

Little Learners at Greenhall

Early Years Curriculum



Intent

The curriculum at Little Learners is planned progressively with themes being built upon throughout the 3 distinct rooms, enabling the children to build upon what they know, what they remember long term, what they have been taught and what they can do in order to deepen their understanding. The curriculum is rich in language and vocabulary, role-modelled by staff, to ensure children are able to communicate effectively. Teaching of communication and early reading is at the heart of the curriculum to ensure the foundations for future learning are met.

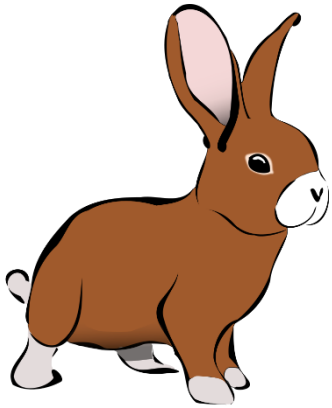
Implementation

Staff create an environment that is nurturing and safe and supports the intent of an ambitious, coherently planned, sequenced curriculum. All resources are chosen to meet all children's needs and to promote learning. Staff are knowledgeable about the areas of learning they teach and make meaningful links. They ensure learning is purposeful for the children and has meaning for all. Staff present information clearly to the children. They allow children to discuss and explore what is being taught by providing them with opportunities to do so. Staff check children's understanding by communicating with them effectively, making sure to address misconceptions and provide them with clear explanations of how to improve their learning. All staff ensure they adapt their teaching as necessary. When staff read to children, they read in a way that excites and engages them. They use books to introduce new ideas, concepts and vocabulary.

Impact

Children have a detailed knowledge and skills across all seven areas of learning in age appropriate ways. They develop and demonstrate positive attitudes to their learning through high levels of curiosity, concentration, resilience and enjoyment. They take pride in their work and recognise their achievements. Children develop their vocabulary and use it effectively across the EYFS curriculum. They enjoy and listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development.

Our Classes



Babies-
Rabbits

At Nursery



Toddlers-
Badgers

My World



Pre School-
Peacocks

The Great World

Curriculum Progression

	Autumn	Spring	Summer
At Nursery			
Babies	6-12	12-18	18-24
My World			
Toddlers	<p>My Family</p> <p>What I like</p> <p>Comforting Characters</p> <p>Autumn Sensory</p> <p>Traditions at home ~(Christmas)</p>	<p>My Friends</p> <p>Following fascinations</p> <p>Themes from books- Bear Hunt etc</p> <p>Spring Sensory</p> <p>In the garden</p> <p>Traditions at home- Easter</p>	<p>My pets</p> <p>Other animals</p> <p>Growing bigger- moving on</p> <p>Growing seeds</p> <p>Summer Sensory</p>
The Great World			
Pre School	<p>My Wider Family</p> <p>All about me</p> <p>Traditional tales (In the Forest)</p> <p>Autumn- Harvest time</p> <p>Planting bulbs</p> <p>Learning about Forest School</p> <p>Christmas Nativity</p>	<p>Growing up- babies, teeth, toileting-</p> <p>Stories about this</p> <p>Exploring Forest School</p> <p>Spring- Farm Visit</p> <p>Hatching Eggs</p> <p>Easter in our community</p>	<p>How things work</p> <p>(sink/ float, forces, shadows etc)</p> <p>Changes (cooking)</p> <p>At the seaside</p> <p>Intro the wider world</p>

Babies Focus Rhymes

Baa Baa Black Sheep
Heads, Shoulders, Knees
and Toes

Old Macdonald
Row, row, row your boat

Incey Wincey Spider
Hickory Dickory Dock

Tiny Turtle

Wheels on the bus

Animal Fair

Twinkle Twinkle Little Star

Miss Polly had a Dolly

Wind the bobbin up

If you're happy and you
know it

Sleeping bunnies

Spooky Spider

Humpty Dumpty

Babies

6-12 Bluebells

Parental Contribution

Learn from the family about what they do to soothe their child

Make sure babies and toddlers can get hold of their comfort object when they need it.

Families to contribute to family gallery.

PSED

Find ways to calm themselves, through being calmed and comforted by their key person.

Express preferences and decisions. They also try new things and start establishing their autonomy

Engage with others through gestures, gaze and talk.

Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.

Establish their sense of self.

Communication & Language

Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements.

Recognise and are calmed by a familiar and friendly voice.

Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling).

Babble, using sounds like 'baba', 'mamama'

Constantly babble and use single words during play

Understand single words in context – 'cup', 'milk', 'daddy'.

Understand frequently used words such as 'all gone', 'no' and 'bye-bye'.

Physical Development

Sit without support.

Begin to crawl in different ways and directions.

Pull themselves upright and bouncing in preparation for walking.

Reach out for objects as coordination develops.

Eat finger food and develop likes and dislikes.

Try a wider range of foods with different tastes and textures.

Lift objects up to suck them.

Pass things from one hand to the other. Let go of things and hand them to another person, or drop them.



Babies

12-18 Daises

Parental Contribution

Learn from the family about what they do to soothe their child

Make sure babies and toddlers can get hold of their comfort object when they need it.

Families to contribute to family gallery.

PSED

Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.

Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.

Communication & Language

Enjoy singing, music and toys that make sounds.

Listen and respond to a simple instruction.

Use gestures like waving and pointing to communicate

Reach or point to something they want while making sounds. Copy your gestures and words.

Understand frequently used words such as 'all gone', 'no' and 'bye-bye'.

Understand simple instructions like "give to nanny" or "stop".

Recognise and point to objects if asked about them.

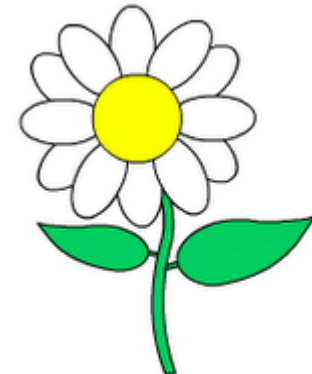
Physical Development

Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.

Clap and stamp to music.

Begin to walk independently – choosing appropriate props to support at first.

Explore different materials and tools.



Babies

18-24 Snowdrops

Parental Contribution

Learn from the family about what they do to soothe their child

Make sure babies and toddlers can get hold of their comfort object when they need it.

Families to contribute to family gallery.

PSED

Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.

See themselves as a separate person and make choices.

Communication & Language

Use intonation, pitch and changing volume when ‘talking’.

Generally focus on an activity of their own choice and find it difficult to be directed by an adult.

Links two words together e.g. more milk

Identify familiar objects and properties for practitioners when they are described: for example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’.

Understand simple questions

Use up to 50 words.

Physical Development

Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.

Enjoy starting to kick, throw a ball.

Build independently with a range of appropriate resources.

Walk, run, jump and climb – and start to use the stairs independently.

Sit on a push-along wheeled toy

Develop manipulation and control

Show an increasing desire to be independent e.g. feeding themselves



Toddlers

Books, Vocabulary, Songs and Rhymes

Autumn Time

Vocabulary

Mummy, Daddy, big/little brother, big/little sister, family, baby, Autumn, crunchy, spikey, squash, Conkers, pumpkins, acorns.

Traditional Tales & Rhymes

Jack and the Beanstalk,
Little Red Hen,
Twinkle, Twinkle, Incy Wincy
Baa, Baa, Black Sheep, Hickory Dickory
Dock, Wind the Bobbin Up, Humpty
Dumpty, Miss Polly had a dolly

Books

Spot
Owl Babies,
Peppa Pig
Pip & Pop
Jasper's
Beanstalk

Spring Time

Vocabulary

Favourite, kind, blooming, changing, sprout, seeds, grow, warm, blossom, buds, puddles, breezy, rain, warm, rainbows, showers, sunshine, umbrella, chick, lamb, bunny, Spring

Traditional Tales & Rhymes

Old McDonald, Wheels on the Bus,
Mary had a little lamb, 5 currant buns,
hot cross buns, Peter rabbit, sleeping
bunnies

Books

Dear Zoo,
Snore
Bear Hunt
Peppa's Easter
Egg
Apple Tree farm

Summer Time

Vocabulary

Cat/kitten, dog/puppy, rabbit, soft, fluffy, growl, bark, tall, taller, Vegetables, fruit, seeds, compost, stem, roots, flower, petals, hot, bright, beautiful, butterfly, Summer

Traditional Tales & Rhymes

1,2,3,4,5, Row, Row, The Grand Old
Duke of York, Tommy Thumb, 5
Speckled Frogs, there's a work at the
bottom of the garden, Jack and Jill

Books

Brown Bear Brown Bear
Come on Daisy
You Choose
Who's in my family
Families, families,
families
How does my
garden grow
How do apples
grow?

