

## Our Curriculum

I can listen and respond, learning how to look and listen. (CL)

I can communicate in different ways. (CL)

I am confident and ready to learn. (PSED)

I can express and talk about different feelings. (PSED)

I make friends and play positively with others. (PSED)

I can move my body in a variety of ways. (PD)

I can use my fingers to manipulate objects. (PD)

I enjoy some stories, rhymes and songs – I know some stories very well and can make up my own. (L)

I can explore, understand, use and describe numbers, shapes, space and measures. (M)

I know that each person is special. (UW)

I can investigate and explore materials. (UW)

I know about the natural world and living things. (UW)

I can express my creativity using different tools, media and materials. (EAD)

## Intent

I can share attention with others.

I can focus on a motivating activity.

I can respond to and follow instructions.

### Implementation: I can respond to questions

What? Who? Where?  
When? How?

### I can listen and respond learning how to look and listen.

### Implementation: I can focus on a motivating activity

Bucket Time, Finger Gym, Stories,  
Songs and Rhymes, Stories with props,  
play partners, modelling,

Commenting and extending, high  
quality provision and provocations

### Implementation: I can respond to and follow instructions

Now/Next Boards, visual  
timetables and symbol cards,  
Makaton, matching  
instructions to understanding,  
modelling and following  
through, daily nursery routines

### Implementation: I can share attention with others

What's in the Bag? Bucket Time, People Games, Intensive Interaction, co-operative play, group time, singing time, story time, daily nursery routines and transitions, learning how to have a conversation, listen to expression/tone/sounds, find something funny, respond to questions.

## Impact

**Children can share attention with a range of communication partners. They can maintain focus during activities that they find motivating. They can follow a range of instructions appropriately and understand and respond to different kinds of questions.**

## Intent

I can express my thoughts, wants and needs.

I can take part in a meaningful interaction with another person.

### Implementation: I can take part in a meaningful interaction with another person

Intensive Interaction, People Games, non-verbal communication, vocalisation, 'serve and return', having reciprocal conversations, role play

I can communicate in different ways.

### Implementation: I can express my thoughts, wants and needs

Makaton, Symbols, PECS, gestures and body language, e.g. reaching or pointing, facial expression, vocalisation, words /phrases/sentences, commenting and extending, modelling and scaffolding

## Impact

**Children are able to let others know what they want and need and feel secure because these are met. Children see themselves as 'having a voice' and see that their communication has a positive impact on others. Children build positive relationships with others and seek out interactions.**

## Intent

I can make my own choices.

I can find what I need.

### Implementation: I can make my own choices

#### I feel motivated

Choice boards, visuals, accessible and inviting environment, reasonable adjustments, labelling and storage, modelling

### Implementation: I can help myself to feel calm, safe and secure

Co-regulation, 'Colour Monster', acknowledging and verbalising feelings, calming resources, conflict resolution, empathy dolls, sensory room, soft play

### Implementation: My health is the best it can be

Clear sleep/meal/snack time routines, parent workshops, TAC meetings, referrals

### Implementation: I can find what I need

Accessible environment, reasonable adjustments, visuals and visual timetable, 'Tidy-Up' song, labelling and storage, routines, adult modelling and scaffolding

### I am confident and ready to learn.

### Implementation: I can 'have a go' and 'try again'.

#### I can solve problems

Open-ended activities and resources, following children's interests and motivations, accessible and inviting environment, offering options, observing and 'tuning in', modelling, encouraging, giving time, 'I wonder...?', sustained shared thinking

## Impact

**Children feel confident at nursery because they know that they are safe and secure, that adults care for them, play with them, enjoy their company and know them well. They know that the choices they make are valued and where to find and store the things they need to help them in their play. Children feel confident to experiment and are not afraid to fail or try again. They are in good health and are calm and regulated, ready for learning.**

## Intent

I can let other people know how I feel.

I feel heard and know that my feelings matter.

I notice how others feel.

I can help myself to feel calm, safe and secure.

