



Serpentine Room Curriculum Overview (2&3 Year Old Provision)





Our Early Years Vision:

To provide our youngest pupils with a solid foundation in all areas of their personal and academic development. We aim to provide a nurturing and purposeful environment that supports our children's curiosity of the world around them through high-quality provision.

Our early years curriculum clearly sets out what we want our children to know, be able to do, as well as what we want them to *experience* in their earliest years. This ensures that all our pupils are equipped with a rich tapestry of knowledge and learning experiences they can build upon throughout their childhood and beyond.

Early Years Curriculum Areas of Learning

The areas outlined below have been taken from the Early Years Statutory Guidance. The learning progression of each child can be divided into the areas below, and form a basis for a child's expected development. Within our Nursery we have taken these areas into account when planning for our own curriculum.

Communication & Language	Personal, Social & Emotional Development	Physical Development	Literacy
Mathematics	Understanding the World	Expressive Arts and Design	

Additional Planned For Areas

In addition to the areas for learning outlined above we have also ensured that the areas below have also been carefully planned into our curriculum to ensure that what we have clear planned learning opportunities that take into account each of these

Safeguarding	Experiences/Special Events	Enabling Environment	Books
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Vocabulary

Our 2&3 Yr Old Curriculum

Our learning approach with our 2 and 3 year old children is to immerse our children in a vocabulary rich learning environment that enables them to learn through high quality experiences. Each week our learning will have a topic focus that supports our children's development across the 7 EYFS areas for learning. Our indoor and outdoor area will have a variety of planned learning opportunities that provides lots of opportunities for exploration through play, which includes both child and adult led learning. Our adults are highly skilled in supporting each child's emerging needs by ensuring that we prioritise supporting children to become increasingly independent and to be able to express themselves freely. We plan the vocabulary we want our children to be exposed to within our topics, as well as ensure that children sing nursery rhymes daily.

Throughout the EYFS areas we have identified key strands that we continually revisit as part of our spiral approach to our children's learning. We believe that this helps to ensure that key skills are embedded and that children are given multiple opportunities to apply these skills in a variety of different contexts. These foci are laid out overleaf.

Characteristics of Effective Learning

Playing and Exploring

ENGAGEMENT

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

Active Learning

MOTIVATION

- Being involved and concentrating
- Keep trying
- Enjoying achieving what they set out to do

Creative and Critical Thinking

THINKING

- Having their own ideas
- Making links
- Working with ideas

Key strands from Development Matters Framework

Communication & Language

Birth to Three:

- Copy your gestures and words.
- Use intonation, pitch and changing volume when talking.
- Understand single words in context – ‘cup’, ‘milk’, ‘daddy’.
- Understand frequently used words such as ‘all gone’, ‘no’ and ‘bye-bye’.
- Understand simple instructions like “give to mummy” or “stop”.
- Recognise and point to objects if asked about them.
- Generally focus on an activity of their own choice and find it difficult to be directed by an adult.
- Listen to other people’s talk with interest, but can easily be distracted by other things.
- Can become frustrated when they can’t make themselves understood.
- Start to say how they are feeling, using words as well as actions.
- Start to develop conversation, often jumping from topic to topic.
- Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’.
- Use the speech sounds p, b, m, w.
- Are usually still learning to pronounce: - l/r/w/y - s/sh/ch/dz/j - f/th - multi-syllabic words such as ‘banana’ and ‘computer’
- Listen to simple stories and understand what is happening, with the help of the pictures.
- Identify familiar objects and properties for practitioners when they are described. For example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’.
- Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’.
- Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’).

Key strands from Development Matters Framework

Personal, Social & Emotional Development

Birth to Three:

- Find ways to calm themselves, through being calmed and comforted by their key person.
- Establish their sense of self.
- Express preferences and decisions. They also try new things and start establishing their autonomy.
- Engage with others through gestures, gaze and talk.
- Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.
- Find ways of managing transitions, for example from their parent to their key person.
- Thrive as they develop self-assurance.
- Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.
- Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.
- Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.
- 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 tantrums.
- 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.
- Be increasingly able to talk about and manage their emotions.
- Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.
- Develop friendships with other children.
- Safely explore emotions beyond their normal range through play and stories.
- Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".

Key strands from Development Matters Framework

Physical Development

Birth to Three:

- Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.
- Enjoy starting to kick, throw and catch balls.
- Build independently with a range of appropriate resources.
- Walk, run, jump and climb.
- Spin, roll and independently use ropes and swings (for example, tyre swings).
- Sit on a push-along wheeled toy, use a scooter or ride a tricycle.
- Develop manipulation and control.
- Explore different materials and tools.
- Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.
- Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.
- Learn to use the toilet with help, and then independently.

