



Curriculum



Characteristics of Effective Learning
Playing and Exploring
<p>ENGAGEMENT</p> <ul style="list-style-type: none"> • Finding out and Exploring • Playing with what they know • Being willing to have a go
Active Learning
<p>MOTIVATION</p> <ul style="list-style-type: none"> • Being involved and concentrating • Keep Trying • Enjoying Achieving what they set out to do
Creative and Critical Thinking
<p>THINKING</p> <ul style="list-style-type: none"> • Having their own ideas • Making links • Working with ideas

Areas of Learning and Development	Birth to 5 Matters Aspects
Prime Areas	
Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Making Relationships • Sense of self • Understanding Feelings
Physical Development	<ul style="list-style-type: none"> • Moving and Handling • Health and Self-Care
Communication and Language	<ul style="list-style-type: none"> • Listening and Attention • Understanding • Speaking
Specific Areas	
Literacy	<ul style="list-style-type: none"> • Reading • Writing
Mathematics	<ul style="list-style-type: none"> • Mathematics
Understanding the World	<ul style="list-style-type: none"> • People and Communities • The World • Technology
Expressive Arts and Design	<ul style="list-style-type: none"> • Creating with Materials • Being Imaginative and Expressive



Our Aspirations



C&L, L, UW, EAD	To listen to, understand and retell a simple story and an experience they have had outside of Nursery
PSE, C&L, EAD	To have the confidence to share their own thoughts, feelings and ideas
PSE, PD, C&L, M, UW	To build an obstacle course independently and explain how to navigate the course
PD, EAD	To hold and use mark making tools with control
PSE, PD	To become independent in the setting and their own personal needs
M, C&L	To count a certain number of objects laid out before them, pointing to each of the objects correctly as they count
L, PSE, C&L, PD, EAD	To be able to recognise their own written name

Aspiration:

To listen to, understand and retell a simple story and an experience they have had outside the Nursery.

First Milestone:

- Begin to look at and explore books independently.
- Begin to share books with their peers.
- Begin to enjoy looking at books with adults and point to parts of the book being spoken about.
- They may begin to act out parts of stories and should be provided with activities based around familiar stories.
- They can share photos of family and home life with an adult.
- To turn pages in a book (may be more than one at a time.)

Second Milestone:

- To begin to tell a story based on pictures in a book.
- May begin to use puppets as part of their storytelling.
- Group times begin to include talking about outside nursery experiences.
- You will begin to hear their role play based on home experiences.
- They will begin to look at books independently and share with peers/adults joining in with storytelling.
- Children will begin to turn pages correctly and in order with control.
- To be able to concentrate for the duration of a story.
- To bring photos from home in to share and talk about.
- To begin to make a story up when looking at picture books

Third Milestone:

- As above, as well as activities based around book themes and encouraging the children to read with/to their peers.
- To begin to retell a whole story correctly from repetition.
- To join in with show and tell, talking about experiences they have had.
- To begin to ask about other's experiences and things they would like to do in the future.
- To begin making up their own stories.

Example books used to support learning:

All books eg....

- Traditional tales,
- Julia Donaldson,
- That's not My....

Aspiration:

To have the confidence to share their thoughts feelings and ideas

First Milestone:

- To begin to receive comfort when upset from their familiar adults.
- To begin to seek out adults for comfort.
- Starting to seek out an adult to express needs and wants.
- Begin to join in group times to express themselves through singing and dancing in front of others.
- Adults will model thoughts and feelings as well as use the relevant vocabulary.

Second Milestone:

- Continue to seek out adults for comfort and to express their wants and needs.
- Begin to understand their actions can affect the emotions of others, both negatively and positively.
- Group times to become more involved, with them becoming more confident to join in and interact.
- Start to understand different emotions with help from resources such as the colour monster book, toys and mood boards.

Third Milestone:

- As above, but children will also start to voice their opinions on what songs/group times involve.
- Taking part in 'Show and tell', having the confidence to speak in front of the group and be able to talk about something important to them.
- Express what they have enjoyed in the room.
- Start to express what their favourite are and what activities they would like to do.
- Be able to express to an adult if something has happened to upset them

Example books used to support learning:

- The Colour Monster
- Owl babies

Aspiration:

To build an obstacle course independently and explain how to navigate the course.

First Milestone:

- The youngest children will become interested in crawling, climbing standing and cruising
- They will be given the opportunity to explore the soft play resources, climbing frame, slide and see-saw.
- Children will be exposed to prepositional language through simple board books like 'Where's Spot' and board books focused on opposites (up/down or under/over).

Second Milestone:

- To become more confident negotiating space as they balance on the balance beams and access the planks and tyres with adult support.
- They will begin to throw bean bags into hoops and catch large balls.
- They will use the big blocks to build their own towers and demonstrate perseverance when they fall over by rebuilding them.
- To use obstacle courses both inside and out to explore their body movements and understanding of under, over etc
- To begin problem solving when the course isn't working.

Third Milestone:

- Children will begin to create their own obstacle courses using loose parts
- To begin to explain the course to a peer using prepositional language
- They will go on a bear hunt into the Wyvern College grounds and find the bear in different places.
- Children will be encouraged to hide a cuddly toy at home and take photographs to share with their peers in the setting.
- To problem solve when the course is not working well.

Example books used to support learning:

- We're Going on a Bear Hunt
- Where's Spot
- I really want to...

Aspiration:

To be able to hold and use mark making tools with control

First Milestone:

- Children will begin to make marks in the sand.
- They will begin to use paint brushes and water to represent marks.
- Treasure baskets will provide children with the opportunity to manipulate natural, wooden and metal objects and different textiles.
- Children will have opportunities to cruise on low level furniture.
- To begin using soft play pads to encourage climbing with adult support.
- Shape sorters will challenge children to manoeuvre the shapes and strengthen their early fine motor skills.

