

**Curriculum overview 0-3 Provision**

<b>Area of Learning: Communication and Language</b>		
	<b>What we want children to learn:</b>	<b>What we can do:</b>
<b>0-4 months</b>	<p>Aware of familiar adult voice            Reacts to loud noises            Copies facial expressions            Makes eye contact            Expresses needs through crying or laughing</p>	<p>Model Language and use lots of gestures</p> <p>Point at objects and state what they are for example "Ball"</p> <p>Provide lots of opportunities for stories and songs</p> <p>Sing nursery rhymes with actions such as 'inacey-wincey spider</p>
<b>4-8 months</b>	<p>Turns when hears own name            Babbles in repetitive strings of syllables            Aware of familiar environment sounds            Understands words such as mama and dada            Understands familiar words, gestures and sounds            React to emotion express by main carer            Takes turns with conversation, babbling            Begins to use gestures such as waving</p>	<p>Provide a range of books for children to explore</p> <p>Take turns through face-to-face interaction, pausing allowing babies time to respond Through games such as 'peekaboo'</p> <p>Minimise background noise so don't have music playing all the time</p>
<b>8-12 months</b>	<p>Begins to speak single key words            Imitates sounds such as animal noises            Copies gestures and words            Points to communicate needs</p>	<p>Join in and respond warmly</p> <p>Move with babies to music</p> <p>Talk to babies about what you are doing and what is happening, so they will link words with actions, e.g. preparing lunch.</p> <p>Repeat words back to babies</p> <p>Enjoy playing games such as peek-a-boo</p>



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	What we want children to learn:	What we can do:
12-16 months	<p>Speaks 10 recognisable words in the correct context and understands many more</p> <p>Follow a short one step instruction for example 'bring me your teddy'</p> <p>Able to communicate needs and wishes by vocalising gestures</p> <p>Begin to enjoy music</p> <p>Able to choose from a choice of two items</p>	<p>Talk to children about the different sounds they hear such as a tractor's "chug chug" while reading a book.</p> <p>Listen to children and pause given then the opportunity to respond</p> <p>Offer toddlers choices</p> <p>Share picture books with children and comment on what you can see</p>
16-20 months	<p>Understands simple instruction associated with a gesture</p> <p>Speaks 6 -20 plus recognisable words and understands more</p> <p>Attempts to sing</p> <p>Begins to obey simple instructions</p> <p>Is able to identify familiar objects by name</p> <p>Enjoys looking at picture books</p>	<p>Use and repeat words, sound and phrases so toddlers are able to recognise them in context.</p> <p>Ensure book are promoted and staff members are available to read books to children throughout the day</p> <p>Use the song bag so toddlers can relate items to songs and speech is supported through the object used</p>
20-24 months	<p>Uses 50 or more recognisable words and understands many more</p> <p>Begins to listen with more intent</p> <p>Begins to put two words together for example "more milk"</p> <p>Carries out simple instructions</p> <p>Enjoys listening to stories with repetition</p> <p>Familiar with repetition in rhymes</p>	<p>Lot of opportunities for stories and songs</p> <p>Continue talking about what you are doing so children are aware of what is happening and can link words to actions.</p> <p>Use Makaton to support verbal language</p>

