

Little Seedlings Curriculum

Under 2s - Bumblebee & Ladybird Room



Intent - the specific purpose or goal behind a lesson or learning activity

Our Nursery curriculum is designed to provide a warm, language-rich environment where children develop the foundational knowledge, skills and attitudes they need for future learning. We aim to:

- Build strong communication and language skills through conversation, stories and play.
- Support children's personal, social and emotional development, fostering confidence, independence and positive relationships.
- Strengthen gross and fine motor skills through purposeful indoor and outdoor activities.
- Spark curiosity and develop early understanding in literacy, maths, expressive arts and understanding the world.
- Promote creativity, imagination and problem-solving through open-ended, child-led play.
- Ensure children feel safe, valued and ready to learn, with a strong sense of belonging.



Implementation - refers to how the learning is delivered

We deliver our curriculum intent through:

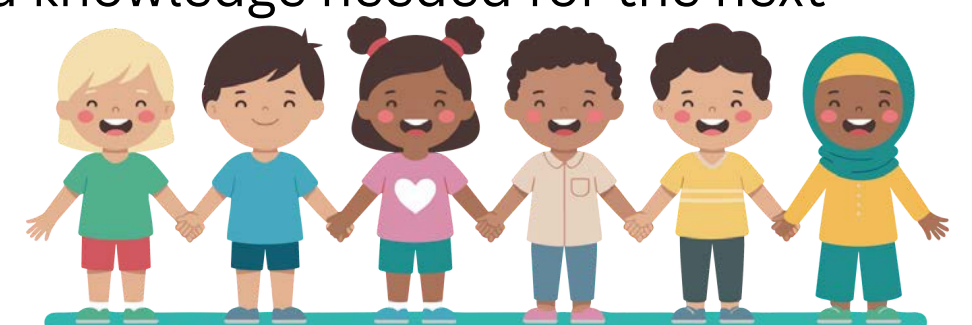
- A carefully planned play-based curriculum rooted in the EYFS
- High-quality interactions where adults model language, introduce new vocabulary and extend children's thinking
- Daily routines and continuous provision that provide repetition, challenge and opportunities for independence
- Indoor and outdoor learning environments that are rich in resources, inviting and accessible
- Use of stories, songs, rhymes and role play to build early literacy and communication
- Hands-on exploration of numbers, patterns, shapes and quantities in real-life contexts
- A focus on the prime areas of learning, with the specific areas woven naturally through play
- Responsive planning to meet each child's developmental needs
- Consistent routines that support emotional regulation, social skills and positive behaviour



Impact - the difference the learning has made

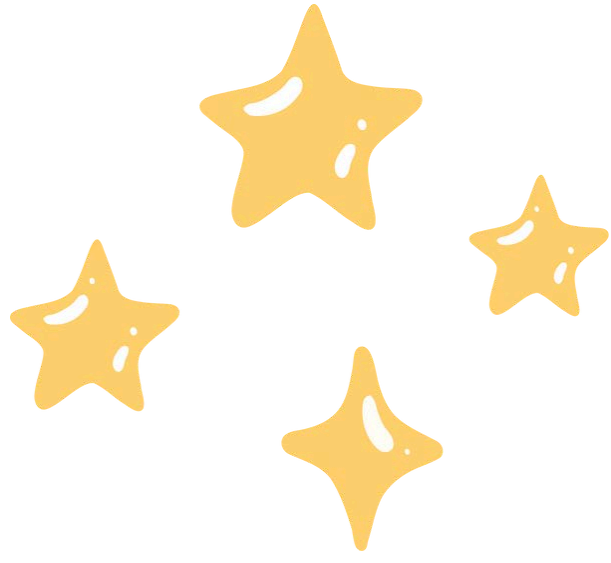
We measure our success through:

- Children's growing confidence, independence and willingness to engage in learning
- Clear progress in communication and language: wider vocabulary, improved listening, and increased ability to express ideas
- Development of social skills: turn-taking, sharing, forming friendships and understanding boundaries
- Improved physical skills: confidence in movement, mark-making and self-care tasks
- Evidence in books, observations and floor books showing children's developing early literacy and mathematical understanding
- Children demonstrating curiosity, imagination and problem-solving in their play
- Strong relationships with families and positive parental engagement
- Children leaving Nursery ready for Reception, with the attitudes, skills and knowledge needed for the next stage of learning



