

Little Learners



0 – 3 Years Curriculum

The Rocking Horse Club – Little learners Under 3 years curriculum.

Walton Lane Nursery School and Rocking Horse Club Curriculum Intent

- Be happy and feel secure, aware that adults will support and protect them
- Be a good communicator
- Be motivated and loves learning, indoors and outdoors
- Be enthusiastic and embrace challenges
- Develop their resilience
- Be independent, confident in their own abilities and happy to take considered risks
- Be a thinker and a problem solver, keen to have a go and learn from all their experiences
- Be respectful to others, children and adults
- Be sociable and empathetic, thinking about the needs of others and building positive relationships

Little Learners Under 3 years Curriculum Ambition – What we want the children to know, do and remember to achieve, belong and thrive.

- To form positive relationships
- To manage feelings and behaviours
- To be good communicators
- To enjoy physical activity
- To become independent in self-care skills







Curriculum Implementation – How we teach the children through play, pedagogy, activities, experiences, scaffolding, interactions and routines.

- Guided play
- Directed play
- Scaffolding
- Trusting relationships
- Predictable routines
- Novelty, curiosity, awe, wonder
- Sensitive and purposeful interactions
- Provocations
- Enhancements
- Schemas
- Characteristics of effective learning
- Cultural capital

Curriculum Impact – The progress in skills and development (learning) that we see as a result of our teaching.

- What the children can **do**
- What the children **know**
- What the children have **remembered**
- What the children **understand**
- What the children can **recall**

Little Learners 0-2 years - Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core book – Literary cultural capital	Baby Faces 	Getting Ready 	That's not my Snowman 	Fluffy chick 	Who's Hiding on the Farm 	Who? A Celebration of Babies 
Songs and rhymes	<ul style="list-style-type: none"> • If you're happy and you know it. • Head, shoulders, knees and toes. • 	<ul style="list-style-type: none"> • This is the way. • Jingle bells. • When Santa got stuck.. 	<ul style="list-style-type: none"> • Little snowflakes falling down. • 3 little snowmen fat. 	<ul style="list-style-type: none"> • Tiny caterpillar. • Three little ducks. 	<ul style="list-style-type: none"> • Old McDonald. • Three little chicks. 	<ul style="list-style-type: none"> • Finger family song. • Put your finger on your nose.
Provocations and enhancements	<ul style="list-style-type: none"> • Mirrors. • Emotion masks. • Making faces with playdough / loose parts. • Pictures of children in sand. • Treasure baskets - Autumn • Family pictures 	Hats, gloves, scarfs, wellies, shoes, socks etc. Treasure baskets – different materials.	<ul style="list-style-type: none"> • Ice moulds. • Snow – false and real. • Treasure baskets – shiny things 	<ul style="list-style-type: none"> • Grow caterpillar to butterfly. • Matching mummy to baby animals. • Small world scenes – farm, pond, etc. • Treasure baskets – wooden things 	<ul style="list-style-type: none"> • Small world farm. • Hiding farm animals in the sand. • Treasure baskets - sounds 	<ul style="list-style-type: none"> • Mirrors. • Making faces with playdough / loose parts. • Pictures of children in sand. • Treasure baskets - brushes
Sensory play	Cornflour	Shaving foam	Coloured rice	Oats	Cooked spaghetti	Sand foam (sand and shaving foam)

Enrichments: Visits, Forest school, Celebrations, Health messages	<ul style="list-style-type: none"> Sensory room. Healthy eating Halloween 	<ul style="list-style-type: none"> Park Nursery Rhyme week Road safety week Bonfire night Remembrance Day Christmas 	<ul style="list-style-type: none"> Winter walk. Forest School Park Chinese New Year Story telling week 	<ul style="list-style-type: none"> Pets at home Bus ride to see animals Easter Healthy eating Ramadan World book day Mother's Day Pancake day Oral Health 	<ul style="list-style-type: none"> Bus ride to see animals Forest School Park St Georges day Eid 	<ul style="list-style-type: none"> Nappy/body painting. Father's Day
Parental engagement	<ul style="list-style-type: none"> Wellcomm home learning Book and teddy loan Family pictures Toilet training 	<ul style="list-style-type: none"> Wellcomm home learning Book and teddy loan Literacy curriculum day Toilet training 	<ul style="list-style-type: none"> Wellcomm home learning Book and teddy loan Toilet training 	<ul style="list-style-type: none"> Wellcomm home learning Book and teddy loan Oral Health curriculum day Toilet training 	<ul style="list-style-type: none"> Wellcomm home learning Book and teddy loan Toilet training 	<ul style="list-style-type: none"> Wellcomm home learning Book and teddy loan EAD curriculum day Toilet training
British values	Mutual respect and tolerance — Celebrating home experiences - Sharing family books	Rule of law – Establishing routines	Mutual respect and tolerance – Visiting local places, learning about the world around us	Individual liberty – Taking turns	Democracy – Making choices	Mutual respect and tolerance – Celebrating differences and cultures