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	What we want children to learn:	What we can do:
24-28 months	<p>Make needs known by gesture, sounds and words.                      Watch and play alongside an adult                      Process or produce one word naming vocabulary during play                      Engage with books as an adult reads one to one by joint attention to the illustrations                      Maintain attention through a short rhyme</p>	<p>Emphasis new words that build on children interests</p> <p>Use a wide range of vocabulary with children and name objects during play</p> <p>Model Language for example if a child say 'want milk' reply using a grammatical short sentence 'you want some milk'</p>
28-32 months	<p>Joins in by repeating words and phrases as an adult narrates them                      Seek an adult to share a story                      Say the last word in line of a simple rhyme                      Ask two or three word questions about play and routine                      Locate features in book illustrations                      Develop book preferences and seek adults to read them                      Name resources and build two word and three word level phrases about them</p>	<p>Promote a love for reading and offer lots of opportunities to read stories throughout the day.</p> <p>During song time offer children the choice of song they would like to sing next.</p> <p>Read books with repeated phrases to encourage children to join in</p>
32-36 months	<p>Engage in simple conversation when playing alongside an adult                      Initiate verbal interactions                      Use words to indicate the passage of time                      Attempts pronouns, plurals and prepositions                      (pronouns example 'he' 'she' 'me' 'something')                      (plurals example – more than one – cups, people, pencils, children)                      (pronoun example above, across, behind, inside, up, down)                      Follow instructions with at least two information carrying words/ phrases                      Join in with longer phrases in familiar rhymes and songs</p>	<p>Be aware of the needs of children learning English as an additional language and encourage parents to share their favourite stories and rhymes</p> <p>Provide opportunities for children to be able to identify sounds. Such as going on a listening walking in the local area or playing the sound lotto game.</p> <p>Give children instruction through play such as 'can teddy have some lunch' while playing in the home corner</p>

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<b>Area of Learning: Personal, Social and Emotional Development</b>		
	<b>What we want children to learn:</b>	<b>What we can do:</b>
<b>0-4 months</b>	Requires Physical contact from a carer to soothe Uses eye contact for reassurance Shows a range of emotions through crying and smiling Comforted by touch and people’s faces and voices	Work with parents to help settle baby into nursery/ building strong loving relationship  Show warmth and affection  Find out what calms baby/ all about me sheets  Sing songs such as head shoulders knees and toes.  Song bag
<b>4-8 months</b>	Wary of strangers May shows distress when main carer leaves Uses comfort items to soothe	Have comfort items available for children  Provide mirrors for babies to look at themselves  Provide treasure baskets for babies to explore
<b>8-12 months</b>	Distinguishes between familiar and unfamiliar people Supports carer with dressing Shows a defined like and dislike to foods Reacts emotionally to other people’s emotions e.g., smiles when smiled at or become distressed when	

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	<b>What we want children to learn:</b>	<b>What we can do:</b>
<b>12-16 months</b>	<ul style="list-style-type: none"> <li>Begin to understand 'yes' 'no' and some boundaries</li> <li>Beginning to watch others</li> <li>Able to self soothe using comfort item</li> <li>Becomes more curious of the world around them</li> <li>Able to point to some body parts as part of a naming games establishing a sense of self</li> </ul>	<ul style="list-style-type: none"> <li>Enable children to explore by being a secure base, sitting close by and at their level, showing that you are physically and emotionally available.</li> <li>Give your full attention when a toddler looks to you for a response</li> <li>Help toddlers start to understand each other thoughts by commenting what might be going on in their minds.</li> </ul>
<b>16-20 months</b>	<ul style="list-style-type: none"> <li>Shows affection to others</li> <li>Engages in solitary play</li> <li>Explores the environment, playing confidently and interacting with a familiar person nearby</li> <li>Beginning to be more aware of other emotions</li> <li>Shows empathy to others for example offering a dummy to a crying child</li> <li>Begins to imitate others in their play</li> </ul>	<ul style="list-style-type: none"> <li>Ensure that group times are small, short and active to keep toddlers engaged</li> <li>Demonstrate clear boundaries</li> <li>Acknowledge children's feeling and reassure them</li> </ul>
<b>20-24 months</b>	<ul style="list-style-type: none"> <li>Begins to separate from carer without support</li> <li>Engages in parallel play</li> <li>Willing to take turns with an adult</li> <li>Express their own wishes and needs</li> <li>Increasing awareness of others' emotions</li> </ul>	<ul style="list-style-type: none"> <li>Help children label emotions by talking about emotion and how children might be feeling</li> <li>Provide picture books that help children begin to understand a range of emotions</li> </ul>



