



Curriculum Overview

0-2 Year Olds

Curriculum Overview 0-2 Year Old Provision

Our curriculum intent in the Baby Room is to ensure that the children are fully supported to secure their foundations of learning in the three prime areas of learning.

This is focused around developing positive relationships and building on what our babies already know and what they can do. The progression of our curriculum is underpinned by understanding typical child development to support babies to have the best start in life in a happy and safe environment.

At Staghill's Nursery School we understand that in a child's first two years, neurons are connecting at a more rapid rate than during the rest of their life and are formative for a baby's entire future. Emotional and physical nourishment, sensory stimulation and sleep are more important in babyhood than at any other time.

At Staghill's Nursery School, we have identified three important overarching aspects to our long-term planning for babies:

Key Person
Role

Play

Language
Development

Long Term Planning-Key Person Role

- Babies and children become attached to significant adults within reliable, respectful, warm and loving relationships which are essential in order to thrive.
- Babies and children experience wellbeing and contentment when their physical and emotional needs are met and their feelings are accepted.
- The key person models routines and expectations.
- The key person supports the baby in their emotional, physical and cognitive development.
- The key person provides a secure base from which children feel confident to explore the world and form other relationships. The key person role involves a triangle of trust with the child and family.
- The key person approach will ensure that all children and families have one or more persons within the setting with whom they have a special, nurturing relationship.
- The key person helps children develop emotional resilience and enables them to become independent through having someone they can depend on.

Long Term Planning-Play

- Provide an Enabling Environment with areas of provision which are appropriately matched to the needs of babies aged 0-2 years old (See Daily Learning Opportunities).
- Adults have a sound knowledge of the importance of play in the prime areas of learning. 'Best Start in Life 2' highlights communication and language, physical development and social and emotional development are crucial to children's early learning and later success.
- Follow the baby's/child's interests.
- Use high quality interactions.
- Use guided play to support babies in their play skills when appropriate.
- Explore repeated patterns of play and behaviours (Schema's) that children may display.
- Adults will use narration and comments during play and routines to support a baby's language and thinking (Cognitive Development).
- Adults will support children's learning through providing sensory experiences as we know these experiences help develop pathways in the brain.

Long Term Planning-Language Development

- Provide a language rich environment where adults use language to support children's developmental needs, using words and short sentences to continually immerse children in language in the moment.
- Provide opportunities for children to make vocalisations providing them with time, quiet spaces and a responsive adult.
- Provide a running commentary as children need to hear and understand a word before they say it.
- Provide learning opportunities and resources that encourage the use of a wide range of vocabulary so children are hearing and learning new vocabulary rapidly. Children need to use around 50 words before they start to produce phrases.
- The key person will follow the child's lead.
- The key person will emphasise a variety of words, using actions and their voice to make new words stand out.
- The key person will model short, grammatical sentences expanding on children's words.
- The key person will use gestures, actions and words at the same time.
- The key person will use a range of words not just nouns e.g. verbs like sit, come and go.

Overview of Development in the Prime Areas of Learning

	First Term	Second Term	Third Term	Fourth Term	Fifth Term
Personal, Social and Emotional Development	<ul style="list-style-type: none"> I can manage transitions with support from a parent/ carer Respond as an adult plays with me I show my enjoyment in familiar activities 	<ul style="list-style-type: none"> I can manage transition from a parent/carer I respond to my name I am showing familiarity with key adults 	<ul style="list-style-type: none"> I am exploring my emotions through play and stories I will observe other children's play I am beginning to make my own choices, what to play, what to eat etc. I will seek comfort from a familiar adult when I am unsure 	<ul style="list-style-type: none"> I feel secure when I'm exploring my environment knowing a key person is close by I play alongside other children and begin to imitate others play I am becoming aware of others' feelings e.g. becoming concerned if I hear crying 	<ul style="list-style-type: none"> I enjoy playing co-operatively with adults, e.g. rolling a ball back and forth I demonstrate a sense of self by making choices and sharing likes and dislikes I display growing independence and like to follow my own agenda and join in the routines of the day
Communication and Language	<ul style="list-style-type: none"> I can look at you when you're talking to me I listen to familiar sounds and words I can make my own sounds in response to someone talking to me 	<ul style="list-style-type: none"> I can move my whole body to sounds that I enjoy I turn when I hear my name I can follow body language like pointing, gestures I make sounds in play e.g. moo, brum, choo-choo I imitate words or sounds 	<ul style="list-style-type: none"> I understand single words I use symbolic/ representational sounds with associated words e.g. brum car Copies familiar words, expressions e.g. all gone 	<ul style="list-style-type: none"> I can use and copy actions in rhymes and songs I use single words I recognise the names of familiar objects I am beginning to put two words together I am joining in simple rhymes and songs 	<ul style="list-style-type: none"> I enjoy listening to simple stories, songs or rhymes I can wait for a short period of time I can select familiar objects by name and will go and find them when asked I am beginning to ask simple questions "What's that?" I can talk about something that is present e.g. a toy, object