Second Milestone:

- Children will use the scissors to cut materials with a purpose in mind.
- They will independently chop vegetables using age-appropriate knives.
- They will manipulate the playdough at the malleable table.
- They will use large scale construction materials to build models.
- Children will use the tweezers to move pom poms into containers.
- Children will hammer golf tees into pumpkins as an introduction to using simple tools.

Third Milestone:

- They will independently use pegs and tweezers to transfer lentils into different sized containers.
- Children will build their own models using smaller scale construction such as Lego.
- Children will become increasingly confident to use a mallet when building their own dens outdoors.
- They will become increasingly confident with threading and weaving.
- Children will have opportunities to make marks in a range of play contexts such as writing their names on their pictures with the help of their name cards.
- Visitors will model purposeful writing opportunities in their job roles so children can copy these rich experiences in their play e.g. police officers using notepads.
- The children will be provided with a range of resources for mark making opportunities, such as playdough, sand, oats etc.
- There will be smaller pens and pencils available to promote pincer grips when mark making.

Example books used to support learning:

- Lines that wriggle
- beautiful oops
- Colours (a finger trail adventure)

Aspiration:

To become independent in the setting and their own personal needs

First Milestone:

- Children will begin to form a relationship with key person and all staff.
- They will settle into the setting with support from a key person and all staff.
- They will come into the setting happy.
- They will begin to reach out and call out for help and support.
- Children will begin to help with dressing and undressing. (puts arms up or holds foot out etc)
- They will drink from a sippy cup independently and begin to move on to an open cup
- They will start to use a fork and spoon independently.
- They will accept and be happy having their nappy changed.
- They will accept and be happy with having their face wiped and begin to try and wipe independently.

Second Milestone:

- Children will form relationships with their key person and all staff.
- They will settle into the setting with support from familiar adults.
- They will come into the setting happy.
- They will begin to seek out help and support when needed.
- They begin to indicate when they need a nappy change.
- Some children will begin toilet training.
- They will find their own bag and bottle.
- Children will be able to find their peg picture.
- They will begin to drink well from an open cup.
- They will use a spoon and fork more independently.
- They will wash their hands and face more independently.
- Adults to begin encouraging children to dress themselves with help.
- They will be able to choose what resources they would like to play with.

Third Milestone:

- Children will form a strong relationship with their key person and all staff being excited to come to nursery.
- They will begin to recognise their own name.
- They will begin to be able to scrape left over food from their own plate.
- They will be able to self-serve water and food.
- Children will be more independent with dressing and undressing.
- They will drink independently from an open cup without spilling.
- They will use a knife and fork when eating hot meals.

- Children will wash their hands and faces with little to no support.
- They can independently access resources they want to play with.

Example books used to support learning:

- I want my potty.
- Lets get ready for school

Aspiration:

To count a certain number of objects laid out before them, pointing to each of the objects correctly as they count them

First Milestone:

- Children will begin to point at objects.
- They will hear numbers being used within songs throughout the day.
- They will begin to point to a named object when asked.
- They will start to sing along to number songs.
- Children will begin to say random numbers.
- They will listen to adults mathematical language such as big, small etc.

Second Milestone:

- Children will be able to point to a named object.
- They will hear numbers within songs and sing along.
- They will begin to count along with adults as they count.
- They will begin to say numbers (may not be correct order).
- They will begin to count to 5 (may miss some or not in correct order).
- Children will start to put matching objects together in a group.
- Adult will encourage the use of mathematic language such as big/small.
- They will start to use fingers for counting.

Third Milestone:

- Children will point at one object at a time as adults count.
- They can count to 10 (may miss some or not be correct order).
- They will sing along with number songs, sometimes singing them independently in their own play.
- They will guess a number when they see a group of objects.
- They will organise objects into groups of size, shape and number.
- Children will use mathematical language such as big, small, lots, little.
- They will use their fingers to count, up, and down.

Example books used to support learning:

- 10 little dinosaurs
- Shape books
- Hungry caterpillar

Aspiration:

To be able to recognise their written name

First Milestone:

- Children will begin to find their peg picture with their name on.
- They will begin to find their own bag.
- They will look at books with interest.
- They will recognise and respond when their name is called.
- Children will have access to their name in print form.
- They will have access to fine motor skills activities.

Second Milestone:

- Children will begin to recognise the first letter of their name.
- They will find their peg picture with their name on it.
- They will look at books and print with interest.
- Children will begin to give meaning to their marks.
- They will have access to their name in print form.
- They will be able to tell an adult what their name is.
- They will sing ABC songs and see ABC in written form.
- Children will look at flash cards.
- They will have access to different mark making materials.

Third Milestone:

- Children will recognise the first letter of their name in the environment.
- They will recognise their name and be able to find it.
- They will begin to form some letters.
- They will practice forming own name.
- Children will look at books independently.
- They will tell adults what their name is and begin to spell it out.
- They will complete dot-to-dots to support pen control.
- They will have independent access to different mark making materials.

Example resources used to support learning:

- My name practice boards
- Peg pictures

Tracking children's development:

Our curriculum has been created to help us ensure that our planning and our activities are tailored to meet the needs of the children and to support their independence and school readiness.

To track a child's development in line with the EYFS, and the 7 areas of development, we continue to use the birth to 5 matters and the statutory framework, whilst we carry out our observations and summative assessments.

We keep parents up to date on their child's progress via the learning journey on the Family app.

If you ever want any more information on your child's progress, please speak to their key person who will be more than happy to discuss it further.