Progression of Communication & language 0-2

Listening & Attention



- Turns toward familiar voices
- Reacts to sounds by turning or looking
- Shows interest in face-to-face interaction
- Listens to simple stories, rhymes or songs
- Begins to shift attention between different sounds
- Enjoys actions and sound effects in books and songs

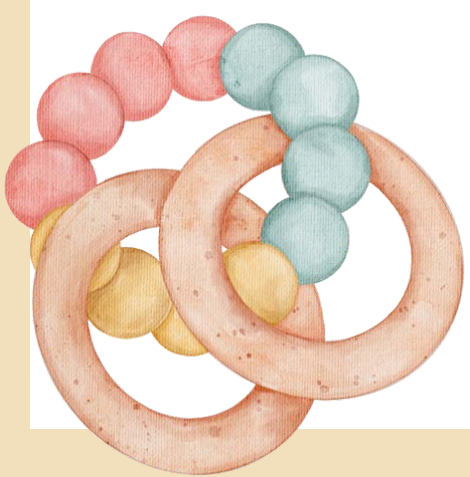
Understanding

- Responds to facial expressions and tone of voice
- Follows simple instructions when supported (e.g., “Come here,” “Stop”)
- Begins to understand everyday words (cup, milk, coat, bye-bye)
- Recognises the names of familiar people and objects
- Understands simple questions (“Where’s Daddy?”, “What’s that?”)



Speaking

- Makes a range of sounds to communicate (babbling, cooing, squealing)
- Copies sounds, gestures and facial expressions
- Uses single words around age 1 (e.g., “mama,” “ball”)
- Begins to use 2-word combinations (e.g., “more juice,” “mummy go”)
- Uses gestures such as pointing or reaching to show what they want
- Attempts to name objects, actions and familiar people



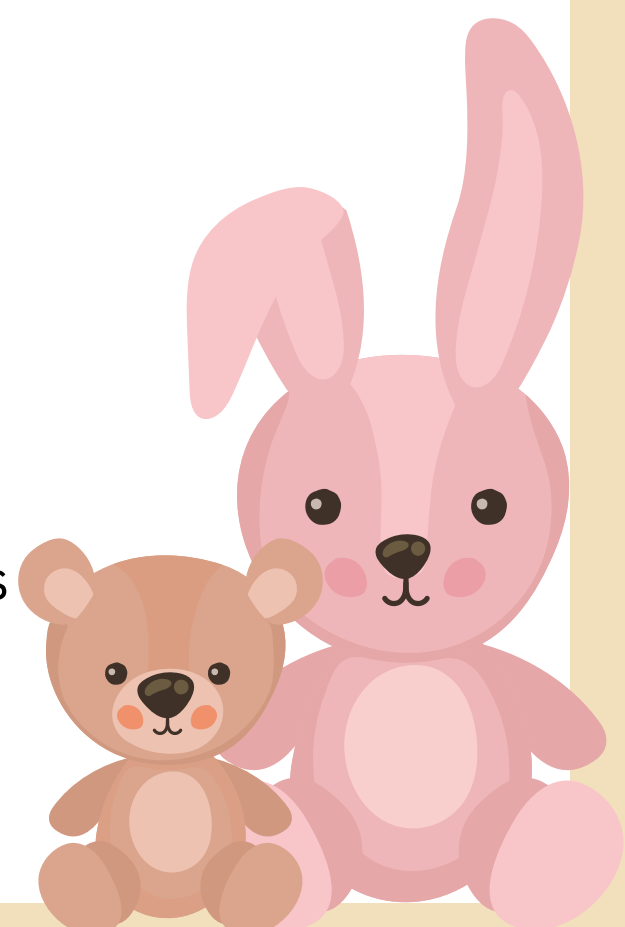
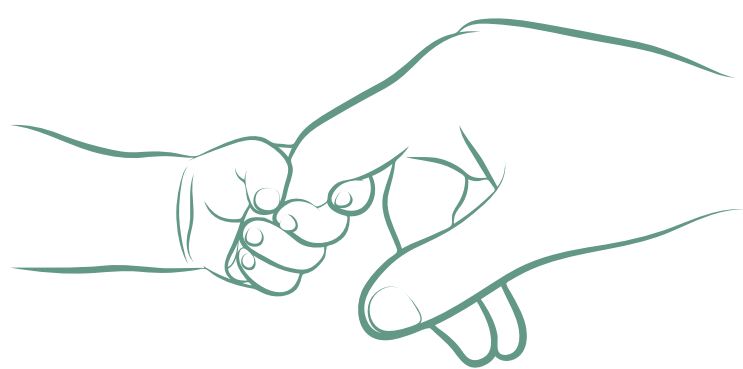
Expected Outcomes at Age 2

