



## **Leechpool Caterpillar Nursery Curriculum 3-4 Years**

### **Communication and Language**

<b>Intent (What we want them to achieve now)</b>	<b>Implementation (How we will help them achieve it)</b>	<b>Impact (What they will learn from it Early Learning Goal)</b>
<ul style="list-style-type: none"> <li>• Listen to others in a one to one environment or small group and within conversation and discussions.</li> <li>• Listen to familiar stories with attention and recall</li> <li>• Joins in repeating familiar phrases in rhymes and stories.</li> <li>• Focusing attention can listen and do and change their own attention.</li> <li>• Able to follow direction.</li> <li>• Have a understanding of objects – e.g. knowing to use scissors to cut with.</li> <li>• Show understanding of prepositions such as under, on top by carrying out the action or selecting the picture.</li> <li>• Begin to understand why and how questions.</li> <li>• Understand of complex sentences including ones with negatives, plurals and tense markers.</li> <li>• Beginning to understand humour.</li> <li>• Able to follow stories without pictures or props.</li> <li>• Begin to use complex sentences.</li> <li>• Able to use language to recall past experiences, and recall this in the correct order.</li> <li>• Use language to explain what is happening and what might happen next.</li> <li>• Question why things happen and give explanations. Who, what, when, how.</li> <li>• Begin to use a variety of tenses.</li> <li>• Uses language within imaginative play.</li> <li>• Uses talk to speak about ideas, feelings, events and clarify their thinking.</li> </ul>	<ul style="list-style-type: none"> <li>• Speaking to children about what they are interested in.</li> <li>• Ensuring that there are quality conversations throughout the day between children and adults.</li> <li>• Adults add new vocabulary through conversations with children, with lots of questions and answers.</li> <li>• Adults read stories and develop interest in books with the children.</li> <li>• We provide a 'print-rich' environment for the children to learn from.</li> <li>• We teach the children new songs and rhymes.</li> <li>• We make group times interesting and varied.</li> <li>• We role model correct language to the children, i.e.: 'Would you like me to help you?', rather than 'Would you like [adults' own name] to help you'.</li> <li>• We challenge children to develop their language skills through challenging them to discuss their experiences, using past, present and future tenses.</li> <li>• We use 'Letters and Sounds' programme for activity ideas for children.</li> <li>• Children's voice to extend the opportunities of listening to each other in discussions.</li> </ul>	<ul style="list-style-type: none"> <li>• To listen attentively responding to what they hear.</li> <li>• Make comments about what they hear and what they understood.</li> <li>• Hold conversation with adults back and forth and with their friends.</li> <li>• Keep focus when engaging in activity.</li> <li>• Follow 2 part instructions confidently.</li> <li>• Use different vocabulary that they have learnt in context.</li> <li>• Offer their own ideas in group discussions and one to one with adults/friends.</li> <li>• Give explanations of why things happen.</li> <li>•</li> </ul>

### **Personal, Social and Emotional Development**

<b>Intent (What we want them to achieve now)</b>	<b>Implementation (How we will help them achieve it)</b>	<b>Impact (What they will learn from it Early Learning Goal)</b>
<ul style="list-style-type: none"> <li>• Build relationships with peers and staff.</li> <li>• Build confidence when separating from parents/careers at drop off.</li> <li>• Begin to show understanding of how others feel such as empathy or concern for those that are important to them.</li> <li>• Seek out other children to play and explore new experiences. This could be Parral or cooperatively.</li> <li>• Being to negotiate conflict with peers through compromise with the support of an adult.</li> </ul>	<ul style="list-style-type: none"> <li>• We nurture and develop strong, warm and supportive relationships with the children.</li> <li>• We all greet and warmly welcome children and their families in each day.</li> <li>• We support children with their emotions through activities, stories, role modelling and conversations.</li> <li>• We encourage children to develop healthy relationships with each other, learn to resolve conflicts and be kind to each other.</li> </ul>	<ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive friendships with peers and adults.</li> <li>• Shows sensitivity to others and their own needs.</li> <li>• Explain the reasons for rules and know right from wrong and try to behave accordingly.</li> <li>• Be confident to try new activities.</li> <li>• Show independence, resilience and perseverance when faced with challenges.</li> <li>• Show an understanding of their own feelings and others</li> </ul>

