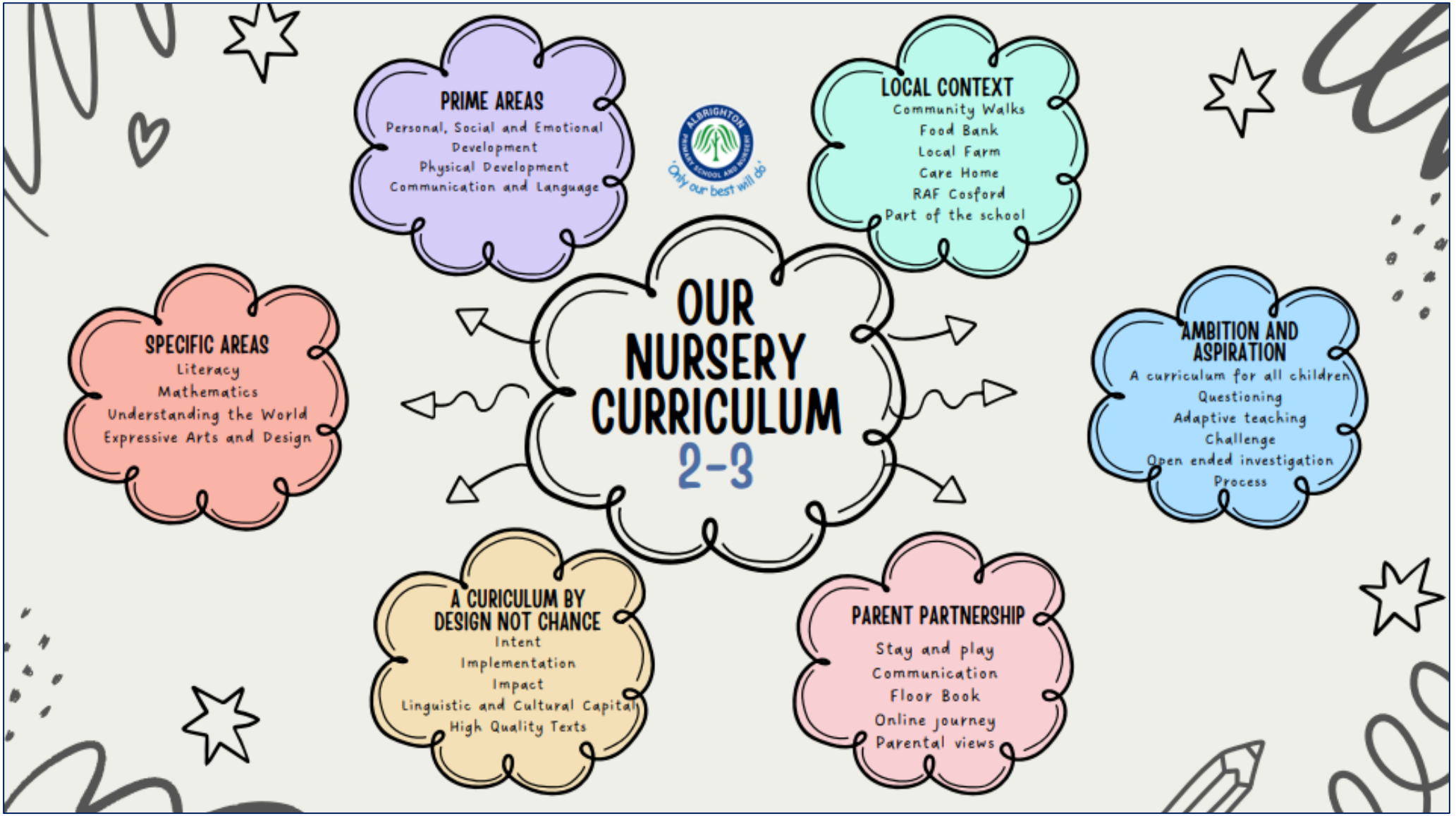


Grace Shepherd Sept 2024

Albrighton Primary School & Nursery

Toddler Room (Age 2-3) Sequenced Curriculum

Intent in EYFS

We believe that Early Years education is the foundation upon which young children build the rest of their schooling. It is a holistic education that encompasses all learning and development. Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is essential. Supportive parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up. We aim to give each child a happy, positive and fun start to their school life in which they can establish solid foundations on which to expand and foster a deep love of learning. We believe in the importance to offer each child a wide range of new and exciting experiences and give them the opportunity to consolidate, explore and test them out along with their own, individual experiences; and enable choice and decision making, fostering independence and self-confidence. Our pupils will, through encouragement and high expectations, develop to their full potential, socially, physically, intellectually and emotionally. Our curriculum is planned to ensure that children know more, remember more and can build on this learning throughout their education and beyond.

Four guiding principles should shape practice in early years:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of learning and development. Children develop and learn at different rates. The framework covers the education and care of all children, including children with SEND

Characteristics of Effective Learning advocate that in planning and guiding of children's activities, practitioners must consider the different ways that children learn, and then reflect these in their practice. A child's individual learning characteristic will determine the way they respond to both the teaching and learning taking place in the environment. Three characteristics of effective teaching and learning identified are:

- Playing and exploring - children investigate and experience things, and 'have a go';
- Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Due to children joining Nursery part way through the year with unique prior experiences, cultural capital and starting points, the curriculum is adapted and revisited to ensure that all children learn the knowledge and skills needed to ensure they know more and remember more.