### Implementation: I can let other people know how I feel

#### I feel heard and know that my feelings matter,

Co-regulation, 'Colour Monster', acknowledging and verbalising feelings, calming resources, conflict resolution, empathy dolls, attachment boxes, 'feelings' charts, Learning Journey books

### I can express and talk about different feelings.

#### Implementation: I notice how others feel

Co-regulation, Golden Guidelines, 'Colour Monster', acknowledging and verbalising feelings, modelling empathy, calming resources, conflict resolution, empathy dolls, role play

### Implementation: I can help myself to feel calm, safe and secure

Co-regulation, 'Colour Monster', acknowledging and verbalising feelings, calming resources, conflict resolution, empathy dolls, sensory room, soft play, attachment boxes, Learning Journey books, distraction and diversion

## Impact

**Children are able to express how they feel and are confident that adults listen to them and validate this. Children appreciate that other people have feelings too and they know what helps them to feel calm when they are upset, angry or frustrated. Children demonstrate empathy towards each other.**

**Intent**

I can share and take turns.

I can share my play space with others.

I can show care and concern towards other people.

**I make friends and play  
positively with others.**

**Implementation: I show care  
towards others**

Empathy dolls, Golden  
Guidelines, sharing and turn-  
taking activities, daily routines  
and transitions, adults  
encouraging and modelling,  
conflict resolution

**Implementation: I can share and  
take turns**

Bucket Time, People Games,  
What's in the Bag, adult  
modelling, timers, lists, board  
games, requesting boards, co-  
operative games, e.g. parachute,  
dominoes

**Impact**

**Children know how to undertake positive play experiences with each other and are able to accommodate others comfortably in their play. Children develop positive relationships with peers and staff.**

### Intent

I can lie, roll, sit, shuffle, crawl, stand, cruise, walk, run, jump, skip, hop, climb, wheel, pedal, balance, dance, throw, catch, kick

I can move as independently as possible.

**Implementation: I can lie, roll, sit, shuffle, crawl, stand, cruise, walk, run, jump, skip, hop, climb, wheel, pedal, balance, dance**

Carpeted areas, supported seating areas, opportunities to pull-up and/or cruise, soft play, ball pool, sensory room, varying levels in nursery garden, climbing equipment, sensory circuits, bikes, trikes and scooters, dancing sessions, hoops, balls, basketball hoop, 'goals' for football

**I can move my body in a variety of ways.**

**Implementation: I can move as independently as possible**

Choice boards, symbols, safe spaces in which to move, walking aids, provocations and motivators

### Impact

Children feel confident and empowered to move their bodies. They increase their co-ordination and strength and feel healthy and happy when on the move.

### Intent

I can use a palmer/pincer grip, squeeze, release, lift, hold, post, thread, cut, make marks, draw, write, use cutlery, connect, fasten, stir, press, roll, pull, push, stretch

**I can use my fingers to  
manipulate objects.**

**Implementation: I can use a palmer/pincer grip, squeeze, release, lift, hold, post, thread, cut, make marks, draw, write, use cutlery, connect, fasten**

Small parts, mark-making tools [e.g. chubby, triangular], Finger Gym, scissors, modelling and scaffolding, adaptive cutlery, construction kits, transient art, woodwork bench, sand and water play, dressing and undressing, large to small mark-making opportunities, letter formation, name cards, cause and effect toys, mud kitchen, cooking activities, play dough, clay

### Impact

**Children feel confident and empowered to use their fingers to manipulate objects and fulfil their intentions. They increase their co-ordination, dexterity and strength and are able to complete tasks with increasing independence.**

**Intent**

I can join in with a familiar story.

I know how to handle books.

I know that pictures and words help me to tell stories in books.

I can join in with a familiar song or rhyme.