Characteristics of effective learning:

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are:

- playing and exploring – children investigate and experience things, and ‘have a go’
- active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Playing and Exploring – Children will be learning to:	Active Learning	Creating and Thinking Critically
<ul style="list-style-type: none"> • Realise that their actions have an effect on the world, so they want to keep repeating them. • Plan and think ahead about how they will explore or play with objects. • Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing. • Make independent choices. • Bring their own interests and fascinations into early years settings. This helps them to develop their learning. • Respond to new experiences that you bring to their attention. 	<ul style="list-style-type: none"> • Participate in routines, such as going to their mat when they want to sleep. • Begin to predict sequences because they know routines. • Show goal-directed behaviour. • Begin to correct their mistakes themselves. • Keep on trying when things are difficult. 	<ul style="list-style-type: none"> • Take part in simple pretend play. • Sort materials. • Review their progress as they try to achieve a goal. • Solve real problems. • Use pretend play to think beyond the ‘here and now’ and to understand another perspective. • Know more, so feel confident about coming up with their own ideas. • Make more links between those ideas. • Concentrate on achieving something that’s important to them. They are increasingly able to control their attention and ignore distractions.

Little Learners 0-2 years - Skills Development Overview

Each child will begin at Term 1 when they start in Baby Learners.

Area of Learning	Term 1	Term 2	Term 3
CAL Listening and Attention	<p>Turns towards familiar sounds.</p> <p>Accurately locate the source of a familiar person's voice.</p> <p>Recognises and are calmed by a familiar and friendly voice.</p> <p>Turns when you say their name.</p>	<p>Gaze at faces, copying facial expressions and movements. Make eye contact for longer periods.</p> <p>Watch someone's face as they talk.</p> <p>Enjoys singing, music and toys that make sounds.</p>	<p>Listen and responds to a simple instruction.</p> <p>Recognises and points to objects if asked for them.</p> <p>Interested in what others are playing with and sometimes joins in.</p>
CAL Understanding	<p>Makes sounds to get attention.</p>	<p>Understands single words in context – 'cup', 'milk' etc.</p> <p>Can choose between 2 objects – do you want the ball or car?</p>	<p>Understands frequently used words such as 'all gone' 'no' and 'bye-bye'.</p> <p>Understands simple instructions.</p>
CAL Speaking	<p>Copy what adults do, taking turns in conversations, trying to copy speech and lip movements.</p> <p>Babble using sounds like 'baba' and 'mamama'.</p> <p>Uses speech sounds to communicate with adult.</p>	<p>Use gestures like waving and pointing to communicate.</p> <p>Reach or point to something they want while making sounds.</p> <p>Constantly babble and use single words in play.</p> <p>Using single words like 'mummm', 'dada', 'tete' (Teddy).</p>	<p>Copy your gestures and words.</p> <p>Uses intonation, pitch and changing volume when talking.</p> <p>Around 15mths can say around 10 words, by 18 months can say at least 20 clear words.</p> <p>By 2 years old can use up to 50 words.</p>


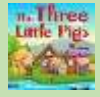




<p>PSED Behaviour and attitudes</p>		<p>Thrive as they develop self-assurance.</p>	<p>Feel strong enough to express a range of emotions.</p>
<p>PSED Developing independence</p>		<p>Establish a sense of self.</p> <p>Find ways to manage transitions.</p> <p>Curious about their world, wanting to explore and be noticed by adults.</p>	<p>Express preferences and decisions.</p> <p>Try new things and begin to establish their autonomy.</p> <p>Play with increasing confidence on their own and with their own and with other children.</p> <p>Feel confident when taken out around the local neighbourhood, and enjoy exploring new places.</p> <p>Makes decisions about what to play with, eat etc.</p>
<p>PSED Building relationships</p>	<p>Find ways to calm themselves whilst being comforted by familiar staff.</p> <p>Engage with others through gestures and gaze</p> <p>Look back as they crawl or walk away from familiar adults. They may look for reassurance/clues</p>	<p>Engage with others through babble and talk.</p> <p>Is shy around strangers and shows a preference to certain people and toys.</p>	<p>Use engagement to achieve a goal – gesturing/babbling/talking for what they want.</p> <p>Enjoys the company of other children and wants to play with them.</p>

