

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.

Badger room

(Toddler room – 2 - 3 years)

	Sept-oct	Nov - Dec	Jan-Feb	March- Apr	May - june	July - Aug
General themes Themes will be planned for and adapted throughout the year to reflect children's current interest.	Autumn 1 All about me Autumn	Autumn 2 Autumn Winter Christmas	Winter 1 Winter Love and Emotions	Winter 2 Growth (plants and mini-beast) Easter	Summer 1 Journeys Food	Summer 2 Summer Magic
Songs and Rhymes (Not limited to)	Heads, shoulders, knees and toes. Tommy Thumb Five little leaves Dingle dangle scarecrow.	Incy Wincy Spider Owl Scarecrow Scarecrow Jingle Bells Ima a little snowman	5 Little ducks If you're happy and you know it	5 Little ducks Hot Cross buns Humpty Dumpty Sleeping Bunnies	Wheels on the bus Jack and Jill Row Row your boat 5 Current buns 5 fat sausages	Row row your boat 1,2,3,4,5 once I caught a fish alive. 5 little men in a flying saucer.
Festivals and Important days	Harvest festival World car free day. 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	St George's Day	Fathers Day International friendship Day
Stories and Books (Not limited to)	Eyes, nose, fingers toes. Guess How much I love you Leaf man Ferdic and the falling leaves	The Gruffalo Stickman Jack Frost Kippers Christmas eve	Spring Guess how much I love you When I'm feeling lonely	Jaspers Beanstalk Hungry caterpillar Easter Bunny Flap book Spots 1 st Easter	Duck in the truck Going on a bear hunt Snail and the whale Ketchup on your cornflakes	Commotion in the Ocean Whatever next

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.

Badger room (Toddler room – 2 - 3 years)		
Curriculum Sequence		
<ul style="list-style-type: none"> • See themselves as a valuable individual. • Begin to have a sense of being in my own world. • Beginning to understand and follow class rules and routines. • With adult support build relationships and friendships. • Learn how to deal with their emotions. • Have self-confidence. • Build constructive and respectful relationships. • Begin to explore solving problems and thinking about their ideas/solutions. • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. 	<ul style="list-style-type: none"> • Learn about qualities and differences. • Celebrate differences. • Identify and moderate their own feelings socially and emotionally. • With encouragement think about their own feelings and those of others by giving examples of how others might feel in particular scenarios. • Understand how to be a good friend. • Have strategies for staying calm when frustrated. • Begin to be able to wait for what they want and control their immediate impulses when appropriate. • Take turns, wait politely, tidy up after themselves. 	<ul style="list-style-type: none"> • Understand ways in which we look after others. • Show resilience and perseverance when faced with challenges. • Be able to talk about why we take turns, wait politely, tidy up after ourselves. • Control their own feelings and behaviours. • Apply personalised strategies to self regulate and calm themselves. • Be able to ignore distractions. • Give focused attention to what the adult says, responding appropriately even when engaged in activity. • Take part in competitions and have experience of both winning and losing.
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 (Toddler room – 2 - 3 years)

Curriculum Sequence

<p>Fine motor skills</p> <ul style="list-style-type: none"> • Manipulate objects with good fine motor skills. • Draw lines and circles using gross motor movements. • Develop pencil/paint brush beyond whole hand grasp. • Use tools to effect changes to materials. • Show preference for dominant hand. • Construct with larger loose parts – wooden block, foam bricks etc <p>Gross Motor Skills</p> <ul style="list-style-type: none"> • Climb and descend steps/stairs, with adult help if necessary. • Throw a ball with an intent to aim but not necessarily on target yet. • Build and construct on a large scale. • Begin to move their bodies in response to music, developing rhythm. • Be able to move/propel forward a trike or scooter. 	<p>Fine motor skills</p> <ul style="list-style-type: none"> • Handle tools, objects, construction and malleable materials with increasing control. • Hold Small Items / fasten clothing. • Make snips in paper using scissors. • Hold pencil effectively with comfortable grip. Forms recognisable shapes/images (e.g. simple figure with arms/legs to represent Mummy most correctly formed. • Build with linking blocks – large waffles, mega blocks etc <p>Gross Motor Skills</p> <ul style="list-style-type: none"> • Climb and descend steps/stairs independently. • Balance on one leg and move with balance along a line/path on the ground with help as necessary. • Move with confidence. • Throw a ball at a target with some accuracy. • Play catch games, sometimes successfully catching the ball/bean bags. • Be able to pedal a trike and/or ride a scooter successfully 	<p>Fine motor skills</p> <ul style="list-style-type: none"> • Develop pencil grip continually. • Use one hand consistently for fine motor tasks. Cut with scissors. • Trace or draw freehand lines/wiggles/curves. • Begin to form letters. Start to colour inside the lines of a picture. • Start to draw pictures that are recognisable / Build things with smaller linking blocks - Duplo or Lego <p>Gross Motor Skills</p> <ul style="list-style-type: none"> • Move in a variety of ways including hopping, jumping (stationary and from height), running. • Balance on one leg, hop, balance along/follow a low balance beam independently. • Throw a ball/bean bag at a target with a good level of accuracy. • Move with rhythm to music.
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Vocabulary

Shape names, write, draw, make, thread, snip, naming resources, climb, run, jump, high, up, fast, slow, build. Run Stop Fast Slow Dodge Freeze Tag, Balance tip toes squat big steps small steps, Climb Reach up Pull up Arms Legs, Kick Foot Hard Soft Far Near Partner, egg and spoon Bean bag Pick up Throw jump, Control Coordination Tall Crouch Bend Balance Straight, up, down Curvy, soft Zigzag Flow Loop the loop

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. Cooperation 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. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music. 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 (Toddler room – 2 - 3 years)

Curriculum Sequence

- Listen to rhyme in stories and rhymes, try to join in with actions/vocalisations.
- Understand different situations and be able to follow routines and activities using non-verbal cues.
- Respond to simple questions.
- Use single words.
- Use different types of everyday words, verbs and adjectives.

