

## Personal, social and emotional development.

Children will develop a positive sense of self, look after their bodies and interact with others developing friendships and cooperation.

	<b>Curriculum Intent</b> What do we want the child to achieve?	<b>Implementation</b> How will we help them to achieve this?
Step One Typical age 2-3	<ul style="list-style-type: none"> <li>Establish a sense of self</li> <li>Express preferences</li> <li>Engage with others</li> <li>Express emotions</li> <li>Enjoy simple make-believe play</li> <li>Develop independence and assertiveness</li> </ul>	<ul style="list-style-type: none"> <li>Give choices</li> <li>Key workers as a base to return to</li> <li>Resources readily available for children to choose and develop independence</li> <li>Model phrases, support turn taking with adults first</li> <li>Stories which highlight certain emotions</li> <li>Praise kindness.</li> </ul>
Step Two Typical age 3-4	<ul style="list-style-type: none"> <li>Manage transitions</li> <li>Express preferences</li> <li>Develop self-assurance</li> <li>Develop friendships and play co-operatively with other children</li> <li>Start to talk about feelings</li> <li>Use the toilet independently</li> <li>Showing confidence in new situations</li> <li>Finding solutions to conflicts</li> <li>Show awareness of own feelings</li> </ul>	<ul style="list-style-type: none"> <li>Support parents and children with toilet training</li> <li>Book visitors discussing health and self-care such as doctors and dentists</li> <li>Performances to families (harvest, Easter, Christmas)</li> <li>Children to take on roles eg carry ipad to classroom</li> <li>Children to be encouraged to make decisions about resources</li> <li>Write rules with the children</li> <li>Encourage healthy eating</li> <li>Promote hand washing, provide timers to help turn taking</li> <li>Stories about emotions and feelings,</li> <li>Celebrate out of school achievements</li> <li>Use the share chair at group times encourages confidence to speak in front of a group</li> </ul>
Step Three Typical age 4-5	<ul style="list-style-type: none"> <li>Build respectful relationships</li> <li>Express their feelings and understand others' feelings</li> <li>Develop resilience and perseverance</li> <li>Manage personal hygiene independently</li> <li>Play collaboratively in a group, sharing, taking turns and using imagination</li> <li>Follow rules and understand boundaries</li> </ul>	<ul style="list-style-type: none"> <li>Provide lots of opportunities for problem solving</li> <li>Encourage children to become intrinsically motivated</li> <li>Help children set their own goals</li> <li>Provide opportunities for co-operation and collaboration</li> </ul>

## Physical Development- Fine Motor Skills

Children will develop the foundations that will shape their body for a lifetime and set them up for reading and writing.

	<b>Curriculum Intent</b>	<b>Implementation</b>
	What do we want the child to achieve?	How will we help them to achieve this?
<b>Step One</b> Typical age 2-3	Start to be aware of what they can do with their hands and fingers Use a spoon or fork to feed themselves Make lines and marks on paper and using different tools and media eg a stick in mud, paintbrush with water	Puzzles, finger painting, play dough, mark making on the SMARTboard Using knife, fork and spoon at lunchtime, Popping bubble wrap, pouring own drinks, water painting outside, mark making with fingers and tools in a variety of malleable materials (eg foam) Building with small bricks Manipulating toys with small parts
<b>Step Two</b> Typical age 3-4	Choose the right resources for their plans Use one handed tools Develop a good pencil grip Show preference for a dominant hand, Dress themselves independently	Dough disco, fine motor table activities (threading, cutting, posting etc) Putting on and fastening coats, aprons, dressing up clothes Putting own wellies and shoes on Provide a variety of mark making resources, easel for upright mark making, chalking outdoors, self-portraits
<b>Step Three</b> Typical age 4-5	Develop fine motor skills to be able to use a range of tools competently and safely Use resources with greater control Develop early writing skills	Writing signs, potions, recipes Writing for a purpose with more focus on letter formation Pour own drinks at snack time, spread butter on crackers or toast

## Physical Development- Gross Motor Skills

Children will develop the foundations that will shape their body for a life time.

