

Bay Room Curriculum – 2017 / 2018

Autumn term

PSED	C&L	Literacy	Physical	Mathematics	U+W	EAD
<p>Separates from main care giver with support and encouragement from a familiar adult.</p> <p>Shows understanding and cooperates with some boundaries and routines.</p>	<p>Understands more complex sentences.</p> <p>Responds to simple instructions.</p>	<p>Fills in the missing words or phrases in a known rhymes, story or game, e.g. 'Humpty Dumpty sat on a ...'</p>	<p>Beginning to be independent in self-care but still often needs adult support.</p>	<p>Understands some talk about immediate past and future.</p> <p>Anticipates specific time based events, such as mealtimes or home times.</p>	<p>Uses a variety of questions - 'who', 'what' and 'where'.</p>	<p>Sings a few familiar songs.</p>
<p>Expresses own preferences and interests.</p>	<p>Shows interest in play with sounds, songs and rhymes.</p>	<p>Fills in the missing words or phrases in a known rhymes, story or game, e.g. 'Humpty Dumpty sat on a ...'</p>	<p>Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p>	<p>Uses some number names accurately in play.</p> <p>Recites some number names in sequence.</p>	<p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p>	<p>Joins in singing favourite songs.</p> <p>Beginning to move rhythmically.</p>
<p>Welcomes and values praise for what they have done.</p>	<p>Developing understanding of simple concepts (e.g. big/little).</p> <p>Listens with interest to the noises adults make when they read stories.</p> <p>Listens to stories with increasing attention and recall.</p>	<p>Learns new words very rapidly and is able to use them in communicating. Uses different words to communicate same meaning.</p> <p>Have some favourite stories and rhymes. Repeats familiar words/phrases from a familiar story.</p>		<p>Beginning to categorise objects according to properties such as shapes or size.</p> <p>Begins to use the language of size.</p>	<p>Notices detailed features of objects in their environment.</p>	
<p>Enjoys responsibility of carrying out small tasks.</p> <p>Is more outgoing towards unfamiliar people and more confident in new social situations.</p>	<p>Listens with interest to the noises adults make when they read stories.</p> <p>Listens to stories with increasing attention and recall.</p> <p>Learns new words very</p>	<p>Listens to and joins with stories, one-to-one and in small groups.</p> <p>Listens to stories with increasing attention and recall.</p>	<p>Moves freely with pleasure and confidence in a range of ways.</p> <p>Mounts stairs, steps or climbing equipment using alternate feet.</p>	<p>Uses positional language</p>		<p>Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p>

	<p>rapidly and is able to use them, in communicating.</p> <p>Shows understanding of prepositions such as 'under', 'on top behind by carrying out an action or selecting a correct picture. .</p>					
<p>Interested in other's play and starting to join in.</p> <p>Seeks out others to share experiences.</p> <p>Shows affection and concern for people who are special to them</p> <p>May form a special friendship with another child.</p> <p>Keeps play going by responding to what others are saying or doing.</p>	<p>Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</p>	<p>Listens to and joins in with stories and poems, one-to-one and small groups.</p>	<p>Can kick a large ball.</p> <p>Can catch a large ball.</p>		<p>Has a sense of own immediate family and relations.</p> <p>Beginning to have their own friends.</p>	<p>Enjoys joining in with dancing and ring games.</p>
<p>Seeks out others to share experiences.</p> <p>Enjoys responsibility of carrying out small tasks.</p>	<p>Shows interest with sounds, songs and rhymes.</p> <p>Builds up vocabulary which reflects the breadth of their experiences.</p>	<p>Enjoys rhyming activities.</p>	<p>Squats with steadiness to pick up objects from the ground.</p> <p>Helps with clothing, hats, scarves and coats.</p>	<p>Select a small number of objects, for example, 'please give me one and please give me two'.</p> <p>Knows that numbers identify how many is in a set.</p>	<p>Developing an understanding of growth, decay and changes over time.</p> <p>Can talk about some of the things that they observed such as plants, animals, natural and found objects.</p>	<p>Experiments with blocks, colours and marks.</p>
<p>Can select and use activities and resources with help.</p>	<p>Focuses attention.</p> <p>Learns new words rapidly and is able to use them in communicating</p>			<p>Uses some language of quantities such as more and less.</p> <p>Begins to make comparisons of quantities.</p> <p>Sometimes matches numeral and quantity correctly.</p> <p>Knows that a group of objects changes in quantity when something is added or taken away.</p>	<p>Seeks to acquire basic skills in operating some ICT equipment.</p>	