Key strands from Development Matters Framework

Literacy

Birth to Three:

- Enjoy sharing books with an adult.
- Pay attention and responds to the pictures or the words.
- Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.
- Repeat words and phrases from familiar stories.
- Ask questions about the book. Makes comments and shares their own ideas.
- Develop play around favourite stories using props.
- Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.
- 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.

Key strands from Development Matters Framework

Mathematics

Birth to Three:

- Combine objects like stacking blocks and cups. Put objects inside others and take them out again.
- Take part in finger rhymes with numbers.
- React to changes of amount in a group of up to three items.
- Compare amounts, saying 'lots', 'more' or 'same'.
- Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.
- Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'
- Climb and squeezing selves into different types of spaces.
- Build with a range of resources.
- Complete inset puzzles.
- Compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'.
- Notice patterns and arrange things in patterns.

Understanding the World

Birth to Three:

- Repeat actions that have an effect.
- Explore materials with different properties.
- Explore natural materials, indoors and outside.
- Explore and respond to different natural phenomena in their setting and on trips.
- Make connections between the features of their family and other families.
- Notice differences between people.

Key strands from Development Matters Framework

Expressive Arts & Design:

Birth to Three:

- Show attention to sounds and music.
- Respond emotionally and physically to music when it changes.
- Move and dance to music.
- Anticipate phrases and actions in rhymes and songs, like 'Peepo'.
- Explore a range of sound-makers and instruments and play them in different ways.
- Notice patterns with strong contrasts and be attracted by patterns resembling the human face.
- Start to make marks intentionally.
- Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.
- Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.
- Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.
- 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

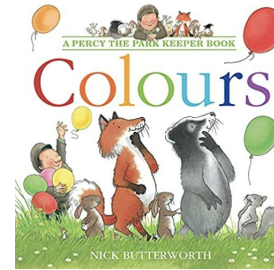
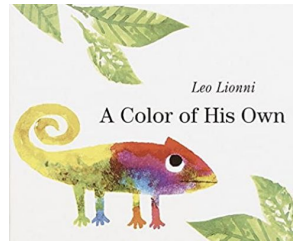
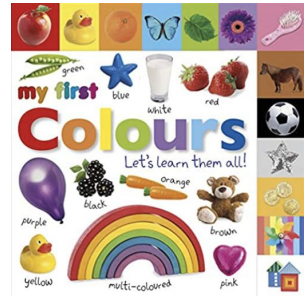
Focus Topics for Weekly Learning:

Colours	Transport
Minibeasts	People Who Help Us
My Home	I Can...
My Family	Food
Animals	Senses
What Makes Me Special?	Special Festivals
My Body	Weekly Book Focus (chosen by children's interests)
Seasons	
Going Outside	



Learning Overviews

Curriculum Books:



Key Learning:

Vocabulary

Experiences/Events:

Teach children to recognise a variety of colours in different real life contexts.

Children should be able to name all key colours and be given lots of opportunities to explore the use of colour in a variety of different ways.

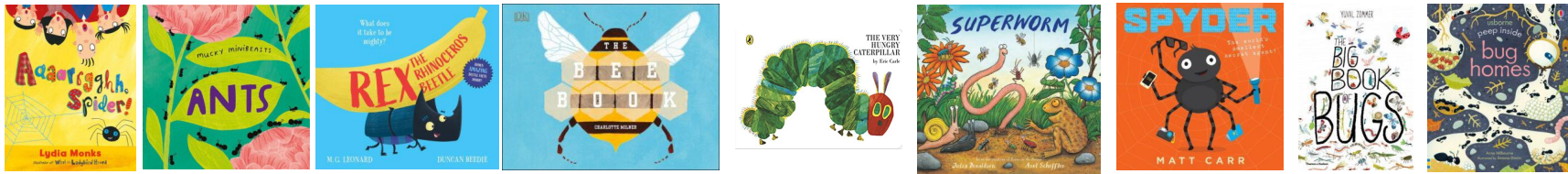
Red, orange, blue, green, purple, black, white, yellow, pink, grey.

Light/dark/bright

Read about the festival of Holi together and encourage children to use appropriate language to describe what they can see. Children to take part in an event inspired by Holi using lots of different colours.



Curriculum Books:



Key Learning:

Minibeasts are small animals that live outside. We will find them in any outdoor space and they all have different jobs to look after our environment (eg. worms help to keep the soil healthy so that plants can grow).

Children to identify common British minibeasts.