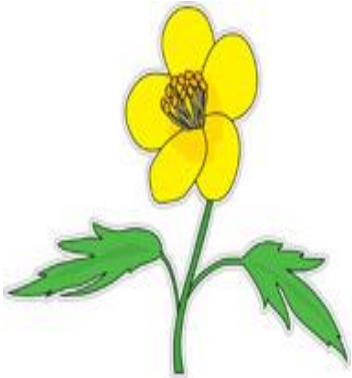
Toddlers

My World

**24-28
Buttercups**

Parental Contribution

Family photo
Seasonal Treasures



PSED

We will begin develop warm relationships with our key person. We will introduce class bear to re-enforce the rules and routines in our classroom. We will begin to wait for a turn with activities and resources.

Communication & Language

We will listen and respond to a simple instructions. We will learn new songs and rhymes and explore different sounds. We will take part pretend play in the role play area- home corner, babies. We will listen to simple stories and extend our vocabulary.

Expressive Arts & Design

We will explore paint, using our fingers and other parts of our bodies as well as brushes and tools to create seasonal craft. We will join in with action songs throughout the session. We will move and dance to different types of music, during our daily Wakey Shakey session. We will explore the primary colours.

Physical Development

We will develop our gross motor skills by practicing large movements- using ribbons and scarves, running, jumping. We will begin to kick, throw and catch large balls, bean bags and ride on a push along wheeled toy. We will encourage children to put on their coats and pull up zips, wash their hands and pour their own drinks at snack time. We will develop our strength and dexterity in our fingers, hands and wrists through a variety of fine motor activities.

Maths

We will take part in finger rhymes with numbers. We will count some numbers in sequence. We will build with different resources indoors and outside. We will complete a variety of inset puzzles. We will sort objects by colour size, type

Understanding the World

We will use photographs to talk about our families. We will explore different materials using our senses – texture, sounds, smell and taste. We will explore natural materials indoors and outside- seasonal Treasures. We will talk about Traditions at home.

Literacy

We will join in actions to songs and rhymes throughout the nursery session. We will share books with an adult. We will mark making freely with a variety of media and tools.

Toddlers

My World

Tulips 28-32

Parental Contribution

Sharing days out- photographs



PSED

We will continue to develop warm relationships with key person and begin to accept other adults and children. We will talk about our friends and the importance of being kind to them. We will begin to express a range of emotions. We will use class bear to continue to re-enforce nursery rules and routines in our classroom. We will continue to wait and take turn with resources and activities.

Physical Development

.We will develop our gross motor skills by practicing large movements- using ribbons and scarves, running, jumping. We will become be more independent when dressing and undressing, washing our hands and at snack time. We will learn to go to the toilet with help. We will continue to experience different materials and tools. We will develop our strength and dexterity in our fingers, hands and wrists through a variety of fine motor activities We build independently with a range of resources.

Communication & Language

We will listen and respond to a longer instruction with two parts. We will join in with actions and some words from nursery rhymes and songs. We will start to develop conversation jumping from topic to topic. We will use speech sounds p, b, m, w.

Maths

We will say some numbers in sequence. We will learn all about numbers to 3 to develop a deep understanding of each number. We will learn that the last number counted gives the total so far. We will explore 2D shapes.

Literacy

We will join in with actions and some words to nursery rhymes and songs. We will share a favourite book with an adult or in a small group. We will respond to some words and pictures in stories. We will sometimes give meaning to marks we make when we paint and draw.

Expressive Arts & Design

We will explore a range of sound makers and instruments – making, rain makers, shakers. We will start to make marks intentionally. We will sometimes give meaning to marks we make when we paint and draw. We will continue to explore different colours.

Understanding the World

We will continue to explore different materials using our senses – textures, sounds, smell and taste. We will continue explore natural materials indoors and outside – spring sensory We will explore and respond to different natural phenomena- splashing in puddles. We will look at our families and look at how they are different from their friends families. We will talk about Traditions in our homes.