<ul style="list-style-type: none"> <li>• Can express own preferences and abilities.</li> <li>• Understand everyone is different such as gender, skin colour, ethnicity.</li> <li>• Can express own views through play and discuss with each other to make choices and decisions.</li> <li>• Understand actions have consequences.</li> <li>• Feel sense of belonging to the group.</li> <li>• Encourage children to build confidence to try new things, take risks and explore new social situations.</li> <li>• Explore and express emotions such as happy, sad, cross.</li> <li>• Begin to manage their emotions by having an understanding of the emotion they are feeling.</li> <li>• To understand routine and boundaries and the choices they make of right and wrong.</li> </ul>	<ul style="list-style-type: none"> <li>• We support any child who is struggling with their behaviour through role modelling, praise and positive re-enforcement.</li> <li>• Children are encouraged to develop a sense of self and adults help them to express their feelings through words.</li> <li>• Adults set simple goals for children (such as giving out cups at snack time) and encourage children to wait for what they want and control their impulses.</li> <li>• Adults develop children's confidence through encouragement, praise and challenging the children to safely 'have a go' at something a child may be anxious to do.</li> <li>• We create 'rules' with the children for them to understand and follow.</li> <li>• Each month, we hold a 'Children's Voice' meeting with small groups of children during which we get their views on what works well for them in nursery and what they would like to see change.</li> <li>• Children are supported with turn taking by offering timers for them to use.</li> <li>• An emotion area is created for child to go to if needed.</li> <li>• We use the 'colour monster' to help identify and explore emotions.</li> </ul>	<p>and begin to regulate their behaviour accordingly.</p>
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## Physical development – Moving and Handling

Intent (What we want them to achieve now)	Implementation (How we will help them achieve it)	Impact (What they will learn from it Early Learning Goal)
<ul style="list-style-type: none"> <li>• Walk up and down steps one foot at a time remaining balance.</li> <li>• Gain spatial awareness adjusting their speed and direction.</li> <li>• Balance on one foot.</li> <li>• Catching and throwing balls accurately.</li> <li>• Beginning to move in a variety of ways.</li> <li>• To begin to hold mark making tools with thumb or fingers.</li> <li>• Encourage the use of wheeled toys such as balance bikes/scooters.</li> <li>• To begin to build confidence in using climbing equipment, maintaining balance and alternate feet when using steps.</li> </ul>	<ul style="list-style-type: none"> <li>• We provide a mixture of activities each day to develop children's fine and gross motor skills. These include adult-lead activities for children to take place outside.</li> <li>• Adults create games for children to develop their strength, co-ordination and control (such as running, dancing, hopping, etc).</li> <li>• Children have continuous access to activities that can help aid their fine motor skills, such as puzzles, arts and crafts and games.</li> <li>• Children are guided on how to use scissors correctly.</li> <li>• We follow a gross and fine motor program which includes dough gym and write dance.</li> <li>• We have visitors in to encourage activities that develop the children's fine and</li> </ul>	<p>Gross Motor Skills –</p> <ul style="list-style-type: none"> <li>• To negotiate space and obstacles for themselves and others.</li> <li>• Demonstrate strength, balance and co ordination</li> <li>• Move in a range of energetic ways such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p>Fine Motor Skills –</p> <ul style="list-style-type: none"> <li>• Hold a pencil effective using the tripod trip</li> <li>• Use a range of small tools such as scissors, paintbrushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>

	<p>gross motor skills such as Kicks Dance, Rugby Tots and Gymnastics.</p> <ul style="list-style-type: none"> <li>Local visits to the park where the children are encouraged to explore all equipment.</li> </ul>	
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## Physical Development – Health and Self Care