Vocabulary

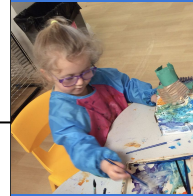
Caterpillar, butterfly, ant, beetle, bee, spider, worm, snail, earwig.

Experiences/Events:

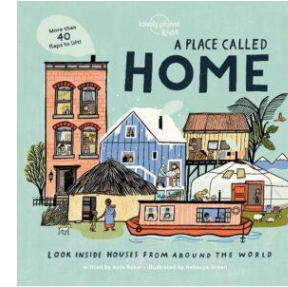
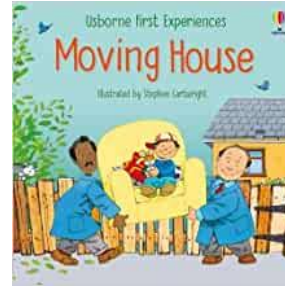
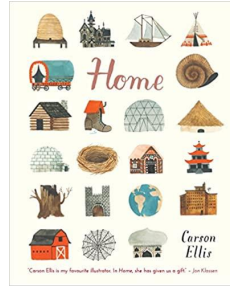
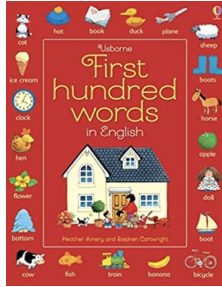
Read the Hungry Caterpillar book to the children and have a caterpillar to butterfly kit in the setting to allow children.

Go on a bug hunt outside by giving children cards of minibeasts to look out for.

Build a bug hotel in the Garden Centre in Hampton Village.



Curriculum Books:



Key Learning:

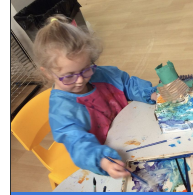
Children to identify rooms that you might find in a house and talk about what we do in the different rooms in our homes. What similarities are there? Are there any differences? What would we find in different rooms (eg. Children to identify the cooker in the kitchen or the beds in the bedroom).

Vocabulary

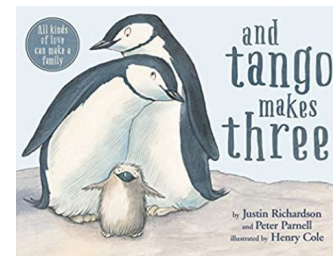
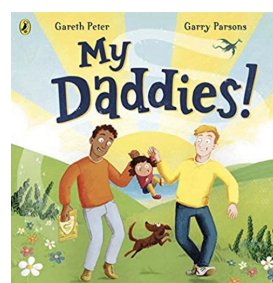
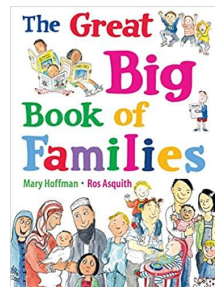
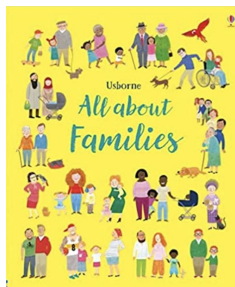
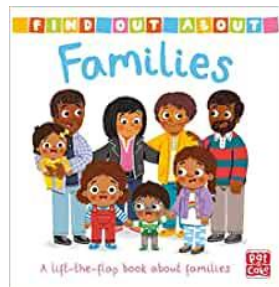
House, home, flat, bungalow.
Bedroom, kitchen, living room, bathroom.

Experiences/Events:

Set up different areas of the nursery as different rooms in a house. Children to role play using these different rooms in the house.



Curriculum Books:



Key Learning:

Children to learn about the different roles within close family: mummy, daddy, brother, sister, step family - mum/dad/brother/sister.

Children to be encouraged to identify who is in their family and understand how different families may look different from their own (eg. separated parents/same-sex parents).
Discuss how families are people that love us and look after us.

Vocabulary

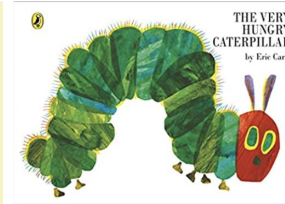
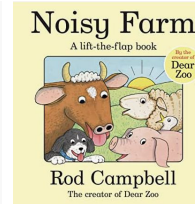
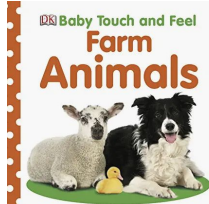
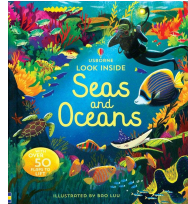
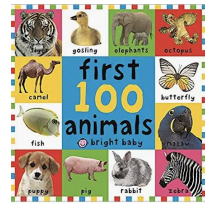
Mummy, daddy, brother, sister, grandparents, step family -
mum/dad/brother/sister.