	<b>Curriculum Intent</b> What do we want the child to achieve?	<b>Implementation</b> How will we help them to achieve this?
Step One Typical age 2-3	Ensure that children’s natural drive to move in ways that support their development is highly valued, focused and purposeful	Set up indoor movement play space as a key aspect of continuous provision Offer opportunities to dive deeply into movement play freely indoors as well as outside Wheelies, buckets and spades, ribbons, wheelbarrows, prams, tricycles, large cardboard boxes, and resources named in the next band
Step Two Typical age 3-4	Focus on how children create a secure sense of self in their body; and a connected, well-aligned and adaptable physicality. Develop large muscle movement.	Building a strong vestibular system: rolling, crawling, tummy time, climbing, jumping, swinging. Body boards, balance beams, bilibo’s, action songs, yoga, tunnels, tyres and crates, monkey bars, large wooden blocks, balance bikes, scooters, indoor climbing frame, parachute games. Sport’s coaches in nursery, Barnados big toddle, sport’s day, forest school activities, writing under tables whilst laid on our backs, squiggle whilst you wiggle
Step Three Typical age 4-5	Help children to build confident, skilled, comfortable, expressive, happy bodies whilst developing control, strength, balance, agility and coordination.	Provide opportunities to practice fundamental skills of movement like balance, coordination, crawling, sitting, squatting, standing, walking, running, jumping, hopping, skipping, developing proprioception, crossing the midline, bilateral ability, upper body strength, throwing/catching/kicking balls. Giving opportunities for managed risk

## Communication and Language

Children will develop their Communication and Language skills through listening to stories, singing songs, language games, communicating with friends and teachers through all areas of play enabling them to gain further knowledge of new words and to express their feelings and imagination

	Curriculum Intent What do we want the child to achieve	Implementation How will we help them to achieve this?
<p>Step One Typical age: 2-3</p>	<p>Enjoy singing, music and toys that make sounds Be able to listen and respond to a simple instruction Learn new words and actions to let you know how they are feeling Recognise and point to objects when asked in books and around the nursery Starting to join in with pretend play Enjoy listening to simple stories they can understand with the help of pictures Able to ask and understand simple questions Speak in simple sentences</p>	<p>Singing at group time, musical instruments and props available Every day questions and conversations would you like milk or water, where is your coat? Conversations through play Reading stories, story sacks, exploring real objects, singing songs Narrating imaginative play eg putting baby to bed, making a cup of tea in role play kitchen Books available everywhere in nursery at all times, 1-1 reading and group sessions Adults modelling language and echoing children</p>
<p>Step Two Typical age: 3-4</p>	<p>Be able to use lots of different words and enjoy using them Understand a question and instructions that are more complicated and have parts eg (please wait at the door whilst your friends come too) Enjoy listening to longer stories and remember details of the story Answer questions when asked why something has happened eg why did the chicks get so big Know lots of songs and enjoy singing them Learn new word endings but may get muddled (runned instead of run) Be able to use long sentences of four to six words. Be able to use words and actions to explain their thoughts and ideas</p>	<p>Roleplay, stories, story sacks, visitors to nursery, conversation and engagement, outdoor experiences, recalling events and experiences from home Solid relationships with friends and teachers to enable natural communication Activities which enable understanding and reasoning eg memory games, turn taking games Group times, topic songs and rhymes, playing instruments alongside music, rhythm and keeping the beat activities Adults modelling language, telling stories, initiating interactions and listening to children This is me box, share chair and Barnaby Bear to encourage children to talk in front of the group</p>
<p>Step Three Typical age: 4-5</p>	<p>Know why listening is important and to look at the person when they are talking. To learn lots of new words and ask questions about things that interest them Use clear well-formed sentences and talk about their ideas Talk about own experiences in detail Be able to use and respond to social phrases such as good morning, how are you? Retell a favourite story, ask and answer questions about a story or non-fiction book</p>	<p>Child led experiences and topics, songs, rhymes, books, photos, film clips which link to the topic to build vocabulary Modelling language, modelling role play and acting out stories Encourage imagination through roleplay, construction and small world resources Deploy a range of teaching strategies: 1:1, small groups (ECAT), larger groups Plan visits and visitors into nursery to extend experiences which can be linked to home and community</p>

## Literacy- Reading

**Children will develop a love of books, stories and words. They will develop the phonological awareness to help them learn to read.**

