

United Curriculum Principles: EYFS



The United Learning EYFS Curriculum provides for all children, regardless of their background, with:

- **Children leave the Early Years with 'school readiness'**
All Early Years settings give children the broad range of knowledge and skills which provide the right foundation for future progress through school life, fostering resilience and children who are capable, confident and self-assured.
- **Quality and consistency**
All Early Years settings set standards to ensure every child makes good progress and no child gets left behind.
- **Children are placed at the heart of the curriculum**
Every child is valued as unique and learning opportunities are adapted to meet needs and interests.
- **Enabling environments**
Environments are adapted to ensure there is a rich provision of experiences to respond to the individual needs of all children.
- **Strong partnership between home and school**
Link between practitioners and parents and/or carers is clearly established from the first day of school and nurtured throughout to create a transparent, clear communication to provide the best for all children.



Communication and Language: Overview



	Listening, Attention and Understanding	Speaking
N3/4	• Enjoy listening to longer stories and can remember much of what happens. • Can find it difficult to pay attention to more than one thing at a time. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • 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'. • May have problems saying:- some sounds: r, j, th, ch, and sh- multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' • Use longer sentences of four to six words. • 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. • Can 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."



Communication and Language: Milestones



Listening, Attention and Understanding

N3-4

- **Be able to talk about familiar books:**
 - **Sit and listen to a story**
 - **Answer simple question about what they have heard**
- Enjoy listening to longer stories and can remember much of what happens.
- Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
 - Suggest how a story might end
 - **Join in repeated refrains from stories**
 - Make simple predictions.
 - Retell a familiar story.
- **Use vocabulary in their play, that reflects their experiences of books.**
- Understand 'why' questions ("Why do you think the caterpillar got so fat?")
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

Speaking

N3-4

- Speak in simple sentences
- Develop their communication but may continue to have problems with irregular tenses and plurals.
- Use a wider range of vocabulary.
- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."
- Use longer sentences of four to six words.
- Develop their communication, to talk about a past event but may continue to have problems with irregular tenses
- Use a wider range of vocabulary.
- Use vocabulary in their play, that reflects their experiences of books.
- Sing a large repertoire of songs.
- 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.
- Can start a conversation with an adult or a friend and continue it for many turns.





Personal, Social & Emotional Development: Overview

Nursery 3-4

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Develop their sense of responsibility and membership of a community.
- 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.
- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important.
- Remember rules without needing an adult to remind them.
- Develop appropriate ways of being assertive.
- Talk with others to solve conflicts.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Understand gradually how others might be feeling.
- Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.
- Make healthy choices about food, drink, activity and toothbrushing.





Personal, Social & Emotional Development: Milestones

Self-Regulation

N3-4

- Allow an adult to comfort them.
- Achieve a goal they have chosen, or one which is suggested to them.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.
- Seek adult support to help them in managing emotions.
- Recognise when a peer is upset.
- Talk about their feelings using a developing vocabulary e.g. *frightened*, *frustrated*.
- Explain to an adult what has happened when they are upset.
- Begin to control their own emotions.
- Begin to understand how others feel.

Managing Self

N3-4

- Select and use activities and resources with help.
- Follow a two-part instruction as part of a group.
- Join in an activity when invited by an adult.
- Select and use activities and resources independently.
- Remember basic setting rules and follow them most of the time.
- Explain why rules are important.
- Care for plants, animals and their immediate environment.
- Talk confidently in front of a group of their peers.

Self Care

N3-4

- Use the toilet independently.
- Wash and dry their hands.
- Take their coat off and put it on.
- Put on shoes without fastening
- Pull zips up and down.
- Pull up trousers independently.
- Put T-Shirt and jumper on/off independently.
- Show independence in managing own needs including at snack time.
- Give simple explanations about healthy lifestyle choices.

Building Relationships

N3-4

- Take turns, with adult support.
- Play with one or more other children.
- Join in with a group of children who are playing.
- Speak to peers within a game or activity.
- Seek adult support to help them in managing emotions and conflicts.
- Play with other children extending and elaborating play ideas.
- Find solutions to conflicts and rivalries.