Intent (What we want them to achieve now)	Implementation (How we will help them achieve it)	Impact (What they will learn from it Early Learning Goal)
<ul style="list-style-type: none"> <li>Give the children opportunities to move their bodies both indoors and outside.</li> <li>Feed themselves competently.</li> <li>Hold cup with two hands and drink well without spilling.</li> <li>With adult support can hand wash well and begin to do this without adult support.</li> <li>Communicate potty or toilet clearly to adults and understand their bladder and bowel needs.</li> <li>Increase independence with putting items of clothing both on and off such as t-shirt, trousers, shoes and coat.</li> <li>Recognise danger and seek support when needed.</li> <li>Can communicate their needs such as tired, hungry, full up.</li> <li>Can speak about how physical activity has an affect on their body.</li> <li>Identify different parts of their body.</li> <li>Willing to try new foods and textures.</li> <li>Mirror actions others do such as following dances.</li> <li>To build an understanding of Oral health.</li> </ul>	<ul style="list-style-type: none"> <li>We provide a range of activities indoors and out such as dancing, obstacle courses, climbing where the children are encouraged to move in different ways.</li> <li>During snack children are offered open cups to drink from.</li> <li>Lunchtime children are encouraged to feed self well and independently open items of their lunches.</li> <li>Children are encouraged to wash their hands throughout the day particularly around toileting and food. Activities are done to show the children the affects of washing hands including germs.</li> <li>Staff work closely with families to ensure everyone is doing similar within toileting and to support the children having continuity from home to nursery. Staff will remind children to try on the toilet and familiarise themselves with the bathroom to allow the child choice of if they would prefer a toilet/toilet seat/potty.</li> <li>Children are given time to try and get themselves dressed and undressed including putting shoes on. Children are invited to bring in their kit within the sports week where they are encouraged to get changed. Dressing up is provided for children to independently attempt to put on.</li> <li>We encourage children to learn through risky play such as creating their own obstacle course and assessing if these are safe with adult support.</li> <li>Staff speak to children about the affects physical activity has on their bodies such as identifying our hearts beating faster once we have run.</li> <li>Staff plan cooking activities to encourage new food choices and at snack children have new foods added to try.</li> </ul>	<ul style="list-style-type: none"> <li>Manage own personal hygiene needs including dressing, going to the toilet.</li> <li>Understand the importance of healthy food choices.</li> </ul>

	<ul style="list-style-type: none"> <li>Children are encouraged to take part in activities such as 'Danny go' and are encouraged to mirror the movements.</li> <li>We have regular activities to support children with their oral health, such as teeth brushing on model teeth.</li> </ul>	
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## Literacy – Reading and Writing

Intent (What we want them to achieve now)	Implementation (How we will help them achieve it)	Impact (What they will learn from it Early Learning Goal)
<ul style="list-style-type: none"> <li>To have favourite songs, rhymes and stories and join in with stories in one-one and small groups.</li> <li>Repeat familiar stories filling in gaps and missing words. E.g 'were going on a bear hunt, were going to find a....'</li> <li>Recognise child friendly logos.</li> <li>Enjoy rhythmic and music instruments such as singing, clapping along with the beat etc.</li> <li>Begin to understand how stories are structured and make up their own.</li> <li>Talk about characters and events in stories and how it may end.</li> <li>Show interest in pictures, illustrations, digital and words in the environment.</li> <li>Recognise own name.</li> <li>Knows that print carries meaning.</li> <li>Handles books and touch screen technology carefully and the correct way up.</li> <li>Being to navigate apps.</li> <li>Understands the different marks they make.</li> <li>Enjoy drawing and mark making on paper and on screen and on different textures such as sand and playdough.</li> <li>Give meaning to the drawings and paintings they create including mark making.</li> <li>Include mark making within their play.</li> <li>Begin to write their own name, and letter type shapes.</li> </ul>	<ul style="list-style-type: none"> <li>We aim to give children a love of books, through reading to them each day, making our own books with the children and creating special memories reading well-loved stories to them.</li> <li>When we read stories to children, we move our finger along the words to show the link between the text and what we are saying.</li> <li>Familiar words to the children are readily on show for them to learn, such as their name, the printed name of objects such as chairs, doors and sinks, etc</li> <li>When reading stories to children, we challenge them to anticipate or remember what happens next in a story.</li> <li>We encourage reading to continue outside of nursery with the use of the lending library where children can share books at home too.</li> <li>We work on early writing skills through syllable activities and initial sounds through the letters and sounds program.</li> <li>We encourage letter recognition through ensure the environment in enrich with opportunities such as name cards for snack and pegs. This includes carpet time where the staff use the interactive whiteboard to write on such as day of the week.</li> <li>We encourage fine motor and gross motor activities to build on the muscles for correct grip for early writing such as dough gym, write dance and tweezers etc.</li> </ul>	<ul style="list-style-type: none"> <li>Say a sound for each letter of the alphabet.</li> <li>Know the sounds that are in their names.</li> <li>Begin to explore phonics.</li> <li>Write recognisable letters.</li> </ul>



