

Early Years Curriculum – Little Berries

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme title	It's All About Me!	Sing a rainbow	Pet Corner	We're all going to the zoo...	We're On the Move	The Great Outdoors
Key questions	<p>How do we feel today? What makes us happy? What makes us sad? What's our favourite...? Family questions?</p> <p>Discussing similarities and differences between us all.</p>	<p>Do we know our colours? <i>Red, Yellow, Pink, Green, Orange, Purple and Blue</i> What weather is it today? What happens in each season? What do we need to wear in different weathers?</p> <p>Recapping similarities and differences between us all.</p>	<p>Do you have any pets? What animals make a good pet? How do we care for pets? What do pets need?</p>	<p>What animals do we know? What sounds do they make? What animals do we like? What animals have we seen before?</p>	<p>How do you travel to school? Can you tell me modes of transport? 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 the 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>
Communication & Language – Listening, Attention and Understanding Speaking	<p><u>Nursery Rhymes:</u> Heads, Shoulders, Knees and Toes.</p> <p><u>Poetry Basket:</u> Chop Chop Wise Old Owl</p>	<p><u>Nursery Rhymes:</u> I can sing a rainbow It's raining it's pouring</p> <p><u>Poetry Basket:</u> Falling Apples Breezy Weather</p>	<p><u>Nursery Rhymes:</u> Horsey, Horsey Little Peter Rabbit Sleeping Bunnies</p> <p><u>Poetry Basket:</u> I Can Build a Snowman Carrot Nose</p>	<p><u>Nursery Rhymes:</u> Walking Through the Jungle Five Little Monkeys Swinging in the Tree</p> <p><u>Poetry Basket:</u> Hungry Birdies Mrs Bluebell</p>	<p><u>Nursery Rhymes:</u> The Wheels on the Bus Row, Row, Row you Boat</p> <p><u>Poetry Basket:</u> Dance</p>	<p><u>Nursery Rhymes:</u> It's Raining, its Pouring Incy Wincy Spider</p> <p><u>Poetry Basket:</u> Sliced Bread</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>- Understand and act on longer sentences like 'Make teddy jump' or 'Find your coat'.</p> <p>- Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</p>			

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	<ul style="list-style-type: none"> - Listen to other people’s talk with interest but can easily be distracted by other things. - Start to develop conversation, often jumping from topic to topic. 		<ul style="list-style-type: none"> - Identify familiar objects and properties for practitioners when they are described: for example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’. - Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’. 		<ul style="list-style-type: none"> - Use the speech sounds p, b, m, w. - Are usually still learning to pronounce: <ul style="list-style-type: none"> - l/r/w/y - f/th - s/sh/ch/dz/j - multi-syllabic words such as ‘banana’ and ‘computer’ 	
Personal, Social and Emotional Development – Self-Regulation, Managing Self, and Building Relationships	<ul style="list-style-type: none"> - Are talking about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”. - 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. - Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrum. - 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. 					
Physical Development - Gross Motor Skills	<ul style="list-style-type: none"> - Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. - Walk, run, jump and climb – and start to use the stairs independently. 		<ul style="list-style-type: none"> - Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. - Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them - Spin, roll and independently use ropes and swings (for example, tyre swings) 		<ul style="list-style-type: none"> - Learn to use the toilet with help, and then independently. - Enjoy starting to kick, throw and catch balls. - Build independently with a range of appropriate resources. - Sit on a push-along wheeled toy, use a scooter or ride a tricycle. 	

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Physical Development - Fine Motor Skills	<ul style="list-style-type: none"> - 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. 					
Literacy - Key Texts	Pie Corbett Text: You Choose	Pie Corbett Text: Brown Brear, Brown Bear	Pie Corbett Text: Where's Spot?	Pie Corbett Text: Dear Zoo	Pie Corbett Text: Hug	Pie Corbett Text: The Very Hungry Caterpillar
	Key Story Time Reads: Chapati Moon by Pippa Goodhart Splash by Claire Cashmore The Gingerbread Man Charlie Cooks Favourite Book by Julia Donaldson Only One You by Linda Kranz Home by Carson Ellis		Key Story Time Reads: Patchwork Dragon by Cat Zhang I am Brown by Ashok Banker Wizard of Oz by Carly Gledhill Funny Bones by Janet and Alan Ahlberg Pink is for Boys by Robb Pearlman Old McDino Had a Farm by Becky Davies		Key Story Time Reads: Hats of Faith by Medeia Cohan-Petrolino My Mums Love Me by Anna Membrino The Three Billy Goats Gruff Peck Peck Peck by Lucy Cousins Susan Laughs by Jeanne Willis Rumble in the Jungle by Giles Andreae	
Literacy – Comprehension	<ul style="list-style-type: none"> - 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. - Sing songs and say rhymes independently, for example, singing whilst playing. - Pay attention and respond to the pictures or the words. - 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. 					

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Literacy – Word Reading	<ul style="list-style-type: none"> - 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. - Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. 					
Literacy – Writing	<ul style="list-style-type: none"> - 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. 					
Mathematics – Number	<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. 					
Mathematics – Numerical Patterns	<ul style="list-style-type: none"> - Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. - Complete inset puzzles - Compare amounts saying ‘lots’, ‘more’ or ‘same’. 		<ul style="list-style-type: none"> - Select a small number of objects from a group when asked, for example, ‘please give me one’, ‘please give me two’. - Count in everyday contexts, sometimes skipping numbers – ‘1-2-3-5’. 		<ul style="list-style-type: none"> - Begin to categorise objects according to properties such as shape and or size. - Notice patterns and arrange things in patterns. - Compare sizes, weights etc. using gesture and language – ‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy’. 	



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Understanding the World- Past and Present	<ul style="list-style-type: none"> - Begin to have a sense of self and belonging. 					
Understanding the World- People, Culture and Communities	<ul style="list-style-type: none"> - Has a sense of own immediate family and relations. - 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"> - Beginning to have their own friends. 		<ul style="list-style-type: none"> - Make connections between the features of their family and other families. - Notice differences between people. 	
Understanding the World- The Natural World	<ul style="list-style-type: none"> - Explore and respond to different natural phenomena in their setting and on trips 					
Expressive Arts and Design - Creating with 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. 		<ul style="list-style-type: none"> - 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 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 - Being imaginative and Expressive	<ul style="list-style-type: none"> - Anticipate phrases and actions in rhymes and songs, like 'Peepo'. - Explore their voices and enjoy making 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, such as 'Twinkle, Twinkle Little Star'. 					



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Planned Enrichment (trips, visitors, experiences)		Hygienist visit	Vet visit		Nature Walk Plant and share month Wild Fangs	Incredible Eggs: chicks/Ducks Insect lore butterflies
Role Play	Home corner	Garden Centre	Home Corner with Pets Vets	Jungle Zoo	Bus Station Airport	Campsite



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Belonging						
Female role model focus						
British Values						
Sustainability						
Protected Characteristics						
Personal Development						
Enrichment opportunities whole school		11B411 – Christmas Donation (Break a Record)				
Enrichment opportunities for year group						
Life Skills	I can say 'please' and 'thank you'.	I can describe how I am feeling.	I can start a conversation with a classmate.	I can follow two-step instructions.	I can explain why rules are important.	I can use the toilet independently and wash my hands afterwards.