<p>Keeps play going by responding to what others are saying or doing.</p> <p>Confident to talk to others in play.</p>	<p>Shows interest in play with sounds, songs and rhymes.</p> <p>Listens to stories with increasing attention and recall.</p> <p>Understands who, what and where in questions.</p>	<p>Have some favourite stories, rhymes, songs poems and jingles.</p> <p>Listens to and joins in with stories and poems, one-to-one or in a small group.</p> <p>Describes main story setting, events and principal characters.</p>	<p>Moves freely and with pleasure in different ways - being an astronaut.</p>	<p>Recites some number names in sequence.</p> <p>Uses number names accurately in play.</p> <p>Begin to represent numbers using fingers.</p>	<p>Enjoys playing with small world models.</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live.</p>	<p>Sings a few familiar songs.</p> <p>Builds stories around available toys.</p> <p>Uses available resources to create props to support play.</p>
<p>Seeks out others to share experiences.</p> <p>Expresses own preferences and interests.</p>	<p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p>	<p>Beginning to be aware of how stories are structured.</p> <p>Suggest how the story might end.</p>	<p>Dresses with help</p> <p>Climbs confidently and pull themselves up onto climbing equipment.</p>	<p>Shows an interest in shape and space by playing with shapes or making arrangements with objects.</p> <p>Shows interest in shape by sustained construction activity.</p>	<p>Remember and talk about significant events in their own experiences.</p>	<p>Enjoys joining in with dancing and ring games.</p>
<p>Seeks out others to share experiences.</p>	<p>Learn new words rapidly and is able to use them in communicating.</p>	<p>Listens to and joins in with stories, one-to-one and also in small groups.</p> <p>Suggests how the story might end.</p>	<p>Imitates drawing simple shapes and lines when drawing snowflakes.</p> <p>Uses one handed tools and equipment when making snowflakes.</p>	<p>Knows that number identifies how many is in a set when counting snowflakes.</p> <p>Shows awareness of shapes.</p>	<p>Talk about things they have observed within the environment.</p>	<p>Beginning to move rhythmically as we listen to 'walking in the air'.</p> <p>Creates movement in response to music.</p>
<p>Can usually adapt behaviour to different events, social situations and changes in routine when going to watch the Christmas production and decorating the tree.</p>	<p>Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts as we discuss Christmas and what it means to each of us.</p>	<p>Have some favourite rhymes, songs or jingles.</p> <p>Enjoy rhyming and rhythmic activities when singing Christmas songs.</p>	<p>Show some control when using mark-making tools and beginning to use tripod grasp to hold handwriting tools when signing their name in the Christmas card.</p>	<p>Beginning to talk about the shapes of objects, such as round, tall small etc.</p>	<p>Learns that they have similarities and differences that connect them to and distinguish them from others as we discuss how we celebrate Christmas.</p>	<p>Realise tools and equipment can be used for a purpose as we write our letters to Santa Claus.</p>

