



CURRICULUM POLICY & OVERVIEW

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Curriculum Intent

At Roxeth Mead School our vision is to create a school which encourages its children to be successful learners, confident individuals and to achieve personal success. The building blocks of learning, which make up ROXETH are the foundations on which our curriculum is built. Our aim is that these elements run through every lesson, experience and opportunity:

Respect – inclusive activities rooted in respect of others and our surroundings that also build great relationships.

Oppportunity – activities that are ambitious and stretch and challenge all the children, regardless of ability or background.

eXcellence – in all that we do including quality of experience and attainment.

Engaging activities that create enthusiasm, memorable moments, awe and wonder and joyful experiences that will engender a life-long love of learning.

Transferable Skills – cultivating both physical and social skills that can be applied in a range of contexts.

Humour – activities that enable fun and laughter. We learn best when we are happy.

Our curriculum ensures that protected characteristics are included so that equality is promoted.

The protected characteristics are:

- age.
- disability.
- gender reassignment.
- marriage and civil partnership.
- pregnancy and maternity.
- race.
- religion or belief.
- sex.
- sexual orientation.

In Dicendo Gaudium - Joy of Learning

Curriculum Implementation

Staff plan and develop activities that build on prior learning. Progress from week to week, term to term and year to year should be clear and children should be able to talk about their learning in an age appropriate way.

Please see weekly curriculum plans.

Curriculum Impact

The impact of our curriculum shows in the outcomes of the pupils. They achieve highly for their age and show confidence and self-control in their social skills. They are eager to learn and have Cultural Capital ensuring they are well prepared for their next stage of education.

Early Years Curriculum

We follow the Early Years Foundation Stage curriculum (updated September 2021). This sets the standards for learning, development and care for children from birth to five. All children have the opportunity to learn through play, supported by experienced and qualified teachers and staff, in an inclusive, safe and secure environment with enjoyment and challenge. As the children grow, learning moves towards focused, adult led sessions in preparation for more formal schooling.

A link book is used to keep parents informed and involved and the EY Log captures evidence of each child's learning journey. Homework is given to children when appropriate which helps consolidate the learning in class. Each child's educational programme is tailored specifically for them and the high staff/pupil ratio facilitates this. We ask parents to support their child's learning throughout their time at the school and forge a strong partnership with us.

Our Early Years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021. The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Each of these is broken down into...

- Communication and Language experiences are about:
 - Listening, attention and Understanding

- Speaking
- Personal, Social and Emotional experiences are about:
 - Self Regulation
 - Managing Self
 - Building Relationships
- Physical Development experiences are about:
 - Gross Motor Skills
 - Fine Motor Skills
- Literacy experiences are about:
 - Comprehension
 - Word Reading
 - Writing
- Mathematics experiences are about:
 - Number
 - Numerical Patterns
- Understanding the World experiences are about:
 - Past and Present
 - People, Cultures and Communities
- Expressive Arts & Design experiences are about:
 - Creating with Materials
 - Being Imaginative and Expressive

All the areas are delivered through a combination of planned, purposeful activity and opportunities for free play, with a balance of adult-led and child-initiated activities. We aim to harness children's natural curiosity and motivation, and to capitalise on their strengths and interests in order to promote positive attitudes to learning. We encourage all children to be independent, confident and resilient and to develop effective communication skills. These attributes will provide a strong foundation for future learning.

We very believe that children learn best when they are happy and secure. The number of children in each key group is limited so that each child receives the maximum attention and care possible from their key worker. Children are encouraged to be self-expressive and feel confident in themselves as an individual. We slowly introduce the babies and toddlers to the older children and adults in the school. Children are not only given the opportunity, but are also encouraged to communicate and interact with the other children whilst being supported by their key worker.

Please click on the link to access the [EYFS Statutory Guidance 2020](#)

Development Matters offers a top-level view of how children develop and learn for all early years practitioners. The guidance can help meet the requirements of the [early years foundation stage \(EYFS\) statutory framework](#). Please click on the link here to find out more. [Development Matters](#).

We use this guidance to help us design our curriculum.

4. Active Learning through Play

We recognise that young children learn best when they are active. We understand that active learning involves other people, objects, ideas and events that engage and involve children for sustained periods. Therefore, we believe that Early Years education should be as practical as possible and our EYFS setting has an ethos of learning through play.

