

Bright Beginners Termly Curriculum Planner- My World

	Autumn	Spring	Summer
Launch Day	Coming to nursery	Farm on Wheels	Pet Visits
Parent contributions	Family photo, Autumn Treasures	Sharing days out/experiences- photographs	Pet Visits
Visits	N/A	Farm on Wheels	Pet Visits
Celebrations	Birthdays, Christmas traditions	Birthdays, Easter	Birthdays' Graduation to EE
Values	Exploration	Collaboration	Creativity
Vocabulary	Mummy, Daddy, big/little brother, big/little sister, family, baby, Autumn, crunchy, spikey, squash, Conkers, pumpkins, acorns.	Favourite, kind, blooming, changing, sprout, seeds, grow, warm, blossom, buds, puddles, breezy, rain, warm, rainbows, showers, sunshine, umbrella, chick, lamb, bunny, Spring	Cat/kitten, dog/puppy, rabbit, soft, fluffy, growl, bark, tall, taller, Vegetables, fruit, seeds, compost, stem, roots, flower, petals, hot, bright, beautiful, butterfly, Summer
Books	<p>Traditional Tales & Rhymes: Jack and the Beanstalk, Little Red Hen, Twinkle, Twinkle, Incy Wincy Baa, Baa, Black Sheep, Hickory Dickory Dock, Wind the Bobbin Up, Humpty Dumpty, Miss Polly had a dolly.</p> <p>Books: Spot the dog, Owl Babies, Peppa Pig, Pip & Pop, Jasper's Beanstalk</p>	<p>Traditional Tales & Rhymes Old McDonald, Wheels on the Bus, Mary had a little lamb, 5 currant buns, hot cross buns, Peter rabbit, sleeping bunnies</p> <p>Books: Dear Zoo, Snore, Bear Hunt, Peppa's Easter Egg, Apple Tree farm</p>	<p>Traditional Tales & Rhymes 1,2,3,4,5, Row, Row, The Grand Old Duke of York, Tommy Thumb, 5 Speckled Frogs, there's a work at the bottom of the garden, Jack and Jill</p> <p>Books: Dear Zoo, Kipper, Apple Tree Farm, When I Grow Bigger, Topsy and Tim, Alfie Outdoors, Oliver's Vegetables</p>

Communication and Language

In Bright Beginners we expect the children to develop by:

Generally focus on an activity of their own choice and find it difficult to be directed by an adult. Listen to other people's talk with interest, but can easily be distracted by other things. Make themselves understood, and can become frustrated when they can't. Start to say how they are feeling, using words as well as actions. Start to develop conversation, often jumping from topic to topic. Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. Use the speech sounds p, b, m, w. Pronounce: - l/r/w/y - f/th - s/sh/ch/dz/j. Use multi-syllabic words such as 'banana' and 'computer'. Listen to simple stories and understand what is happening, with the help of the pictures. Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'. Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').

Observational Checkpoints:

AGE 2:

Is the child showing an interest in what other children are playing and sometimes joins in?

Can the child use up to 50 words? Is the child beginning to put two or three words together: "more milk"? Is the child frequently asking questions, such as the names of people and objects?

Can the child understand many more words than they can say – between 200–500 words? Around the age of 2, can the child understand simple questions and instructions like: "Where's your hat?" or "What's the boy in the picture doing?"

AGE 3:

Can the child shift from one task to another if you get their attention. Using the child's name can help: "Jason, can you stop now? We're tidying up".

Can the child use around 300 words? These words include descriptive language. They include words for time (for example, 'now' and 'later'), space (for example, 'over there') and function (for example, they can tell you a sponge is for washing). Is the child linking up to 5 words together? Is the child using pronouns ('me', 'him', 'she'), and using plurals and prepositions ('in', 'on', 'under') - these may not always be used correctly to start with. Can the child follow instructions with three key words like: "Can you wash dolly's face?"

Can the child show that they understand action words by pointing to the right picture in a book. For example: "Who's jumping?" Note: watch out for children whose speech is not easily understood by unfamiliar adults. Monitor their progress and consider whether a hearing test might be needed.

