

Croftlands Infant and Nursery School

Early Years Curriculum

The Early Years Team has devised our own unique curriculum. There is an individual curriculum for each year which overlaps with the next year group, creating our own Early Year curriculum. This is a sequenced document, showing progression from one year group to the next with reference to the developmental stages in the Birth to 5 Matters document. The sequence of learning will support our children to progress at the stage they are developing within.

Hedgehogs

(Baby room - 3 months- 2 years)

	Sept-oct	Nov - Dec	Jan-Feb	March- Apr	May - june	July - Aug
	3months					2 years
General themes Themes will be planned for and adapted throughout the year to reflect children's current interest.	Autumn 1 All about me. Recognizing body parts, naming and recognizing family and friends. Being kind to others, sharing and turn taking. Halloween	Autumn 2 Seasonal changes Winter/cold weather – arctic animals, ice, what should I wear? Divali/Christmas	Winter 1 Healthy eating and living, Trying new foods and fruit and veg. exercising and yoga. obstacle courses indoors and outdoor play. Chinese New Year	Winter 2 Healthy eating and living, Trying new foods and fruit and veg. exercising and yoga. obstacle courses indoors and outdoor play. Chinese New Year	Summer 1 Transport, talk about the different vehicles we see. Car painting making tracks. Colors of vehicles and noise they make.	Summer 2 Seaside/ holidays. Pictures of places we visit. What we see at the beach. Sand and water play. Sea animals and creatures.
Songs and Rhymes (Not limited to)	Miss Polly... Head, shoulders... Teddy bear, teddy bear Grand old duke... Here we go around the mulberry bush	5 little leaves. Dingle, dangle scarecrow. 5 little pumpkins Christmas songs.	Miss Polly 5 current buns If you're happy and you know it. Doing the animal bop. Oats and beans five little monkeys Five little snowmen	5 little ducks 5 speckled frogs Mary, Had a little lamb. Hot cross buns Sleeping bunnies. Baa baa black sheep Old McDonald	Rain rain go away. Row row row your boat I can see a rainbow Wheels on the bus Journey home from grandpa's	Baby shark Five jellyfish I do like to be beside the seaside.
Festivals and Important days	Harvest festival Halloween Yom Kippur Hallowe'en	Bonfire night. Christmas. Divali Remembrance/Armistice. Hannukah	Chinese New Year Burns night. Valentines Day St Davids Day Shrove Tuesday.	Mother's Day Easter World book day	Queens birthday St George's Day	Fathers Day International friendship Day
Stories and Books (Not limited to)	We're going on a bear hunt. Autumn babies	The Gruffalo/The Gruffalo's child. Dear zoo little acorn Pumpkin pie.	The very hungry caterpillar The itsy bitsy snowman	Over on the Farm. That's not my bunny. Were going on a egg hunt. One spring lamb.	Little blue truck Things that GO Dig dig digging Busy beach	The little ice cream truck. Sharing a shell Say hello to the sun Commotion in the ocean

Personal, Social and Emotional Development

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

<h2 style="text-align: center;">Hedgehogs</h2> <h3 style="text-align: center;">(Baby room - 3 months- 2 years)</h3>					
Curriculum Sequence					
<ul style="list-style-type: none"> Enjoys the company of others. Seeks Physical and emotional comfort by snuggling in. 	<ul style="list-style-type: none"> Begins to get attached with familiar adults and shows separation anxiety. Likes to look at their own reflection and mirrors, and mirror play. 	<ul style="list-style-type: none"> Builds relationships with special people and their keyworkers. Use comfort objects to help soothe themselves. 	<ul style="list-style-type: none"> Is wary of unfamiliar people. Begin to be aware of routines. 	<ul style="list-style-type: none"> Engages other Adults to help get something that's out of reach by guiding and to achieve a goal. Enjoys finding own eyes nose and mouth in naming games. 	<ul style="list-style-type: none"> Enjoys playing alone and alongside others beginning to initiate play with their friends. Explores boundaries and begin to understand rules.
Vocabulary					
Eyes, nose, mouth, kind, gentle, care, familiar names, love, me, you, share, no, yes.					
Implementation					
Mirror play, one to one interactions, eye contact, rolling ball to familiar adult, role play area, mud kitchen, bathing babies.					

