


# Our Curriculum Plan



2024-2025

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Classroom themes</b> Alongside following child interests		<b>All About Me</b>	<b>Night time</b>	<b>Winter Wonderland</b>	<b>Signs of Spring</b>	<b>Planting and Growing</b>	<b>Moving on</b>
		<b>Exploring Autumn</b>	<b>Christmas</b>	<b>Weather</b>	<b>Our Community</b>	<b>Minibeasts</b>	<b>On the Beach</b>
<b>Experiences</b>	Seasonal	Autumn Harvest Halloween	Bonfire Night Diwali Christmas	Winter Chinese NY Shrove Tuesday	Spring Easter Mother's Day	Spring – growth & new life	Summer Father's Day Transitions
	Memorable moments	Autumn nature walks	Christmas party	Play in the snow	Go on a train journey Visit the fire station	Butterfly life cycle	Teddy Bear's Picnic
	Opportunities	Bake apple crumble	Meet Santa	Feed the birds	Easter Egg hunt	Minibeast hunt	Transition visits
	Activities	Plant spring bulbs	Seasonal crafts	Watch snow / ice melt	Seasonal crafts	Plant seeds	Water play
<b>Familiar Stories</b>	<ul style="list-style-type: none"> <li>•Owl Babies</li> <li>•That's not my....</li> <li>•Farmer Duck</li> <li>•You Choose</li> </ul>	<ul style="list-style-type: none"> <li>•The Gruffalo</li> <li>•The Gingerbread Man</li> <li>•Five Little Monkeys</li> <li>•Christmas Stories</li> </ul>	<ul style="list-style-type: none"> <li>•The Three Little Pigs</li> <li>•Goldilocks and the Three Bears</li> <li>•The Three Billy Goats Gruff</li> <li>•Postman Bear</li> </ul>	<ul style="list-style-type: none"> <li>•Little Red Riding Hood</li> <li>•Handa's Surprise</li> <li>•Whatever Next</li> <li>•Dear Zoo</li> </ul>	<ul style="list-style-type: none"> <li>•The Very Hungry Caterpillar</li> <li>•Rosie's Walk</li> <li>•What the Ladybird Heard</li> <li>•One Mole Digging a Hole</li> </ul>	<ul style="list-style-type: none"> <li>•We're Going on a Bear Hunt</li> <li>•Handa's Surprise</li> <li>•The Colour Monster</li> <li>•Harry and the Dinosaurs Go to School</li> </ul>	

Communication & Language

Toddler Skills & Knowledge

- To develop knowledge and understanding of an increasing range of words.
- To develop communication that can be understood by others.
- To understand and respond to simple questions.
- To be able to understand, and act on, simple instructions or commands.
- To speak in phrases of several words.
- To begin to join in with action songs and rhymes.
- To identify familiar objects in pictures.
- To engage with simple picture books.

Preschool Skills & Knowledge

<p>To talk about themselves and their families.</p> <p>To be able to talk to others about wants and needs.</p> <p>To understand simple instructions.</p> <p>To join in singing some action rhymes.</p> <p>To enjoy listening to short stories.</p> <p>To know that stories have a beginning, middle and an end.</p>	<p>To talk about celebrations at home.</p> <p>To start to hold a back and forth conversation with another person.</p> <p>To listen to, understand, and follow simple instructions.</p> <p>To learn new songs.</p> <p>To enjoy listening to longer stories.</p> <p>To be able to answer questions related to a story.</p>	<p>To begin to use a wide range of vocabulary in the correct context.</p> <p>To talk in short sentences that others can understand.</p> <p>To pay attention for short periods of time.</p> <p>To be able to understand and follow two step instructions.</p> <p>To listen to traditional stories and retain key vocabulary.</p>	<p>To be able to use vocabulary learnt to have a conversation with others.</p> <p>To develop social phrases.</p> <p>To listen to what other people are saying in group situations.</p> <p>To be able to talk about the setting, characters and the structure of a story, answering 'why?' questions.</p> <p>To listen to a range of fiction and non-fiction books.</p>	<p>To be able to use connectives e.g. 'and' 'but' 'then'.</p> <p>To begin to be able to wait until it is their turn to speak.</p> <p>To understand how to listen carefully and pay attention for longer periods of time.</p> <p>To be able to independently sequence familiar and to be able to say what happens next in a story.</p> <p>To enjoy listening to poems.</p>	<p>To be able to answer questions and share opinions using the relevant vocabulary.</p> <p>To use the words they know appropriately to organise themselves and their play.</p> <p>To know a range of songs and nursery rhymes and be able to join in, singing words confidently and clearly.</p> <p>To be able to talk about the setting, characters and the structure of a story with confidence.</p>
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Personal, Social & Emotional Development