Communication and Language

Phase 1 phonics
(when appropriate)

Sensory play to introduce
vocabulary- using all 5 senses.

Introducing new language and
vocabulary.

Opportunities to listen to music,
dance and perform.

Morning Hello circle time and
register

Model words, short sentences
and phrases.

Learning Book- home
experiences and discussions.

Singing or listening
activities/games.

How we will
do this in
Bright
Beginners at
Manor Hill

Forest School- new vocabulary
and experiences.

Modelling language through
play and conversation.

Daily story time with
discussions about the book.

Role-play opportunities
following the children's
interests and through topic.

1:1 time with all children-
interactions and give
opportunity to talk and use
language.

Supporting speech
development- see and learn
cards.

Provoking conversations- e.g.
snack time conversations.

Personal Social and Emotional Development

In Bright Beginners we expect the children to develop by:

Find ways to calm themselves, through being calmed and comforted by their key person. Establish their sense of self. Express preferences and decisions. They also try new things and start establishing their autonomy. Engage with others through gestures, gaze and talk. Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. Find ways of managing transitions, for example from their parent to their key person. Thrive as they develop self-assurance. Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. Feel confident when taken out around the local area and enjoy exploring new places with their key person. Feel strong enough to express a range of emotions. Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums. Be increasingly able to talk about and manage their emotions. Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. Develop friendships with other children. Safely explore emotions beyond their normal range through play and stories. Talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”.

Observational Checkpoints:

AGE 2:

Does the child start to see themselves as a separate person? For example, do they decide what to play with, what to eat, what to wear?

AGE 2-3:

Does the child start to enjoy the company of other children and want to play with them?

Note: watch out for children who get extremely upset by certain sounds, smells or tastes, and cannot be calmed. Or children who seem worried, sad or angry for much of the time. You will need to work closely with parents and other agencies to find out more about these developmental difficulties.

Personal Social and Emotional Development

Comforting characters- familiar things to the children and following their interests.

Building relationships in key worker groups.

Group activities and games to encourage turn taking and sharing.

Support children in building relationships with each other by modelling through play and in provision.

Self portraits and looking at 'all about me' sharing photographs, families.

Giving the children choice opportunities - develop independence such as roles and tasks.

Circle times- kindness.

How we will do this in Bright Beginners at Manor Hill

Talking about how we feel- emotion cards, books.

Setting rules and encouraging kind behaviour.

Encouraging the children to use language to express feelings.

Physical Development

In Bright Beginners we expect the children to develop by:

Lift their head while lying on their front. Push their chest up with straight arms. Roll over: from front to back, then back to front. Enjoy moving when outdoors and inside. Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. Clap and stamp to music. 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. Walk, run, jump and climb – and start to use the stairs independently. 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. Develop manipulation and control. Explore different materials and tools. Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. Learn to use the toilet with help, and then independently.

Observational Checkpoints:

AGE 2:

Can they run well, kick a ball, and jump with both feet off the ground at the same time?

AGE 3:

Can the child climb confidently, catch a large ball and pedal a tricycle?

Note: Look out for children who find it difficult to sit comfortably on chairs. They may need help to develop their core muscles. You can help them by encouraging them to scoot on sit-down trikes without pedals and jump on soft-play equipment.

Physical Development

Construction opportunities indoors and outdoors.

Inset puzzles and jigsaws.

Encourage independence when arriving and leaving- putting own drinks away, fastening and unfastening coats with zips and buttons.

Create dens and imaginative play using boxes, tarp, poles.

Snack times and tasting opportunities to encourage independent eating and drinking.

Group activities and games to encourage turn taking and sharing.

How we will do this in Bright Beginners at Manor Hill

Opportunities to balance in outdoor areas- creating bridges and structures.

Vocabulary games and activities- throwing and catching, rolling

Staff supporting toileting and supporting parents in toilet training.

Water and sand play

Movement to music- nursery rhymes and action songs,

Group activities and games to encourage turn taking and sharing.

Forest schools- large gross motor activities- building using crates, planks, logs.