Development Matters emphasises that by age 2, children should:

- Enjoy back-and-forth interactions with adults
- Use 50+ words (as a broad typical range)
- Begin to put 2–3 words together
- Listen and respond to simple instructions

Use speech, sounds and gestures to express their needs and feelings

Join in with songs, rhymes and simple stories



Progression of Physical Development 0-2

Gross Motor Larger movements



Birth-11 months

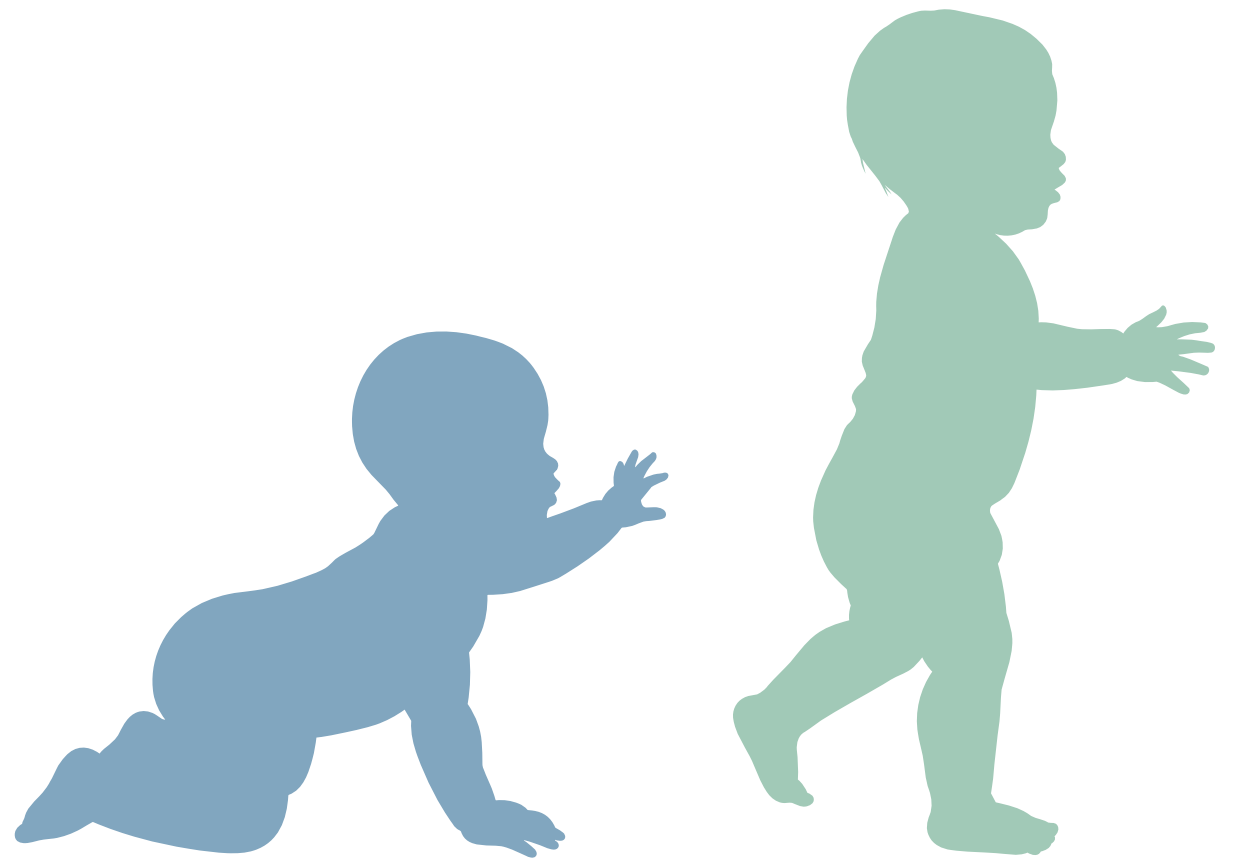
- Lifts head and chest when lying on the tummy
- Pushes up on arms, rolls over, reaches and kicks
- Sits with support and then independently
- Begins to crawl, shuffle, scoot or roll to move
- Pulls self to stand, bounces when supported