	<p>about how they should respond to something exciting.</p> <p>Responds to their name and emotions in your voice.</p>		
<p>PD Gross motor</p>	<p>Lift head while lying on their front.</p> <p>Push their chest up with straight arms.</p> <p>Roll over from front to back then back to front.</p> <p>Sit without support.</p> <p>Reach out for objects as co-ordination develops.</p> <p>Begin to crawl in different ways and directions.</p> <p>Moves with ease and enjoyment.</p>	<p>Enjoy moving when outside and inside.</p> <p>Pull to stand from a sitting position and sit down.</p> <p>Pull themselves upright and bounce in preparation for walking.</p> <p>Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling, walking.</p> <p>Begin to walk independently – initially with support.</p>	<p>Clap and stamp to music.</p> <p>Fix themselves into spaces, like tunnels, dens and large boxes and move around them.</p> <p>Enjoy starting to kick, throw and catch balls.</p> <p>Walk, run, jump and climb and begin to use stairs independently.</p>
<p>PD Fine motor</p>	<p>Pass things from one hand to the other.</p> <p>Let's go of objects and hands them to another person, or drops them.</p>	<p>Pick up something small with their first finger and thumb.</p>	<p>Build independently with a range of resources.</p>
<p>PD Health and self-care</p>		<p>Begin toilet training.</p>	

<p>Literacy Reading - Phonological development – being able to distinguish and make different sounds, leading to segmenting and blending of sounds in simple words.</p>	<p>Enjoys songs and rhymes, tuning in and paying attention.</p>	<p>Join in with songs and rhymes, copying sounds, rhythm, tunes and tempo.</p>	<p>Say some of the words in songs and rhymes. Copy finger movements and other gestures.</p>
<p>Literacy Reading – Love of reading</p>	<p>Enjoys sharing books with an adult.</p>	<p>Pays attention and responds to the pictures or words.</p>	<p>Has a favourite book and seeks it out to share with an adult, with another child or to look at alone.</p>
<p>Mathematics Numbers</p>			<p>Take part in finger rhymes with numbers.</p>
<p>Mathematics Pattern, shape and spatial measure</p>			
<p>Mathematics Operations</p>		<p>Combine objects like stacking blocks and cups. Puts objects inside others and take them out again.</p>	
<p>UW People and communities</p>			

UW The world	Repeat actions that have an effect.	Explore materials with different properties.	Explore natural materials. Explore and respond to different natural phenomena in their setting and on trips.
UW Past and present			
EAD Exploring and using media and materials		Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.	
EAD Being Imaginative and expressive	Show attention to sounds and music.	Respond emotionally and physically to music when it changes. Move and dance to music. Anticipate phrases and actions in rhymes and songs. Explore their voices and enjoy making sounds.	Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds. Explore a range of sound-makers and instruments and play them in different ways. Enjoy and take part in action songs.

