

Newcomen Primary School Early Years Curriculum



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Prime Areas

Communication and Language

Personal, Social and
Emotional Development

Physical Development

Specific Areas

Literacy

Mathematics

Understanding the
World

Expressive Arts and
Design

Newcomen Primary School Early Years Curriculum

Communication and Language



Check Point 1 Nursery Entry	Check Point 2 Mid Nursery	Check Point 3 End of Nursery/ Reception Entry	Check Point 4 Mid Reception	Year 1 Ready
<p>To join in with nursery rhymes.</p> <p>To enjoy listening to stories with increasing interest.</p> <p>To take part in simple pretend play.</p>	<p>To know some nursery rhymes.</p> <p>To engage in conversations about stories.</p> <p>To speak in sentences of 4 words or more.</p> <p>To initiate pretend play using small world linked to longer stories.</p> <p>To hear some initial sounds for words and objects.</p> <p>To blend cvc words with support.</p>	<p>To know a collection of nursery rhymes.</p> <p>To enjoy listening to longer stories and recall much of what happens.</p> <p>To use a wider range of vocabulary.</p> <p>To start a conversation with an adult or friend and continue it for many turns.</p> <p>To use talk to organise themselves and their play.</p> <p>To articulate sounds correctly.</p> <p>To identify some of the final sounds of words and objects.</p> <p>To blend cvc words independently.</p>	<p>To learn rhymes, poems and songs.</p> <p>To retell stories using some exact repetition.</p> <p>To use new vocabulary throughout the day and apply it to appropriate contexts.</p> <p>To develop story lines from familiar books and use in pretend play.</p> <p>To segment cvc words.</p> <p>To blend words with digraphs and trigraphs.</p>	<p>To know rhymes, poems and songs off by heart.</p> <p>To retell and talk about stories in their own words.</p> <p>To articulate their understanding of new vocabulary and apply this knowledge in conversation with adults or friends.</p> <p>Connect story lines, play ideas or actions to one another using a range of conjunctions.</p> <p>To segment words with consonant blends independently.</p> <p>To blend polysyllabic words with consonant blends independently.</p>

Newcomen Primary School Early Years Curriculum

Personal, Social and Emotional Development



Check Point 1 Nursery Entry	Check Point 2 Mid Nursery	Check Point 3 End of Nursery/ Reception Entry	Check Point 4 Mid Reception	Year 1 Ready
To use the toilet with increasing independence.	To be increasingly independent in meeting their own care needs, e.g. using the toilet, washing and drying their hands thoroughly.	To begin to make healthy choices about food, drink, activity and tooth brushing.	To manage their own needs including personal hygiene.	To know and talk about the different factors that support their overall health and wellbeing.
To separate from carer with support.	To become more outgoing with familiar people in the safe context of their setting.	To show more confidence in social situations including unfamiliar people.	To show resilience and perseverance in the face of challenge.	To know and talk about how to persevere when faced with a challenge and how this helps us learn.
To show their feelings and use words such as 'happy' and 'sad.'	To gradually understand how others might be feeling.	To talk with others to begin to solve conflicts.	To express their feelings and consider the feelings of others.	To identify and moderate their own feelings socially and emotionally.
To begin to follow rules with support.	To increasingly follow rules, understanding why they are important.	To remember rules without needing an adult to remind them.	To build constructive and respectful relationships by following social rules.	To think about the perspectives of others when establishing and following social rules.
To select and use activities and resources with help when needed.	To play with one or more other children, extending and elaborating play ideas.	To find solutions to problems.	To build constructive and respectful relationships by sharing and cooperating with others.	To see themselves as a valuable individual.

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Physical Development



Check Point 1 Nursery Entry	Check Point 2 Mid Nursery	Check Point 3 End of Nursery/ Reception Entry	Check Point 4 Mid Reception	Year 1 Ready
To begin to show an interest in using one-handed tools and equipment.	To start to use one-handed tools and equipment.	To show a preference for a dominant hand.	To develop their small motor skills so that they can use pencils for drawing and writing competently, safely and confidently.	To use the tripod grip effectively with good control so that most letters are formed correctly.
To develop their movement and balancing skills.	To use tools such as paintbrushes and scissors.	To choose the right resources to carry out their own plan.	To develop their small motor skills to effectively use tweezers, paintbrushes, scissors, knives, forks and spoons.	To develop finer motor control ready for resources and materials that require precision.
To show an interest in moving large items.	To go up steps, climb up apparatus, using alternate feet and ride scooters, trikes and bikes.	To match their developing physical skills to tasks and activities in the setting.	To develop overall body-strength, balance, coordination and agility.	To effectively use physical skills to engage successfully in physical education sessions including dance, gymnastics and sports.
To show an interest in putting coats on with support.	To collaborate with others to manage large items.	To skip, hop, stand on one leg and hold a pose.	To use their core muscles to achieve good posture when sitting on the floor.	To use their core muscles to achieve good posture when sitting at a table.
	To complete last steps when dressing such as zipping up a coat.	To be increasingly independent as they get dressed and undressed for example putting on jumpers/shoes.	To independently use zips and buttons when dressing and undressing.	To effectively organise themselves and their clothes when changing for physical education.
To use large-muscle movements to wave and throw objects.	To develop their movement, balancing and ball skills.	To develop confidence when engaging in activities such as throwing and kicking.	To develop competence, precision and accuracy when engaging in activities that involve a ball.	To further develop and refine a range of balls skills including: throwing, catching, kicking, passing, batting and aiming.