Overview of Development in the Prime Areas of Learning

	First Term	Second Term	Third Term	Fourth Term	Fifth Term
Physical Development	<ul style="list-style-type: none"> I am gaining control of my body using gross motor movements such as rolling and crawling. I can pull myself up. I can grasp a toy using both hands. I can move a toy from one hand to another. I can use facial expressions and gestures to anticipate food routines. 	<ul style="list-style-type: none"> I can pull myself up and walk. I can explore the feel of different textures. I can clap hands I can use my index finger to touch things I can grasp finger foods and bring them to my mouth. 	<ul style="list-style-type: none"> I am developing my balance and walking confidently. I can manipulate objects single-handedly and by using both hands. I can build a tower of 2/3 bricks. I can feed myself finger foods. I can scribble using chunky crayons I am beginning to hold a spoon, cup, bottle to feed myself. I am beginning to co-operate in nappy changing routines. 	<ul style="list-style-type: none"> I am developing my balance and co-ordination to move in different ways e.g. walking, running and jumping. I can use mark making tools to make marks on vertical surfaces. I can hold crayons with fingertip and thumb I can hold a spoon and begin to put it to my mouth. 	<ul style="list-style-type: none"> I can kick a ball. I can push, pull lift and carry objects moving them around with intent. I can turn pages of a book. I can feed myself from a plate using a spoon I actively co-operate with nappy changing routines.

Overview of Core Language Development

Year 1	Autumn		Spring		Summer	
Core Rhymes	Wind the Bobbin Up	Hickory Dickory Dock	I'm a Little Tea Pot	Baa Baa Black Sheep	Row, Row your Boat	Twinkle, Twinkle Little Star
Core Books	Is This my Nose?	Goodnight Baby	Each Peach, Pear, Plum	Clip Clop	Car, Car, Truck, Jeep	Dear Zoo
Treasure Basket/ Heuristic Play	Wooden Basket	Brushes	Metal	Natural Objects	Textures	Cleaning
Chatter Baskets	<u>Items for Eating</u> Plate Bowl Spoon Cup Bottle	<u>Items of Clothes</u> Hat Coat Shoes Socks Jumper Trousers	<u>Fruit</u> Banana Apple Grapes Orange Pear Strawberry	<u>Farm Animals</u> Cow Pig Horse Sheep Duck Hen Chicken	<u>Vehicles</u> Car Boat Bike Bus Aeroplane Train	<u>Jungle Animals</u> Monkey Elephant Giraffe Lions Tigers Snake

Year 2	Autumn		Spring		Summer	
Core Rhymes	Rain, Rain Go Away	Miss Polly Had a Dolly	Rock-a-Bye Baby	Round and Round the Garden	Two Little Dickie Birds	Polly Put The Kettle On
Core Books	That's Not My Bunny	Babies Everywhere – Susan Myers	Making Faces: A Book of Emotions - Abrams	Dig, Dig, Digging – Margaret Mayo	The Touch Book – Nicola Edwards	Old Mac Donald
Treasure Basket/ Heuristic Play	Wooden Basket	Brushes	Metal	Natural Objects	Textures	Cleaning
Chatter Baskets	Pets	Baby	<u>Self care</u>	Growing Trees Flowers	Insects Spider Ladybird	Food Cake Jelly