8-20 months

- Walks with support, then independently
- Climbs onto low furniture and steps
- Begins to run, squat, kneel, climb and move confidently
- Starts to kick, throw and roll balls

16-26 months

- Runs safely on whole foot
- Climbs stairs with support or one foot per step
- Pulls, pushes, and carries toys while walking
- Begins to jump with both feet and throw/catch large balls
- Shows increased balance and coordination



Fine motor - Small movements and hand-eye coordination

Birth-11 months

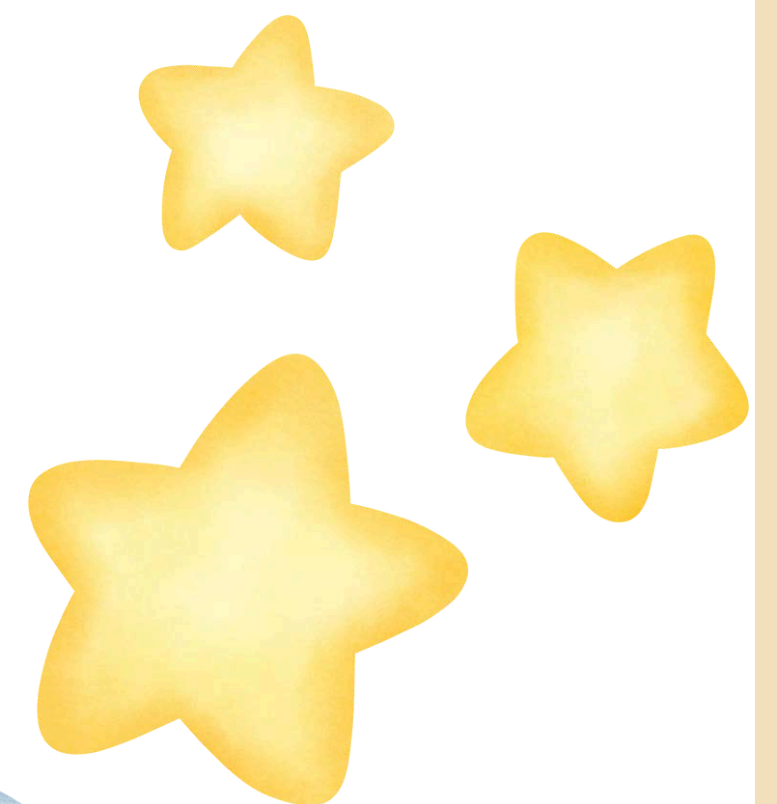
- Brings hands to mouth and explores with hands
- Reaches for and grasps objects using whole hand (palmar grasp)
- Transfers objects from one hand to another
- Bangs objects together or shakes toys to explore sounds

8-20 months

- Picks up small objects using thumb and finger (pincer grip emerging)
- Uses hands to explore textures and materials
- Begins to stack blocks or place objects into containers