**Implementation: I know that pictures and words help me to tell stories in books**

Core books, accessible books in all areas, adult modelling and encouragement, teaching 'book' vocabulary, e.g. 'picture', 'illustration', 'print', Phase One Phonics

**I enjoy some stories, rhymes and songs – I know some stories very well and can make up my own.**

**Implementation: I can join in with a familiar song or rhyme**

Core rhymes and songs, props, puppets, Singing Time, CD player, actions, missing out words for children to replace

**Implementation: I can join in with a familiar story**

Core books, daily story time sessions, acting out using puppets, props and role play, opportunities to retell

**Implementation: I can make up my own stories**

Helicopter stories, core books, small world/role play resources, Learning Journey books, adult modelling and scaffolding, adult as scribe, mark-making opportunities

**Implementation: I know how to handle books**

Accessible books in all areas, adult modelling and encouragement, teaching 'book' vocabulary, e.g. 'cover', 'page', 'turn', etc, regular repetition of core books, book bags, Parent Workshop – sharing books at home, World Book Day, Penguin Books, information books

**Impact**

**Children are confident when handling books and they understand that they can tell stories and that pictures and print can help us to do this. Children enjoy singing songs and saying rhymes and can make up their own stories.**

### Intent

I can explore, understand, use and describe numbers.

I can explore, understand, use and describe shapes.

I can explore, understand, use and describe space and measures.

#### **Implementation: I can explore, understand, use and describe space and measures.**

Mathematical language in play linked to space, length, weight and capacity.

Space: The physical space children have throughout the nursery; spatial and positional language linked to physical play, movement and manipulating objects; obstacle courses; soft play.

Length: Blocks/construction toys/loose parts to build horizontally and vertically; various sizes of objects/people/toys/shoes etc for comparing; resources to make things longer/shorter (eg. dough); measuring opportunities.

Weight: Different objects/ resources (eg. tyres in the garden) for transporting/carrying.

Capacity: Different containers in water play; containers for filling and emptying different resources.

#### **Implementation: I can explore, understand, use and describe numbers.**

Numerals in the environment; number rhymes and songs (some with props); stories focusing on numbers; opportunities for counting in everyday contexts and through play; numbers of personal significance; various resources and objects for counting; numbers in games (eg. 'hide and seek'); groups of objects/dice/dominoes for counting and subitising; groups with more/fewer objects; marks/objects to represent numbers; numbers in sequence; sequences of events (eg. 'now' and 'next'); numerical patterns (eg. using 5s/10s frames); opportunities to problem solve (including simple calculations).

I can explore, understand, use and describe numbers, shapes, space and measures.

#### **Implementation: I can explore, understand, use and describe shapes.**

Shapes and patterns in the environment; patterns in nature and music; different shaped resources in play (eg. dough cutters); different shaped everyday objects; flat and solid shapes to explore; block play; mathematical language connected with shape; creative use of shapes (eg. building with blocks/making models with recycled materials); various materials/objects to create patterns (including symmetrical patterns); shape sorters; puzzles; 'cause and effect' toys.

### Impact

**Children enjoy having plenty of ongoing opportunities to explore, practise, use, understand and describe the different elements of mathematics, to build on their learning and show what they can do.**

**Intent**

I know that I am special.  
I know that you are special.

**Implementation: I know that I am special.**

Own interests; photos of family; Learning Journey Books; daily routines; feelings charts; responsive planning; supportive interactions.

**I know that each person is special.**

**Implementation: I know that you are special.**

Photos of friends' families; books about families/people reflecting diversity; stories reflecting diversity/from different cultures; resources reflecting diversity (eg. food, clothes, fabric, music, dolls); resources from children's interests (eg. hair); opportunities to celebrate diversity (eg. Black History Month); cultural and religious celebrations (eg. Christmas, Diwali); parents visiting to read stories and do activities with the children; visits/visitors/information – jobs/roles in the local community reflecting diversity and challenging gender stereotypes; inclusive interactions, activities and interventions; words in different languages; total communication system.

**Impact**

**Children know that they and their families are special and unique and have a valued place in the wider diverse community. They learn about the lives of their friends and others in the community and begin to understand that we all have similarities and differences, and that each person is special.**

### Intent

I can explore and use natural and created materials.

I can investigate different objects and materials.

I can use different materials for a purpose.

#### **Implementation: I can investigate different objects and materials.**

Materials that change with heat/cold (eg. melting/freezing ice/water, cooking opportunities).

Materials that have particular properties (waterproof/porous, different strengths, transparent/opaque).

Objects that have particular properties (eg. magnets, simple electrical circuits).

Materials that have 'cause and effect' reactions (eg. vinegar and bicarb of soda, ice and salt, water and coloured sweets/inks).