Toddler Skills & Knowledge

- To form relationships with adults in the setting and separate from carer happily.
- To show independence in accessing and exploring the environment.
- To be aware of the different areas in the setting and how to explore them safely.
- To begin to be aware of the routines and boundaries of the setting.
- To play alongside other children and show an interest in other's play.
- To know the rule 'kind hands'.
- To move through the stages of toilet training.
- To learn to wash hands independently.

Preschool Skills & Knowledge

<p>To separate from main carer and learn to adapt to the environment.</p>	<p>To learn about daily routines and setting rules.</p>	<p>To learn how to share resources and play in a group.</p>	<p>To show independence in accessing and exploring the environment.</p>	<p>To become more outgoing with unfamiliar people.</p>	<p>To be able to initiate play with peers and keep play going by giving ideas.</p>
<p>To begin to play with other children.</p>	<p>To be aware of behavioural expectations and know how to adapt behaviour.</p>	<p>To learn to look after resources within the class.</p>	<p>To know that there are boundaries set and explore the setting within these.</p>	<p>To show more confidence in new social situations.</p>	<p>To know how to talk politely and develop an understanding of what is appropriate.</p>
<p>To be aware of the different areas in the setting and how to explore them safely.</p>	<p>To show confidence in asking adults for support.</p>	<p>To take turns whilst playing and waiting for their turn to have a go.</p>	<p>To know that we must respect our resources and out them back when we have finished with them.</p>	<p>To know that to play in a group it's important to share and take turns.</p>	<p>To begin to find solutions to conflicts.</p>
<p>To select and use activities and resources, with some support if needed.</p>	<p>To know that oral hygiene is important and also know that eating fruits and vegetables is healthy for teeth and our bodies.</p>	<p>To know how to manage their emotions in different situations.</p>	<p>To approach an adult if they need support.</p>	<p>To show an awareness of how others may be feeling.</p>	<p>To learn to look after resources within the class.</p>
<p>To know that they can approach adults for support when needed.</p>		<p>To know about different feelings and be able to talk about them during circle time, 'happy', 'sad', 'angry' or 'worried'.</p>	<p>To know how people show their emotions in different ways, e.g. smiling if they are happy, crying if they are sad etc.</p>	<p>To know to use phrases such as "stop it, I don't like it" to convey discomfort.</p>	<p>To be able to talk about feelings around starting school.</p>
<p>To wash hands after using the toilet and before eating.</p>		<p>To begin to take care of toileting needs independently.</p>		<p>To show awareness of healthy food choices and impact on our body.</p>	<p>To show independence in self care skills.</p>