In the EYFS setting, practitioners provide both structured and unstructured play opportunities, inside and outside. These activities are designed to engage children in practical, first-hand experiences to support children to discover, explore, investigate, develop their personal interests and areas of curiosity and help to make sense of the world around them as they begin to understand specific concepts. Play opportunities are also set up to provide children with opportunities to apply newly acquired knowledge, demonstrating their skills and level of understanding.

The resources provided are attractive and inviting in order to encourage your child to investigate, explore and develop physical skills. Separate areas of learning are provided which encourage exploration through sight, sound, touch, smell and movement. Rooms are vibrant and interactive in order to completely immerse the children in learning, play and fun. Through additional lessons such as Sport, Gymnastics and Dance, the children advance quickly in terms of physical maturity, dexterity and gross motor skills. Children are encouraged to eat a healthy diet and the importance of a healthy lifestyle is taught at an age-appropriate level. Toilet training is introduced when the child is ready, and parents and school work together to devise a plan to suit the child's needs. Children are encouraged to be independent within the setting, dressing and undressing when able as well as identifying their own needs.

We plan through a topic based approach. To keep you well informed about the children's activities our plans are displayed on our school website and via email and the EYLog.

Throughout the year we organise several exciting activities, outings and visits/visitors to enhance the children's learning.

Read Write Inc. - Our Phonics & Reading Scheme

The Government strongly recommend the use of synthetic phonics when teaching early literacy skills to children. Synthetic phonics is simply the ability to convert a letter or letter group into sounds that are then blended together into a word. We teach phonics and reading using the Read Write Inc. scheme, developed by Ruth Miskin. It is used by more than a quarter of the UK's primary schools and is designed to create fluent readers, confident speakers and willing writers.

Reading opens the door to learning. A child who reads a lot will become a good reader. A good reader will be able to read more challenging material. A child who can read more challenging material is a child who will learn. The more a child learns, the more he or she will want to find out.

Throughout RWI children will:

- develop their language structures;
- increase their vocabulary;
- begin to distinguish between sounds in words;
- speak clearly and audibly;
- become familiar with rhyme, rhythm and alliteration;
- listen attentively;
- explore and experiment with sounds and words;

Activities to support learning in Phase 1 include:

- storytelling;
- singing songs;
- listening to rhymes and repeating patterns and refrains;
- playing alliterative games;
- using creative language in role play, drama and dance;
- identifying sounds in names, words in the environment etc.

The children are assessed regularly and grouped according to their ability.

Reading

When using RWI to read the children will:

- Learn 44 sounds and the corresponding letter/letter groups using simple prompts
- Learn to read words using sound blending (Fred talk)
- Read lively stories featuring words they have learnt to sound out
- Show that they comprehend the stories by answering 'Find It' and 'Prove It'

Writing

When using RWI to write the children will:

- Learn to write the letter/letter groups which represent the 44 sounds
- Learn to write words by saying the sounds and graphemes (Fred fingers)

Talking

When using RWI the children will also work in pairs:

- To answer questions
- To take turns talking and listening to each other
- To give positive praise to each other

Blending

Help your child learn to read words by sounding-blending (Fred talk) eg. c-a-t = cat, sh-o-p = shop. Children learn to read words by blending the letter-sounds that are in the Speed Sounds set (shown further down the page).

Help your child to say the pure sounds ('m' not 'muh', 's' not 'suh' etc.) as quickly as they can, and then blend the sounds together to say the whole word.

Reading Books Sent Home

Children in Nursery or Reception who are learning the first 44 letter sounds and are not blending fluently will bring home sound sheets, picture books and a library book for you to read with them. Once children can blend fluently and know the first 44 sounds they will bring home Ditty sheets or a red Ditty book.

Read Write Inc Books

Please encourage your child to read though the speed sounds page first, then the green and red words page and then check your child understands the meaning of words on the vocabulary check page, before they start reading the book. Your child will have read this book at least three times before they bring it home. They should be able to read this book with fluency and expression by the time they bring it home and they should have a good comprehension of what the book is about. At the back of the book are find it/prove it questions for you to do with your child.