Experiences/Events:

Children to bring in photographs of their own family and have lots of opportunities to discuss their family and the things they like to do together.



Curriculum Books:



Key Learning:

Vocabulary

Experiences/Events:

Children to learn to identify common animals and begin to learn about the habitat we might find them in. Talk about what different sounds the animals make. Discuss some of the needs that animals have (pets: give them food, water, shelter, groom them).

Pets: dog, cat, rabbit, hamster

Farm: horse, cow, sheep, pig, chicken, goat

Sea: fish, whale, dolphin, shark

Pets: dog, cat, rabbit, hamster

Farm: horse, cow, sheep, pig, chicken, goat

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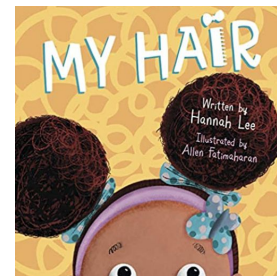
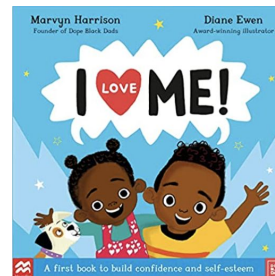
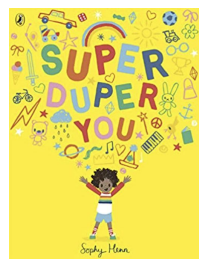
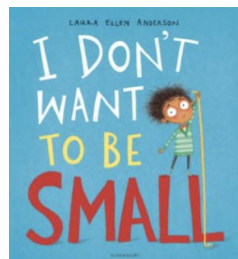
Children to have the opportunity to visit a farm during the year.

Invite a visiting animal company into school to allow children to see animals within the setting.

Children to bring in a picture of their own pets and give them the opportunity to talk about them.



Curriculum Books:



Key Learning:

Vocabulary

Experiences/Events:

Using the curriculum books as a stimuli, children to be given lots of opportunities to discuss their own likes, special qualities, and skills.

Discuss how as people we are all different and give examples of this - the way we look, feel and the things we like and dislike. Children to identify what they are proud about themselves.

I am special because....

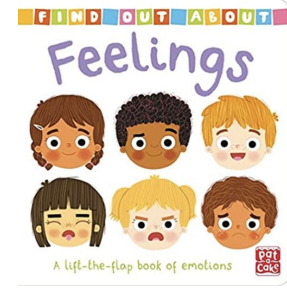
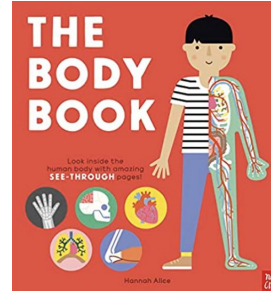
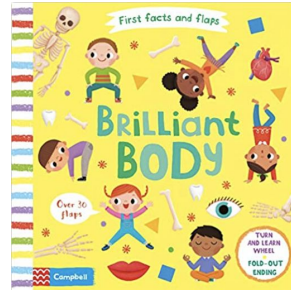
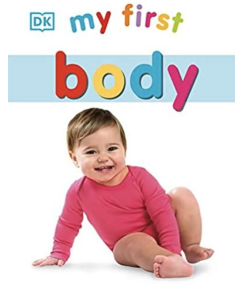
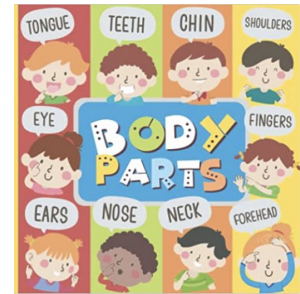
Same/different

I am proud of myself because...

Record children talking about themselves and why they are special using the stem sentences. Videos to be shared with parents/carers.



Curriculum Books:



Key Learning:

Children to name their external body parts and understand their basic functions.

Children to identify their facial features & be supported to recognise how our faces convey different feelings.

Discuss what happens when we are hurt or feel poorly. What does that feel like?

What do we do so that we feel better? (Have a plaster/see a doctor).

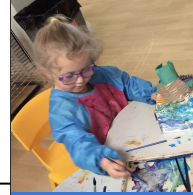
Vocabulary

Arms, legs, hands, fingers, feet, toes, head, hair, ears, eyes, mouth, nose, cheeks.