Area of Learning: Personal, Social and Emotional Development		
	What we want children to learn:	What we can do:
24-28 months	<p>Form a secure relationship with key worker, seeks him or her on entry</p> <p>Develop and demonstrate play preferences</p> <p>Come willingly to share snack at the snack table with a familiar adult</p> <p>Shows an interested in helping with nappy changing routines</p> <p>Follows simple routines with prompts and support</p> <p>Knows their own names, their preferences and interested and is becoming aware of their own abilities</p>	<p>Work closely with parents and previous keyworker to support children settling into next age group</p> <p>Support children’s symbolic play and recognising that pretend play can sometimes help children to express their feelings and emotions</p> <p>Provide duplicates of items to reduce competition and conflict</p> <p>Talk children through nappy changing routine and follow their lead if they show interest in the potty/ toilet</p>
28-32 months	<p>Greet key worker and other members of the group on arrival</p> <p>Separate confidently from carer</p> <p>Show awareness of others during parallel play by watching</p> <p>Help an adult with a task</p> <p>Use simple eating and drinking equipment independently</p> <p>Help with nappy changing routine</p> <p>Show an interest in toilet training</p>	<p>Use a visual timetable through the day so children know what is happening next</p> <p>Provide snack time café given children the opportunity to choose when to leave the activity they are involved in and sit down for snack.</p> <p>Encourage children to be involved with the preparation of snack and give them the opportunity to explore fruit whole before cut.</p>
32-36 months	<p>Initiate interaction or respond to others during play, linking up with those who have similar play preferences</p> <p>Actively seek with adults to help with tasks around the setting</p> <p>Show concern when another child is hurt or upset</p> <p>Talk in very simple terms about the feeling or characters in stories</p> <p>Participate in domestic role play with some words and short phrases in role</p> <p>Able to use the potty or toilet with help, alerting adults for support and demonstrating involvement with changing routines</p> <p>Work in partnership with an adult to put on or take off outdoor clothing</p> <p>Demonstrate curiosity when exploring the local area with familiar adult</p>	<p>Model empathy and talk about others’ feeling for example ‘...is feeling sad today because she is missing her mummy’</p> <p>Keep transition to a minimum</p> <p>Recognise and value children’s interests</p> <p>Create calm spaces inside and out</p>

Area of Learning: Physical Development		
	What we want children to learn:	What we can do:
0-4 months	<p>Able to lift head and chest when lying on front.                      Able to take hand to mouth.                      Moves head to follow adult's movements.                      Able to focus eyes on an object.                      Can hold rattle.                      Explores textures with their mouth.                      Reach out for objects.</p>	<p>Creates an environment that stimulates babies to explore.</p> <p>Notice and cherish babies' achievements.</p> <p>Provide a range of different resources to stimulate babies senses; Treasure baskets, metal objects, wooden objects, messy play, Sand and water play.</p> <p>Provide climbing resources.</p>
4-8 months	<p>Can release a toy by dropping it.                      Uses a palmer grasp to pass items between hands.                      Sits without support.                      Rolls from front to back.                      Begins to bear weight when held with feet touching a solid surface.                      Brings hand to mouth and eats finger food.                      Explores textures.</p>	<p>Gradually share control of bottle with young babies.</p> <p>Encourage babies to sit with you, climb over you and rock, bounce and sway with you.</p> <p>Provide outdoor play each day on a range of different surfaces.</p> <p>Ensure the environment has low level furniture where babies are able to cruise around.</p>
8-12 months	<p>Rises to a sitting position from lying down.                      Crawls on hands and knees, shuffles on bottom.                      Walks around the furniture stepping sideways.                      Begins to stand without support.                      Drinks from a cup with a lid.                      Passes objects from one hand to another.                      Move to music.                      Crawl through a tunnel.                      Pick up small items such a raison or threads.</p>	<p>Provide soft, cooked finger foods for babies to develop their hand eye coordination.</p> <p>Provide a range of resources that motivates babies to explore such a tunnel or soft play climbing.</p> <p>Provide opportunities for dance and movement and encourage babies to start to join in.</p>