Finally, don't worry if your child is struggling at first with their sounds and words, they will get there in their own time. If you have time (we know it is very precious!), we would urge you to try and read stories to your child before they go to bed. This will help develop a wider vocabulary which makes a vast difference to their quality of writing but it will also encourage them to enjoy a good story.

You can find books for all primary school age groups on the The BookTrust website (BookTrust is the largest reading charity in the UK):

[100 Best Books for ages 0-5](#)

[100 Best Books for ages 6-8](#)

[100 Best Books for ages 9-11](#)

RWI Sounds and Rhymes

SET 1	
Sound	Rhyme
m	Down Maisie then over the two mountains. Maisie, mountain, mountain.
a	Round the apple, down the leaf.
s	Slide around the snake
d	Round the dinosaur's back, up his neck and down to his feet.
t	Down the tower, across the tower.
i	Down the insects body, dot for the head.
n	Down Nobby and over the net.
p	Down the plait, up and over the pirates face.
g	Round the girls face, down her hair and give her a curl.
o	All around the orange.
c	Curl around the caterpillar.
k	Down the kangaroo's body, tail and leg.
u	Down and under the umbrella, up to the top and down to the puddle.
b	Down the laces, over the toe and touch the heel.

f	Down the stem and draw the leaves.
e	Slice into the egg, go over the top, then under the egg.
l	Down the long leg.
h	Down the horse's head to the hooves and over his back.
sh	Slither down the snake, then down the horse's head to the hooves and over his back.
r	Down the robot's back, then up and curl.
j	Down his body, curl and dot.
v	Down a wing, up a wing.
y	Down a horn, up a horn and under the yak's head.
w	Down, up, down, up the worm.
th	Down the tower, across the tower, then down the horse's head to the hooves and over his back
z	Zig-zag-zig, down the zip.
ch	Curl around the caterpillar, then down the horse's head to the hooves and over his back.
qu	Round the queen's head, up to her crown, down her hair and curl.
x	Cross down the arm and leg and cross the other way.
ng	A thing on a string.
nk	I think I stink.

SET 2	
Sound	Rhyme
ay	May I Play?
ee	What can you see?
igh	Fly high
ow	Blow the snow
oo	Poo at the zoo
oo	Look at a book
ar	Start the car
or	Shut the door
air	That's not fair
ir	Whirl and twirl
ou	Shout it out
oy	Toy for a boy

SET 3	
Sound	Rhyme
ea	Cup of tea
oi	Spoil the boy
a-e	Make a cake
i-e	Nice smile
o-e	Phone home
u-e	Huge brute
aw	Yawn at dawn
are	Care and share
ur	Nurse with a purse
er	A better letter
ow	Brown cow
ai	Snail in the rain
oa	Goat in a boat
ew	Chew and stew
ire	Fire fire
ear	Hear with your ear
ure	Sure it's pure



Roxeth Mead Nursery Vision – Curriculum Plan

In Dicendo Gaudium - Joy of Learning

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- sexual orientation.

We are creating strong roots for future growth and empowerment through inspired play and education. To give children the tools to cope with a future we know nothing about.

Roxeth Nursery Principles

We understand every child is unique, so we provide a happy, caring environment where children feel safe, which supports their confidence, resilience, self-esteem, well-being, and independence. (Unique child)

We advocate for each child, provide role models in our adults, and promote close relationships with families. (Positive relationships)

We offer a home from home environment that feels safe and comforting for children which is dynamic and responsive to all children's needs and offers individual experiences to meet individual needs. (Enabling environments)

To provide high quality care where children develop the skills they need for learning through the provision of an exciting and stimulating environment and a curriculum that fosters a positive attitude to learning. We support children to develop effective learning habits through the characteristics of effective learning; play and exploration, active learning, and creative and critical thinking (Learning and development)

