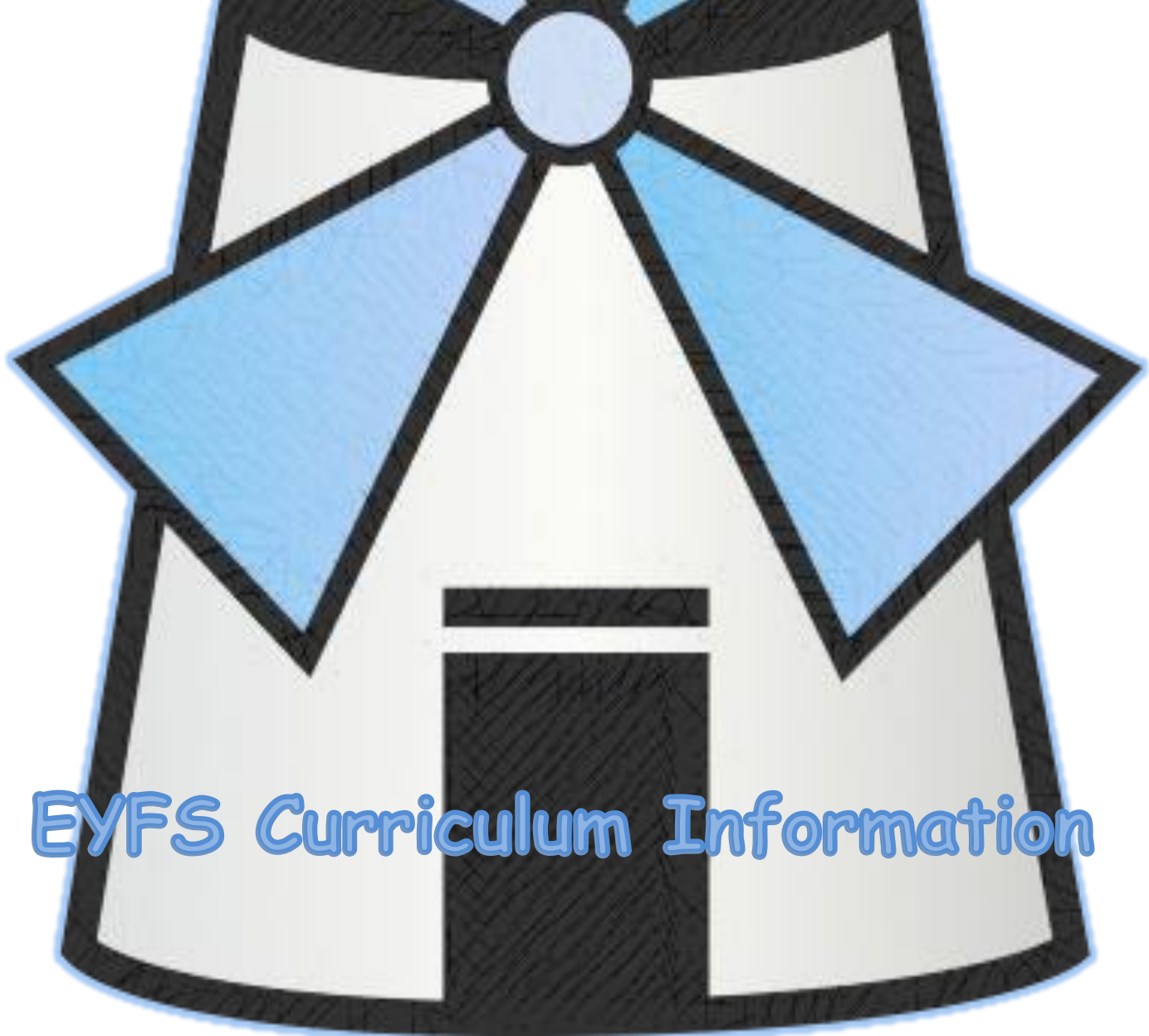


Fulwell Infant School Academy



EYFS Curriculum Information

Prime Area

Communication and Language

	Listening, Attention and Understanding	Speaking
Three to Four (Nursery)	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Pay attention to more than one thing at a time, which can be difficult.</p> <p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Can the child answer simple 'why' questions?</p>	<p>Use a wider range of vocabulary.</p> <p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</p> <p>Use longer sentences of four to six words.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Around the age of 4, is the child using sentences of four to six words - "I want to play with cars" or "What's that thing called?"?</p> <p>Can the child use sentences joined up with words like 'because', 'or', 'and'? For example: "I like ice cream because it makes my tongue shiver".</p> <p>Is the child using the future and past tense: "I am going to the park" and "I went to the shop"?</p>

Prime Area

Personal, Social and Emotional Development

	Self Regulation	Managing Self	Building Relationships
Three to Four (Nursery)	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Develop their sense of responsibility and membership of a community. Develop appropriate ways of being assertive</p> <p>Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Understand gradually how others might be feeling</p> <p>Can the child generally negotiate solutions to conflicts in their play?</p>	<p>Increasingly follow the rules understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p>	<p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Around the age of 4, does the child play alongside others, or do they always want to play alone?</p>

Prime Area

Physical Development

	Gross Motor Skills	Fine Motor Skills
Three to Four (Nursery)	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop and stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large muscle movements to wave flags and streamers, paint and make marks.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>	<p>Use one handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Start eating independently and learning how to use a knife and fork.</p> <p>Show a preference for a dominant hand,</p> <p>Be increasingly independent as they get dressed and undressed e.g. doing up zips.</p> <p>Being increasingly independent in meeting their own care needs e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p>

Specific Area

Literacy

	Comprehension	Word Reading	Writing
Three to Four (Nursery)	Engage in extended conversations about stories, learning new vocabulary.	Understand the five key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing Develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother.	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately.

Specific Area

Mathematics

	Number	Numerical Patterns
Three to Four (Nursery)	<p>Develop fast recognition of up to 3 objects, without having to count them individually (subitising).</p> <p>Show finger numbers up to 5.</p> <p>Link numerals and amounts: for example showing the right number of objects to match the numeral, up to 5.</p>	<p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1, 2, 3, 4, 5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Compare quantities using language: 'more than', 'fewer than'</p> <p>Talk about and explore 2D and 3D shapes using informal language: 'sides', 'corners', 'straight', 'flat', 'round'.</p> <p>Understand position through words alone: 'the bag is under the table'</p> <p>Describe routes and locations using words like 'in front of/behind'.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Select shapes appropriately flat surfaces for building, a triangular prism for a roof etc.</p> <p>Combine shapes to make new ones</p> <p>Talk about and identify patterns around them - stripes on clothes, designs on rugs and wallpaper: 'spotty/pointy'</p> <p>Extend and create ABAB patterns</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'</p>

Specific Area

Understanding the World

	Past and Present	People, Culture and Communities	The Natural World
Three to Four (Nursery)	Explore how things work.	<p>Begin to make sense of their own life-story and family's history.</p> <p>Show interest in different occupations. Continue developing positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see using a wide vocabulary.</p> <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Explore and talk about different forces they can feel.</p> <p>Talk about the differences between materials and changes they notice.</p>

Specific Area

Expressive Arts and Design

	Creating with Materials	Being Imaginative and Expressive
Three to Four (Nursery)	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses.</p> <p>Make imaginative and complex small worlds with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail such as representing a face with a circle including details.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Show different emotions in their drawings and paintings.</p> <p>Explore colour and colour mixing.</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person.</p> <p>Sing the melodic shape of familiar songs.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>