**N2 Curriculum Achievements as Objectives for the Year – Main Nursery Prime Areas of Learning**

**PSED Range 5**

**Making Relationships Range 5**: [] Seeks out companionship with adults and other children, sharing experiences and play ideas [] Uses their experiences of adult behaviours to guide their social relationships and interactions [] Shows increasing consideration of other people’s needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it [] Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers [] Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others’ play. [] Becomes more outgoing with unfamiliar people, in the safe context of their setting. [] Finds solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. [] Talks with others to solve conflicts [] Takes part in other pretend play with different roles, other than home corner play – being the Gruffalo, for example. [] Generally negotiates solutions to conflicts in their play.

**Sense of Self Range 5**: [] Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themself in relation to social groups and to their peer. [] Is sensitive to others’ messages of appreciation or criticism [] Enjoys a sense of belonging through being involved in daily tasks [] Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others [] Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help. [] Selects and uses activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. [] Develops their sense of responsibility and membership of a community. [] Increasingly follows rules, understanding why they are important. [] Remembers rules without needing an adult to remind them. [] Develops appropriate ways of being assertive. [] Increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. [] Makes healthy choices about food, drink, activity and tooth-brushing.

**Understanding Emotions Range 5:** [] Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt [] May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares [] Talks about how others might be feeling and responds according to their his understanding of the other person’s needs and wants [] Is more able to recognise the impact of their her choices and behaviours/actions on others and knows that some actions and words can hurt others’ feelings [] Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions. [] Understands, gradually, how others might be feeling

**Communication and Language Range 5**

**Listening and Attention Range 5:** [] Listens to others in one-to-one or small groups, when conversation interests them [] Listens to familiar stories with increasing attention and recall [] Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories [] Focusing attention – can still listen or do, but can change their own focus of attention [] Is able to follow directions (if not intently focused). [] Enjoys listening to longer stories and can remember much of what happens.

**Understanding Range 5**: Understands use of objects (e.g. *Which one do we cut with?*)[] Shows understanding of prepositions such as *under, on top, behind* by carrying out an action or selecting correct picture []Responds to instructions with more elements, e.g. *Give the big ball to me; collect up all the blocks and put them in the box* [] Begins to understand *why* and *how* questions. [] Understands ‘why’ questions, like: “Why do you think the caterpillar got so fat?”

**Speaking Range 5:** [] Begins to use more complex sentences to link thoughts (e.g. using *and, because*) [] Able to use language in recalling past experiences [] Can retell a simple past event in correct order (e.g. *went down slide, hurt finger*) [] Uses talk to explain what is happening and anticipate what might happen next [] Questions why things happen and gives explanations. Asks e.g. *who, what, when, how* [] Begins to use a range of tenses (e.g. *play, playing,* *will play, played*) [] Continues to make some errors in language (e.g. *runned*) and will absorb and use language they hear around them in their community and culture [] Uses intonation, rhythm and phrasing to make the meaning clear to others [] Talks more extensively about things that are of particular importance to 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.* [] Expresses a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. [] Starts a conversation with an adult or a friend and continue it for many turns. [] Uses talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” [] Around the age of 4, uses sentences of four to six words – “I want to play with cars” or “What’s that thing called?”

[] Uses sentences joined up with words like ‘because’, ‘or’, ‘and’ For example: “I like ice cream because it makes my tongue shiver”. [] Uses the future and past tense: “I am going to the park” and “I went to the shop”? [] Answers simple ‘why’ questions?

**Physical Development Range 5**

**Moving and Handling Range 5:** []Climbs stairs, steps and moves across climbing equipment using alternate feet. [] Maintains balance using hands and body to stabilise [] Walks down steps or slopes whilst carrying a small object, maintaining balance and stability [] Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles [] Can balance on one foot or in a squat momentarily, shifting body weight to improve stability [] Can grasp and release with two hands to throw and catch a large ball, beanbag or an object [] Creates lines and circles pivoting from the shoulder and elbow [] Manipulates a range of tools and equipment in one hand, including paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons. [] Uses large-muscle movements to wave flags and streamers, paint and make marks. [] Starts taking part in some group activities which they make up for themselves, or in teams. [] Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. [] Matches their developing physical skills to tasks and activities in the setting. For example, decides for themselves whether to crawl, walk or run across a plank, depending on its length and width. [] Chooses the ‘right’ resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. [] Collaborates with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. [] Uses a comfortable grip with good control when holding pens and pencils. [] Revises and refine the fundamental movement skills they have already acquired in:- rolling, crawling, walking, jumping, running, hopping, skipping, climbing.