Curriculum Overview – Intent, Implementation, Impact

Intent	<p>Teaching & Learning based on children's interests</p> <p><i>(Why do we teach what we teach? Our Curriculum)</i></p>	<p>Our aim is to build strong foundations and promote resilience, so that the children attending our setting can flourish, becoming successful, life-long learners and members of society. We support them to develop effective learning habits through the Characteristics of Effective Learning and the EYFS.</p> <p>In our setting your children will experience an enabling environment which is warm and supportive. This in turn supports the children to begin to link learning to their play and exploration through our holistic provision. Our set of core values help to support our ambitious curriculum.</p> <p>We provide a rich and varied curriculum for our children. Every part of our curriculum requires practitioners to be flexible and take account of each child's individuality and abilities. Adults take children's interests and knowledge from parents, as well as observations as a starting point. <i>(Froebel talks about understanding the importance of starting with what children can do, and not what they can't).</i> They develop and adapt experiences to help them progress in their learning, and prepare them for the challenges beyond. Children's development does not simply follow one straight pathway or cycle, children's journeys will differ and take different directions.</p> <p>Practitioners will aim to guide children towards the curricular aspirations by enriching their play and planned activities in a well thought out environment. Some children may need different types of support, and we want to ensure that all children make progress. We know that not all children will make the same progress; for some children with complex needs, it may be that they are working towards a more focused milestone to progress. For others who are moving quite quickly through the curriculum we would look to ensure that their learning around these areas has been explored deeply.</p>
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Implementation	<p>Sequenced Learning Core Experiences Curricular Aspirations</p> <p><i>(How do we teach what we teach – Pedagogical influences)</i></p>	<p>All aspects of our curriculum have a possible sequence of learning that may take place; these will look different for individual children. When we are building on children’s interests, we are planning to widen or deepen those interests. We explore a balance of child initiated and adult initiated experiences allowing for children to be able to explore a variety of learning <i>(opportunities are offered to children to make choices, errors, and decisions-Froebel.)</i></p> <p>Some inspiration is also taken from aspects of Montessori (treasure baskets, open ended/loose parts play/real life objects e.g. tools). <i>(Curiosity approach – a mix of Montessori and Reggio Emilia; children should become independent thinkers who can explore the environment with curiosity)</i></p> <p>Throughout their journeys we want the children to engage in core experiences both indoors and outdoors such as plant growing, looking at life cycles. We enhance this learning by providing access to core books, rhymes, and songs. We make sure that each child can access our curriculum in the way that best suits their style of learning and ability.</p> <p>Practitioners in the setting ensure they are acting as a guide for the children’s learning <i>(Bowlby’s focus on attachment theory and how close relationships develop has also aided the pedagogy surrounding nurturing relationships and how adult interactions can affect children; therefore, the key person system is important within the setting and we build strong bonds with our children so they can feel safe and secure to want to learn, play and develop.)</i>. Parent involvement is important, we learn from them and support the child together.</p>
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Impact	Assessment and Reflection <i>(How do we know what children have learnt and how well they have learnt it? – assessment)</i>	<p>Our curriculum and its delivery ensure that children make good progress. All children are observed, and their learning logged on the EYLog and evaluated. Practitioners use ongoing observational assessment to identify children's starting points and plan experiences which ensure progress (next steps).</p> <p>During each assessment period, three times a year, we can update the progress children have made which allows us to assess the impact of our provision and evaluate whether it has been enough. Evidence of children's learning including observations, work samples, photographs, videos and contributions from parents are kept in our online learning journals on the EYLog. This is also a time for practitioners to reflect upon practice and implementation/delivery of teaching, reviewing how things are working – how the children respond to their learning, adapting where necessary.</p>
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Our Curricular Aspirations



Our Core Values

Being Kind - "I can talk about how I feel"

Creative Thinking – "I can express my ideas"

Keep on Trying - "I can try again"

Working Together - "I can work with my friends and share ideas"

Independence - "I can do things for myself"

Helping One Another – "I can help people"

Look After Things – "I can take care of things around me"