Spring Term

PSED	C&L	Literacy	Physical	Mathematics	U+W	EAD
Keeps play going by responding to what others are saying or doing.	Learns new words very rapidly and is able to use them in communicating.	Beginning to be aware of how stories are structured.	Helps with clothing. Dresses with help.	Understands some talk about immediate past and future. Anticipates specific time-based events such as mealtimes or home-times.	Seeks to acquire basic skills in turning on and operating some ICT equipment. Knows how to operate simple equipment.	Builds stories around toys, e.g. farm animals needing rescuing from a 'cliff'.
	Focusing attention Respond to simple instructions.	Recognises familiar words and signs such as own name and advertising logos.	Imitates drawing simple lines and circles. Beginning to hold writing tools using tripod grasp.	Beginning to talk about shapes such as a 'round' letter or a 'tall' letter.	Learns that they have similarities and differences that connect them to and distinguish them from others.	Tap out simple rhythms to names.
Seeks out others to share experiences. Initiates play, offering cues to peers to join them.	Beginning to understand 'why' and 'how' questions. Understands 'who', 'what', 'where' in simple questions (e.g. who's that/can? What's that? Where is?)	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Describe main story settings, events and principal characters.	Turns pages in a book, sometimes several at once. Draws lines and circles using gross motor movements (draw a house).	Recites some number names in sequence.	Learn that they have similarities and differences that connect them to and distinguish them from others. Remembers and talks about significant events in their own experience.	Uses various construction materials. Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.
Shows understanding and cooperates with some boundaries and routines.	Responds to simple instructions, e.g. to get or put something away.	Recognises rhythm in spoken words. Listens to and joins in with stories both 1-1 and small groups.	Runs skilfully and negotiates space successfully, adjusting to avoid obstacles when following instructions. Understand that equipment and tools have to be used safely.	Select a small number of objects from a group when asked, for example, 'Please give me two'. Show an interest in numerals in the environment.		Beginning to move rhythmically. Enjoys joining in with dancing and ring games (during P.E).
Can express their own feelings such as sad, happy, cross, scared and worried. Begins to accept the needs of others and can turn take and share resources, sometimes with support from others.	Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Use gestures, sometimes with limited talk. Beginning to use more complex sentences to link thoughts and feelings.	Has some favourite songs and rhymes. Fills in the missing word or phrase in a known rhyme e.g. 'If you're happy and you know it clap your.....' Enjoys rhyming activities.	Clearly communicates their need for toilet or potty. Can tell adults when hungry or tired when they want to rest or play.	Anticipates specific time-based events such as mealtimes or home time.	Recognise and describe special times or events for family or friends.	Use movement to express feelings.
Seeks out others to share experiences.	Focusing attentions - still listen or do but can shift	Distinguishes between the different marks they make.	Becoming independent in self-care but still may need adult support.	Understands some talk about immediate past and future, e.g.	Learns that they have similarities and differences that	Notices what adults do, imitating what is observed and then doing it spontaneously