Physical Development: Overview



	Gross Motor	Fine Motor
Nursery 3-4	• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • 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 one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Start to eat independently and learning how to use a knife and fork. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.



Physical Development: Milestones



Gross Motor

	Wheeled Toys	Ball Skills	Movement/Gymnastics	Balancing and Climbing	Wider Skills
Nursery 3-4	• Walk a balance bike. • Pedal a tricycle with confidence. • Use feet to scoot a balance bike and maintain balance. • Turn corners on a scooter, tricycle or balance bike. • Can stop a scooter, tricycle or balance bike when required. • Maneuver around obstacles on a scooter, tricycle or balance bike.	• Push, roll and bounce large ball. • Throw a large ball up in the air, overhand and underhand. • Move a large ball with their feet. • Kick a static ball. • Catch a large ball between extended arms.	• Enjoys exploring different ways of moving. • Use large muscle movements to wave flags & streamers • Stops or attempts to avoid obstacles when running. • Skip, hop, stand on one leg & hold a pose for a game like musical statues. • Jump off a low object with both feet off the ground. • Jump over a small stationary object • Jump forward, taking off and landing on 2 feet.	• Stand on tiptoes • Walk along a chalk line • Walk and crawl along a low, wide balance beam or plank. • Climb up stairs, steps & move across equipment using alternate feet. • Explore and use climbing equipment, with some adult support. • Stand on one foot for a short period of time shifting body weight to improve stability.	• Follow simple instructions given by an adult or peer as part of a game. • Work collaboratively to move large outdoor equipment with the support of an adult. • Start to make up their own physical games. • Choose the right resources to carry out their own plan.

Fine Motor

	Using Mark Making Tools	Manipulating other Tool and Materials	Dressing
Nursery 3-4	• Begin to use mark-making tools such as paintbrushes, pens and chalk with a palmer grasp or digital pronate grasp. • Forms pre-writing shapes. • Draws circles, horizontal/vertical lines. • Develop a dominant hand. • Attempt to write their own name in a way they recognise. • Use mark-making tools such as paintbrushes, pens and chalk with a static tripod grasp, • Draws simple pictures which can be recognised by themselves and others. • Write their own name.	• Pour from one container to another with some accuracy. • Manipulate playdough to make representations of objects using their hands. • Join large construction pieces together. • Use tools to make changes to playdough. • Use a spoon or fork to eat independently. • Make snips in paper with scissors. • Use scissors to cut paper in half. • Use a knife to cut soft food. • Spread using a knife.	• Put on shoes without fastening • Pull zips up and down. • Pull up trousers independently. • Put T-Shirt and jumper on/off independently.



Literacy: Overview



Nursery 3-4

- Understand the five key concepts about print:
 - print has meaning
 - print can have different purposes
 - we read English text from left to right and from top to bottom
 - the names of the different parts of a book
 - page sequencing
- Develop their phonological awareness, so that they can:
 - spot and suggest rhymes
 - count or clap syllables in a word
 - recognise words with the same initial sound, such as money and mother
- Engage in extended conversations about stories, learning new vocabulary.
- 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.
- Write some or all of their name.
- Write some letters accurately.



Literacy: Milestones



Decoding and Word Reading NB: Phonics is taught using Bug Club Phonics

Linked to Core Texts and Rhymes

N3-4

- Develop their phonological awareness:
 - Join in with nursery rhymes
 - Sing some nursery rhymes independently
 - Explore body percussion
 - Tuning into voice sounds
 - Talking about sounds
 - Spot and suggest rhymes
 - Distinguish between environmental sounds.
 - Exploring speech sounds
 - Experience and appreciate rhythm and to develop awareness of rhythm in speech
 - *Develop awareness of sounds made with instruments*
 - *Orally blend and segment words*
 - *Count or clap syllables in a word*
 - *Recognise words with the same initial sound, such as money, mother*

Writing

N3-4

- Use some of their print and letter knowledge in their early writing.
 - **tell an adult about the marks they make**
- 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 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.

