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.

Our curriculum reflects the uniqueness of the children who attend our school. We live in a small market town with a strong sense of community, there are many local festivals and events that families attend throughout the year. We have the Lake District on our doorstep as well as the coast providing easy access to outdoor spaces where children can be absorbed in nature. We share and incorporate these interests into the activities we plan to deliver our curriculum. We also have a wonderful outdoor space here at school with a large field, a wild wooded area and three separate playgrounds.

Badger Room. 2-3 Year Olds

	Autumn 1 Sept - Oct	Autumn 2 Nov – Dec	Spring 1 Jan – Feb	Spring 2 Mar – Apr	Summer 1 May - Jun	Summer 2 Jul - Aug
Themes and Topics	The children's progression through the curriculum is taught by following the changing seasons and is flexible to respond to children's interests, making the most of opportunities that arise.					
Songs and Rhymes (Not limited to)	Head, shoulders, Knees and toes. Tommy Thumb. Wind the Bobbin Up. If you're Happy and you Know it.	Incy Wincy Spider Dingle Dangle Scarecrow. Jingle Bells I'm a Little Snowman. Wind the Bobbin Up.	If you're Happy and you Know it. Wind the Bobbin Up. Rain, rain go away. Humpty Dumpty. Twinkle Twinkle.	5 Little Ducks. Mary had a Little Lamb. Hot cross buns. Sleeping bunnies. Row, row your boat.	If you're Happy and you know it. Sleeping bunnies. 1,2,3,4,5 once I caught 5 current buns	Row, row your boat. 1,2,3,4,5 once I caught 5 current buns. If you're Happy and you know it. Wheels on the Bus.
Festivals and Important days.	Harvest Festival Lantern Festival (Local) Divali	Bonfire.Fireworks Night. Remembrance Day (Local contribution) Christmas	Chinese New Year Valentines Day Shrove Tuesday	Mother's Day Easter World Book Day	World Bee Day Walk to School Week. Bike Week Father's Day	Shark Awareness Day Carnival Day (Local) International Cat Day International Dog Day
Stories and Books (Not limited to)	Dear Zoo Where's Spot That's my books	Room on the Broom Stickman Jack Frost Kippers Christmas Eve	Guess How Much I Love You. The Gruffalo. Going on a Bear Hunt.	Owl Babies The Hungry Caterpillar Easter Bunny Spot's 1 st Easter	Going on a Bear Hunt The Snail and the Whale. The Hungry Caterpillar.	The Gruffalo. Guess How Much I Love You. Fran's Flower

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 managing 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.

Badger Room. 2-3 Year Olds

- To explore the environment, interact with others and play confidently whilst their key person is close by.
- To show their growing sense of self through asserting their likes/dislikes, choices, decisions and ideas.
- To become more able to separate from their close carers and explore new situations with support from familiar adults.
- To develop friendships with other children.
- To begin to be able to co-operate and play together with others in favourable situations when free from anxiety.
- To show a sense of independence through asserting their ideas/preferences and making choices and decisions.
- Begin to recognise happy and sad faces and link this to their own feelings.

- To begin to actively seek out others to play with and to share experiences, may develop a special friendship with a familiar child with similar interests.
- To begin to show empathy by offering a comfort object to another child or sharing in another's excitement.
- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'

- To begin to show some understanding that others have ideas, perspectives and needs that differ from their own.
- To gradually learn that actions have consequences but not always the consequences the child hopes for.
- Begin to understand how others might be feeling.

- To understand ways in which we look after others.
- To begin to recognise that some actions can hurt others and be able to stop themselves from doing something they should not do.
- To be able to apply personalised strategies to selfregulate and calm themselves.

Vocabulary.

Can, will, try/trying, help/helping, care/caring, bring/bringing, make/making, wait/waiting, Sad, happy, cross, angry, excited.

Implementation

Modelling good behaviour, kindness and helping children resolve conflicts. Having an effective daily timetable and using cues to help children learn and follow the routines. Use of images displaying emotions, reading stories about different 'real life' scenarios (kindness, loneliness, arrival of new baby etc) Turn taking activities.

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.

Badger Room. 2-3 Year Olds

- Join in with finger and action rhymes, songs and games.
- Gradually gain control of their whole bodies through practising 'big' movements (waving, kicking, walking)
- Begin to communicate wet or soiled nappy or pants.
- Use wheeled toys with increasing skill

 pedalling,
 balancing, holding
 handlebars.
- Can hold a cup without a lid and drink from it without spilling.
- To walk, run. Jump, climb, be able to avoid obstacles whilst moving at speed and begin to use steps independently.
- Develop some independence in self care handwashing, being able to put on own hat, zip up coat.
- Move to music and rhythms played on instruments or sung.
- Hold mark making tools with thumb and all fingers.
- To enjoy starting to kick, throw and catch balls.
- To have more bowel and bladder control and attend to their own toileting needs most of the time.
- Effectively use a range of onehanded tools, paintbrushes, scissors, tongs etc.