<p>May form a special friendship with a child.</p> <p>Initiates play, offering cues to peers to join them.</p> <p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.</p>	<p>their own attention.</p> <p>Uses vocabulary focused on objects and people that are of particular importance to them.</p> <p>Builds up vocabulary that reflects the breadth of their experiences.</p>	<p>Sometimes gives meaning to marks as they draw and paint.</p>		<p>'before', 'later' or 'soon'.</p>	<p>connect them to, and distinguish them from others.</p> <p>Knows some things that make them unique and can talk about some of the similarities and differences in relation to friends or family.</p> <p>Shows interest in the lives of people who are familiar to them.</p>	<p>when the adult is not there.</p> <p>Engages in imaginative role-play based on own first-hand experiences.</p> <p>Beginning to use representation as a form of communication, e.g. drawing a line then saying, "That's me."</p>
	<p>Learning new words rapidly and is able to use them in communicating.</p> <p>Uses gestures sometimes with limited talk.</p>	<p>Enjoys rhyming activities.</p> <p>Joins in with repeated refrains, both one-to-one and in small groups.</p>		<p>Knows that a group of things changes in quantity when something is added or taken away.</p> <p>Compares two groups of objects, saying when they have the same number.</p>	<p>Can talk about some things they have observed such as plants and animals - How many legs have they got? Which one has more?</p>	<p>Sings a few familiar number songs, e.g. 'Flying saucer', ' little monkey's' and 'speckle frogs'.</p>
<p>Can play in a group, extending and elaborating ideas.</p>	<p>Uses a variety of questions and simple sentences.</p> <p>Beginning to understand how and why questions.</p> <p>Questions why things happen and give explanations.</p> <p>Listen to stories with increasing attention and recall.</p>	<p>Suggests how the story might end.</p> <p>Listen to stories with increasing attention and recall.</p> <p>Shows interest in illustrations.</p>	<p>Imitates drawing simple shapes such as circles and lines.</p> <p>Draws circles and lines using gross motor movements.</p>	<p>Selects a small number of objects from a group.</p> <p>Sometimes matches numeral and quantity correctly.</p> <p>Knows that numbers identify how many objects are in a set.</p>	<p>Notices and describes detailed features of objects in the environment, e.g. 4 wheels on the car.</p>	<p>Sings a few familiar songs.</p>
<p>Show affection and concern for people who are special to them.</p> <p>Confident to talk to other children when playing and will communicate freely about own home and community.</p>	<p>Listen to others one-to-one or in small groups, when conversation interests them.</p> <p>Uses vocabulary focused on objects and people that are of particular importance to them.</p>	<p>Holds a conversation, expanding and elaborating.</p> <p>Responds to simple who, what and where questions about a story.</p>			<p>Uses a variety of questions - who, what, where etc.</p> <p>Learns that they have similarities and differences that connect them to and distinguish them from others.</p>	<p>Experiments with colours and marks.</p>
<p>Seeks out others to share experiences.</p>	<p>Listens with interest to the noises adults make when they read and tell stories.</p>	<p>Repeats words or phrases from familiar stories.</p>	<p>Begin to use anticlockwise movement and retrace vertical lines.</p>	<p>Beginning to use the language of size.</p>	<p>Explores and investigates the environment.</p>	

Can express their own preferences and interests.	Listens and contributes in a small group.	Learns new words rapidly and able to use them in communicating.	Helps with clothing/dressing up.	Completes a jigsaw puzzle.	Shows interest in different occupations and ways of life	Beginning to make-believe by pretending.
Shows understanding and cooperates with some boundaries and routines.	Responds to simple instructions.	Looks at books independently. Handles books carefully.		Begins to make comparisons between quantities.		Knows main colours - red, blue, yellow, green etc

Summer Term

PSED	C&L	Literacy	Physical	Mathematics	U+W	EAD
Can select and use activities and resources with help. Enjoys responsibility of carrying out small tasks.	Is able to follow directions (if not intently focused on own choice of activity). Responds to simple instructions, e.g. to get or put away an object.		Draws lines and circles using gross motor movements. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. Holds pencil between thumb and two fingers, no longer using whole-hand grasp.	Notices simple shapes and patterns in pictures Shows awareness of similarities of shapes in the environment Shows interest in shapes by sustained constructions activity or by talking about shapes or arrangements. Beginning to talk about shapes of everyday objects e.g. 'round' and 'tall'	Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.	Explores colour and how colours can be changed.
Can express their own feelings such as sad, happy, cross, scared, and worried. Responds to the feelings and wishes of others. Aware that some actions can hurt or harm others. Tries to help or give comfort when others are distressed. Aware of own feelings, and knows that some actions and words can hurt others' feelings.	Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks e.g. who, what, when, how.	listens to stories with increasing attention and recall. Knows information can be relayed in the form of print. Listens to and joins in with stories and poems, one-to-one and also in small groups.	Turns pages in a book, sometimes several at once.		Shows care and concern for living things and the environment. Remembers and talks about significant events in their own experience.	Developing preferences for forms of expression. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Engages in imaginative role-play based on own first-hand experiences.
Begins to accept the needs of others and can take turns and share resources, sometimes with support from others when searching in the soil for bugs.	Listens to others one to one or in small groups, when conversation interests them during circle time.	Beginning to understand 'why' and 'how' questions as-well as Understands 'who', 'what', 'where' in simple questions when discussing the bugs.	Holds pencil between thumb and two fingers, no longer using whole-hand grasp. Draws lines and circles using gross motor movements when drawing pictures of the bugs they have saw.	Begins to use the language of size. Sometimes matches numeral and quantity correctly when counting up the sorting mini beasts.	Can talk about some of the things that they observed such as plants, animals, natural and found objects. Shows care and concern for living things and the environment. Developing an understanding of growth, decay and changes over time.	Sings a few familiar songs around mini beasts, such as, 'incy wincy', 'lady bird ladybird' and 'there's a worm at the bottom of the garden'.
Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Keeps play going by responding to what others are saying or doing.	Beginning to use more complex sentences to link thoughts (e.g. using and, because). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.	Beginning to be aware of the way stories are structured. Describes main story settings, events and principal characters.	Can tell adults when hungry or tired or when they want to rest or play. Observes the effects of activity on their bodies.	Shows curiosity about numbers by offering comments or asking questions.	Recognises and describes special times or events for family or friends. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.	Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.

