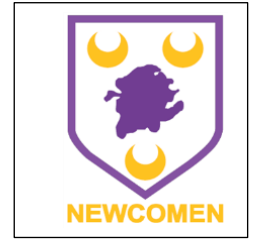


Newcomen Primary School Early Years Curriculum

“What a child can do today with assistance, she will be able to do by herself tomorrow.” Lev Vigotsky 1896 – 1934

As an Early Years team, we feel privileged to be part of the first steps in developing a love of life-long learning in our children’s education at Newcomen. Through stimulating and engaging environments, children have the opportunity to become independent and resilient learners. As a school, we base our teaching on Rosenshine’s principles. Even from our youngest children, learning is most effective with repetition.



	Check Point 1 Nursery Entry (Starting point 1)	Check Point 2 Mid Nursery (Check point 1)	Check Point 3 End of nursery/reception entry (Starting point 2)	Check Point 4 Mid Reception (Check point 2)	Year 1 Ready
<u>Communication and Early Reading</u> Expressive Art and Design	To join in with nursery rhymes. To enjoy listening to stories with increasing interest. To use a wider range of vocabulary. To take part in simple pretend play.	To begin to recognise and hear rhyme. To engage in extended conversations about stories. To use longer sentences of four to six words. To begin to develop more complex stories using small world and role play.	To recognise words with the same initial sound. To understand that print has different meaning and purposes. To count and clap syllables. To start a conversation with an adult or friend and continue. To use talk to organise themselves in play. Make imaginative and increasingly complex small worlds being able to justify and discuss.	To blend sounds into words in order to read short words (CVC). To read a few tricky words. To listen to and talk about stories showing familiarity and understanding. To articulate ideas and thoughts in increasingly well-formed sentences. Develop story lines in pretend play.	To effectively follow rules of conversation showing an increasing awareness of the listener. To speak in full sentences using a range of tenses. To read simple sentences and show an understanding of content. To use phonetic knowledge to read simple sentences. To be secure in Phase 4 phonics as part of Little Wandle Letters and Sounds Revised. To develop language to demonstrate reasoning. Correct pronunciation of words where appropriate.

<p><u>Me in my World</u></p> <p>Personal, Social and Emotional Development</p>	<p>Uses toilet independently. Separates from carer with support.</p> <p>Be able to show control and begin to manage emotions.</p> <p>Selects and uses activities and resources with help when needed.</p> <p>Beginning to have an awareness of own family.</p>	<p>Increasingly remembers and follows rules.</p> <p>To think about solutions to problems</p> <p>Plays with one or more other children extending and elaborating play ideas.</p> <p>Understands and talks about the natural world and all living things.</p> <p>Talks about the differences and changes in materials.</p>	<p>Talks with others to solve conflicts.</p> <p>Talks about and expresses feelings appropriately.</p> <p>To talk with others to solve conflicts.</p> <p>Shows confidence in the setting and increasing confidence in new social situations.</p> <p>Knows that there are different countries in the world and is developing positive attitudes about the differences between people.</p> <p>Can talk with more depth about some of the things that they have observed including plants, animals and natural objects.</p>	<p>Manages own needs. Shows resilience and perseverance in the face of challenge.</p> <p>Builds constructive and respectful relationships.</p> <p>Talks about members of immediate family and community.</p> <p>Recognises similarities and differences in this country and other countries and knows that people have different beliefs and celebrate in different ways.</p> <p>Explores the natural world around them.</p>	<p>To demonstrate a good understanding of past and present.</p> <p>To be able to describe their immediate environment and talk about what they observe around them.</p> <p>To be able to talk about the natural world and make observations.</p> <p>To demonstrate an awareness of other cultures and traditions.</p> <p>To be sensitive to the feelings of others.</p> <p>To demonstrate empathy.</p>
<p><u>Early Writing and Development</u></p> <p>Physical Development</p>	<p>Uses large muscle movements to paint and make marks.</p> <p>Uses one handed tools and equipment.</p> <p>Moves freely in a range of ways with confidence.</p> <p>Shows an interest in dressing with support e.g. coat.</p>	<p>Shows preference for a dominant hand.</p> <p>Developing a comfortable grip showing increasing control when holding pens and pencils.</p> <p>Negotiates space adjusting speed or changing directions.</p> <p>Is increasingly independent in meeting own care needs.</p>	<p>Writes some or all of their name.</p> <p>Uses some print and letter knowledge in their early writing.</p> <p>Uses a consistent comfortable grip.</p> <p>Beginning to use an effective tripod grip for mark making.</p> <p>Matches developing physical skills to tasks and activities in the setting.</p> <p>Makes healthy choices about food, drink oral hygiene.</p>	<p>Developing small motor skills to use a range of tools competently.</p> <p>Developing all over body strength, co-ordination, balance and agility.</p> <p>Uses clearly identifiable letters to communicate meaning representing some sounds correctly and in sequence.</p> <p>Usually form lowercase and capital letters correctly.</p>	<p>To write a sentence that is phonetically plausible.</p> <p>To be able to read own written sentences that can be read by others.</p> <p>Most letters to be recognisable and formed correctly.</p> <p>To confidently use a range of tools.</p> <p>To demonstrate an effective pencil grip.</p> <p>To have control over body and movements.</p>

				Breaks the flow of speech into words.	To confidently dress self.
<u>Early Mathematics</u> Spatial Reasoning	Takes part in number rhymes. Developing fast recognition of up to three objects. Recites numbers past 5. Understands position through words alone. ,	Shows fingers for numbers up to 5. Says one number for each item in order. Beginning to talk about and explores 2D/3D shapes. Makes comparisons between objects relating to size, length and weight. To begin to understand positioning of objects.	Knows that the last number reached when counting a small set of objects tells you how many (cardinal numbers). Recites numbers in order to 10. Links numerals and quantities up to 5. Talks about and identifies patterns around them. Solves real world mathematical problems with numbers up to 5. To use spatial awareness vocabulary in play.	Subitises numbers to 5. Counts objects, actions and sounds. Uses mathematical names for 2D and 3D shapes and uses mathematical terms to describe them. Identifies and recreates patterns of increasing complexity. Uses mathematical language to compare number. Links numeral with its cardinal number to 10. Compares length, weight and capacity.	To know number bonds to 5. To have a deep understanding of numbers to 10. To be able to count beyond 20. To recognise patterns in counting and see patterns in number. To have a bank of language to develop spatial reasoning skills. To confidently use mathematical language to describe shape.