Vocabulary

Shape names, write, draw, make, thread, snip, naming resources, climb, run, jump, high, up, fast, slow, build. Run, Stop, Fast, Slow, Dodge, Freeze. Balance, tip toes, squat, big steps, small steps. Climb, reach up, pull up, arms legs, kick, foot, hard, soft, far, near, partner. Bean bag, pick up, throw, jump, control, tall, crouch, bend, straight, up, down, curvy, soft, zigzag, flow.

Implementation

Engage children in structured activities: guide them in what to draw, write or copy. Threading, cutting, weaving, playdough, fine motor activities. Encourage children to draw and mark make freely. Co-operation games i.e. parachute games. Different ways of moving to be explored. Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Crate play. Dance related activities. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers. Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking. Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance/moving to music. Dance related activities. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Yoga. Obstacle activities - children moving over, under, through and around equipment. Encourage children to be highly active and get out of breath several times every day. Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in

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.

Badger Room. 2-3 Year Olds

- Understand simple sentences.
- Use different types of everyday words that adults and others can understand.
- To respond to simple questions such as what, who, where.
- Attempt to communicate with peers both nonverbally and verbally.

- To listen to simple stories and with the help of the illustrations understand what is happening.
- To start to develop and be able to hold a conversation, often jumping from topic to topic.
- Use simple sentences of 3 words.

- Listen with interest to the noises adults make when they read stories.
- Show an interest in play with sounds, songs and rhymes.
- To use a variety of questions.
- To respond to more complex questions such as how and why.
- To begin to understand more complex sentences Put your toys away and then sit on the carpet.
- Learn new words rapidly and use them to communicate in
- Use verbal communication increasingly with peers.

- To develop and understanding of simple concepts (fast/slow, good/bad)
- Use longer sentences of 4-6 words.
- To use language to share feelings, experiences, thoughts and ideas.
 - To listen with interest to stories and conversations.
- To use a variety of questions.
- Sing/recite a large repertoire of songs.

Vocabulary

Me, myself, names of peers, names of family members and special people. Nursery rhymes and repeated refrains from familiar stories. Who? Why? Action words – doing, making, having, trying.

Implementation

Answering when children speak with you and actively promote, encourage and model conversation. Adding words to children's sentences as you repeat them back to them. Reading with children. Encouraging children to tell you his/her name and age and to talk about themselves. Using photo's from children's time outside of nursery to encourage talking about themselves. Singing songs and nursery rhymes. Modelling good language by using correct words.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)

Badger Room. 2-3 Year Olds

Enjoy the sensory experience of

 To pay attention to stories and respond to the pictures and/or words.

making marks.

- Experience drawing and writing with fingers and chunky mark making tools on paper, on screen and on different textures (Sand/Playdough/G loop etc)
- Begins to join in with actions and sounds in familiar songs and book sharing experiences.

- Repeats and uses actions, words or phrases from familiar stories.
- Continue to experience drawing and writing with a variety of sensory media.
- Have some favourite stories, rhymes, songs and be able to request them during group sessions/carpet times.
- Explore mark making on a large outdoor scale – Sticks in mud, large paintbrushes and water, paint rollers, jumbo chalk on the ground.
- Discriminate between different environmental sounds.

- Fill in missing words or phrases from known rhymes/stories. Humpty Dumpty sat on a.....
- Distinguish between the different marks they make.
- Talk about different sounds, for example loud, quiet, squeaky.

- Recognise familiar logos from children's pop culture, commercial print, icons for apps
- Enjoy rhythmic and musical activities with instruments, actions, rhymes, clapping to the beat and joining in with words/lyrics.
- Include mark making in their play.
- Hold books correctly, turning pages in order.

Vocabulary

Repeated refrains from stories, words to songs and rhymes. Book, read, look, turn, write, words, see, pens, crayon.

Implementation

Wide selection of books, fiction and non-fiction available. Reading stories, singing familiar songs and rhymes, use of puppets etc to bring stories to life. Use of story sacks. Action songs. A variety of texts and media for 'writing' (cards, envelopes, note books etc).

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 5 and then 10, they will be introduced to the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - using resources such as small pebbles for example to sort and count - children will develop a secure base knowledge and vocabulary from which mathematical skills are built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Badger Room. 2-3 Year Olds

- To take part in finger rhymes with numbers.
- Enjoy filling and emptying containers.
- Becoming familiar with patterns in daily routines.
- Recite numbers 1-5
 Explore capacity by selecting, filling and
 - emptying containers.
- Begin to notice numerals in the environment. In books etc.
- Recognise some numerals, especially ones with personal significance (age,
- Is interested in what happens next using the pattern of everyday routines.

house number etc)

- To understand what big and little mean
- Begin to compare and recognise changes in numbers of things using words like more, lots.
- Move their bodies around objects, explore fitting into spaces and explore how things look from different viewpoints.
- To use big and little correctly and begin to use other words to describe size

- Recite numbers 1-10 and can count a group of 3 accurately.
- To build with a range of resources exploring size (big, tall, high, small, little) using 1:1 correspondence when counting.
- To be starting to explore counting beyond 10.
- Respond to some spatial and positional language.
- Begin to understand some talk about immediate past and future.