## Mathematics

Intent (What we want them to achieve now)	Implementation (How we will help them achieve it)	Impact (What they will learn from it Early Learning Goal)
<ul style="list-style-type: none"> <li>To begin to use comparison language such as more, lots and same. And compare groups of objects up to 5.</li> <li>Begin to say numbers in order. Pointing to objects as they count. Knowing that the last number they say is the total.</li> <li>Begin to notice numerals and count with their fingers. Recognising numerals 1-10.</li> <li>Links numerals of amounts up to 5 and beyond.</li> <li>Explores mark making to ascribe mathematical meaning.</li> <li>Moves themselves and their toys around objects and explores fitting into spaces.</li> <li>Responds to some spatial and positional language such as on top, behind.</li> <li>Start to explore how things look different from different view points e.g. far and near.</li> <li>Start to remember their way around familiar environments.</li> <li>Recognising simple shapes and beginning to understand when objects are made up of the same shapes.</li> <li>Can complete simple puzzles</li> <li>Can use and create simple construction structures using different shapes.</li> <li>Joins in and anticipates repeated sounds and action patterns.</li> <li>Explore different weights and lengths size and capacity.</li> <li>Begin to understand past and future.</li> <li>Anticipate times of the day such as home time and meal times.</li> </ul>	<ul style="list-style-type: none"> <li>We regularly, throughout the day use counting when able to with the children. Whether this be when they are going outside, whilst undertaking activities or walking around the school.</li> <li>We provide problem solving activities for the children, such as through activities like weighing scales.</li> <li>We undertake weekly cooking activities, during which children are involved in counting, measuring and discussions about cooking times.</li> <li>We provide a 'number rich' environment, which includes printed numbers on chairs and toilet doors.</li> <li>We use the N'Rich Mathematics programme (Developed by Cambridge University) for activity ideas to do with the children.</li> <li>We sing songs that involve counting (such as 5 Current Buns in a Bakers Shop').</li> <li>We carry out activities with children, such as matching and sequencing games.</li> <li>We play games where the children keep score/tally to write their numbers.</li> <li>We actively take the children into the main school so they become familiar of different routes around our surrounding area.</li> </ul>	<ul style="list-style-type: none"> <li>Have a deep understanding of numerals up to 10.</li> <li>To begin to recognise how many objects are in a group without counting up to 5.</li> <li>Be able to count up to 20.</li> <li>Compare quantities using language such as greater than, less than or the same.</li> </ul>