Communication and Language					
Area	**Starting Points**	**Autumn Term**	**Spring Term**	**Summer Term**	**End Point**
Listening, attention and understanding	Moves whole body to sounds they enjoy - music and familiar songs Understanding single words in context	Understand nouns/ single words in context- labelling a 'cup' Understand two-information carrying words – e.g. get coat, all gone	Identify familiar objects and properties such as blue car and red apple. Prepositions – in, on, under	Understand and act on longer sentences such as 'find your coat'. Understand simple questions. 'who', 'what' and 'where'.	Understand why, what, when and where?
Speaking **English**	Uses sounds in play e.g 'brummmm' when playing with a car	Using up to 50 words Rapidly learning new words	Frequently asks simple questions. Using around 300 words including descriptive language. Be able to use words linked to colour and texture to describe.	Linking up to 5 words together Ask more complex sentences such as, "Where is my drink?"	Use sentences with joining words such as 'and'

Personal Social and Emotional Development				
Area	**Starting Point**	**Autumn**	**Spring**	**Summer**
Self-regulation **PSHE**	Growing ability to soothe themselves Uses gestures such as pointing and staring to make requests	Find ways of managing transitions from parents to key person Play with increasing confidence on their own and alongside other children Growing independence. Rejecting help, 'me do it'.	Start to enjoy the company of others Begin to show 'effortful control'. E.g. can resist the urge to grab what they want or push to the front.	Feel strong enough to express a range of emotions. Adults should help children acknowledge and identify these. Negotiate solutions to conflicts in play
Managing Self **PSHE**				

Building Relationships **PSHE**	Builds relationship with special person		Can go and get their personal belongings when asked, such as coat, shoes, wellies and drink.	Learn to use the toilet with help and then independently
Physical Development				
Area	**Starting Point**	**Autumn**	**Spring**	**Summer**
Gross Motor Skills **PE**	Uses adult to steady themselves as they explore new spaces	Be able to walk, run, jump and climb Sit on a push along wheeled toy, scooter or tricycle	Use large and small motor skills to start to attempt things independently such as zips, buttons and pour drinks.	Skip, hop and stand one leg Go up steps/stairs with alternative feet
Fine Motor Skills **English**	Hold mark making tools with whole hand (palmar grip)	Explore different materials and tools Learn to manipulate malleable materials, squeeze, roll, push, poke, pinch, pull and thread	Use large and small motor skills to start to attempt things independently such as zips, buttons and pour drinks.	Develop manipulation and control Start eating independently and learning how to use a fork and spoon
Literacy				
Area	**Starting Point**	**Autumn**	**Spring**	**Summer**
Writing **English**	Explore a variety of mark making activities using their hands	Enjoy drawing freely Explores a range of mark making tools and materials	Add some meaning to their marks Show increasing control over the marks they make	Distinguish differences between the marks they make
Reading **English**	Handles books and printed material with interest	Enjoy songs and rhymes, tuning in and paying attention	Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo	Repeat words and phrases from familiar stories Begin to have favourite stories and rhymes

Mathematics				
Area	**Starting Point**	**Autumn**	**Spring**	**Summer**
Number **Maths** **Shape, space, measure**	Has some understanding that things exist, even when out of sight Will be familiar with some number rhymes	Combine objects like stacking blocks Take part in finger rhymes with numbers	Compare amounts saying 'lots', 'more', 'the same'. Count in everyday contexts, sometimes skipping numbers Knows that some things are the same and some are different.	Can count 1 to 5 in order Compare sizes and weights. Notice patterns and arrange things in patterns or groups.
Understanding the World				
Area	**Starting Point**	**Autumn**	**Spring**	**Summer**
People and communities **The World** Geography History RE	Explore different movements – kicking, waving, jumping	Explore natural materials, indoors and outside – sand, mud, water, paints etc	Explore and respond to different natural phenomena in their setting and walks around Albrighton – jumping in puddles, exploring spring flowers, looking for worms etc	Make connections between the features of their family and other families. Notice differences between people.
Technology Computing	Explore and show interest in objects	Shows interests in toys with push buttons, flaps and simple mechanisms and beginning to learn how to operate them.	Anticipate repeated sounds, sights and actions e.g frog in a box	Operate mechanical toys e.g turn the knob on a wind-up toy or pull back on a friction car

Expressive Art and Design				
Area	**Starting Point**	**Autumn**	**Spring**	**Summer**
Creating with Materials **Art** **DT**	To explore a range of materials and textures in their environment and the natural world.	To use different colours when painting and drawing. To explore mark making with paint, pencil, printing, scrunching.	To imitate an adult when drawing circular shapes. To stack objects such as boxes and tubes to make a structure.	To begin to explore joining materials such as card tubes and paper.
Being Imaginative and Expressive **Music**	Show attention to sounds and music. Move and dance to music. Anticipate phrases and actions in rhymes and songs, like 'Peepo'	Explore a range of sound makers and instruments Explore paint, using fingers as well as other parts of the body and variety of tools and resources.	Start to make marks intentionally Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.	Start to develop pretend play Use different media to express their ideas i.e playdough, role play, mark making