Fine and gross motor activities in the classroom- mark making, using tweezers to pick up sunflower seeds.

Group activities and games to encourage turn taking and sharing.

Literacy Development

In Bright Beginners we expect the children to develop by :

Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing. Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. 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. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Enjoy drawing freely. 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.

Literacy Development

Staff modelling writing for a purpose in play- making lists, drawing pictures, letters.

Independence encouraged- finding pegs with their names, finding their own named water bottles.

Rhyming and singing daily.

Soft toy comforting characters that are familiar to the children- Paw Patrol, Peppa pig as props to develop stories.

How we will do this in Bright Beginners at Manor Hill

Mark making sensory play- shaving foam, sand, gloop.

Stories and print accessible around the room and outdoors.

Mark making opportunities in all areas of learning both indoor and outdoor- colouring, chinks, painting, water painting, sponge painting and large scale art.

Provocations- activities selected to suit cohorts needs and intrigue and excite children into making marks.

Exposure to print- REAL focus as whole school approach.

Sharing stories, rhymes and poems daily.

Mathematical Development

In Bright Beginners we expect the children to develop by:

Combine objects like stacking blocks and cups. Put objects inside others and take them out again. 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.' Climb and squeeze themselves into different types of spaces. Build with a range of resources. Complete inset puzzles. Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. Notice patterns and arrange things in patterns.

Mathematical Development

Using climbing equipment and opportunities to climb and balance using large construction items.

Water, sand and messy play to encourage and support topping, filling and emptying and using language of measure.

Singing number songs or reading stories with a counting focus.

Access to inset puzzles and shape provision.

Playing active number games

How we will do this in Bright Beginners at Manor Hill

Numbers and shapes on display around the room to support early recognition.

Construction materials to build, balance and talk about size, enclosing spaces and staff using size language to support mathematical vocabulary.

Group activities and games to encourage turn taking and sharing.

Loose parts and objects in play- staff using opportunities to compare/count/sort objects in provision.

Understanding of the World Development

In Bright Beginners we expect the children to develop by:

Repeat actions that have an effect. Explore materials with different properties. Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips. Make connections between the features of their family and other families. Notice differences between people.

Understanding of the World Development

Group activities and games to encourage turn taking and sharing.

Opportunities to explore real life objects- bug hunts, tweezers and sunflower seed, real birds nests.

Weekly Forest school sessions- emersion in the outdoors in all weathers.

Circle times and CL activities based around our families- key vocabulary used to talk about our families

Stories shared to support understanding differences between us and others focused on families.

How we will do this in Bright Beginners at Manor Hill

Discussions about ourselves- using mirrors and comparing ourselves to our friends- hair, eyes, height.

Providing enhanced experiences- farm on wheels/pet visit, dancing in the rain, exploring different weather and living things through forest schools and spontaneous opportunities.

Loose parts in provision to support skills in all areas- natural materials- log slices, conkers, pinecones, sticks, stones, shells.

Provision to allow children to explore sensory play- gloop, jelly baff, shaving foam, water, mud, sand.

Expressive Arts and Design Development

In Bright Beginners we expect the children to develop by:

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, like 'Peepo'. 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. Notice patterns with strong contrasts and be attracted by patterns resembling the human face. Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. 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. Make simple models which express their ideas.

Expressive Arts and Design Development

Opportunity to use their voice through communication and play in provision and small group focus activities.

Role play opportunities both topic led and child led following the interests of the children to encourage imaginative play.

Access to various materials to make marks with- chalk, pens, crayons, paint, water. Use hands to create marks- printing with hands, fingers, feet.

Opportunities in provision to allow children to play and explore sounds, music and movement.

How we will do this in Bright Beginners at Manor Hill

Listening and moving to music- nursery rhymes, familiar songs e.g. Disney music.

Nursery rhymes and action songs part of daily routine.

Props around the classroom and outdoors to use as props in pretend play- loose parts and real objects.

Explore sound makers- musical instruments and also sound makers e.g. drumming using a pan and a stick.

Using materials they can manipulate- playdough, clay, foam, gloop, sand.