	<b>Curriculum Intent</b> What do we want the child to achieve	<b>Implementation</b> How will we help them to achieve this?
Step One Typical age 2-3	<p>Enjoy listening to rhymes and starting to join in.</p> <p>Copy actions to action songs.</p> <p>Enjoy sharing a book with an adult and starting to enjoy small group stories.</p> <p>Has a favourite story and joins in with repeated refrains</p> <p>Starts to ask questions about stories</p>	<p>Singing nursery rhymes with props</p> <p>Start singing songs with actions for children to copy</p> <p>Have reading areas with books freely available and cosy areas to sit and read alone or with an adult</p> <p>Read stories with repeated refrains and start to miss out words so children can join in (Gruffalo, Room on the Broom etc)</p>
Step Two Typical age 3-4	<p>Know that we read from left to right, top to bottom</p> <p>Know the difference between words and pictures and can identify the title of a book.</p> <p>Can hear a rhyme and continue a rhyming string.</p> <p>Can hear and clap out syllables.</p> <p>Can recognise words with the same initial sound.</p> <p>Engage in extended conversations about stories, learning new vocabulary</p>	<p>Start story times with the book upside down etc for children to notice and correct the adult.</p> <p>Read rhyming stories, seeing if children can guess the rhyming word.</p> <p>Play rhyming games such as silly soup and get out of the wagon</p> <p>Play initial sound games such as Bertha's bus and I spy.</p> <p>Linking our names using alliteration, eg Sam the stegosaurus, Clive the cat)</p> <p>Read a range of fiction and non-fiction books and have all books readily available</p> <p>Books to cover a diverse range of people, subjects and lifestyles.</p>
Step Three Typical age 4-5	<p>Knows what an author and illustrator are.</p> <p>Identify the sound a letter makes</p> <p>Starting to blend sounds to read some basic words</p> <p>Predict what may happen next in stories</p> <p>Tell their own story</p>	<p>Playing a blending version of I spy (I spy z-i-p with items out).</p> <p>Pause when reading to give children the opportunity to guess what could happen next.</p> <p>When creating books, describe the children as the authors and illustrators</p> <p>Provide opportunities for story telling eg in role play or at group times: helicopter stories or a tough spot with small world characters eg Billy goats's gruff, bridge, river and troll</p>

## Literacy- Writing

**Children will develop the strength and muscles in their hands and their core which enables them to be ready for writing.**

Typical age	<b>Curriculum Intent</b> What do we want the child to achieve?	<b>Implementation</b> How will we help them to achieve this?
Step One Typical age 2-3	Enjoy drawing, starting to give some a meaning. (eg. Points to a drawing saying 'that's Mummy') Put a mark that indicates their name on their work. Develop fine motor skills ready for writing.	Using prompts such as 'tell me about your picture' Fine motor activities (pegs, tweezers, nuts/screws etc) Access to play dough and tools daily Access to a variety of paper, pens, crayons, paints Large apparatus (body boards, bilibos) to develop core strength Obstacle courses inside and outdoors.
Step Two Typical age 3-4	Starting to use a letter shaped marks to indicate their name. Start to use letters from their name. Will have a go at forming the letters in their name Write some letters, sometimes using the correct letter formation	Songs/ actions to focus on crossing the midline Squiggle while you wiggle programme Dough disco to strengthen hand muscles Name card for every child to access Using read write inc rhymes to help children remember letter formation Many mark making activities (chalk outside, water painting, easels, black scratch paper etc.) Writing name in cards (mother's day, father's day, Christmas) Making books for curriculum activities eg eggs and chicks, animal workshop visits, trips Writing books eg recipe books Adult to scribe the children's stories so they can hear back their ideas and the format.
Step Three Typical age 4-5	Learn how to form all letters of the alphabet Attempt to spell/write words using known sounds	Large scale letter formation (water, sand, SMARTboard) I spy with segmenting and blending (I spy a z-i-p) Large scale letter formation in malleable materials

## Maths: Number and Numerical Patterns

Children will learn about numbers, counting and amounts and will be introduced to the concept that amounts can change. They will learn words such as more, lots, less, fewer and will start to make comparisons. They will learn about combining sets to find totals and subtracting small amounts from larger amounts. As their confidence grows they will start to recognise patterns in counting, number bonds and gain a deep understanding of what amounts to 5 (then 10) are made up of.