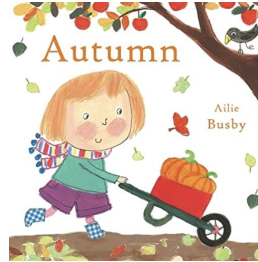
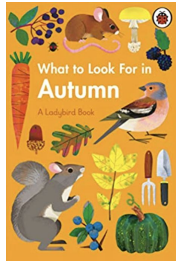
Experiences/Events:

Invite a nurse/doctor/ambulance to come and talk to children about their bodies, show them some of their equipment and how they might help them if they are poorly. Talk to children about how they can keep themselves healthy and well.

Role play - doctors surgery.



Curriculum Books:



Key Learning:

Vocabulary

Experiences/Events:

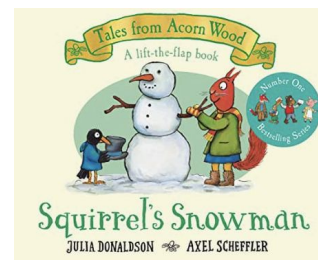
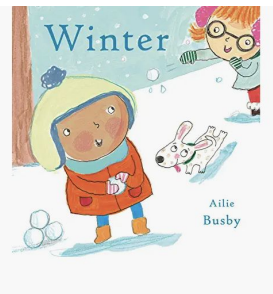
Explain that when we go outside we will notice that there are changes that happen to the world around us. Some of those changes mean that the weather and temperature will be different and this is because of the changing seasons. There are 4 seasons, and in autumn the weather begins to feel cooler so on some days we might need a coat, and on other days we might not. We also notice that the leaves on some trees start falling and they change colour in colour from green to brown and orange and red.

Seasons, same/different, weather, cold, leaves, trees, brown, red, autumn,

Children to go on an autumn walk and discuss the changes in nature that they can see. Collect autumn leaves from the walk to use to create artwork for a habitat or for a hibernating animal.



Curriculum Books:



Key Learning:

Recap our learning about the season of autumn. Explain that we are now going to learn about the season called winter. In winter the weather usually feels cold on most days. We will probably need to wear our coats most days, as well as a scarf, hat and gloves. We might notice that the weather becomes so cold that in the mornings there is frost on the ground, or there may even be snow. In the world around us we will also notice that some trees have lost their leaves, and that there are few flowering plants.

Vocabulary

Season, winter, cold, freezing, ice, snow, frost.

Experiences/Events:

Create an 'igloo' ice cafe inside the nursery that offers cold drinks and frozen snacks (frozen fruit/ice). Allow children to explore 'frozen' items and describe in relation to their senses.



Curriculum Books:



Key Learning:

Vocabulary

Experiences/Events:

Recap our learning about the seasons of autumn & winter - when seasons change we notice differences in the world around us. In the spring we start to see that some trees grow blossom before they start growing green leaves again. Flowering plants begin growing and the weather begins to feel a bit warmer. Some days we might still need a coat, and on other days we might not. We might also notice that the weather

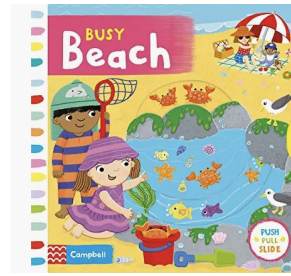
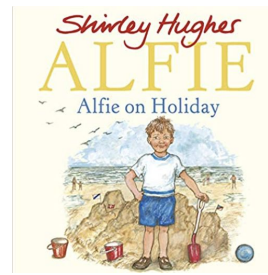
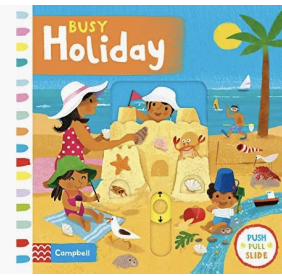
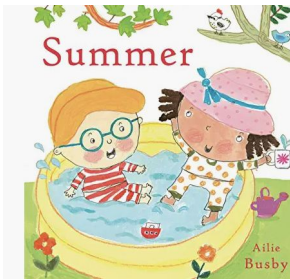
Season, spring, weather, flowers, trees, plants, warm, rain.

Children to plant flowers using our garden centre in Hampton Village.

They can also help to plant flowers around our school grounds.