Little Learners 2-3 years - Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core book – Literary cultural capital	Dear Zoo 	Three Little Pigs 	Going on a Bear Hunt 	Hungry Caterpillar 	The Gruffalo 	The Colour Monster 
Songs and rhymes	<ul style="list-style-type: none"> We're going to the zoo Old McDonald 	<ul style="list-style-type: none"> Dingle Dangle Scarecrow 3 pigs' song Build a house 	<ul style="list-style-type: none"> Teddy Bear, Teddy Bear touch the ground Teddy bear picnic 	<ul style="list-style-type: none"> Tiny caterpillar on a leaf 	<ul style="list-style-type: none"> Mousey Brown Hickory Dickory Dock 	<ul style="list-style-type: none"> I can sing a rainbow Happy and you know it
Provocations and enhancements	<ul style="list-style-type: none"> Wrap and decorate different sized parcels Zoo animal outfits Small world Zoo Puppets Patterns 	<ul style="list-style-type: none"> Sticks, straw, bricks Puppets Dolls house 	<ul style="list-style-type: none"> Bare foot walk Explore different textures Homes / habitats 	<ul style="list-style-type: none"> Fruit tasting Fruit printing Caterpillar hatching 	<ul style="list-style-type: none"> Natural habitats Gruffalo crumble 	<ul style="list-style-type: none"> Mixing colours Textures (collage) Emotion games/activities
Fine Motor and Dexterity Activities Each term: <ul style="list-style-type: none"> Playdough – Dough disco Sensory play – drawing in sand, shaving foam, flour etc. 	<ul style="list-style-type: none"> Finger painting Hole punch leaves 	<ul style="list-style-type: none"> Picking up sequins into containers Cotton buds and paint 	<ul style="list-style-type: none"> Peeling and placing stickers on paper Tweezers and bears into containers 	<ul style="list-style-type: none"> Pipettes and coloured water onto circle pads Clothes pegs on caterpillars numbered 	<ul style="list-style-type: none"> Throwing a beach ball into a container Colander and pipe cleaners 	<ul style="list-style-type: none"> Monster feeding- tennis ball and pasta Threading

Enrichments: Visits, Forest school, Celebrations, Health messages	<ul style="list-style-type: none"> • Pet shop • Park • Library • Healthy eating • Halloween 	<ul style="list-style-type: none"> • Drive to look at farm animals • Park • Nursery Rhyme week • Road safety week • Bonfire night • Remembrance Day • Christmas 	<ul style="list-style-type: none"> • Forest School • Park • Chinese New Year • Story telling week 	<ul style="list-style-type: none"> • Park • Easter • Healthy eating • Ramadan • World book day • Mother's Day • Pancake day • Oral Health 	<ul style="list-style-type: none"> • Forest School • Park • St Georges day • Eid 	<ul style="list-style-type: none"> • Park • Father's Day
Parental engagement	<ul style="list-style-type: none"> • Wellcomm home learning • Book and teddy loan 	<ul style="list-style-type: none"> • Wellcomm home learning • Book and teddy loan • Literacy curriculum day 	<ul style="list-style-type: none"> • Wellcomm home learning • Book and teddy loan 	<ul style="list-style-type: none"> • Wellcomm home learning • Book and teddy loan • Oral Health curriculum day 	<ul style="list-style-type: none"> • Wellcomm home learning • Book and teddy loan 	<ul style="list-style-type: none"> • Wellcomm home learning • Book and teddy loan • EAD curriculum day
British values	Rule of law – tambourine, taking turns	Mutual respect and tolerance – Celebrating differences and cultures	Democracy – Making choices (songs / books)	Mutual respect and tolerance – Celebrating home experiences	Individual liberty – Encourage children to take risks	Rule of law – Understanding others emotions
Characteristics of effective learning:						
In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are:						
<ul style="list-style-type: none"> • playing and exploring – children investigate and experience things, and 'have a go' • active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements • creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things 						
Playing and Exploring – Children will be learning to:		Active Learning		Creating and Thinking Critically		

<ul style="list-style-type: none"> • Realise that their actions have an effect on the world, so they want to keep repeating them. • Plan and think ahead about how they will explore or play with objects. • Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing. • Make independent choices. • Bring their own interests and fascinations into early years settings. This helps them to develop their learning. • Respond to new experiences that you bring to their attention. 	<ul style="list-style-type: none"> • Participate in routines, such as going to their mat when they want to sleep. • Begin to predict sequences because they know routines. • Show goal-directed behaviour. • Begin to correct their mistakes themselves. • Keep on trying when things are difficult. 	<ul style="list-style-type: none"> • Take part in simple pretend play. • Sort materials. • Review their progress as they try to achieve a goal. • Solve real problems. • Use pretend play to think beyond the 'here and now' and to understand another perspective. • Know more, so feel confident about coming up with their own ideas. • Make more links between those ideas. • Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.
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Little Learners 2-3 years - Skills Development Overview

Each child will begin at Term 1 when they start in Little Learners.