**Health and Self Care Range 5**: [] Can tell adults when hungry, full up or tired or when they want to rest, sleep or play. [] Observes and can describe in words or actions the effects of physical activity on their bodies. [] Can name and identify different parts of the body [] Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely [] Can wash and can dry hands effectively and understands why this is important [] Tries a range of different textures and tastes, willingly and expresses a preference. Can name and identify different parts of the body [] Observes and controls breath, able to take deep breaths, scrunching and releasing the breath [] Can mirror the playful actions or movements of another adult or child [] Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important

[] Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. [] Dresses with help, e.g. puts arms into open fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. [] Is increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

**Specific Areas of Learning Range 5**

**Literacy Range 5**

**Reading Range 5:** []Listens to and joins in with stories and poems, when reading one-to-one and in small groups

[] Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories [] Begins to be aware of the way stories are structured, and to tell own stories [] Talks about events and principal characters in stories and suggests how the story might end [] Shows interest in illustrations and words in print and digital books and words in the environment [] Recognises familiar words and signs such as own name, advertising logos and screen icons

[] Looks at and enjoys print and digital books independently. [] Knows that print carries meaning and, in English, is read from left to right and top to bottom [] Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print) [] Handles books and touch screen technology carefully and the correct way up with growing competence [] Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps [] Begins to develop phonological and phonemic awareness [] Shows awareness of rhyme and alliteration [] Recognises rhythm in spoken words, songs, poems and rhymes [] Claps or taps the syllables in words during sound play [] Hears and says the initial sound in words [] Begins to 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. [] recognises words and objects with the same initial sound, such as money and mother [] spots and suggests rhymes [] Engages in extended conversations about stories, learning new vocabulary []

**Writing Range 5:** []Makes up stories, play scenarios, and drawings in response to experiences, such as outings [] Sometimes gives meaning to their drawings and paintings [] Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves [] Includes mark making and early writing in their play [] Imitates adults’ writing by making continuous lines of shapes and symbols (early writing) from left to right [] Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes [] Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words [] Begins to make letter-type shapes to represent the initial sound of their name and other familiar words. [] Uses 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. [] Writes some or all of their name. [] Writes some letters accurately. []

**Mathematics Range 5**

**Comparison Range 5:** [] Compares two small groups of up to five objects,saying when there are the same number of objects in each group, e.g. *You’ve got two, I’ve got two. Same!* []Compares quantities using language: ‘more than’,

‘fewer than’.

**Counting Range 5:** []May enjoy counting verbally as far as they can go [] Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. [] Uses some number names and number languagewithin play, and may show fascination with large numbers [] Begin to recognise numerals 0 to 10 [] Recites numbers past 5 (verbally but may not have full understanding of these numbers yet. [] Shows ‘finger numbers’ up to 5.

**Cardinality Range 5:** [] Subitises one, two and three objects (without counting) [] Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle). [] Develops fast recognition of up to 3 to 5 objects, without having to count them individually (‘subitising’). [] Links numerals with amounts up to 5 and maybe beyond [] Explores using a range of their own marks and signs to which they ascribe mathematical meanings. [] Links numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

**Composition Range 5:** [] Through play and exploration, begins to learn that numbers are made up (composed) of smaller numbers [] Beginning to use understanding of number to solve practical problems in play and meaningful activities [] Beginning to recognise that each counting number is one more than the one before [] Separates a group of three or four objects indifferent ways, beginning to recognise that thetotal is still the same. [] Solves real world mathematical problems with numbers up to 5.

**Spatial Awareness Range 5:** [] Responds to and uses language of position anddirection[]Predicts, moves and rotates objects to fit thespace or create the shape they would like. [] Understands position through words alone –

for example, “The bag is under the table,” – with no pointing. [] Describes a simple familiar route. [] Discusses routes and locations, using words like ‘in front of’ and ‘behind’.