Physical Development	Toddler Skills & Knowledge	<p>To begin to help with getting dressed.</p> <p>To be able to eat and drink independently.</p> <p>To move around all areas of the setting independently and safely.</p> <p>To begin to use a finger and thumb to pick up small objects, rather than whole hand grasp.</p> <p>To begin to mark make, using a variety of equipment, materials and body positions (e.g. standing, lying down).</p> <p>To use ride-on vehicles independently.</p> <p>To pour and tip between different sized containers.</p>					
	Preschool Skills & Knowledge	<p>To use mark making resources with increasing independence.</p> <p>To begin to show awareness of using equipment safely around peers.</p> <p>To climb apparatus safely.</p> <p>To look at books independently whilst turning pages one at a time.</p> <p>To be able to put on shoes and wellies independently.</p> <p>To show independence with eating and drinking, e.g. being able to feed self and ask for help with opening containers.</p>	<p>To begin to show a preference for a dominant hand.</p> <p>To know how to use mark making resources effectively, e.g. how to use scissors to snip or how to use a paint brush to paint.</p> <p>To know how to use the bikes/scooters to move safely in different ways.</p> <p>To know how to move on different beats and rhythms e.g. slowly for slow music and fast on quicker beats.</p> <p>To independently put on their coats and waterproofs, with some support for the zipper and buttons.</p>	<p>To mark make using a comfortable grip when using pencils and pens.</p> <p>To learn about different fine motor activities, e.g. threading, cutting, using tools, holding a pencil, mark making, etc.</p> <p>To know what the different tools are and how to use them safely, e.g. scissors, mallets, pegs, hammers and pencils.</p> <p>To move in different ways, e.g. climbing, running, jumping etc. in order to develop gross motor skills.</p> <p>To hold jugs and containers confidently and pour from one container into another.</p>	<p>To begin to form numbers and familiar letters, e.g. letters in their name.</p> <p>To mark make in sensory trays and also copy different patterns.</p> <p>To know how to use one handed tools effectively.</p> <p>To independently use balancing apparatus, such as using obstacle courses.</p> <p>To copy dance moves and to move to different kinds of rhythms.</p> <p>To know we wear different clothes depending on the weather.</p>	<p>To hold the pencil confidently, forming familiar letters and numbers.</p> <p>To be able to use scissors confidently and make straight, zig zag and circular snips using one hand.</p> <p>To run skilfully and be able to negotiate space and avoid obstacles.</p> <p>To be able to fill containers with different materials, and to show confidence in carrying them from one point to another without dropping.</p> <p>To be able to dress independently.</p>	<p>To know how to hold a pencil correctly.</p> <p>To confidently use scissors and other tools safely.</p> <p>To successfully take part in group games with support from an adult.</p> <p>To move confidently and safely in a range of ways, avoiding obstacles; running/ hopping/ skipping etc.</p> <p>To be able to follow a simple sequence of movements to music and rhythm.</p>

Literacy	Toddler Skills & Knowledge	<p>To recognise their own self-registration name card.</p> <p>To look at books together and begin to listen to stories.</p> <p>To choose favourite books.</p> <p>To join in singing some familiar nursery rhymes and songs.</p> <p>To begin to make purposeful marks.</p>					
	Preschool Skills & Knowledge	<p>To be able to mark make and identify their marks.</p> <p>To recognise familiar logos and labels within the environment.</p> <p>To know that text has a meaning.</p> <p>To be able to discriminate between sounds in the environment.</p> <p>To know words, phrases and actions from a range of Nursery Rhymes.</p>	<p>To be able to mark make and give meaning to their marks.</p> <p>To find and identify the initial letter of their name.</p> <p>To begin to explore initial sounds in familiar words.</p> <p>To discriminate between the sounds of different percussion instruments.</p> <p>To look at a range of familiar stories.</p> <p>To learn that stories have a sequence; beginning, middle and end.</p>	<p>To be able to talk about their marks with confidence.</p> <p>To find and identify familiar letters, e.g. letters in their names.</p> <p>To begin to recognise and identify rhyming words.</p> <p>To explore rhythm through body percussion and clapping syllables.</p> <p>To talk about and retell a range of familiar stories.</p> <p>To join in with repetition within stories and rhymes.</p>	<p>To begin to attempt writing familiar letters, e.g letters in their name.</p> <p>To begin to form some letters correctly, e.g. letters in their name.</p> <p>To be able identify words that begin with the same sound as each other.</p> <p>To be able to talk about different parts of the story.</p> <p>To know that text is read from left to right and top to bottom in English.</p>	<p>To mark make for a purpose and be able to talk about the marks.</p> <p>To begin to identify some sounds during oral blending games.</p> <p>To know that orally blending sounds makes words.</p> <p>To begin to make predictions about a story.</p> <p>To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages.</p>	<p>To write some or all of their name, forming letters correctly.</p> <p>To be able to identify initial sounds and orally blend familiar CVC words.</p> <p>To begin to orally segment sounds in CVC words.</p> <p>To engage in extended conversations about stories.</p> <p>Make predictions about a story using the relevant vocabulary.</p>