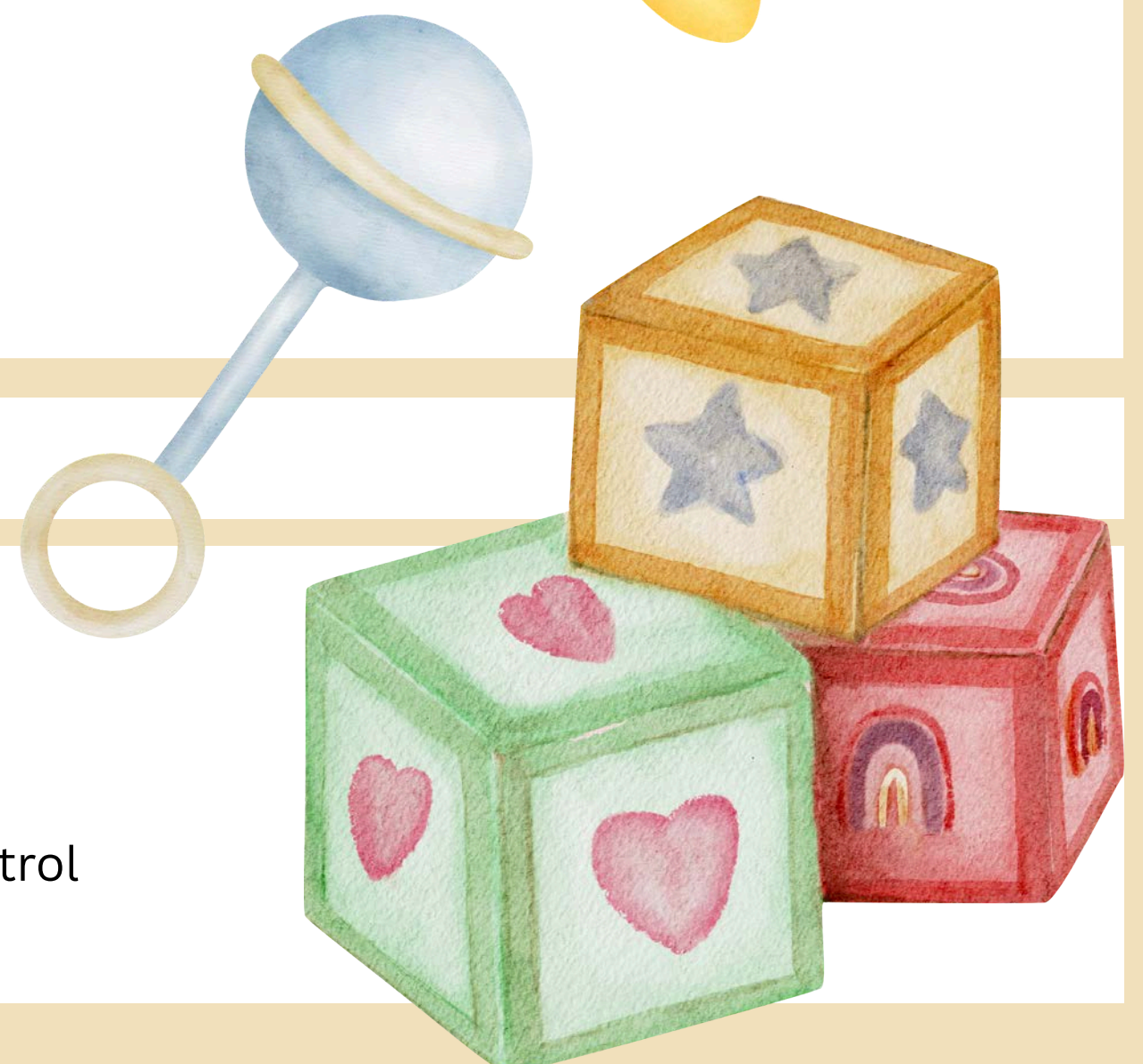
16-26 months

- Shows greater control with hands and fingers
- Begins to turn pages in a book
- Can scribble with a crayon or marker
- Builds simple towers, puts shapes into shape sorters
- Uses objects with intent (spoon, cup, toy tools)



Expected Outcomes at Age 2

- Move confidently on the floor and on low equipment
- Walk, run, climb, squat and begin to jump
- Manipulate objects with increasing control
- Use hands for exploration, feeding, mark-making, and play
- Show improved hand-eye coordination and fine motor control