Curriculum Books:



Key Learning:

Vocabulary

Experiences/Events:

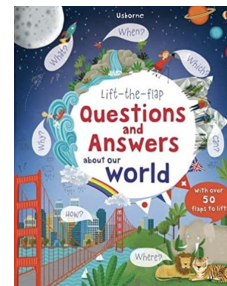
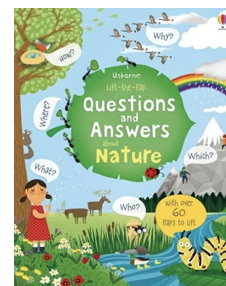
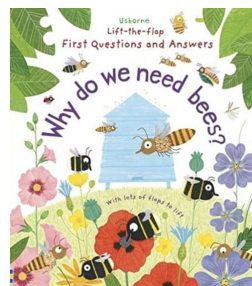
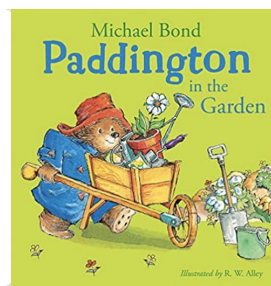
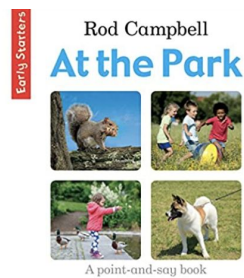
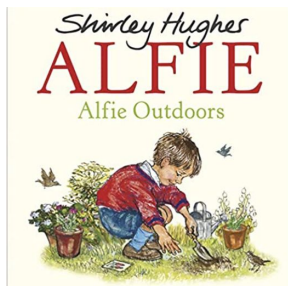
Recap our learning about the seasons of autumn, winter & spring - when seasons change we notice differences in the world around us. In the summer we might notice the weather feels warmer and we see the sunshine more often (link to sun safety - wear a sun hat & sunscreen and avoid direct sun by staying in the shade). Many trees will have lots of green leaves & there will be lots of colourful flowers in the world around us.

Season,
summer,
warm/hot,
trees, flowers,
sunshine.

Children to link back to their prior learning about minibeasts and colours by going on a summer walk and allowing children to recognise the summer colours in nature, as well as any minibeasts in their natural habitats. Discuss what you notice about the trees and compare to the other seasonal changes the children have spotted.



Curriculum Books:



Key Learning:

Using the books as a stimulus, talk about different places that are outside (eg. the garden, the park). What can we do outside? Eg. Go for a walk, play in a sandpit, have a picnic, play football.
Discuss things that only exist outside in nature - eg. certain animals/minibeasts and plants/trees growing naturally. Explain to children that we must help to look after our environment and we can do that by putting rubbish in a bin and looking after flowers.

Vocabulary

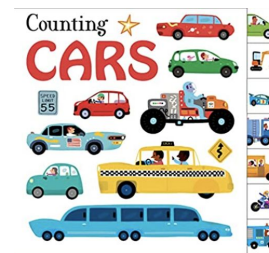
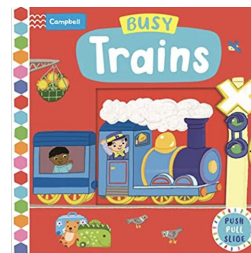
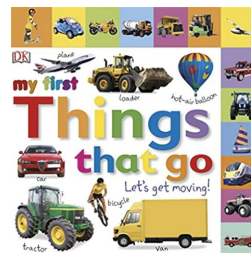
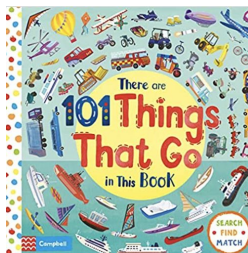
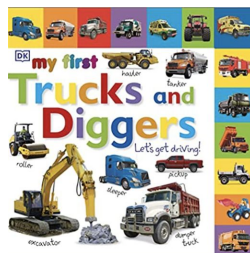
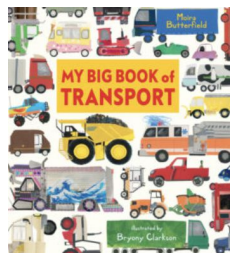
Indoor/outside, nature, park, garden, animals, minibeasts, flowers, trees.

Experiences/Events:

Take children to the park outside school.
Have a teddy bear's picnic in Hampton Village.



Curriculum Books:



Key Learning:

Children to explore different ways of travelling when we are outside. Use the different books to discuss the different types of transport that exist, and begin to talk about how they might be used (eg. *we go in a car to go shopping, but we might go on an airplane to go on holiday*). Discuss the features that different types of transport have: eg. wheels, windows, wings.

Vocabulary

Bicycle, scooter, car, bus, train, tractor, airplane, digger.