Toddlers

My World Sunflowers 32-36

Parental Contribution

Pets photographs

Celebrations

Graduation to Pre school



PSED

We will continue to develop warm relationships with adults and children in nursery and become more confident in new environments – transition to Pre school room. We will talk about our pets. We will be able to say how we are feeling. We will use class bear to continue to re-enforce nursery rules and routines in our classroom. We will wait and take turns with resources and activities.

Physical Development

We will be confident in a range of large movements. We will develop our strength and dexterity in our fingers, hands and wrists through a variety of fine motor activities. When holding a pencil, we will try to use a three-finger tripod grip. We will independently put on/take off our coats, wash our hands and pour our drinks at snack time. We will try to be independent when using the toilet.

Communication & Language

We will listen and respond to a longer instruction with two parts. We will join in with actions and words from familiar nursery rhymes and songs. We will understand and answer some simple questions – who, what and where. We will understand action words – jumping, running, sleeping, reading.

Maths

We will confidently say some numbers in sequence. We will continue to develop a deep understanding of each number to three. We will compare amounts of objects and use mathematical language – lots, more, same. We will notice patterns and arrange things in patterns.

Literacy

We will join in with actions and words from familiar nursery rhymes and songs. We will repeat words and phrases from a familiar story. We will ask questions about stories we have read. We will begin to recognize the first letter of our name. We will sometimes give meaning to marks we make when we paint and draw.

Expressive Arts and Design

We will sometimes give meaning to marks we make when we paint and draw. We will use our imagination when we use different materials – boxes, material. We will make simple models and talk about our ideas.

Understanding the World

We will continue to explore natural materials indoors and outside – seasonal sensory. We will begin to notice differences between people. We will talk about our pets. We will learn about other animals – farm, zoo. We will grow a variety of seeds and plants in our outdoor area – fruits, vegetables, herbs

Books

Dear Zoo
Kipper
Apple Tree Farm
When I Grow
Bigger
Topsy and Tim
Alfie Outdoors
Oliver's Vegetables

Pre School Great World Autumn

Parental Contribution

Provide family photographs

Celebrations

Harvest
Christmas Nativity

Vocabulary

Acorn, pinecone, conker,
vegetable, vegetable names,
seed, bulb, root, grow, change,
bigger, taller, longer

Traditional Tales & Rhymes

Three Billy Goats Gruff
Little Red Riding Hood
Hickory Dickory Dock
Miss Polly had a Dolly
Tommy Thumb
Row, row, row your boat

PSED

We will have a special helper each day who will take responsibility for some jobs.

We will decide which rules should be in place in our classroom, following them and understanding why they are important.

We will begin to independently select and use activities and resources to achieve the goals which we have chosen or has been suggested to us. We will begin to share and take turns, sometimes with adult guidance and support.

Physical Development

We will develop our movement, balancing, riding and skills.

We will use gross motor movements to make marks on large vertical surfaces.

We will use a knife and fork at lunchtime and learn to put our own coat and shoes on.

Communication & Language

We will listen to adults and stop an activity when we are asked to.

We will extend our vocabulary, learning new words and concepts through stories and rhymes and regularly share familiar books.

Maths

We will learn to recognise up to 3 objects without subitising.

We will recite numbers up to ten. We will count up to five objects in order saying one number for each item and be able to show finger numbers up to five

Literacy

We will learn how to handle books correctly and turn pages one at a time.

We will explore examples of different print and its meaning.

We will develop our phonological knowledge through phonics sessions focussing on phase one letters and sounds.

Expressive Arts & Design

We will take part in simple role play using objects to represent other things.

We will explore different materials and develop ideas of how to use them. We will develop our listening skills through a range of activities.

We will begin to remember and join in with a whole song.

Understanding the World

We will begin to use our senses to explore natural materials and investigate their properties.

We will plant seeds and bulbs and care for them.

We will spend time talking about photos' of our families and memories we have.

Pre School Great World Spring

Parental Contribution

Photographs of them at work

Celebrations

Easter

Vocabulary

Egg, hatch, chick, incubater, frog
spawn, tadpole, froglet, frog,
caterpillar, cocoon,
butterfly, happy, sad, angry,
frightened, Occupation names,
big, small, little, tall, heavy,
light,

Traditional Tales & Rhymes

Jack and the Beanstalk
The Little Red Hen
The wheels on the bus
Five currant buns
Incy Wincy Spider
Humpty Dumpty

PSED

We will show more confidence with unfamiliar people who visit our setting.