Physical development

By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Hedgehogs (Baby room - 3 months- 2 years)

Curriculum Sequence					
<p>Physical development</p> <ul style="list-style-type: none"> Follows and tracks sound and moving objects. Begins to communicate through facial expressions and body movements Opens mouth for food. <p>Fine Motor</p> <ul style="list-style-type: none"> Plays with their own hands and feet especially when lying in their back. Begins to reach for objects that they see. <p>Gross Motor</p> <ul style="list-style-type: none"> Rolls over from back to front and front to back 	<p>Physical development</p> <ul style="list-style-type: none"> Begins to bang wave shake pull and tug objects that they pick up in both hands to explore sounds. Explore finger and toe rhyme games. Co-operates with nappy changing and dressing. <p>Fine Motor</p> <ul style="list-style-type: none"> Begins to hold object and uses mouth to explore senses. <p>Gross Motor</p> <ul style="list-style-type: none"> Begins to sit unaided. Being able to start moving positions from sitting unaided to getting in the crawling position. 	<p>Physical development</p> <ul style="list-style-type: none"> Enjoys the sensory experiences in making marks in damp sand, gloop, oats and soil. Moves whole body to songs and rhymes <p>Fine Motor</p> <ul style="list-style-type: none"> Reaches out to grab objects That are out of reach. Will pick up finger foods and guide to their mouth <p>Gross Motor</p> <ul style="list-style-type: none"> Belly crawling moves to crawling on hands and knees. 	<p>Physical development</p> <ul style="list-style-type: none"> Shows interests in rhymes and songs beginning to join in with actions to songs they recognise. Begin to feed themselves with a spoon sometimes missing their mouth, <p>Fine Motor</p> <ul style="list-style-type: none"> Points with finger to share their interest with an adult. <p>Gross Motor</p> <ul style="list-style-type: none"> Walks around furniture, lifting one foot and stepping sideways. pulls themselves up from sitting to standing holding on to a fixed object. 	<p>Physical development</p> <ul style="list-style-type: none"> Makes sounds with objects and actively responds to music. Shows interest in dressing and undressing themselves. <p>Fine Motor</p> <ul style="list-style-type: none"> Manipulates objects using their hands, Such as squashing play dough. Begins to hold pencils and crayons with a Palmer grasp. <p>Gross Motor</p> <ul style="list-style-type: none"> Begins to walk unaided becoming more confident to explore on their feet. Starts to throw and release objects over arm. 	<p>Physical development</p> <ul style="list-style-type: none"> Uses gestures and body language to convey needs and interests. Develops own likes and dislikes in food. Helps with specific care routines like zipping up coat and washing hands. <p>Fine Motor</p> <ul style="list-style-type: none"> Holds crayons and pencils and paintbrushes and recognising the marks they make. Turns pages in books sometimes several at once. Holds cup with both hands and guide to mouth with minimal spilling. <p>Gross Motor</p> <ul style="list-style-type: none"> Begin to run walk and climb on different equipment being more independent. can run short distances.
<p>Vocabulary Big, little, climb, run, throw, catch, walk, more, crawl, ball, slide, food related names, wash.</p>					
<p>Implementation Snack time interactions, soft play area, yoga, climbing equipment, outdoor play, Big build, stories, mark making</p>					

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from staff, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Hedgehogs (Baby room - 3 months- 2 years)

Curriculum Sequence

<ul style="list-style-type: none"> • Turns towards familiar sounds with accuracy, reacts in interaction with others by smiling, looking and moving. • Lifts arms in anticipation to be picked up. 	<ul style="list-style-type: none"> • Points to objects to share an interest. listens to familiar sounds and words. 	<ul style="list-style-type: none"> • Enjoys songs and rhymes and moves whole body to music. Enjoys laughing with peers and beginning to be playful with others. 	<ul style="list-style-type: none"> • Use sounds in play Like brmm for car as single words begin to develop. • Begins to concentrate on activities of their interest for short periods of time. 	<ul style="list-style-type: none"> • Creates personal words as language begins to develop. • Responds to simple questions when asked • Enjoys rhymes and will start to copy familiar actions to songs. 	<ul style="list-style-type: none"> • Uses single words. Copies familiar expressions. • Begin to join two words together, oh no and all gone. • Beginning to understand simple sentences when asked by an adult. Begins to sit and listen to short stories.
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Vocabulary

Bye, hello, more, mummy, daddy, animal noises, words recognised from rhymes, babbling

Implementation

Singing songs, song spoons, flash cards, stories, mirror play, one to one interactions