Reading Comprehension

N3-4

Literacy:

- Engage in extended conversations about stories, learning new vocabulary:
 - key events, characters and setting from familiar stories.
 - answer who, what and where questions from stories.
- Understand the first of five key concepts about print:
 - print has meaning
 - names of the different parts of a book (Begin to talk about the features and purpose of non-fiction texts)
 - print can have different purposes
 - page sequencing
 - we read English text from left to right and from top to bottom

Communication & Language:

- **Be able to talk about familiar books:**
 - **Sit and listen to a story**
 - **Answer simple questions about what they have heard**
- Enjoy listening to longer stories and can remember much of what happens.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story (Suggest how a story might end; **Join in repeated refrains from stories**; Make simple predictions; Retell a familiar story).
- **Use vocabulary in their play, that reflects their experiences of books.** Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"



Literacy: Milestones



Writing

N3-4

- Use some of their print and letter knowledge in their early writing.
 - **tell an adult about the marks they make**
- 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 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.



Mathematics: Overview



Nursery 3 - 4

- 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').
- Show 'finger numbers' up to 5.
- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5.
- 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'.
- Understand position through words alone – for example, "The bag is under the table," – with no pointing.
- Describe a familiar route
- Discuss routes and locations, using words like 'in front of' and 'behind'.
- Make comparisons between objects relating to size, length, weight and capacity.
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.
- 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.
- Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'



Mathematics: Milestones



Number

Counting and Subitising		Comparing Number
N3-4	Match and Sort - Find and match objects which are the same. - Sort objects according to different criteria. - Sort the same set of objects according to different criteria. Link numerals and amounts/Counting: - Showing the right number of objects to match the numeral for 1 and 2. - Recite numbers to 5 - Show 'finger numbers' up to 5 when joining number songs and rhymes - Say one number for each item in order: 1,2,3,4,5. - Recite numbers beyond 5 - Subitise small groups of objects. - Know that the last number reached when counting a small set of objects tells you how many there are in total. - Experiment with their own symbols and marks as well as numerals. - Fast recognition of up to 3 objects, without having to count them individually ('perceptual subitising'). - Say when the number is the same.	- Solve real world mathematical problems with numbers up to 5 - Compare quantities using language: 'more than', 'fewer than'

Shape, Space and Measure

	Position and Direction	Measure	Pattern	Shape and Space
N3-4	- Understand position through words alone – for example, "The bag is under the table," – <i>with visual cues</i>. - Describe a familiar route using spatial words. - Discuss routes and locations, using words like 'in front of' and 'behind'. - Understand and use positional language through words alone.	- Make comparisons between objects relating to size, length, weight and capacity. - Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	- 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.	- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. - Notice and talk about shapes in environment. - Talk about and explore 2D shapes (for example, circles, rectangles, and triangles) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round' - Talk about and explore 3D shapes using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'. - Combine shapes to make new ones – an arch, a bigger triangle etc.

Mathematics: Milestones



Shape, Space and Measure

	Position and Direction	Measure	Pattern	Shape and Space
N3-4	- Understand position through words alone – for example, “The bag is under the table,” – <i>with visual cues</i>. - Describe a familiar route using spatial words. - Discuss routes and locations, using words like ‘in front of’ and ‘behind’. - Understand and use positional language through words alone.	- Make comparisons between objects relating to size, length, weight and capacity. - Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’	- 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.	- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. - Notice and talk about shapes in environment. - Talk about and explore 2D shapes (for example, circles, rectangles, and triangles) using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’ - Talk about and explore 3D shapes using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’. - Combine shapes to make new ones – an arch, a bigger triangle etc.



Understanding the World: Overview



	The Natural World	Past and Present	People, Culture and Communities
N3/4	• Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and different properties. • Talk about what they see, using a wide vocabulary. • Explore how things work. • Plant seeds and care for growing plants. • Explore and talk about different forces they can feel. • Understand the key features of the life cycle of a plant and animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Talk about differences between materials and changes they notice.	• Begin to make sense of their own life-story and family's history.	• Show interest in different occupations. • Continue to develop positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.