Maths	Toddler Skills & Knowledge	<p>To play with stacking toys and inset puzzles.</p> <p>To begin to build with a range of resources.</p> <p>To join in with number rhymes.</p> <p>To begin to say numbers in sequence, every day contexts.</p> <p>To notice patterns such as stripes.</p> <p>To compare size and amounts – e.g. big / little, up/down, heavy, lots, more.</p>				
	Preschool Skills & Knowledge	<p>To say number names to 5 in order.</p> <p>To show an understanding of 1:1 counting.</p> <p>To know that the last number said represents the total number of objects.</p> <p>To sing a range of number songs.</p> <p>To talk about what happened today, yesterday and tomorrow.</p> <p>To build and connect using a range of different materials.</p>	<p>To count out a group of up to 3 objects.</p> <p>To begin to match their age to a numeral.</p> <p>To show an awareness and name some 2D shapes in the environment.</p> <p>To explore space and measure through capacity, weight and length using a range of resources.</p> <p>To create enclosures when building.</p>	<p>To say number names to 10 in order.</p> <p>To count out a group of up to 5 objects.</p> <p>To know that each object should only be counted once.</p> <p>To subitise to 3.</p> <p>To identify common shapes in the environment.</p> <p>To talk about and explore patterns in the environment.</p> <p>To use the language of more and less when comparing amounts.</p>	<p>To develop recognition of numerals.</p> <p>To begin to know what is one more.</p> <p>To identify, describe and compare groups of objects.</p> <p>To compare and order objects according to their weight and distance.</p> <p>To show an awareness of positional language such as under/behind/ next to/over/ on top of.</p> <p>To independently create and talk about own patterns using a range of objects and resources.</p>	<p>To count out a group of up to 10 objects.</p> <p>To begin to know what is one less.</p> <p>To begin to solve problems with numbers up to 5.</p> <p>To begin to describe a sequence of events accurately and in the correct order.</p> <p>To know that time can be measured using days.</p> <p>To select and use shapes appropriately in play, combining them to make models and enclosures.</p>