**Shape Range 5:** [] Chooses items based on their shape which are appropriate for the child’s purpose [] Responds to both informal language and common shape names [] Shows awareness of shape similarities and differences between objects [] Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes [] Attempts to create arches and enclosures when building, using trial and improvement to select blocks [] Talks about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’. [] Selects shapes appropriately for specific purposes: e.g. flat surfaces for building, or choosing a triangular prism for a roof, etc. [] Combines shapes to make new ones – e.g. to make an arch, or a bigger triangle, etc.

**Pattern Range 5:** [] Creates their own spatial patterns showing some organisation or regularity[] Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC) []Joins in with simple patterns in sounds, objects,games and stories dance and movement,predicting what comes next. [] Talks about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. [] Uses informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc. [] Notices and correct an error in a repeating pattern. [] Begins to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ and.. ‘next’ etc.

**Measures Range 5:** []In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items [] Recalls a sequence of events in everyday life and stories. [] Makes simple comparisons between objects relating to size, length, weight and capacity – within their play, every-day situations and classroom tasks.

**Understanding the World Range 5**

**People and Communities Range 5**: []Shows interest in the lives of people who are familiar to them [] Enjoys joining in with family customs and routines. [] Remembers and talks about significant events in their own experience. [] Recognises and describes special times or events for family or friends. [] Shows interest in different occupations and ways of life indoors and outdoors. [] 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. [] Begins to make sense of their own life-story and family’s history. [] Continues to develop positive attitudes about the differences between people.

**The World Range 5**: [] Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world [] Talks about why things happen and how things work [] Developing an understanding of growth, decay and changes over time [] Shows care and concern for living things and the environment [] Begin to understand the effect their behaviour can have on the environment. [] Uses all their senses in hands-on exploration

of natural materials. [] Explores collections of materials with similar and/or different properties – e.g. a collection of leaves, tins, toys, spoons, animals, insects etc. [] Talks about what they see, using a wide vocabulary. [] Shows interest in different occupations. [] Plants seeds and care for growing plants. [] Understands the key features of the life cycle of a plant, an animal and an insect. [] Begins to understand the need to respect and care for the natural environment and all living things. [] Explores and talk about different forces they can feel. [] Talks about the differences between materials and changes they notice. [] Knows that there are different countries in the world [] Talks about the differences they have experienced or seen in photos

**Technology Range 5**: [] Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support [] Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touch-screen devices such as mobile phones and tablets. [] Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. [] Knows that information can be retrieved from digital devices and the internet [] Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet.

**Expressive arts and Design Range 5**

**Creating with Materials Range 5:** [] Explores and learns how sounds and movements can be changed [] Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns [] Enjoys joining in with moving, dancing and ring games [] Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home [] Taps out simple repeated rhythms [] Develops an understanding of how to create and use sounds intentionally [] Continues to explore colour and how colours can be changed [] Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience [] Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces [] Uses tools for a purpose [] Develops their own ideas and then decides which materials to use to express them. [] Joins different materials in different ways. [] Explores different textures. [] Plays instruments with increasing control to express their feelings and ideas.

**Being Imaginative, Creative and Expressive Range 5:** Uses movement and sounds to express experiences, expertise, ideas and feelings [] Experiments and creates movement in response to music, stories and ideas [] Sings to self and makes up simple songs [] Creates sounds, movements, drawings to accompany stories. [] Begins to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. [] Makes imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. [] Creates closed shapes with continuous lines. [] Begins to use their shapes to represent objects. [] Draws with increasing complexity and detail, such as representing a face with a circle and including details. [] Uses drawing to represent ideas like movement or loud noises. [] Shows different emotions in their drawings and paintings, like happiness, sadness, fear, etc. [] Listen with increased attention to sounds. [] Responds to what they have heard, expressing their thoughts and feelings. [] Sings the pitch of a tone sung by another person (‘pitch match’). [] Sings the melodic shape (moving melody, such as up and down, down and up) of familiar songs. [] Creates their own songs or improvises a song around one they know.

See also Music Curriculum Plan