Understanding the World: Milestones



Natural World

	Environmental Science	Forces & Motion
N3-4	• Use their senses in hands on exploration of natural materials, including grass, mud, rock, water, and sand. • Sort clothing to wear and dress appropriately for a range of different types of weather, including sunny, rainy, windy and snowy. • Describe natural phenomena related to weather, including puddles when it rains, shadows in the daytime, and rainbows where there is sunshine and rain. • Observe and name processes of melting and freezing. • Identify that certain animals live in different habitats and environments. • Plant seeds and look after growing plants with support, recognising the fact that plants need (at least) water and light to grow. • Match animals to their young and name a range of farm animals. • Describe the simple life cycles of some animals.	• Use their senses in hands on exploration. • Describe and sort materials as artificial (man-made) or natural. • Explore and sort objects as to ones that float and sink in water. • Explore and talk about different forces they can feel, including pushes and pulls and magnetic attraction and repulsion. • Sort collections of materials – including plastic, wood and fabric – with similar and/or different properties. • Use vocabulary such as hard, soft, rough, smooth, shiny or dull to describe materials. • Explore what happens when materials and objects are placed in water, including materials that will dissolve in or absorb water.

Past and Present

	Family and Community	Change and Historical Importance
N3-4	• Say who lives in their house. • Name their immediate family • Mimic familiar adults engaged in everyday tasks • Talk about roles of the adults they live with • Name and talk about their extended family • Talk freely about family and home life, including routines and customs. • Show an interest in occupations linked to transport and farms.	• Talk about how they have changed from being a baby. • Say how children and adults are different. • Recall special times, such as birthdays they remember in their life. • Say how many years old they are.



Understanding the World: Milestones



People, Culture and Communities

	Geography	Religion & Worldviews
N3 - 4	• Tell you something about where they live e.g <i>the number of their house, the street where they live, something that is near their house.</i> • Locate the UK on a globe. • Locate the North Pole and South Pole on a globe. • Locate Africa on a globe. • Talks about features of their immediate environment and compare this to different environments, including the Serengeti [grassland in Africa] and the Congo Basin [tropical rainforest in Africa].	• Talk about recent experiences in their own lives and those close to them. • Talk about how they celebrate special days such as their birthday. • Know there are differences between different individuals and families. • Develop positive attitudes about differences between people.



Expressive Arts & Design: Overview



Nursery 3-4

- 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.
- 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, in order 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.
- Join different materials and explore different textures.
- 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.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
- Explore colour and colour-mixing.
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- 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.
- Play instruments with increasing control to express their feelings and ideas.



Expressive Arts & Design: Milestones



Art & Design

	Drawing and Painting	Media and Materials
N3-4	• Use pre-made paints and names colours. • Represent familiar objects through independent drawing and painting. • drawing • Experiment with colour mixing. • Draw circles and lines. • Create closed shapes using horizontal and vertical lines. • Draw simple faces with features. • Show different emotions in their pictures. • Represent movement and sounds in their pictures.	• Enjoy junk modelling. • Explore printing using different objects. • Join different materials using glue. • Talk about what the materials look and feel like. • Join materials together using sellotape. • Use junk modelling to create own representations of objects/people. • Choose different materials for different effects. • Use different cut materials to make a simple image. • Use objects or tools to print a pattern or image with support.

Music, Movement & Pretend Play

	Music and Movement	Pretend Play
N3-4	• Respond to music with movement. • Join in with some nursery rhymes or favourite songs and poems. • Sing nursery rhymes and simple songs from memory. • Explore the sounds made by different instruments. • Sing in a loud or quiet voice. • Recognise high and low pitch and match the pitch sung by another. • Sing their own songs or improvise a song around one they know. • Listen and respond to different genres of music. • Play instruments with increasing control.	• Play with small world toys • Join in role-play based on their own experiences • Introduce simple narrative to their small world and role-play