To show understanding of feelings and emotions	
Possible learning sequence <i>(How this may develop)</i>	Enabling environments/Teaching <i>(Things adults can do/promote through the learning environment)</i>
<ul style="list-style-type: none"> • Makes sounds or uses some gestures to express wants, needs or emotions • Look at expressions in a mirror • Begins to explore the environment independently, occasionally checking in with a familiar adult for reassurance • Passing objects or offering toys to others/waving or pointing at peers • Playing alongside peers • Build confidence with other members of the team or visitors within the setting (in familiar room/environment) • Talk about feelings using descriptive words such as “sad” and “happy” • Begin to share toys/resources • Play collaboratively • Articulate emotions and talk about different feelings • Develop resilience • During play and interactions consider the ideas/needs of other children taking part • Talking about how our actions impact others/how people might feel 	<ul style="list-style-type: none"> • Important relationships with key worker and effective parent partnership • Responding to children’s care needs/emotions • Provide a secure, warm, and inviting learning space • Images of faces/emotions/mirrors • Yoga (mindful activities/time to reflect) • Invite discussion around emotions through various outlets; role play, props, calm boxes • Clear boundaries • Encourage turn taking activities • Use books/story sacks to explore key themes around emotions • Core Values of the setting
<p><u>Links to the EYFS:</u> Communication and Language, Personal Social and Emotional, Literacy</p> <p><u>Characteristics of Effective Learning:</u> Creative and Critical Thinking</p> <p><u>Links to our Core Values:</u> Being Kind – “I can talk about how I feel”</p> <p>Helping One Another – “I can help people”</p>	

Settle in and become a curious and confident learner	
Possible learning sequence (How this may develop)	Enabling environments/Teaching (Things adults can do/promote through the learning environment)
<ul style="list-style-type: none"> • Settles into nursery environment and begins to feel comfortable around new faces • Use's key person as a 'secure base', checking back occasionally and then returning to independent play • Start to freely explore activities and resources on offer • Beginning to become aware of their peer's place in room • Start to understand care routines • Expresses own likes, dislikes, choices, ideas and decisions (may begin to say no or "me do it") • Listens to and joins in with circle time • Develops independence by wanting to help carers and enjoys being given responsibility to do things • Play alongside and collaboratively with friends • Begin to challenge themselves by taking part in new experiences and more difficult activities • Become independent in self-help skills, including toileting, dressing and feeding • Confident to share thoughts ideas and experiences • Demonstrates an understanding of rules and will help to implement these within the room 	<ul style="list-style-type: none"> • Key carers carrying out handovers • Settling in sessions • Planning around children's interests and aspirations • Core values • Visits and extra-curricular activities • Adapting environment to suit needs of the children • Offering choices • Giving children responsibility to carry out small tasks • Circle time/music and movement • Self-serving station • Offering lots of praise, encouragement, and support • Provide new learning opportunities • Always implementing British Values i.e., listening and respecting one another, manners, rules, taking turns • Low level access to pegs, sinks, paper towels to promote independence
<p><u>Links to the EYFS: Personal, Social and Emotional, Communication and Language Characteristics of Effective Learning: Playing and exploring, Active Learning, Creative and Critical Thinking</u></p> <p><u>Links to our Core Values: Independence - "I can do things for myself"</u></p> <p><u>Creative Thinking – "I can express my ideas"</u></p>	

Create a piece of art, music or dance	
Possible learning sequence (How this may develop)	Enabling environments/Teaching (Things adults can do/promote through the learning environment)
<ul style="list-style-type: none"> Begins to follow movement with gaze Moves body, arms and legs and changes facial expressions in response to others Begins to move body to music and sounds Experiments with a range of media, tools, materials, and sound Begin to use a range of instruments Imitates actions/expresses self through physical action and sound Has favourite rhymes and songs Demonstrates turn taking skills Can independently select tools and media Can follow instructions during games and music Making own choices/having own ideas Build and form own structures Understands and can copy rhythms, sounds and tempos Explores colour and how it can be changes Understands how shapes can be arranged to create and represent an object i.e., circles for wheels 	<ul style="list-style-type: none"> Music and movement/wake and shake Sensory experiences Quality interactions/body language Singing and rhymes Story sacks Provide a variety of materials and tools Access to malleable materials Rhyming spoons Song mats Play games which require children to take turns, imitate actions and follow instructions Opportunities to mix and explore colour Provide a range of different instruments and music from various backgrounds/cultures Plenty of opportunities to explore open ended play and express ideas
<p><u>Links to the EYFS:</u> Expressive Art and Design, Personal Social and Emotional, Communication and Language, Physical Development, UOW</p> <p><u>Characteristics of Effective Learning:</u> Creative and Critical Thinking</p> <p><u>Links to our Core Values:</u> Creative Thinking – “I can express my ideas”</p> <p>Working Together - “I can work with my friends and share ideas”</p>	

