

Early Years Curriculum – Little Berries

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme title	It's All About Me!	Pet Corner	We're all going to the zoo...	We're On The Move	The Great Outdoors	Sing a rainbow
Key questions	<p>How do we feel today? What makes us happy? What makes us sad? What's our favourite? Family questions?</p> <p>**similarities and differences</p>	<p>Do you have any pets? What animals make a good pet? **differences between them What sounds do they make?</p>	<p>What animals do we know? What sounds do they make? **differences between them What animals do we like? What animals have we seen?</p>	<p>How do you travel to school? Can you tell me modes of transport? **differences between them Have you been on _ ?</p>	<p>What Seasons do you know about and what order are they in? What can we plant and different times of the year? What's weather like in the different seasons? What do you notice about the different things you see in nature? What bugs can we find, what do they look like?</p>	<p>Do we know our colours? Red, Yellow, Pink, Green, Orange, Purple and Blue What weather is it today? What can you remember about the seasons and the different types of weather? Can we remember what we have learnt?</p>
Communication & Language	<p><u>Nursery Rhymes:</u> Heads, Shoulders, Knees and Toes.</p> <p>- Generally, focus on an activity of their own choice and find it difficult to be directed by an adult.</p> <p>- Listen to simple stories and understand what is happening with the help of the pictures</p>	<p><u>Nursery Rhymes:</u> Horsey, Horsey, Little Peter Rabbit, Sleeping Bunnies.</p> <p>- Understands simple questions about 'who' 'what' where'</p> <p>- Start to develop conversation, often</p>	<p><u>Nursery Rhymes:</u> Walking Through the Jungle, What Can You See?</p> <p>- Understand and act on longer sentences like 'make 'teddy jump'</p> <p>- Understands simple questions about 'who' 'what' where'</p> <p>- Start to develop conversation, often</p>	<p><u>Nursery Rhymes:</u> The Wheels on the Bus</p> <p>- Understands simple questions about 'who' 'what' where.'</p> <p>- Start to develop conversation, often jumping from topic to topic.</p> <p>- Use the speech sounds p, b, m, w.</p>	<p><u>Nursery Rhymes:</u> It's Raining, its Pouring</p> <p>- Understands simple questions about 'who' 'what' where'</p> <p>- Start to develop conversation, often jumping from topic to topic.</p> <p>- Use the speech sounds p, b, m, w.</p>	<p><u>Nursery Rhymes:</u> I can sing a rainbow, It's raining it's pouring</p> <p>- Understands simple questions about 'who' 'what' where'</p> <p>- Start to develop conversation, often jumping from topic to topic.</p> <p>- Use the speech sounds p, b, m, w.</p>

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	<p>Listen to other people's talk with interest but can easily be distracted by other things</p> <p>Identify familiar objects and properties for practitioners when they are described.</p> <p>Understands simple questions about 'who' 'what' 'where' (but not generally not 'why')</p> <p>- Begin to develop conversation, often jumping from topic to topic.</p> <p>-Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.</p> <p>- Use the speech sounds p, b, m, w.</p> <p>- Are usually still learning to pronounce:</p> <ul style="list-style-type: none"> - l/r/w/y - f/th - s/sh/ch/dz/j 	<p>jumping from topic to topic</p> <p>- Start to develop conversation, often jumping from topic to topic.</p> <p>- Use the speech sounds p, b, m, w.</p> <p>- Are usually still learning to pronounce:</p> <ul style="list-style-type: none"> - l/r/w/y - f/th - s/sh/ch/dz/j <p>- multi-syllabic words such as 'banana' and 'computer'</p>	<p>jumping from topic to topic.</p> <p>- Use the speech sounds p, b, m, w.</p> <p>- Use the speech sounds p, b, m, w.</p> <p>- Are usually still learning to pronounce:</p> <ul style="list-style-type: none"> - l/r/w/y - f/th - s/sh/ch/dz/j <p>- multi-syllabic words such as 'banana' and 'computer'</p>	<p>- Are usually still learning to pronounce:</p> <ul style="list-style-type: none"> - l/r/w/y - f/th - s/sh/ch/dz/j <p>- multi-syllabic words such as 'banana' and 'computer'</p>	<p>- Are usually still learning to pronounce:</p> <ul style="list-style-type: none"> - l/r/w/y - f/th - s/sh/ch/dz/j <p>- multi-syllabic words such as 'banana' and 'computer'</p>	<p>- Are usually still learning to pronounce:</p> <ul style="list-style-type: none"> - l/r/w/y - f/th - s/sh/ch/dz/j <p>• multi-syllabic words such as 'banana' and 'computer'</p>
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Physical Development	<ul style="list-style-type: none"> - Learn to use the toilet with help, and then independently. - Walk, run, jump and climb – and start to use the stairs independently. - Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. *Statement is repeated in Fine Motor Skills* - Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. - Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them - Enjoy starting to kick, throw and catch balls. - Build independently with a range of appropriate resources. - Spin, roll and independently use ropes and swings (for example, tyre swings). - Sit on a push-along wheeled toy, use a scooter or ride a tricycle. - Pass things from one hand to the other. Let go of things and hands them to another person, or drops them. - Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. 					- Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.
Personal, Social and Emotional Development	<ul style="list-style-type: none"> - Safely explore emotions beyond their normal range through play and stories. - Be increasingly able to talk about and manage their emotions. - Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. - Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. - Feel strong enough to express a range of emotions. <p>Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums</p> <ul style="list-style-type: none"> - Develop friendships with other children. - Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. 					- Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".
Literacy (Pie Corbett Reading)	<i>You Choose</i> <i>Equality and diversity</i> <i>Dad, Papa and me</i> <i>Mama, Papa and me</i> <i>Only one you</i>	<i>Spot</i> <i>Equality and diversity</i> <i>Its ok to be different</i> <i>The family book (Todd Parr)</i>	<i>Dear Zoo</i> <i>Equality and diversity</i> <i>Elmer</i> <i>Be kind</i>	<i>Train Ride</i> <i>Equality and diversity</i> <i>Mister Seahorse</i>	<i>We're going on a bearhunt</i> <i>Equality and diversity</i> <i>Pink is for boys</i> <i>This day in June</i>	<i>Hug</i> <i>Equality and diversity</i> <i>We are all welcome</i> <i>Mixed, a world of colour.</i>