	Curriculum Intent What do we want the child to achieve	Implementation How will we help them to achieve this?
<p>Step One Typical age: 2-3</p>	<p>Start to understand what “more” and “lots” means Can point to a group of objects with more/fewer Understand quantities change if you add something or take something away Beginning to use number names and count Can give you 2 or 3 objects Use number names in play</p>	<p>Have collections of objects for children to explore eg shells, pine cones, leaves Talk about amounts in play and during nursery routines eg who has more/fewer bricks, do we have enough cups for everyone at the table? Model counting in play and during group time sessions eg counting songs, counting how many cups at snack time</p>
<p>Step Two Typical age: 3-4</p>	<p>Can quickly recognise groups of up to 3 objects, without having to count them individually (<i>this is called ‘subitising’</i>). Can say numbers in order to five. Can say one number for each item in order: 1,2,3,4,5. Know that the last number they reach when counting a small set of objects tells me how many there are in total (<i>this is called the ‘cardinal principle’</i>). Can show ‘finger numbers’ up to 5. Can match the correct numeral to the right amount, up to 5 Experiments with making own marks and symbols as well as numerals. Can use mathematical words to compare amounts ‘more than’, ‘fewer than’ Use mathematical language in play eg big, small, heavy, light Use shapes for a purpose eg a circle to represent a wheel Recognise simple shapes in the environment</p>	<p>Interactive maths displays with loose parts eg shells, buttons, stones to count (adult input will promote progression) Group times with songs and games focussing on number eg 1,2,3,4,5, once I caught a fish alive, 1 little finger Rote counting with flappers, number dance, count actions as well as objects Opportunities to draw and engage in mathematical mark making eg draw the peas in a pod, eggs in an incubator Subitising flashcards, books, objects and photos at group times Smart activities and online games which teach counting, ordering and matching numeral to set of objects Games such as race games eg incy wincy, ladybird game Books with a maths theme eg Handa’s surprise, The shopping basket, The doorbell rang with props and opportunities to act it out Opportunities for promoting mathematical language in continuous provision eg capacity in water, point out shapes in the environment eg a book is a rectangle shape Provide jigsaws and construction activities for children to gain spatial awareness and awareness of how shapes fit together</p>

<p>Step Three Typical age:4-5</p>	<p>Can find 1 more or 1 less from a group of up to 5 objects  Can find the total number of items in 2 groups  Know the “fiveness” of 5 (this is called the conservation of number)  Learning about how numbers are made up of other numbers up to 5 then 10, e.g. 3 and 3 makes 6. This is called composition of number.  Know and can say number bonds for numbers 0-5 and some to 10  Make comparisons between amounts and numbers  Can estimate how many objects there are  Can solve mathematical problems  Understand how different shapes fit together  Know the names of some 2D and 3D shapes  Notice and compare size, weight and capacity in play</p>	<p>Number songs at group times with props eg 5 spotty ladybirds  Subitising activities  Smart activities on smart board where we add one or take one away  Games/focus activities where we look at the conservation of number eg five animals in 2 fields that keep moving  Number songs to concentrate on conservation of number eg 2 pterosaurs in the sky, 3 in the water, how many altogether  Number mess and other estimating activities eg blueberries at snack time  Introduce mathematical problems through play and routines eg making play dough cakes: there are 6 children and 5 cakes, are there enough for everyone?  Shape hunts, shape art work, shape songs and games  Opportunities to make comparisons by weight, capacity and size in continuous provision  Provide open ended challenges to encourage problem solving</p>
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## Understanding the World

Children are very inquisitive and from a very young age they become interested in the world around them. They will observe plants and creatures and start to talk about them. They will learn about change through observing seasons and lifecycles. They will learn how things work and how one thing can impact on another.