Area of Learning: Physical Development		
	What we want children to learn:	What we can do:
12-16 months	<p>Can turn pages in a book.                      Can walk without support.                      Can drop and throw things deliberately.                      Push a car or roll a ball.</p>	<p>Opportunities for stories each day and model to babies how to turn pages before they gradually take control.</p> <p>Provide toys and activities that can be pushed or rolled.</p> <p>Encourage independence at mealtime and be there to support children when they need assistance.</p> <p>Provide opportunity for children to use different materials to make marks, pencils, crayons, paint, gloop etc.</p>
16-20 months	<p>Uses a pencil with a palmer grip.                      Can place small objects in a container.                      Can build a tower with two blocks.                      Can crawl up stairs.                      Can kneel without support.                      Begins to be aware of wet or soiled pants.                      Can climb up stairs holding an adult's hand.                      Can squat to pick up a toy.                      Uses spoon to eat.</p>	<p>Provide opportunities for children to build using blocks, practitioner to initially model this activity until children become confident at doing it themselves.</p> <p>Communicate with parents about children bowel and bladder urges and offer any support and advice on potty training.</p> <p>Provide a stimulating environment with lots of different object to explore.</p>
20-24 months	<p>Can build a tower with three blocks.                      Uses a pincer grip to pick up small objects.                      Come downstairs backwards on knees.                      Can remove small object from a bottle by turning it upside down.                      Uses scuttle bug to ride by pushing feet.                      Copy some actions in dance and movement sessions.</p>	<p>Provide opportunities for dance and movement and encourage babies to start to join in.</p> <p>Provide opportunities for children to play outside daily exploring a range of resources.</p> <p>Provide different arrangements of toys and soft play materials to encourage crawling, tumbling, rolling and climbing.</p> <p>Encourage independence as young children explore particular patterns of movement, sometimes referred to as schemas.</p>



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	<b>What we want children to learn:</b>	<b>What we can do:</b>
<b>24-28 months</b>	<p>Builds with a few blocks, knock over and rebuild.            Collect and move resources in baskets, bags and boxes.            Push chunky small world toys and vehicles along a chosen route.            Arrange a sturdy small world animals and figures.            Squeeze and prod dough.            Squat and push a large ball away.            Attempt to kick a large ball.            Draw vertical, horizontal and circular marks.</p>	<p>Offer a range of construction toys for children and encourage them to build and make different structures.</p> <p>Value the ways children choose to move.</p> <p>Give as much opportunity as possible for children to move feely between indoors and out.</p>
<b>28-32 months</b>	<p>Explore very simple joints and mechanisms in everyday objects and construction kits            Squeeze, thump and flatten dough.            Use small figures and vehicles with control on play.            Fills and empties containers with water and sand, using cups, scoops, spoons and spades.            Increasingly attempt more risky play such as climbing with adult support.            Run at speed in open spaces.            Squeeze inside small spaces.            Jump face to face with an adult holding hands.            Move and transport large objects.</p>	<p>Talk to children about their movements and help them to explore new ways of moving, such as squirming, slithering and twisting along the ground like a snake, and moving quickly, slowly or on tiptoe.</p> <p>Encourage body tension activities such as stretching, reaching, curling, twisting and turning.</p> <p>Provide lots of opportunities for mark making on different scales inside and outside.</p>
<b>32-36 months</b>	<p>Change the shape and texture of dough with hand action to achieve effects.            Use pressure to cut dough with cutter and knives.            Use smaller figures and vehicles and build with blocks of various shapes and sizes            Make marks on different scales, on different surfaces, with different media and with a range of tools using a fist grip.            Move across a simple adult designed obstacle course with adult narration and physical support where necessary.            Jump from a higher to lower level holding an adult's hand.            Begin to pedal a wheeled toy.            Kick a large ball, chase and collect.            Climb and jump more daringly.            Pour accurately with buckets, large jugs and watering cans into large containers.            Begin to snip with scissors.</p>	<p>Provide large play equipment that can be used in different way e.g. cardboard boxes.</p> <p>Encourage children in with dance and movement sessions and encourage free movement with resources such as scarves and musical instruments.</p> <p>Plan activities that include moving and stopping such as musical bumps.</p> <p>Provide a range of malleable material for children to explore including water, sand and playdough.</p>