Vocabulary

Numbers/counting. Colour names. Fit, same, match, full, empty, fill, pour, scoop, puzzle, mix, heavy, light, house, home, street, dots, line, zig-zag, wavy. Big/small, high/low. Shape names.

Implementation

Provide jigsaws and shape fit puzzles. Water and Sand play.

Numbers available around the classroom in all learning areas, number lines displayed. Counting everyday objects with children. Observe and match patterns in the environment, indoors and outdoors.

Understanding the world.

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world.

Badger Room. 2-3 Year Olds

- To be curious about people, show interest in stories about people, animals or objects that they are familiar with or which fascinate them.
- To be curious and interested to explore new and familiar experiences in nature – grass, mud, puddles, plant life.

- To begin to have their own friends.
- Enjoy playing with small world toys, building on first hand experiences such as visiting farms. Travelling on the train.
- Notice seasonal changes such as the weather and the leaves changing colour.
- In pretend play imitate everyday actions and events from their own family and cultural background.
- To learn that they have similarities and differences that connect them to and distinguish them from others.
- Talk about growth for example baby animals, new leaves growing.
- Operate mechanical toys – turn the knob on a wind up toy/pull back a friction car.
- Notice detailed features of objects in their environment. And begin to describe them using words such as sticky.
 Shiny, hard, soft.
- Talk about some of the things they have observed such as plants, animals, naturakr and found objects.
- Have a sense of own immediate family, relations and pets and be able to talk about them.
- Seek to acquire basic skills in turning on and operating some digital equipment.

Vocabulary

Mummy, Daddy, Aunty, Brother, Sister, baby, boy, girl, home, party, family, birthday, celebrate, holiday. Plants, flowers, tree, leaf/leaves, growing, change, live, rain, sun, windy, cold, warm, hot.

Implementation

Learning opportunities linked to the children's current interests and significant events occurring.

Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.

Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. Explore the world around us and see how it changes as the seasons change. Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. Look for children incorporating their understanding of the seasons and weather in their play. Celebrate festivals from different cultures and religions. Share multi-cultural stories, fictional and non fiction. Introduce children to different occupations and ways of life.

Expressive Art and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

Badger Room. 2-3 Year Olds

- Continue to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression.
- Create sound effects as they play

 sound of car, animal noises.

- Create sounds by rubbing, shaking, tapping, blowing.
- Show an interest in the way sound makers and instruments sound.
- To start to develop pretend play, and use resources available for props.
- Show an interest in paint/mark making/constructio
 n

- Join in singing songs.
- Explore paint. Using fingers and parts of their bodies as well as tools such as paint brushes.
- To begin to use glue to join materials together.

- Join in singing songs.
- Experiment with ways of playing sound makers and musical instruments – loud/quiet, fast/slow
- Enjoy and respond to playing with colour in a variety of ways, mixing paint colours, multi-coloured playdough.

- Explore different materials using all of their senses to investigate.
- To make rhythmical and repetitive sounds.
- Choose appropriate materials for a model such as circular lids for wheels.
- Continue to explore colour, how colours can be changed and anticipate which new colours they will create when mixing them.
- Name colours.
- Enjoy joining in with moving, dancing and ring games adjusting their movements to match the music.
- Begin to represent things in their drawings and construction.

Vocabulary

Colour names, tap, bang, shake, noisy, loud, quiet, touch, feel, soft, hard, spiky, squishy, celebrate, dress up, pretend, glue, mix, paint.

Implementation

Provide opportunities to work together creatively. Use different textures and materials to make houses for the three little pigs or bridges for the Three Billy Goats. Listen to music and make their own dances in response. Firework pictures, Christmas decorations, Christmas cards, Christmas songs/poems The use of props, puppets & story bags will encourage children to retell, invent and adapt stories. Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g. creating animal masks. Making lanterns, Chinese writing. Shadow Puppets.

Make different textures; make patterns using different colours. Collage. Making houses. Pastel drawings, printing, patterns on Easter eggs. Life cycles, Flowers-Sun flowers Mother's Day crafts Easter crafts. Home Corner role play. Provide a wide range of props for play which encourage imagination.

Provide children with a range of materials for children to construct with. Crafts using a wide variety of different resources and based around themes reflecting the children's current interests as well as celebrations/festivals. Exploration of other countries – dressing up in different costumes. Retelling familiar stories. Provide children with a range of materials for children to construct with. Explore a variety of painting techniques.

Create puppet shows. Colour mixing. Collage. 3D modelling with clay/salt dough (creativity in stages, having to complete a number of steps to make the final finished item)