Confident to talk to other children when playing, and will communicate freely about own home and community.	Uses a range of tenses (e.g. play, playing will play played.)	Suggests how the story might end. Listens to stories with increasing attention and recall. Describes main story settings, events and principal characters.	Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Talk about these movements whilst using different tenses, e.g. "You're jumping! You jumped!"	Realises not only objects, but anything can be counted, including steps, claps or jumps.	Remembers and talks about significant events in their own experience. Recognises and describes special times or events for family or friends.	Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work.
Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.	Joins in with repeated refrains and anticipates key event and phrases in rhymes and stories.	Suggest how a story might end. Listens to stories with increasing attention and recall Describes main story settings, events and principal characters.	Draws lines and circles using gross motor movements. Imitates drawing simple shapes such as circles and lines. Can usually manage washing and drying hands.	Shows awareness of similarities of shapes in the environment as we go on listening walks.	Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found object	Taps out simple repeated rhythms. Explores and learns how sounds can be changed.
Welcomes and values praise for what they have done. Shows confidence in asking adults for help.	Responds to simple instructions, e.g. "Give me one more." Focusing attention - still listen or do, but can shift own attention.			Compares two groups of objects, saying when they have the same number. Shows an interest in number problems. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.	Knows that information can be retrieved from computers. Knows how to operate simple equipment.	Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Sings a few familiar songs.
Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them.	Builds up vocabulary that reflects the breadth of their experiences. Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.' Listens to others one to one or in small groups, when conversation interests them.	Shows interest in illustrations and print in books and print in the environment.	Mounts stairs, steps or climbing equipment using alternate feet. Walks downstairs, two feet to each step while carrying a small object.	Shows an interest in number problems. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.	Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.	Uses available resources to create props to support role-play. Enjoys joining in with dancing and ring games using the parachute.
Keeps play going by responding to what others are saying or doing. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others.	Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.	Shows interest in illustrations and print in books and print in the environment. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Suggests how the story might end. Listens to stories with increasing attention and recall.	Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.	Shows awareness of similarities of shapes in the environment. Uses positional language.	Remembers and talks about significant events in their own experience.	Beginning to move rhythmically. Imitates movement in response to music (when listening to the bear hunt C.D.).

<p>Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. Welcomes and values praise for what they have done. Enjoys responsibility of carrying out small tasks. Is more outgoing towards unfamiliar people and more confident in new social situations.</p>	<p>Is able to follow directions (if not intently focused on own choice of activity). Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Responds to simple instructions, e.g. to get or put away an object.</p>	<p>Recognises familiar words and signs such as own name and advertising logos.</p>	<p>Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. Can catch a large ball. Can tell adults when hungry or tired or when they want to rest or play. Observes the effects of activity on their bodies.</p>	<p>Uses positional language.</p>	<p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p>	
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