Progression of PSEP 0-2

Self Regulation

Birth-11 months

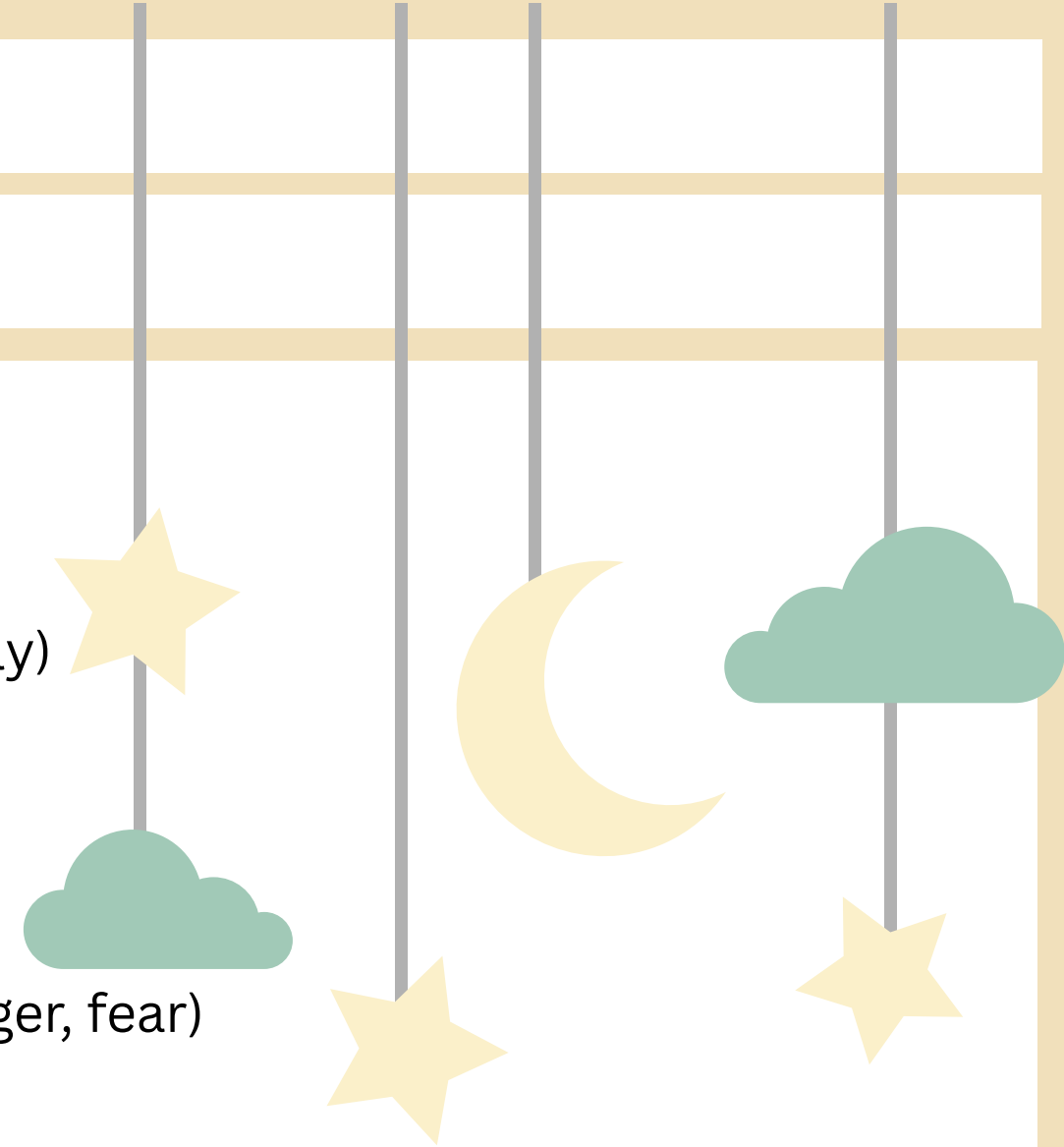
- Responds to familiar adults with comfort and reassurance
- Begins to show distress at separation from main caregiver
- Calms with adult support (e.g., being held, comforted, spoken to softly)

8-20 months

- Seeks comfort from familiar adults when upset
- Begins to express a wider range of emotions (happiness, sadness, anger, fear)
- Can tolerate brief separations from main caregiver
- Starts to manage some routines (e.g., feeding, sleeping) with support