Follow a recipe to make some food (e.g. fruit salad, pasta salad, cake, pizza etc..)	
Possible learning sequence (How this may develop)	Enabling environments/Teaching (Things adults can do/promote through the learning environment)
<ul style="list-style-type: none"> • Begin to explore textures, objects and engage in sensory experiences • Develops manipulation and control • Shows an interest in placing objects into containers and emptying them/filling and pouring • Initiates and continues repeated actions • Enjoys simple number rhymes • Requests 'more' • Beginning to use schemas in everyday play • Starts to take turns with an adult • Uses number names spontaneously in play • Shows an awareness of routines and sequencing • To understand and use prepositions • Counts objects randomly • Listens to and follows simple instructions • Demonstrates control when using one handed tools and equipment • Recites numbers in order starting from 1 • Begins to understand and follow good hygiene • Uses and understands language more/less • Begin to make one to one correspondence • Use mathematical skills to problem solve • To name and recognise 2D shapes • To compare length, size and weight 	<ul style="list-style-type: none"> • Provide access to a wide variety of malleable materials to explore using senses e.g. dough, flour, herbs, water, sand • Mark making opportunities • Provide opportunities to about sequencing of events; 'first we are going to, and then we are going to ...' – explore then and now (Visual timetables) • One handed tools • Consistent use of mathematical language in play • Clear, simple instruction and support • Maths rhymes and counting • Numerals in the environment
<p><u>Links to the EYFS:</u> Physical Development, Mathematics</p> <p><u>Characteristics of Effective Learning:</u> Active Learning</p> <p><u>Links to our Core Values:</u> Keep on trying – “I can do this”</p>	

To recognise my name and write the first letter, then write my name

Possible learning sequence (How this may develop)	Enabling environments/Teaching (Things adults can do/promote through the learning environment)
<ul style="list-style-type: none"> • Reaching out and grasping objects • Making marks (e.g. using hands to move flour around a tray) • Engage with images in stories and apply single words/sounds • Using upper body to navigate climbing equipment • Use of large, gross motor tools and equipment • Talk about marks made and give meaning to them • Using scissors • Use of mark marking and writing within play • Recognising familiar letters in the environment • Use a variety of mark making tools to make marks • Forming letters or making marks that represent letters • Writing/forming some letters • Give a phonetical name to the letters they recognise • Begin to join sounds together (phonics) • 	<ul style="list-style-type: none"> • Marking making using various tools and materials • Explore a rich variety of texts and books • Display words in the environment and alongside activities • Praise and encourage children when they apply a description to their mark making; deepen their learning and explore how and where they may find text • Add key words to displays alongside familiar photos so that words and meaning can be linked • Ensure plenty of opportunities for free access to writing materials • Explore different signage out in the community/environment • Represent various cultures through text by ensuring that other languages are represented • Literacy role play • Use phonics to support letter writing
<p><u>Links to the EYFS:</u> Literacy, Physical Development, Communication and Language <u>Characteristics of Effective Learning:</u> Active Learning</p> <p><u>Links to our core values:</u> Keep on Trying - “I can try again”</p>	

To confidently ride a balance bike	
Possible learning sequence <i>(How this may develop)</i>	Enabling environments/Teaching <i>(Things adults can do/promote through the learning environment)</i>
<ul style="list-style-type: none"> • Beginning to sit unsupported • Pulling self-up, cruising on low level furniture, crawling • Standing unsupported/taking steps independently • Running, climbing and physical activities to build upper and lower body strength • Builds on and demonstrates spatial awareness • Sits and pushes themselves on a trike • Balances in different ways on equipment • Develop and use core muscles in yoga/music and movement • Coordinates skills such as hand/eye/arm/leg coordination when engaging with physical activities • Beginning to use feet on trike pedals • Navigate obstacles on balance bike 	<ul style="list-style-type: none"> • Soft furnishings/low level furniture • Ballet bar • Activities at different levels to strengthen core muscles • Music and movement • Yoga • Provide opportunities for children to climb, balance and build strength • Encourage children to listen to instructions through playing games
<p><u>Links to the EYFS:</u> Physical Development, <u>Characteristics of Effective Learning:</u> Active Learning <u>Links to our core values:</u> Keep on Trying - “I can try again”</p>	