- Listen with interest to the noises adults make when they read stories.
- Understand simple sentences and instructions.
- Select familiar objects by name and will go and find objects when asked, or identify objects from a group.
- Beginning to put two words together.
- Begin to ask simple questions.
- Talk about people and things that are not present.

- Listen to others and be able to sit and listen with interest to stories.
- Beginning to understand more complex sentences.
- Identify action words, understand 'who' 'what' 'where' in simple questions about and beginning to understand simple concepts such as fast/slow, good/bad.
- Learn new words very rapidly and be able to use them in communicating.
- Hold a conversation, use a variety of questions and longer sentences.

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 (Toddler room – 2 - 3 years)

Curriculum Sequence

- Join in with rhymes and show an interest in stories with repeated refrains.
- Explore print in the environment.
- Have a favourite story/rhyme.
- Sequence familiar stories through the use of pictures to tell the story.
- Engage in extended conversations about stories.
- Learn new vocabulary.
- Retell stories related to events through acting/role play.
- 'Write' Christmas letters/lists/cards.
- Join in with retelling stories.
- Enjoy an increasing range of books.

- Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- Develop their own narratives and explanations.
- Turn pages correctly when reading a book.
- Hold the book the right way up most of the time.

- Join in to retell a story with actions and/or picture prompts as part of a group.
- Use story language when acting out a narrative. Use rhyming words.
- Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions.
- Beginning to understand that a non-fiction is a non-story- it gives information instead.
- Hold the book the right way up.
- Can point to front cover, back cover.

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 - such as using resources such as small pebbles for example to sort and count - children will develop a secure base of 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 (Toddler room – 2 - 3 years)

Curriculum Sequence

- Explore play with numbers.
- Exploring shape fit puzzles.
- Exploring simple jigsaw puzzles, with encouragement look at colours and patterns and match them to fit shapes.
- Play with 3D shapes.
- Fill and empty containers using available resources.
- Begin to follow and take part in the daily routine confidently and willingly.

- Begin to use number names as they play.
- Count 1-5.
- Be able to complete a simple 4 or 6 piece jigsaw puzzle
- Compare groups of objects, recognising more/less.
- Exploring patterns and begin to create patterns using available resources.
- Use jugs to pour, scoops, funnels etc to fill and empty containers.

- Count 1-10 and beyond.
- Recognise some numerals, especially ones with personal significance (age, house number etc)
- Compare groups of objects, sorting according to size, shape, colour.
- Begin to explore more complicated jigsaw puzzles.
- Talk about full/empty, heavy/light as they fill and empty containers.

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.

Implementation

Provide jigsaws and shape fit puzzles.

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.

Water and sand play

Knowledge and Understanding of 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. As well as building important knowledge, this extends

Badger room (Toddler room – 2 - 3 years)

Curriculum Sequence

<ul style="list-style-type: none"> Identify and talk about their family. Comment on photos of their family, naming who they can see and of what relation they are to them. Name and describe people who are familiar to them. Talk about the weather. Enjoy multi-cultural stories, fictional and non fiction 	<ul style="list-style-type: none"> 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. Observe and comment on seasonal changes. Begin to understand the growth cycle of plants from seeds, butterflies from caterpillars. 	<ul style="list-style-type: none"> Talk about members of their immediate family. Share fictional stories about families and start to tell the difference between real and fiction (pretend). Recall and talk about past events – Birthdays, day trips, holidays. Begin to be aware of the effects of different weather conditions on the environment and themselves.
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. Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family. 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. Explore the outdoor environment and features therein – plants and flowers, mini beasts, the weather. Share multi-cultural stories, fictional and non fiction. Introduce children to different occupations.	

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 (Toddler room – 2 - 3 years)

Curriculum Sequence

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| <ul style="list-style-type: none"> • Join in with songs. • Beginning to mix colours. • Join in with role play games and use resources available for props. • Build models using construction equipment. Explore sounds and how they can be changed, tapping out of simple rhythms. • Listen to and move to music. • Use their senses to explore malleable materials. | <ul style="list-style-type: none"> • Sing songs spontaneously as they play. • Name colours, anticipate which new colours they will create when mixing them. • Join materials using glue, adhesive tape etc. • Construct with a wide range of materials. • Play with, not only alongside their peers as they engage in role play, developing narrative. • Mould and create with malleable materials, with purpose and imagination. | <ul style="list-style-type: none"> • Learn new songs and sing them spontaneously as they play. • Be able to describe shades of colours – light/dark and know a wider range of colour names beyond the prime and more familiar colours. • Control sound as they use musical instruments, following instructions loud/quiet, fast/slow. • Able to assist in preparation of malleable materials such as playdough and gloop, exploring the properties and the effects of combining ingredients. |
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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)