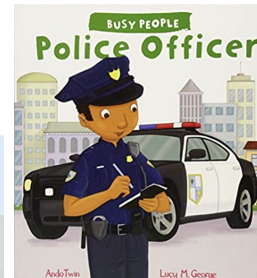
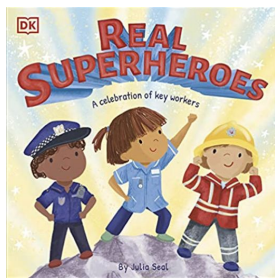
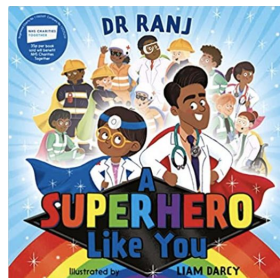
Experiences/Events:

Create a 'train' experience for the children to go on within the nursery. They can role play sitting on a train & being given tickets for their ride.

Take the children on the bus to Serpentine Green.



Curriculum Books:



Key Learning:

There are lots of people that help us when we need it. Our families usually help us the most everyday because they are who we live with. But there are times when we need other adults to help us - like our adults in nursery, doctors, nurses, dentists, firefighters and police officers. Discuss the different jobs they do and the different ways they might help us if we need it.

Vocabulary

Teacher, doctor, nurse, firefighter, police officer, paramedic.

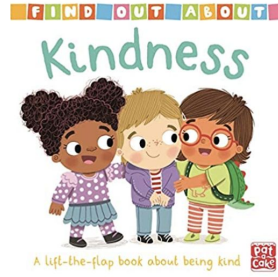
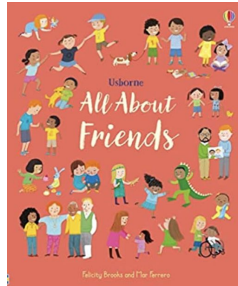
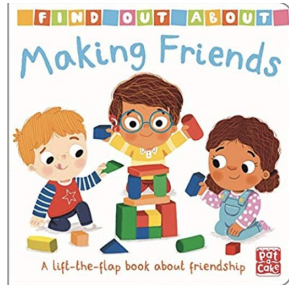
Experiences/Events:

Invite one of the emergency services to come into school and allow children to see their vehicle and talk to them about their job.

Hold a 'People Who Help Us' day as a celebration of different jobs where children can dress up and act out their different jobs.



Curriculum Books:



Key Learning:

Vocabulary

Experiences/Events:

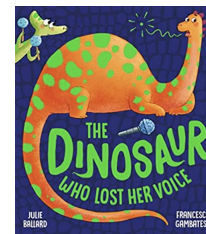
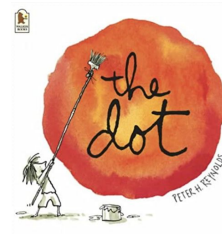
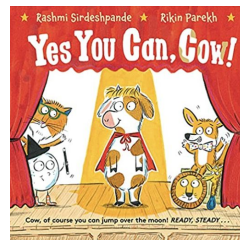
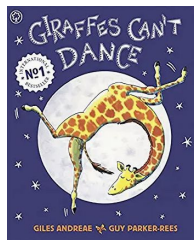
Talk to children about what a friend is - another child outside of our family that we can play with, talk to, and help. A good friend is somebody that is kind to others, shares their toys, plays games and helps others. Share with children what playing well with another child looks like in a variety of different situations using the indoor and outdoor environment. Role play with children playing different games and activities - highlighting about compromise and sharing where possible.

Friend, kind, help, share.

Create a friendship detective board in the setting and throughout the week add photographs to the board of examples where children are being good friends.



Curriculum Books:



Key Learning:

Vocabulary

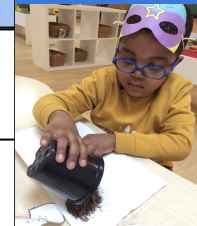
Experiences/Events:

Share with children the books about growth mindset throughout the week. Discuss the examples within the book of the different things the characters found difficult and what they did to be able to say 'I can!'