To become a Story teller	
Possible learning sequence (How this may develop)	Enabling environments/Teaching (Things adults can do/promote through the learning environment)
<ul style="list-style-type: none"> Shows an interest in pictures/touchy feely books Turn pages Responds to nursery rhymes and stories Begin to show an interest in objects and small world Begin to listen to a story read by an adult Show an interest in a variety of books – fiction and non-fiction Engaging in pretend play alongside others Fill in missing words from familiar rhymes and stories Become familiar with the way stories are structured Begins to use props/puppets during play Create and narrate their own stories using pictures, drawings or marks Independently explore and use story sacks/story stones to re-tell a story/talk about a character Uses ambitious vocabulary 	<ul style="list-style-type: none"> Story sacks and story stones Introduce Makaton signs Lots of opportunities to share books – fiction, non-fiction, poetry Visits to the library Core books and rhymes Lots of opportunities and resources to develop a child's imagination i.e., role play areas/tuff trays/dressing up Mystery reader (parents come in to read to the children) Puppets/props/actions alongside rhymes and stories Use a range of tones and voices to enhance the story experience Provide a variety of mark making media for children to freely access Provide an environment that is rich in language Visual time table
<p><u>Links to the EYFS:</u> Personal, Social and Emotional, Communication & Language, Literacy, Understanding of the World, Expressive Art & Design</p> <p><u>Characteristics of Effective Learning:</u> Thinking creatively and critically Playing and exploring Active learning</p> <p><u>Links to our Core Values:</u> Creative Thinking – “I can express my ideas”</p>	

To explore and develop an understanding of the natural world	
Possible learning sequence (How this may develop)	Enabling environments/Teaching (Things adults can do/promote through the learning environment)
<ul style="list-style-type: none"> • Exploring materials/natural resources e.g. feathers, shells, stones, pine cones • Explore the indoor and outdoor environment • Becoming familiar with and responding to key people in life • Enjoys looking at books about people, objects, and animals • Begins to explore cause and effect i.e., banging two objects together • Enjoys filling, emptying and pouring • Shows an awareness of the changing weather and may begin to make comments • Talk about what they can see and hear in the environment • Listen to books/stories about other communities/countries/ways of life • Beginning to have an awareness of safety • Discuss their own experiences and begin to ask questions to others • To observe and talk about things that grow • Can identify where some foods come from • Begins to show care and concern towards all living things • Demonstrates an understanding of life cycles • Articulate about their world and similarities/differences they may notice • Talk about different ways of life e.g. jobs • To begin to understand about recycling • Observe changes to materials and the environment 	<ul style="list-style-type: none"> • Chicken/duck eggs • Butterfly garden • Zoo lab visits • Planting • Growing own fruit and vegetables • Recycling • Provide a variety of books on different topics • Key words in languages that reflect our cohort • Celebrations reflecting the community and cohort • Gardening opportunities • Family photos • Collecting home information • Mystery reader • Tasting different cuisines • Treasure baskets/natural resources for children to explore • Talking about the sounds in the environment • Role play areas/tuff trays reflecting different places, seasons, and experiences • Daily incorporating British Values • Supporting children in beginning to understand safety and how to keep themselves safe
<p><u>Links to the EYFS:</u> Understanding the World, Personal, Social and Emotional, Communication & Language, Literacy, Mathematics</p> <p><u>Characteristics of Effective Learning:</u></p> <p>Active learning, Playing and exploring & Thinking creatively and critically</p> <p><u>Links to our Core Values:</u> Look After Things – “I can take care of things around me”</p>	

Core books and Rhymes

To support our curriculum, we have a list of core books and rhymes. These books have been carefully selected as key texts that we feel can develop vocabulary, create young story tellers, help their imagination to flourish and form the early building blocks of pre-phonics.

We have combined each story with a song/activity/interaction idea below, to help families and parents to extend their child's reading experience.

