



## **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

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

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

## Personal, social, and emotional – Prime

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

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

## Physical – Prime

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

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

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

## Maths – Specific

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

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

## Understanding of the world – specific

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

## Expressive Arts and Design

<i>Age 2 years</i>	<ul style="list-style-type: none"><li>❖ Show attention to sounds and music.</li><li>❖ Explore their voices and enjoy making sounds.</li><li>❖ Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</li></ul>
<i>Age 2 and half years</i>	<ul style="list-style-type: none"><li>❖ Move and dance to music.</li><li>❖ Anticipate phrases and actions in rhymes and songs.</li><li>❖ Join in with songs and rhymes, making some sounds.</li><li>❖ Explore a range of sound-makers and instruments and play them in different ways.</li><li>❖ Start to make marks intentionally.</li></ul>
<i>Age 3 years</i>	<ul style="list-style-type: none"><li>❖ Join different materials and explore different textures.</li><li>❖ Explore colour and colour-mixing.</li></ul>
<i>Age 3 and half years</i>	<ul style="list-style-type: none"><li>❖ Take part in simple pretend play, using an object to represent something else even though they are not similar.</li><li>❖ Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</li></ul>
<i>Age 4 years</i>	<ul style="list-style-type: none"><li>❖ Make simple models which express their ideas.</li><li>❖ Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li><li>❖ Explore different materials freely, to develop their ideas about how to use them and what to make.</li><li>❖ Develop their own ideas and then decide which materials to use to express them.</li><li>❖ Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li><li>❖ Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li><li>❖ Listen with increased attention to sounds.</li><li>❖ Remember and sing entire songs.</li></ul>

*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.