

**PHEASEY PARK FARM CURRICULUM CONTENT SEPTEMBER 2023**

**Early Years Centre**

**Pre-Nursery 2**

<b>TERM</b>	<b>C&amp;L</b>	<b>PSED</b>	<b>PD</b>	<b>L</b>	<b>M</b>	<b>UTW</b>	<b>EAD</b>
<b>AUTUMN (birth-3)</b>	<p>Start to develop conversation, often jumping from topic to topic</p> <p>Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</p> <p>Use the speech sounds p, b, m, w. Pronounce: • l/r/w/y • f/th • s/sh/ch/dz/j • multi-syllabic words such as 'banana' and 'computer'</p>	<p>Be increasingly able to talk about and manage their emotions.</p> <p>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p>	<p>Sit on a push-along wheeled toy, use a scooter or ride a tricycle</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</p>	<p>Ask questions about the book. Make comments and shares their own ideas.</p> <p>Develop play around favourite stories using props</p>	<p>Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.</p> <p>Count in everyday contexts, sometimes skipping numbers - '1-2-3-5'.</p> <p>Know that the last number reached when counting a small set of objects (up to 5) tells you how many there are in total ('cardinal principle').</p>	<p>Begin to make sense of their own life-story</p> <p>Notice differences between people.</p> <p>Make connections between the features of their family and other families</p>	<p>Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.</p> <p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make</p> <p>Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.</p>
<b>SPRING (consolidating birth-3 and beginning to cover some aspects of 3-4)</b>	<p>Sing a large repertoire of songs.</p> <p>Use longer sentences of four to six words</p> <p>Pay attention to more than one thing at a time, which can be difficult.</p>	<p>Increasingly follow rules, understanding why they are important.</p> <p>Show more confidence in new social situations.</p> <p>Select and use activities and resources, with</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</p>	<p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p>	<p>Show 'finger numbers' up to 5</p> <p>Begin to compare quantities using language such as 'more than' and 'less than'.</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p>	<p>Plant seeds and care for growing plants.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Talk about what they see, using a wide vocabulary.</p>	<p>Use their imagination as they consider what they can do with different materials.</p> <p>Make simple models which express their ideas.</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p>

		<p>help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Talk about their feelings in more elaborate ways "I'm sad because..." or "I love it when..."</p>	<p>across a plank, depending on its length and width.</p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p>	<p>Make marks on their picture to stand for their name.</p>	<p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5</p>		<p>Explore colour and colour mixing.</p> <p>Remember and sing entire songs.</p>
<p><b>SUMMER (3-4)</b></p>	<p>Use a wider range of vocabulary.</p> <p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p> <p>Enjoy listening to longer stories and begin to remember some of what happens.</p>	<p>Be increasingly independent in meeting their own care needs, e.g., using the toilet, washing and drying their hands thoroughly.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Remember rules without needing an adult to remind them</p>	<p>Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p>	<p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>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. Write some or all of their name.</p>	<p>Talk about and explore 2D shapes (for example, circles, rectangles, triangles) using informal and formal mathematical language: 'sides', 'corners'; 'straight', 'round'.</p> <p>To recognise numerals 0-5 and begin to link numerals and amounts; showing the right number of objects to match the numeral</p> <p>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc</p>	<p>Know that there are different countries in the world</p> <p>Explore how things work.</p>	<p>Begin to explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</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>

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