

**PHEASEY PARK FARM CURRICULUM CONTENT    SEPTEMBER 2024**

**Early Years Centre**

**Pre-Nursery 1**

<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</b>	<p>Make themselves understood and can become frustrated when they cannot.</p> <p>Listen to simple stories and understand what is happening, with the help of the pictures.</p>	<p>Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</p> <p>Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.</p> <p>Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.</p>	<p>Walk, run, jump and climb - and start to use the stairs independently.</p> <p>Spin, roll and independently use ropes and swings (for example, tyre swings).</p> <p>Explore different materials and tools.</p>	<p>Enjoy sharing books with an adult.</p> <p>Pay attention and respond to the pictures or the words.</p>	<p>Build with a range of resources.</p> <p>Climb and squeeze themselves into different types of spaces.</p> <p>Take part in finger rhymes with numbers.</p>	<p>Explore natural materials, indoors and outside.</p>	<p>Explore a range of sound makers and instruments and play them in different ways.</p> <p>Make rhythmical and repetitive sounds.</p>
<b>SPRING</b>	<p>Start to say how they are feeling, using words as well as actions.</p> <p>Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'.</p>	<p>Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</p> <p>Feel strong enough to express a range of emotions.</p>	<p>Enjoy starting to kick, throw and catch balls.</p> <p>Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</p> <p>Start eating independently and learning how to use a knife and fork.</p>	<p>Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</p> <p>Sing songs and say rhymes independently, for example, singing whilst playing.</p>	<p>Compare amounts, saying 'lots', 'more' or 'same'.</p> <p>Complete inset puzzles.</p> <p>Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p>	<p>Explore and respond to different natural phenomena in their setting and on trips.</p>	<p>Notice patterns with strong contrasts and be attracted by patterns resembling the human face.</p> <p>Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</p>

	Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.						
<b>SUMMER</b>	<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>Develop friendships with other children.</p> <p>Safely explore emotions beyond their normal range through play and stories.</p>	<p>Develop manipulation and control.</p> <p>Learn to use the toilet with help, and then independently.</p> <p>Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</p>	<p>Repeat words and phrases from familiar stories.</p> <p>Enjoy drawing freely.</p>	<p>Notice patterns and arrange things in patterns.</p> <p>Count in everyday contexts, sometimes skipping numbers - '1-2-3-5'.</p>	<p>Make connections between the features of their family and other families.</p>	<p>Start to make marks intentionally.</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>