During free play we will begin to work with our friends extending play using our interests to support this.

During group activities we will begin to talk about how we feel using words like happy, sad, angry and worried.

We will increasingly follow rules without an adult having to remind us. We will begin to develop our sense of responsibility.

Physical Development

We will begin to take part in group activities.

We will develop our physical skills during outdoor play and in Forest school sessions.

We will begin to access one handed tools independently.

We will use the toilet independently and wash and dry our hands thoroughly.

Communication & Language

We will begin to respond to two part instructions.

During conversations with our friends and adults we will take turns, use 4-6 word sentences and begin to use correct tenses.

Maths

We will begin to experiment with symbols and marks to represent numbers.

We will explore 2d shapes. During our play we will use spatial words.

We will begin to talk about and identify patterns.

We will make comparisons between items relating to size, length and weight.

We will begin to select shapes appropriately to use in tasks.

Literacy

We will develop our phonological knowledge during phonics sessions focussing on phase 2 letters and sounds.

We will begin to form some letters that are familiar to us.

Expressive Arts & Design

We will begin to add storylines to our small world play.

We will develop our own ideas when choosing materials to create.

We will begin to enclose spaces with continuous lines and use these to represent objects.

Our drawings will increase in complexity.

We will explore colour and colour mixing.

We will begin to pitch match when singing.

Understanding the World

We will begin to use a wider range of vocabulary to talk about what we see. We will learn about different occupations.

We will learn about the life cycle of an animal.

During outdoor play and Forest School sessions we will begin to understand the need to respect and care for the natural environment.

Books

The Hungry Caterpillar
The Train Ride
Jaspers Beanstalk
I Don't Want to Be a Frog
The Way I Feel
When I Grow Up Mixed

Pre School Great World Summer

Parental Contribution

Holiday photographs

Vocabulary

Push, pull, float, sink, melt,
stretch, squeeze, melt, freeze,
boil, toast, more, less, first,
next, after, before

Traditional Tales & Rhymes

The Enormous Turnip
Goldilocks and the Three
Bears

The Three Little Pigs
Five Little Speckled Frogs
Wind the Bobbin up
Twinkle Twinkle
Baa baa black sheep

PSED

In new social situations we will be more confident.
During play we will be able to make suggestions and find solutions to help avoid conflict and rivalry.
We will explore situations from different points of view and begin to understand how our actions may make others feel
We will not always need an adult to remind us of the rules in Pre school.

Physical Development

We will begin to follow instructions and remember sequences related to music. We will be able to collaborate with others to manage tasks and access suitable resources to achieve this.
Using our dominant hand we will demonstrate good control holding pens and pencils.

Communication & Language

We will listen to longer stories and be able to recap what has happened. We will begin to show understanding of Why questions. We will begin to use words to explain our point of view if we disagree with someone else. During play we will use talk to organise ourselves.

Maths

We will be able to match quantity to numeral up to five. And be able to solve problems with numbers up to five.
We will language such as 'more than' and 'fewer than' to compare quantity.
We will understand positional language and be able to discuss routes and locations.
We will begin to combine shapes to make new ones.
We will extend ABAB patterns and notice error.
We will be able to describe a sequence of events using language such as 'first' 'after' and 'before'

Literacy

We will learn a wide range of new vocabulary and engage with others about stories we have read.
We will be able to write some letters accurately.

Expressive Arts & Design

Using a variety of resources we will make complex and imaginative small worlds.
We will display emotion and movement in our drawings and paintings.
We will sing the melodic shape of a song and begin to create our own.
We will play instruments with increasing control.

Understanding the World

We will explore resources and explain how they work.
We will explore and talk about different forces we can feel. Through activities such as cooking we will discuss materials and how they can change.
We will explore the diversity of life in our country and the wider world and observe differences between people.

Books

Hairy McClary from
Donaldsons dairy
We're going on a Bear
Hunt
Each Peach, Pear, Plum
And everyone shouted
pull
All Welcome
Only one you
What if we were all the
same?