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	<p>- Enjoy songs and rhymes, tuning in and paying attention. Have favourite books and seek them out, child have particular interests developing? to share with an adult, with another child, or to look at alone</p> <p>Enjoy drawing freely</p>	<p><i>What makes me me</i></p> <p>- Enjoy songs and rhymes, tuning in and paying attention. -Repeat words and phrases from familiar stories. - Pay attention and respond to the pictures or the words Have favourite books and seek them out, child have particular interests developing? to share with an adult, with another child, or to look at alone</p> <p>Enjoy drawing freely</p>	<p>- Sing songs and say rhymes independently, for example, singing whilst playing - Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. - Say some of the words in songs and rhymes. Enjoy songs and rhymes, tuning in and paying attention. - Repeat words and phrases from familiar stories. - Ask questions about the book. Make comments and shares their own ideas - Develop play around favourite stories using props. - Pay attention and respond to the pictures or the words</p> <p>- Have favourite books and seek them out, child have particular interests developing? to share with an adult, with another child, or to look at alone</p>	<p>- Sing songs and say rhymes independently, for example, singing whilst playing - Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. - Say some of the words in songs and rhymes. Enjoy songs and rhymes, tuning in and paying attention. - Ask questions about the book. Make comments and shares their own ideas - Develop play around favourite stories using props. Pay attention and respond to the pictures or the words</p> <p>- Have favourite books and seek them out, child have particular interests developing? to share with an adult, with another child, or to look at alone - Notice some print, such as the first letter of their name, a bus or</p>	<p>- Sing songs and say rhymes independently, for example, singing whilst playing - Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. - Say some of the words in songs and rhymes.</p> <p>-Enjoy songs and rhymes, tuning in and paying attention. - Ask questions about the book. Make comments and shares their own ideas - Develop play around favourite stories using props. Pay attention and respond to the pictures or the words</p> <p>- Have favourite books and seek them out, child have particular interests developing? to share with an adult, with another child, or to look at alone</p>	<p>- Sing songs and say rhymes independently, for example, singing whilst playing - Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. - Say some of the words in songs and rhymes. - Enjoy songs and rhymes, tuning in and paying attention. - Ask questions about the book. Make comments and shares their own ideas - Develop play around favourite stories using props. - Pay attention and respond to the pictures or the words</p> <p>- Have favourite books and seek them out, child have particular interests developing? to share with an adult, with another child, or to look at alone Notice some print, such as the first letter</p>
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			<ul style="list-style-type: none"> - Add some marks to their drawings, which they give meaning to. For example: "That says mummy." - Make marks on their picture to stand for their name - Enjoy drawing freely 	door number, or a familiar logo <ul style="list-style-type: none"> - Add some marks to their drawings, which they give meaning to. For example: "That says mummy." - Make marks on their picture to stand for their name 	<ul style="list-style-type: none"> - Add some marks to their drawings, which they give meaning to. For example: "That says mummy." - Make marks on their picture to stand for their name 	of their name, a bus or door number, or a familiar logo <ul style="list-style-type: none"> - Add some marks to their drawings, which they give meaning to. For example: "That says mummy." - Make marks on their picture to stand for their name
Mathematics	<ul style="list-style-type: none"> - 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' - Complete inset puzzles 	<ul style="list-style-type: none"> - Compare amounts saying 'lots', 'more' or 'same' - 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' - Complete inset puzzles 	<ul style="list-style-type: none"> - Take part in finger rhymes with numbers. - React to changes of amount in a group of up to three items - Compare amounts saying 'lots', 'more' or 'same' - 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' - Select a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. 	<ul style="list-style-type: none"> - Take part in finger rhymes with numbers. - React to changes of amount in a group of up to three items - Compare amounts saying 'lots', 'more' or 'same' - 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' - Select a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. 	<ul style="list-style-type: none"> - Take part in finger rhymes with numbers. - React to changes of amount in a group of up to three items - Compare amounts saying 'lots', 'more' or 'same' - 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' - Select a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. 	<ul style="list-style-type: none"> - Take part in finger rhymes with numbers. - React to changes of amount in a group of up to three items - 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' - Select a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'. - Complete inset puzzles