#### **I can investigate and explore materials.**

#### **Implementation: I can use different materials for a purpose.**

Recycled materials; different kinds of paper; different ways of joining (eg. PVA glue, glue gun, masking tape, string);  
woodwork; blocks; loose parts; transient art objects; creative resources; construction kits; role play.

#### **Implementation: I can explore and use natural and created materials.**

Wet/dry sand in garden; water play inside and outside; mud kitchen; natural objects and materials (eg. conkers, pine cones, leaves, rotting wood); clay; natural living materials outside (eg. tree bark, different herbs); various kinds of dough (eg. playdough, salt dough, cornflour dough); cornflour – wet and dry; shaving foam; gloop; various kinds of paint – colours, thicknesses, textures; different sized brushes; water with additions – soap, colour, scent; sensory play (eg. light toys, textured objects, sound toys); cooking; ice; seeds.

### Impact

**Children have plenty of opportunities to explore different materials and begin to use their knowledge of materials in their play. They begin to investigate materials to find out more about them.**

### Intent

I can explore the outdoor environment.  
I can care for living things and grow plants.  
I can learn about aspects of the wider natural world that interest me.

### I know about the natural world and living things.

#### Implementation: I can care for living things and grow plants.

Bulbs and seeds for flowers and vegetables; resources for growing and caring for plants (eg. pots, trowels, soil, watering cans).

Living creatures in the garden – books and information about them; resources to create habitats for minibeasts (eg. bug hotel).

Animals – chicks/ducklings and other visiting animals; resources to care for them; information/books about them.

Life cycles – observable lifecycles of plants and animals (eg. beans, butterflies and ladybirds).

#### Implementation: I can explore the outdoor environment.

The garden through the seasons – seasonal changes; the changing weather – rain, sun, ice, snow, wind, rainbows (eg. puddles, shadows, dressing for the weather, falling leaves); natural materials – sand, water, mud; natural objects (eg. pebbles, pine cones, sticks, conkers); information/books about different plants, birds, animals and minibeasts in the garden; equipment enabling exploration (eg. binoculars, cameras, magnifying glasses); the natural cycle of growth and decay; minibeasts in their natural habitat.

#### Implementation: I can learn about aspects of the wider natural world that interest me.

Visits/visitors; information and books about animals, sea life, dinosaurs, space, different environments that are of interest or are linked to stories; opportunities to recycle and learn about how to look after the wider environment.

### Impact

Children explore first-hand and experience the natural world around them including the weather, seasons, plants and animals.  
They develop their curiosity and interests and find ways to care for living things and look after the natural world.

### **Intent**

I can express my creativity through making things.

I can use my imagination when I play.

I can respond to and create music.

**I can express my creativity using different tools, media and materials.**

### **Implementation: I can use my imagination when I play.**

Books and props for story telling/creating stories; puppets; small world play (eg. dinosaurs, trains, dolls house); resources for role play (eg. in the home, shop, café); props and provocations for imaginary play (eg. superheroes, animals, masks); mud kitchen; sand and water play.

### **Implementation: I can express my creativity through making things.**

Mark making tools (eg. crayons, pencils, pens, chalk); different sized paint brushes; various kinds of paint – colours, thicknesses, textures, powder paint, watercolours; different kinds of paper/card; art provocations (eg. work of artists, natural objects); collage materials (eg. fabric, tissue paper, buttons, lolly sticks); joining materials (eg. tape, PVA glue, glue gun); recycled packaging; various kinds of dough; dough resources (eg. cutters, rolling pins, cake tins, matchsticks, recipe books); clay; clay tools; woodwork tools and materials (eg. hammers, nails, wood offcuts); wooden blocks; construction kits; loose parts; natural objects (eg. conkers, pine cones) for transient art, sand play.

### **Implementation: I can respond to and create music.**

Playing music (eg. CD player, CDs, computer); instruments – real and made; scarves, ribbons and fabric for dance; songs and rhymes (some with props); music from different cultures.

### **Impact**

**Children are able to express their creativity through what they can make, by using their imagination and through their response to music, responding to different stimuli and expressing their own ideas.**