



CURRICULUM

Chearsley and Haddenham Under Fives

At CHUF our curriculum is based on the principles of the EYFS and the Development matters learning and development non statutory guidance.

Those are our areas of learning:

- *Communication and Language*
- *Physical Development*
- *Personal, social and emotional*
- *Literacy*
- *Mathematics*
- *Understanding the world*
- *Expressive Arts and Design*

We also place strong importance on ensuring all our children are ready for school and work through the checklist throughout their journey at CHUF. We recognise the list as a guide that not all children will achieve this due to other factors such as SEND or may be at a stage where they need more challenge.

CHUF's Curriculum Overview

Communication and Language – Prime

<i>Age 2 years</i>	<ul style="list-style-type: none"> ❖ Understand simple words in context – ‘cup’, ‘milk’, ‘daddy’. ❖ Understand frequently used words such as ‘all gone’, ‘no’ and ‘bye-bye’. ❖ Understand simple instructions like ‘give to nanny’ or ‘stop’. ❖ Recognised and point to objects if asked about them. ❖ Make themselves understood, and can become frustrated when they cannot.
<i>Age 2 and half years</i>	<ul style="list-style-type: none"> ❖ Generally, focus on an activity of their own choice and find it difficult to be directed by an adult. ❖ Start to develop conversation, often jumping from topic to topic. ❖ Listen to other people’s talk with interest, but can easily be distracted by other things. ❖ Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’. ❖ Listen to simple stories and understand what is happening, with the help of the pictures. ❖ Use the speech sounds p, b, m, w.
<i>Age 3 years</i>	<ul style="list-style-type: none"> ❖ Pronounce: <ul style="list-style-type: none"> - l/r/w/y - s/sh/ch/dz/j - f/th - multi-syllabic words such as ‘banana’ and ‘computer’ ❖ Identify familiar objects and properties for practitioners when they are described. For example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’. ❖ Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’. ❖ Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’).

<i>Age 3 and half years</i>	<ul style="list-style-type: none"> ❖ Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. ❖ Use longer sentences of four to six words.
<i>Age 4 years</i>	<ul style="list-style-type: none"> ❖ Enjoy listening to longer stories and can remember much of what happens. ❖ Pay attention to more than one thing at a time, which can be difficult. ❖ Use a wider range of vocabulary. ❖ Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” ❖ Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh. ❖ 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. ❖ Start a conversation with an adult or a friend and continue it for many turns. ❖ Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”
<i>Age 4 and half years</i>	<ul style="list-style-type: none"> ❖ Sing a large repertoire of songs. ❖ Know many rhymes, be able to talk about familiar books, and be able to tell a long story. ❖ Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.

Personal, social, and emotional – Prime

<i>Age 2 years</i>	<ul style="list-style-type: none">❖ Being comforted by their key person.❖ Engage with others through gestures, gaze and simple talk.❖ Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.❖ Feel strong enough to express a range of emotions.
<i>Age 2 and half years</i>	<ul style="list-style-type: none">❖ Try new things and start establishing their autonomy.❖ Managing transitions, for example from their parent to their key person (with support).❖ Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.
<i>Age 3 years</i>	<ul style="list-style-type: none">❖ Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.❖ Notice differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.❖ Safely explore emotions beyond their normal range through play and stories.❖ Learn to use the toilet with help, and then independently.❖ Wash hands with support.
<i>Age 3 and half age</i>	<ul style="list-style-type: none">❖ Waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.❖ Develop friendships with other children.❖ Select and use activities and resources, with help when needed.❖ Increasingly follow rules, and develop understanding of why they are important.❖ Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.❖ Understand gradually how others might be feeling.

<p><i>Age 4 years</i></p>	<ul style="list-style-type: none"> ❖ Be increasingly able to talk about and manage their emotions. ❖ Talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”. ❖ Become more outgoing with unfamiliar people, in the safe context of their setting. ❖ Show more confidence in new social situations. ❖ Play with one or more other children, extending and elaborating play ideas. ❖ Remember rules without needing an adult to remind them. ❖ Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. ❖ Develop sense of responsibility. ❖ Aware of healthy choices.
<p><i>Age 4 and half years</i></p>	<ul style="list-style-type: none"> ❖ Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. ❖ Make healthy choices about food, drink, activity and toothbrushing.

Physical – Prime

<i>Age 2 years</i>	<ul style="list-style-type: none"> ❖ Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. ❖ Enjoy starting to kick and throw. ❖ Sit on a push-along wheeled toy.
<i>Age 2 and half years</i>	<ul style="list-style-type: none"> ❖ Build independently with a range of appropriate resources. ❖ Walk, run, jump and climb – and start to use the stairs independently. ❖ Use large and small motor skills to do things independently, for example drink from open cup. ❖ Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. ❖ Explore different materials and tools.
<i>Age 3 years</i>	<ul style="list-style-type: none"> ❖ Start eating independently and learning how to use a spoon and fork. ❖ Climbing independently. ❖ Use large-muscle movements to wave flags and streamers, paint and make marks.
<i>Age 3 and half years</i>	<ul style="list-style-type: none"> ❖ Use large and small motor skills to do things independently, for example manage buttons and zips. ❖ Ride a tricycle. ❖ Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. ❖ Skip, hop, stand on one leg and hold a pose for a game like musical statues. ❖ Show a preference for a dominant hand.
<i>Age 4 years</i>	<ul style="list-style-type: none"> ❖ Start taking part in some group activities which they make up for themselves, or in teams. ❖ 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. ❖ Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. ❖ Use a comfortable grip with good control when holding pens and pencils.