Area of Learning	Term 1	Term 2	Term 3
CAL Listening and Attention	<p>Focus on an activity of choice – may find it difficult to be directed by an adult.</p> <p>Shows interest in what other children are playing and sometimes joins in.</p>	<p>Listen to simple stories, showing understanding of what is happening, with the help of the pictures.</p>	<p>Listen to other people’s talk with interest, but can easily be distracted by other things.</p> <p>By using the child’s name can the child shift from one task to another.</p>
CAL Understanding	<p>Develop pretend play.</p> <p>Can understand between 200 and 500 words.</p> <p>Understands simple questions.</p>	<p>Identify familiar objects and properties when they are described.</p> <p>Understand and act on longer sentences.</p> <p>Follow instructions with three key words.</p>	<p>Understand simple questions about ‘who’, ‘what’ and ‘where’.</p> <p>Understands action words.</p>
CAL Speaking	<p>Begin to make themselves understood, although they may become frustrated if not.</p> <p>Can use up to 50 words.</p> <p>Beginning to put two or three words together.</p>	<p>Start to say how they are feeling, using words and actions.</p> <p>Asks questions.</p>	<p>Start to develop conversation, although may jump from topic to topic.</p> <p>Use speech sounds – p,b,m,w</p> <p>Can pronounce – l,r,w,y,s,sh,ch,dz,j and multi-syllabic words – banana, computer</p> <p>Asks questions.</p>

			<p>Can use around 300 words, including descriptive language.</p> <p>Linking up to 5 words together.</p> <p>Using pronouns and prepositions.</p>
<p>PSED Behaviour and attitudes</p>	<p>Show effortful control whilst waiting for a turn or an object.</p>	<p>Begin to talk about and manage their emotions.</p>	<p>Explore their emotions through play and stories.</p> <p>Talk about their feelings in a more detailed way.</p>
<p>PSED Developing independence</p>	<p>Begins to see themselves as a separate person, deciding what to play with and what to eat.</p>	<p>Grow in independence, rejecting help but can become frustrated.</p>	
<p>PSED Building relationships</p>		<p>Develop friendships with other children.</p> <p>Enjoys the company of other children and wants to play with them.</p>	<p>Notice and ask questions about differences.</p>
<p>PD Gross motor</p>	<p>Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</p> <p>Can run, kick a ball and jump with both feet off the ground at the same time.</p>		<p>Spin, roll and independently use ropes and swings.</p> <p>Can climb, catch a large ball and pedal a tricycle.</p>

PD Fine motor	Explore different materials and tools.	Develop manipulation and control.	Begin to do things independently – pour drinks, fasten coat.
PD Health and self care	Use the toilet with help then independently.	Become more independent wanting to feed themselves and help with getting dressed/undressed.	Start eating independently using a knife and fork.
Literacy Reading - Phonological development – being able to distinguish and make different sounds, leading to segmenting and blending of sounds in simple words.		Sing songs and say rhymes independently, for example, singing whilst playing.	
Literacy Reading - Comprehension – understanding a text or story	Repeat words and phrases from familiar stories.	Ask questions about the book. Makes comments and shares their own ideas.	Develop play around favourite stories using props.
Literacy Writing - Authorial skills or composition	Enjoys drawing freely.	Adds some marks to their drawings which they give meaning to.	Notices some print, such as the first letter of their name, a door number or logo. Makes marks on their picture to stand for their name.

Mathematics Numbers	Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.		Count in everyday contexts, sometimes skipping numbers – ‘1-2-3-5’.
Mathematics Pattern, shape and spatial measure	Compare amounts, saying ‘lots’, ‘more’ or ‘same’. Climb and squeeze themselves into different types of spaces.	React to changes of amount in a group of up to 3 items. Compare sizes, weights etc. using gesture and language – ‘bigger/little/smaller’, ‘high/low’, ‘tall/heavy’.	Notice patterns and arrange things in patterns.
Mathematics Operations	Build with a range of resources.	Complete inset puzzles.	
UW People and communities		Notice differences between people	Make connections between the features of their family and other families.
UW The world			
UW Past and present			

<p>EAD Exploring and using media and materials</p>	<p>Start to make marks intentionally.</p>	<p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p> <p>Make simple models which express their ideas.</p>	<p>Use their imagination as they consider what they can do with different materials.</p>
<p>EAD Being Imaginative and expressive</p>	<p>Start to develop pretend play, pretending that one object represents another.</p>		<p>Notice patterns with strong contrasts and be attracted by patterns resembling the human face.</p>