3-5 years Nursery Class	
Core book	Activity ideas/songs
We're going on a bear hunt	https://www.youtube.com/watch?v=0gyl6ykDwds http://www.lovelybooks.co.uk/were-going-on-a-bearhunt Song: Teddy Bear Teddy Bear
The Gruffalo	http://www.lovelybooks.co.uk/the-gruffalo The Gruffalo story video: https://www.youtube.com/watch?v=mSc4TQshebk&t=38s
The Tiger who Came to Tea	http://www.lovelybooks.co.uk/the-tiger-who-came-to-tea Song: I'm a little tea pot
The Very Hungry Caterpillar	Caterpillar to butterfly growing kit http://www.lovelybooks.co.uk/the-very-hungry-caterpillar There's a tiny caterpillar https://www.youtube.com/watch?v=JOlbSE0CmNM
Handa's Surprise	http://www.lovelybooks.co.uk/handas-surprise Old Mikamba had a farm (also a book)
Owl Babies	http://www.lovelybooks.co.uk/owl-babies
Peace at Last	http://www.lovelybooks.co.uk/peace-at-last
Lima's Red Hot Chilli Pepper	5 red hot chilli peppers in a grocer shop (to the tune of 5 hot cross buns)
You Choose	Role play – use your imagination to act out your chosen story!
The Three Little Pigs	Build your own houses using anything that you have access to at home; blocks, lego/duplo, recycled household items or boxes
Hairy Maclary from Donaldson's Dairy	Talking about similarities and differences, descriptive words
Goldilocks and the Three Bears	
Jack and the Beanstalk	

2-3 year olds (Pre-School)	
Core book	Activity
Brown bear, brown bear, what do you see?	http://www.lovelybooks.co.uk/brown-bear-brown-bear-see
Orange, Pear, Apple, Bear	http://www.lovelybooks.co.uk/orange-pear-apple-bear
Dear Zoo	http://www.lovelybooks.co.uk/dear-zoo
Where's Spot	http://www.lovelybooks.co.uk/wheres-spot
Shark in the Park	http://www.lovelybooks.co.uk/shark-in-the-park
The Animal Boogie	http://www.lovelybooks.co.uk/the-animal-boogie Song: https://www.youtube.com/watch?v=25_u1GzruQM
Dinosaur Roar	https://www.bbc.co.uk/tiny-happy-people/have-fun-learning-opposites/zrhkkmn
Wow said the owl	https://wordsforlife.org.uk/activities/read-and-explore-wow-said-owl/
Shhh! we have a plan	http://www.lovelybooks.co.uk/shh-we-have-a-plan
Betty goes Bananas	http://www.lovelybooks.co.uk/betty-goes-bananas
A Busy Day for Birds	https://www.youtube.com/watch?v=rPThRJA9cZ0

0-2 year olds (Babies & Toddlers)	
Core book	Activity
Look! Look! by Peter Linenthal https://www.youtube.com/watch?v=l3AygZXc6pl	High contrast books help support young babies' neurodevelopment, early introduction to books
Clap hands https://www.youtube.com/watch?v=9hfsBgavsmc	Song: If you're happy and you know it clap your hands
That's not my....	https://usborne.com/gb/blog/post/tips-and-expert-advice/an-activity-a-day-that-s-not-my Early introduction to textures, explore various textured toys and materials – create sensory bags; soft, squishy, hard, lumpy, soft, grainy.
Fox's Socks https://www.youtube.com/watch?v=9KwDgjJ0A8I	Object permanence
Clip Clop https://www.youtube.com/watch?v=WdTmnXP57Hw	https://www.letsplaykidsmusic.com/horsey-horsey-knee-bobbing-songs/
Ten little fingers and ten little toes https://www.youtube.com/watch?v=NaroLMe5Xds	Exploring textures and materials with both hands and feet – how do they feel?
Orange, Pear, Apple, Bear https://www.youtube.com/watch?v=kyTpTjs-D1A	https://www.messylittlemonster.com/2015/10/bear-theme-crafts-activities-for-kids.html
Noisy Farm https://www.youtube.com/watch?v=9OWMRmQ6wTA	Identifying farm animals and the sounds they make

Core Rhymes

- Twinkle Twinkle Little Star
- Wind the bobbin up
- Incy wincy spider
- Baa baa black sheep
- The wheels on the bus
- Old Macdonald had a farm
- Slippery fish
- Hot cross buns
- One, two, three, four, five once I caught a fish alive
- Peter hammers
- I'm a little tea pot
- Little bo peep
- Ten little monkeys