Age 4 and half years

- ❖ Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
- ❖ Use one-handed tools and equipment, for example, making snips in paper with scissors.
- ❖ Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

Literacy – Specific

<i>Age 2 years</i>	<ul style="list-style-type: none">❖ Enjoy songs and rhymes.❖ Join in with songs and rhymes.❖ Enjoy sharing books with an adult.
<i>Age 2 and half years</i>	<ul style="list-style-type: none">❖ Say some of the words in songs and rhymes.❖ Copy finger movements and other gestures.❖ Pay attention and respond to the pictures or the words.❖ Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.❖ Enjoy drawing freely.
<i>Age 3 years</i>	<ul style="list-style-type: none">❖ Enjoy songs and rhymes, tuning in and paying attention.❖ Copying sounds, rhythms, tunes and tempo.❖ Sing songs and say rhymes independently, for example, singing whilst playing.❖ Repeat words and phrases from familiar stories.
<i>Age 3 and half years</i>	<ul style="list-style-type: none">❖ Ask questions about the book. Makes comments and shares their own ideas.❖ Understand the five key concepts about print:<ul style="list-style-type: none">- print has meaning- print can have different purposes- we read English text from left to right and from top to bottom.

<p><i>Age 4 years</i></p>	<ul style="list-style-type: none"> ❖ Engage in extended conversations about stories, learning new vocabulary. ❖ Develop play around favourite stories using props. ❖ Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. ❖ Add some marks to their drawings, which they give meaning to. For example: “That says mummy.” ❖ Make marks on their picture to stand for their name. ❖ 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.
<p><i>Age 4 and half years</i></p>	<ul style="list-style-type: none"> ❖ Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother. ❖ Write some or all of their name. ❖ Write some letters accurately.

Maths – Specific

<i>Age 2 years</i>	<ul style="list-style-type: none">❖ Combine objects like stacking blocks and cups. Put objects inside others and take them out again.❖ Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.
<i>Age 2 and half years</i>	<ul style="list-style-type: none">❖ Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'
<i>Age 3 years</i>	<ul style="list-style-type: none">❖ Take part in finger rhymes with numbers.❖ Build with a range of resources.❖ Complete inset puzzles.
<i>Age 3 and half years</i>	<ul style="list-style-type: none">❖ React to changes of amount in a group of up to three items.❖ Compare amounts, saying 'lots', 'more' or 'same'.❖ Show 'finger numbers' up to 5.❖ Combine shapes to make new ones – an arch, a bigger triangle etc.❖ Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.❖ Extend and create ABAB patterns – stick, leaf, stick, leaf.

<p><i>Age 4 years</i></p>	<ul style="list-style-type: none"> ❖ Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. ❖ Notice patterns and arrange things in patterns. ❖ Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). ❖ Recite numbers past 5. ❖ Say one number for each item in order: 1,2,3,4,5. ❖ Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). ❖ Compare quantities using language: 'more than', 'fewer than'. ❖ Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. ❖ Discuss routes and locations, using words like 'in front of' and 'behind'. ❖ Make comparisons between objects relating to size, length, weight and capacity. ❖ Understand position through words alone – for example, "The bag is under the table," – with no pointing. ❖ Notice and correct an error in a repeating pattern.
<p><i>Age 4 and half age</i></p>	<ul style="list-style-type: none"> ❖ Solve real world mathematical problems with numbers up to 5. ❖ Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...

Understanding of the world – specific

<i>Age 2 years</i>	<ul style="list-style-type: none">❖ Repeat actions that have an effect.❖ Explore materials with different properties.❖ Explore natural materials, indoors and outside.
<i>Age 2 and half years</i>	<ul style="list-style-type: none">❖ Explore and respond to different natural phenomena in their setting.
<i>Age 3 years</i>	<ul style="list-style-type: none">❖ Notice differences between people.❖ Use all their senses in hands-on exploration of natural materials.❖ Explore how things work.
<i>Age 3 and half years</i>	<ul style="list-style-type: none">❖ Explore collections of materials with similar and/or different properties.❖ Plant seeds and care for growing plants.❖ Begin to understand the need to respect and care for the natural environment and all living things.❖ Explore and talk about different forces they can feel.
<i>Age 4 years</i>	<ul style="list-style-type: none">❖ Make connections between the features of their family and other families.❖ Talk about what they see, using a wide vocabulary.❖ Begin to make sense of their own life-story and family's history.❖ Show interest in different occupations.❖ Understand the key features of the life cycle of a plant and an animal.❖ Talk about the differences between materials and changes they notice.
<i>Age 4 and half years</i>	<ul style="list-style-type: none">❖ Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Expressive Arts and Design

Age 2 years

- ❖ Show attention to sounds and music.
- ❖ Explore their voices and enjoy making sounds.
- ❖ Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.

Age 2 and half years

- ❖ Move and dance to music.
- ❖ Anticipate phrases and actions in rhymes and songs.
- ❖ Join in with songs and rhymes, making some sounds.
- ❖ Explore a range of sound-makers and instruments and play them in different ways.
- ❖ Start to make marks intentionally.

Age 3 years

- ❖ Join different materials and explore different textures.
- ❖ Explore colour and colour-mixing.

Age 3 and half years

- ❖ Take part in simple pretend play, using an object to represent something else even though they are not similar.
- ❖ Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.

Age 4 years

- ❖ Make simple models which express their ideas.
- ❖ Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- ❖ Explore different materials freely, to develop their ideas about how to use them and what to make.
- ❖ Develop their own ideas and then decide which materials to use to express them.
- ❖ Create closed shapes with continuous lines, and begin to use these shapes to represent objects.
- ❖ Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- ❖ Listen with increased attention to sounds.
- ❖ Remember and sing entire songs.

Age 4 and half years

- ❖ Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- ❖ Respond to what they have heard, expressing their thoughts and feelings.
- ❖ Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- ❖ Create their own songs or improvise a song around one they know.