## Understanding the World

Intent (What we want them to achieve now)	Implementation (How we will help them achieve it)	Impact (What they will learn from it Early Learning Goal)
<ul style="list-style-type: none"> <li>Have a sense of own immediate family, relations and pets and shows interest in these peoples lives.</li> <li>Enjoys joining in with family customs and routines.</li> <li>Talk about special times and events they have had with family and friends</li> <li>Beginning to have their own friends.</li> <li>Explore their differences and similarities they have with others around them.</li> </ul>	<ul style="list-style-type: none"> <li>We encourage children to talk about their families and other people in their lives.</li> <li>We have discussions with children about changes in weather.</li> <li>We share pre-screened videos with children to expand their knowledge, such as rockets taking off, different countries and climates, different types of transport, cultural celebrations, etc, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about past and present and drawing on experiences they have had.</li> <li>To begin to understand others cultural communities.</li> <li>Describe their immediate environment.</li> <li>Explore the natural world around them making observations.</li> <li>To use ICT in a variety of way.</li> </ul>

<ul style="list-style-type: none"> <li>• In pretend play act out past experience that have happened within family environment e.g. making tea.</li> <li>• Start to show an interest in different occupations and ways of life inside and outdoors.</li> <li>• Notice details of the environment and talk about the things they have observed such as plants, animals etc.</li> <li>• Enjoys playing with small world.</li> <li>• Talks about how things happen and why they work.</li> <li>• To talk about and develop understanding of different life cycles and showing care.</li> <li>• Start to understand how their behaviour can affect the environment.</li> <li>• Can turn digital equipment on and off.</li> <li>• Show an interest in technology toys that are real life such as cameras and touch screen devices.</li> </ul>	<ul style="list-style-type: none"> <li>• Adults expand children's knowledge on People who help us, such as the role of Police Officers, Fire Fighters and Doctors. With visits from the professionals to build on understanding too.</li> <li>• We have a range of non-fiction books to expand the children's knowledge of the world around them.</li> <li>• We undertake celebrations of different festivals that are important to the children and their families.</li> <li>• We play different types of music (with no rude words!) to the children to expand their knowledge of different forms of music (such as Jazz, Classical, Reggae and Rock Music).</li> <li>• We give the children the opportunity to explore nature through organised trips to the woods for the day.</li> <li>• The children have access to child cameras, child appropriate ipads and the interactive whiteboard.</li> <li>• Children have access to programable toys such as beebot.</li> </ul>	
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## Expressive Arts and Design

Intent (What we want them to achieve now)	Implementation (How we will help them achieve it)	Impact (What they will learn from it Early Learning Goal)
<ul style="list-style-type: none"> <li>• Joins in singing songs, moving and dancing and creating own movements or mirroring.</li> <li>• Creates sounds by shaking, tapping, striking or blowing with musical instruments and explore how these can be changed.</li> <li>• Learn different ways such as loud, quiet, fast and slow.</li> <li>• Uses movement to express ideas and feelings.</li> <li>• Sings made up songs to themselves</li> <li>• Develop understanding of how to create a new sound.</li> <li>• Explore different colours and how these can be changed.</li> <li>• Tap out simple repeated rhythms.</li> <li>• Use various construction toys to build with.</li> <li>• Uses different tools for a purpose.</li> <li>• Begin to make believe and imaginative play adding in what they see others doing around them.</li> <li>• Plays alongside other child engaged in the same theme.</li> </ul>	<ul style="list-style-type: none"> <li>• We give children numerous opportunities to express themselves through various art activities, dance and music.</li> <li>• We focus on different art styles and methods used by different artists.</li> <li>• Children create their own music through using musical instruments and learning about rhythm.</li> <li>• We encourage children to share their creations and take pride in them.</li> <li>• We encourage 'role playing' wherever possible to encourage the children's sense of creativity.</li> <li>• We have a variety of visitors where we move our bodies to music such as KICKS Dance and Baby Ballet.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of tools safely.</li> <li>• Experiment with colour and texture.</li> <li>• Share their creations</li> <li>• Use props and materials within role play.</li> <li>• Sings a range of well known nursery rhymes and songs.</li> <li>• To begin to move in time with the music</li> </ul>

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*We also use Birth to 5 Matters to help us to gather ideas and ensure that we are helping the children to eventually develop towards achieving the Early Learning Goals.*