	Curriculum Intent What do we want the child to achieve	Implementation How will we help them to achieve this?
Step One Typical age 2-3	<p>Repeat actions that have an effect.</p> <p>Explore materials with different properties.</p> <p>Explore natural materials, indoors and outside</p> <p>Explore and respond to the natural world in nursery</p> <p>Notice differences between people</p>	<p>Treasure baskets</p> <p>Lots of tactile and sensory play</p> <p>Access to nature: eg minibeast hunt in garden</p> <p>Positive images and toys representing diversity</p> <p>Family photo book when settling in</p>
Step Two Typical age 3-4	<p>Understand life cycles</p> <p>Take part in individual and school celebrations</p> <p>Know about their own family and culture</p> <p>Understand the different jobs people do</p> <p>Know how to look after an animal</p> <p>Understand that a flower or plant can grow from a seed</p> <p>Know that things can change from one state to another</p> <p>Understand that there are differences between different places eg a village and a city</p>	<p>Watch a chick hatch from an egg, watch a caterpillar or ladybird larvae turn into a cocoon</p> <p>Grow a vegetable, harvest and eat it</p> <p>Make 3<sup>rd</sup> and 4<sup>th</sup> birthday cake in nursery and share it with friends</p> <p>Talk about celebrations: birthdays, weddings, christenings, Halloween, Christmas</p> <p>Visitors in nursery: dental nurse, farmer other professions, role play</p> <p>Forest school sessions</p> <p>Changing states: cooking, making ice-cream with strawberries we have grown, popping corn, ice-lollies, melting</p> <p>Exploring how things work: digger, pulley, diggers and dumpers, build a model with tech machines</p> <p>Explore how things work eg in the dark den</p> <p>Explore science boxes: bug hunts, fossils, how do these toys work? Mirrors and colour toys, floating sinking, shadows</p>
4-5	<p>Talk about life cycles, seasons and metamorphosis</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about cause and effect eg forces or changing states</p> <p>Understand that the seasons change and have an effect on the natural world</p> <p>Begin to make sense of their own life-story and family's history</p> <p>Develop positive attitudes about the differences between people</p> <p>Draw information from a simple map</p>	<p>Name the different parts of a plant: root, stem, leaves and talk about cycle of the seasons.</p> <p>Teach more complex vocabulary when observing chicks hatch or caterpillars grow eg egg tooth, embryo, cocoon</p> <p>Provide open ended activities which involve investigations and problem solving</p> <p>Celebrate birthdays, talk about family and compare with wider community celebrations</p> <p>Look at books, films, photos which depict diverse celebrations, beliefs and lifestyles</p> <p>This is me box, Barnaby Bear</p> <p>Look at real maps, make maps from stories eg Rosie's walk, Bear Hunt and make maps of our walk to school, treasure maps of the garden</p>

## Expressive Arts and Design

Children need to explore using a variety of materials, tools and techniques, experimenting with colour, design, texture and form. They will learn to invent, adapt and re-tell a story during independent play or in a group. They will have the opportunity to learn songs, rhymes and explore musical instruments and move to music.

	Curriculum Intent What do we want the child to achieve	Implementation How will we help them to achieve this?
Step One Typical age 2-3	<p>Explore and experiment with colour, materials and mark-making tools</p> <p>Beginning to pretend in play</p> <p>Explore the sounds that instruments make</p> <p>Begin to join in with nursery rhymes and songs</p>	<p>Provide different mark-making tools, materials and resources</p> <p>Offer opportunities to learn techniques eg finger painting, rolling, printing</p> <p>Provide resources which promote their imagination through small world, dressing up and role play</p> <p>Providing instruments to explore during continuous provision</p> <p>Singing and playing music together at group times</p>
Step Two Typical age 3-4	<p>Develop skills to express creativity</p> <p>Explore colour mixing</p> <p>Take part in simple pretend play, sometimes using an object to represent something else</p> <p>Play alongside other children in small world and role play activities</p> <p>Join in with rhyme and rhythm</p> <p>Join in with ring games and move to music</p>	<p>Provide opportunities to build on skills and techniques eg bubble painting, string, blowing with straws, marbling</p> <p>Mix colours in paint, food colouring, light</p> <p>Provide resources to promote free expression and imagination: small world and role play environments, books, pictures, photos</p> <p>Lots of opportunities during the day to join in with rhymes, songs, music and dancing</p> <p>Activities designed to keep the beat eg rhythm stick songs and hot potato</p>
Step Three Typical age 4-5	<p>Draw or paint a representation of people or objects</p> <p>Use colours for a purpose</p> <p>Join materials together</p> <p>Beginning to use their own ideas and experiences to act out roles in the role play or tell stories in small world play</p> <p>Play co-operatively with a friend or in a group</p> <p>Play music fast/slow, loud/quiet, stop and start on a signal</p>	<p>Provide opportunities for observational painting/drawing</p> <p>Provide opportunities for independent design: box modelling, construction, collage, woodwork</p> <p>Build on children's own experiences and provide themes in role play, small world and termly songsheets/books to develop vocabulary</p> <p>Staff dressing up and acting out stories to model role play</p> <p>Group time activities with rhythm sticks, nursery rhymes, songs and poems</p>