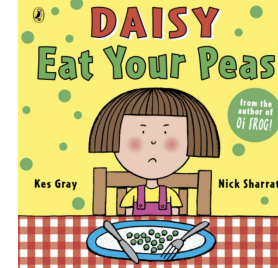
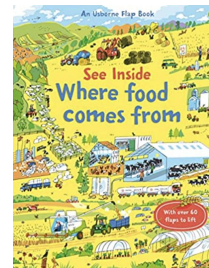
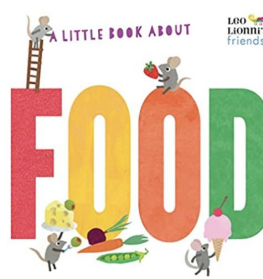
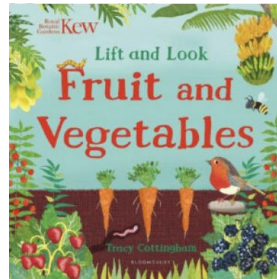
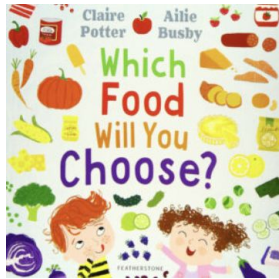
Refer to our steps to success within nursery and allow children to reflect on things they can do now that they couldn't before. Focus on their current steps to success and allow children to think about other things they might want to achieve within nursery or at home. Talk to children about what we have to do to achieve different targets - practise something lots and don't give up!

Can do, practise, don't give up, keep trying.

Set children some challenges throughout the week where they have to accomplish different tasks so they can experience success and understand what repetitive practising looks like.



Curriculum Books:



Key Learning:

Children to identify their own food likes and dislikes. Talk to children about why food is important and discuss the different food they eat at home.

Link to healthy eating - explain why fruit and vegetables are important for us to eat, and allow children to explore different fruits and vegetables within the setting.

Discuss where different food comes from - some will come from a farm, and others are made in factories.

Explain that if it is safe to do so, it is a good thing to try different food because eating lots of different foods is healthier than only eating the same things.

Vocabulary

Food, fruit, vegetables

Introduce names of different fruit and vegetables as appropriate.

Experiences/Events:

Using the school kitchen, children to make their own food - eg. bake a healthy cake or create a soup using the vegetables the children have learned about.

Throughout the week children to try different foods - tie into keeping healthy.



Curriculum Books:



Key Learning:

We make sense of the world around us using our five senses - touch, smell, taste, hearing and sight. Relate these sense to the different parts of our body.

Throughout the week give children lots of opportunities to explore each of the senses, as well as experience what it is like if one of our senses is impaired and the effect this has. Introduce children to specific descriptive words associated with different senses - eg. touch: hard/soft.

Vocabulary

Touch, smell, taste, hearing, sight.

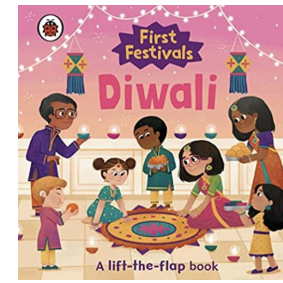
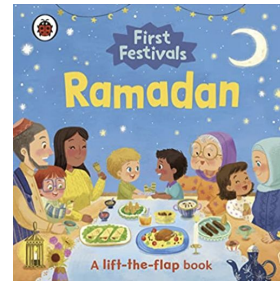
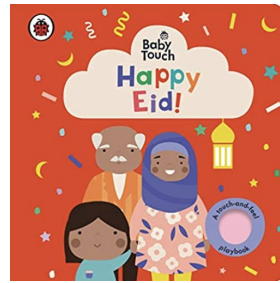
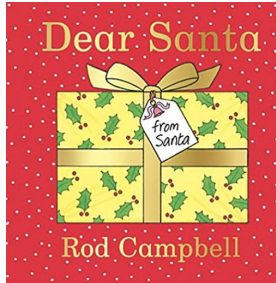
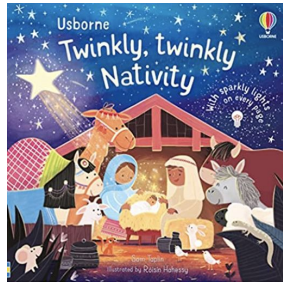
Experiences/Events:

Take children on different senses walks so they can describe and record any information related to that sense.

Throughout the week try and introduce the children to new sensory experiences (tasting different food, smelling new items). Children can express their own likes/dislikes and opinions in relation to these new experiences.



Curriculum Books:



Key Learning:

Vocabulary

Experiences/Events:

Throughout the year children can learn about the different religious festivals children and what the celebrations entail. As part of the children's learning they can draw upon their own experiences of celebrating something special in their life & begin to understand that people have different beliefs. When learning about a particular religious festival the children can learn about why the festival is celebrated and what traditions are associated with the festival.

Subject specific vocab related to the traditions of each festival.

Visit CSK Church during advent.

Invite different adults into the setting to share with the children information about a religious festival that they might celebrate.

Children to take part in activities related to the traditions of the different religious festivals.