Understanding the World	Toddler Skills & Knowledge	<p>To experience different weather, such as rain and wind.</p> <p>To hunt for minibeasts.</p> <p>To explore their natural environment.</p> <p>To explore materials with different properties.</p> <p>To begin to notice connections and differences between people.</p>					
	Preschool Skills & Knowledge	<p>To be able to identify similarities and differences between themselves and peers.</p> <p>To know about family structures and be able to talk about who is part of their family.</p> <p>To make self-portraits.</p> <p>To learn about the changes that take place in the natural world in Autumn.</p> <p>To show an awareness of the emergency services and how they can help us.</p> <p>To use real objects, such as phones, in their play.</p>	<p>To know that everyone has a birthday and they are usually celebrated in a similar manner around the world.</p> <p>To listen to stories about different celebrations, and begin to understand that people may celebrate differently to them.</p> <p>To learn about the different stories related to Winter festivals.</p> <p>To explore the different jobs that people in our families do.</p> <p>To know how to operate simple equipment e.g. Yoto player or remote control.</p>	<p>To draw their family and talk about who is in their family.</p> <p>To listen to traditional stories and know that some things happened a long time ago.</p> <p>To experience how and why people might celebrate Lunar New Year.</p> <p>To talk about what they see in the natural world in Winter.</p> <p>To know that some animals live in cold, snowy countries.</p> <p>To use a programmable robot toy to complete a simple task.</p>	<p>To learn about Easter and to know about who celebrates Easter and what is its significance.</p> <p>To use senses to explore the world around them.</p> <p>To know the difference between farm animals and wild animals.</p> <p>To be able to categorise animals by their characteristics.</p> <p>To learn about the changes that take place in the natural world during Spring.</p> <p>To know about different modes of transport, and who might drive them.</p>	<p>To show an awareness that life was different for people in older generations.</p> <p>To know that humans and other animals can grow, and talk about what they were like when they were babies..</p> <p>To talk about the life cycle of a plant and animals, and experience the lifecycle of a butterfly.</p> <p>To plant their own seeds and check how tall the plants grow.</p> <p>To begin to talk about where food comes from and bake a range of things.</p>	<p>To learn about travel to school, their local area and natural environment.</p> <p>To know there are different countries in the world.</p> <p>To begin understand the importance of looking after our environment and all living things` and where we can collect natural resources from.</p> <p>To identify the creatures that live in the oceans and the things that might be found on the beach.</p> <p>To observe the natural world in Summer and talk about how it is different from the other seasons.</p>



Expressive Arts & Design	Toddler Skills & Knowledge	<p>To respond to different types of music and sound.</p> <p>To anticipate phrases and join in with sounds.</p> <p>To explore playing a range of musical instruments.</p> <p>To explore paint and textures with their hands.</p> <p>To start to develop pretend play.</p> <p>To make simple models using a range of materials.</p>					
	Preschool Skills & Knowledge	<p>To use and name a variety of different drawing tools (pens, pencils, crayon, chalk).</p> <p>To use various construction materials to construct with purpose.</p> <p>To listen to and join in with Nursery rhymes and use musical instruments to tap out a rhythm.</p> <p>To know that different musical instruments make different sounds and to differentiate between the sounds, sharing thoughts and feelings about what they have heard.</p> <p>To develop pretend play in role play areas.</p>	<p>To make Christmas cards and decorations for friends and family using a range of media.</p> <p>To make patterns with paint and different objects, exploring what happens when you mix colours.</p> <p>To join construction pieces together to build and balance.</p> <p>To learn and sing familiar action songs in a performance.</p> <p>To begin to act out different scenarios using props to enhance imaginative play.</p>	<p>To know that colours can be mixed to make a new colour.</p> <p>To use their imagination to create different works of art.</p> <p>To begin to construct more complex models, stacking blocks vertically and horizontally, making enclosures and creating spaces.</p> <p>To sing familiar songs or make up own songs.</p> <p>To play instruments with increasing control, expressing volume and speed.</p> <p>To retell familiar stories using puppets and props.</p>	<p>To create closed shapes with continuous lines which represent objects that can be spoken about or identified.</p> <p>To learn about different textures and talk about them.</p> <p>To realise tools can be used for a purpose and begin to plan constructions..</p> <p>To sing familiar Nursery Rhymes, while playing a percussion instrument.</p> <p>To sing songs clearly using mainly correct words.</p> <p>To use their knowledge of stories in acting them out with friends.</p>	<p>To draw with increasing control, representing features and detail clearly.</p> <p>To show different emotions in pictures.</p> <p>To sing familiar songs in the correct tone and melody pattern.</p> <p>To listen to music and create movements to the different beats.</p> <p>To know how to use props appropriately for particular stories.</p> <p>To know that they can change their voices whilst singing or telling stories to create a dramatic effect.</p>	<p>To explore different materials freely, using them with a purpose.</p> <p>To show confidence in choice of media when creating a model or picture.</p> <p>To construct complex environments for small world play with bricks and blocks.</p> <p>To sing familiar Nursery Rhymes alongside playing instruments and follow the rhythm.</p> <p>To use available resources to create props to support role-play.</p>