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			<ul style="list-style-type: none"> - Complete inset puzzles - Compare sizes, weights etc. using gesture and language – 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. - Begin to categorise objects according to properties such as shape and or size. - Notice patterns and arrange things in patterns. 	<ul style="list-style-type: none"> - Complete inset puzzles - Compare sizes, weights etc. using gesture and language – 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. - Begin to categorise objects according to properties such as shape and or size. - Notice patterns and arrange things in patterns. 	<ul style="list-style-type: none"> - Complete inset puzzles - Compare sizes, weights etc. using gesture and language – 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. - Begin to categorise objects according to properties such as shape and or size. - Notice patterns and arrange things in patterns. 	<ul style="list-style-type: none"> - Compare sizes, weights etc. using gesture and language – 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. - Begin to categorise objects according to properties such as shape and or size. - Notice patterns and arrange things in patterns.
Understanding the World	<ul style="list-style-type: none"> - Begin to have a sense of self and belonging. - Make connections between the features of their family and other families. - Notice differences between people. - In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. 	<ul style="list-style-type: none"> - Make connections between the features of their family and other families. - Begin to have a sense of self and belonging - Notice differences between people. - Has a sense of own immediate family and relations. - Beginning to have their own friends - In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. 	<ul style="list-style-type: none"> - Begin to have a sense of self and belonging. - Make connections between the features of their family and other families. - Notice differences between people. - Has a sense of own immediate family and relations. - Beginning to have their own friends - In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. 	<ul style="list-style-type: none"> - Explore and respond to different natural phenomena in their setting and on trips - Begin to have a sense of self and belonging. - Make connections between the features of their family and other families. - Notice differences between people. - Has a sense of own immediate family and relations. - Beginning to have their own friends - In pretend play, imitates everyday actions and events from own family 	<ul style="list-style-type: none"> - Explore and respond to different natural phenomena in their setting and on trips - Begin to have a sense of self and belonging. - Make connections between the features of their family and other families. - Notice differences between people. - Has a sense of own immediate family and relations. - Beginning to have their own friends - In pretend play, imitates everyday actions and events from own family 	<ul style="list-style-type: none"> - Explore and respond to different natural phenomena in their setting and on trips - Make connections between the features of their family and other families. - Begin to have a sense of self and belonging. - Notice differences between people. - Has a sense of own immediate family and relations. - Beginning to have their own friends - In pretend play, imitates everyday actions and events

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Expressive Arts and Design	<ul style="list-style-type: none"> - Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. - Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone - Use their imagination as they consider what they can do with different materials 	<ul style="list-style-type: none"> - Notice patterns with strong contrasts and be attracted by patterns resembling the human face. - Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. - Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone - Use their imagination as they consider what they can do with different materials 	<ul style="list-style-type: none"> - Notice patterns with strong contrasts and be attracted by patterns resembling the human face. - Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone - Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. - Use their imagination as they consider what they can do with different materials 	<ul style="list-style-type: none"> - Notice patterns with strong contrasts and be attracted by patterns resembling the human face. - Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone - Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. - Use their imagination as they consider what they can do with different materials 	<ul style="list-style-type: none"> - Notice patterns with strong contrasts and be attracted by patterns resembling the human face. - Start to make marks intentionally. - Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. - Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone - Explore different materials, using all their senses to investigate them. Manipulate and 	<ul style="list-style-type: none"> - Notice patterns with strong contrasts and be attracted by patterns resembling the human face. - Start to make marks intentionally. - Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone - Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.

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		<ul style="list-style-type: none"> - Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. - Anticipate phrases and actions in rhymes and songs, like 'Peepo'. - Explore their voices and enjoy making sounds. 	<ul style="list-style-type: none"> - Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. - Anticipate phrases and actions in rhymes and songs, like 'Peepo'. - Explore their voices and enjoy making sounds. - Make simple models which express their ideas. 	<ul style="list-style-type: none"> - Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. - Make rhythmical and repetitive sounds. - Explore a range of sound-makers and instruments and play them in different ways - Make simple models which express their ideas. 	<ul style="list-style-type: none"> play with different materials. - Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. - Make rhythmical and repetitive sounds. Explore a range of sound-makers and instruments and play them in different ways - Make simple models which express their ideas. 	<ul style="list-style-type: none"> - Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. - Make rhythmical and repetitive sounds. Explore a range of sound-makers and instruments and play them in different ways - Make simple models which express their ideas.
Planned Enrichment (trips, visitors)		Hygienist visit Vet visit			Nature Walk Plant and share month Insect lore butterflies	Farm visit
Role Play	Home corner/ extended home corner	Home corner/ Vets	Home Corner/ zoo roleplay	Home Corner/ Aeroplane	Home Corner/ Florist	Home Corner/ Campsite