Newcomen Primary School Early Years Curriculum

Literacy



Check Point 1 Nursery Entry	Check Point 2 Mid Nursery	Check Point 3 End of Nursery/ Reception Entry	Check Point 4 Mid Reception	Year 1 Ready
	<p>To hear and identify initial sounds of words and names of objects.</p> <p>To show an interest in print and begin to understand that print has different purposes.</p> <p>To engage in nursery rhymes and develop sound knowledge and alliteration skills.</p> <p>To find their name using their picture and recognise the capital letter that starts their name.</p>	<p>To distinguish different sounds and articulate sounds correctly.</p> <p>To understand that pages are sequenced and text reads from left to right and top to bottom.</p> <p>To identify rhyming words and count or clap syllables in a word.</p> <p>To write some or all of their name.</p>	<p>To blend sounds into words so that they can read short words made up of known letter-sound correspondences.</p> <p>To read individual letters by saying the sounds for them.</p> <p>To re-read books to build up their confidence in word reading, developing prosody and enjoyment.</p> <p>To spell words by identifying the sounds.</p>	<p>To decode and blend Phase 4 words independently.</p> <p>To read words with digraphs and trigraphs as well as tricky words.</p> <p>To re-read books with prosody and answer comprehension questions.</p> <p>To begin to write simple sentences using a capital letter and full stop (transcription).</p>

Newcomen Primary School Early Years Curriculum

Mathematics



Check Point 1 Nursery Entry	Check Point 2 Mid Nursery	Check Point 3 End of Nursery/ Reception Entry	Check Point 4 Mid Reception	Year 1 Ready
	<p>To recite numbers in order.</p> <p>To begin to show 'finger numbers.'</p> <p>To show an interest in numerals and amounts.</p> <p>To begin to talk about and explore 2D/3D shapes.</p>	<p>To 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>To develop fast recognition of up to 3 objects without having to count them individually (subitising).</p> <p>To link numerals and amounts up to 5.</p> <p>To solve real world mathematical problems with numbers up to 5.</p> <p>To compare quantities using language: 'more, less.'</p> <p>To select shapes appropriately: flat shapes for building, a triangular prism for a roof etc.</p>	<p>To count objects, actions and sounds beyond 10.</p> <p>To subitise numbers to 5.</p> <p>To link the number symbol (numeral) with its cardinal number value up to 10.</p> <p>To explore the composition of numbers to 10.</p> <p>To compare numbers and understand the 'one more than/one less than' relationship between consecutive numbers up to 10.</p> <p>Uses mathematical names for 2D and 3D shapes and uses mathematical terms to describe them.</p>	<p>To be able to count beyond 20.</p> <p>To subitise numbers to 10.</p> <p>To link numerals and amounts up to 20.</p> <p>To automatically recall number bonds for numbers 0-5 and some to 10.</p> <p>To compare numbers and understand the 'one more than/one less than' relationship between consecutive numbers up to 20.</p> <p>To compose and decompose shapes so that children recognise a shape can have other shapes within it.</p>

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Mathematics



Check Point 1 Nursery Entry	Check Point 2 Mid Nursery	Check Point 3 End of Nursery/ Reception Entry	Check Point 4 Mid Reception	Year 1 Ready
	<p>To talk about patterns around them.</p> <p>To begin to recognise differences between the size of objects.</p> <p>To discuss locations, using words like 'in front of and behind.'</p>	<p>To extend or create ABAB patterns.</p> <p>To begin to make comparisons between objects relating to size and weight.</p> <p>To begin to discuss familiar routes.</p>	<p>To extend, create and correct ABBABB patterns.</p> <p>To compare length, weight and capacity.</p> <p>To select and manipulate shapes to develop spatial reasoning skills.</p>	<p>To continue, copy and create repeating patterns including AB, ABB and ABBC.</p> <p>To use non-standard units of measure when comparing length, weight and capacity.</p> <p>To have a bank of language to develop spatial reasoning skills.</p>

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Understanding the World



Check Point 1 Nursery Entry	Check Point 2 Mid Nursery	Check Point 3 End of Nursery/ Reception Entry	Check Point 4 Mid Reception	Year 1 Ready
		<p>To begin to make sense of their own life-story and family's history.</p> <p>To know that there are different countries in the world.</p> <p>To explore collections of materials with similar and/or different properties.</p> <p>To develop positive attitudes about the differences between people.</p>	<p>To name and describe people who are familiar to them.</p> <p>To draw information from a simple map.</p> <p>To explore the natural world around them and describe what they see, hear and feel whilst outside.</p> <p>To understand that some places are special to members of their community.</p>	<p>To comment on images of familiar situations in the past.</p> <p>To recognise some similarities and differences between life in this country and life in other countries.</p> <p>To understand the effect of changing seasons on the natural world around them.</p> <p>To recognise that people have different beliefs and celebrate special times in different ways.</p>

Newcomen Primary School Early Years Curriculum

Expressive Arts and Design



Check Point 1 Nursery Entry	Check Point 2 Mid Nursery	Check Point 3 End of Nursery/ Reception Entry	Check Point 4 Mid Reception	Year 1 Ready
		<p>To remember and sing entire songs.</p> <p>To explore colour and colour-mixing.</p> <p>To explore different materials freely, develop their ideas about how to use them and what to make.</p>	<p>To listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>To explore, use and refine a variety of artistic effects.</p> <p>To create collaboratively, sharing ideas, resources and skills.</p>	<p>To sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>To express their ideas and feelings through their art.</p> <p>To return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>