16-26 months

- Begins to show some control over own feelings and behaviours
- Can tolerate short delays or waiting with support
- Shows interest in managing self-care tasks (washing hands, using a spoon, helping dress)



Managing Self

Birth-11 months

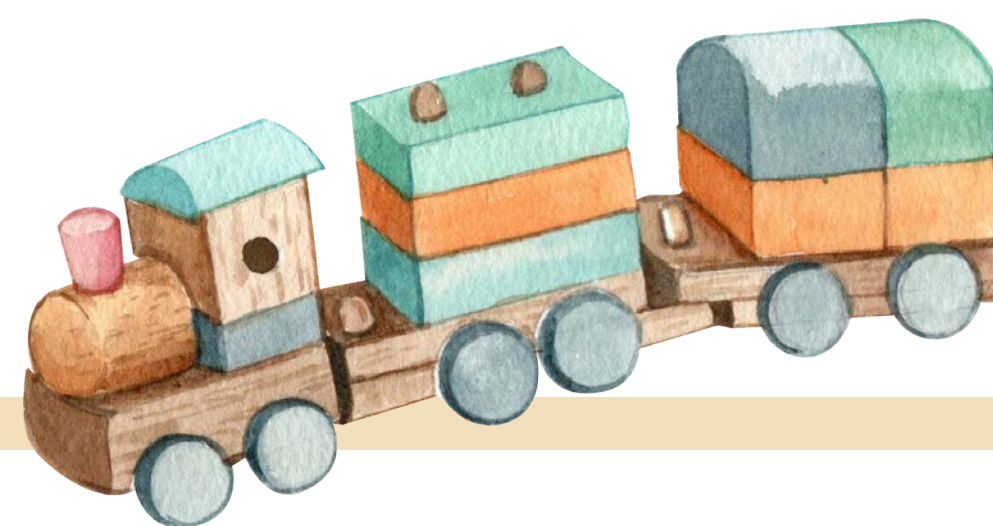
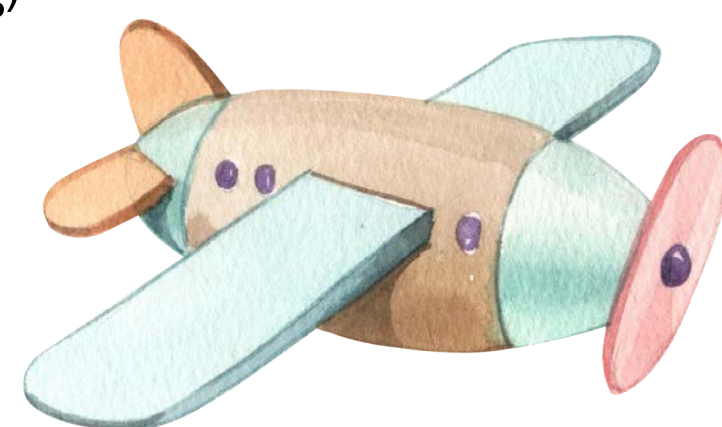
- Responds to familiar adults guiding care routines (feeding, changing, sleeping)

8-20 months

- Begins to feed self with fingers or spoon
- Shows emerging independence in routines (e.g., holding cup, washing hands)

16-26 months

- Gains increasing independence in self-care and personal hygiene
- Can indicate toilet needs (potty awareness emerging)
- Begins to manage clothing with help (pulling on/off shoes, coats)



Building relationships

Birth-11 months

- Shows interest in social interactions with familiar adults
- Enjoys cuddles, touch, and being comforted
- Starts to respond to others' emotions (smiles, coos, gestures)

8-20 months

- Shows preferences for familiar adults and peers
- Engages in simple turn-taking games
- Begins to show empathy (comforting others, responding to distress)

16-26 months

- Shows increasing awareness of others' feelings
- Can play alongside or with other children (parallel or simple cooperative play)
- Begins to share, take turns, and cooperate with adult support
- Develops attachments with key adults and seeks reassurance



Expected PSEP Outcomes at Age 2

By age 2, children are typically able to:

Express a wide range of emotions and begin to manage them with adult support

Build secure attachments and form relationships with familiar adults and peers

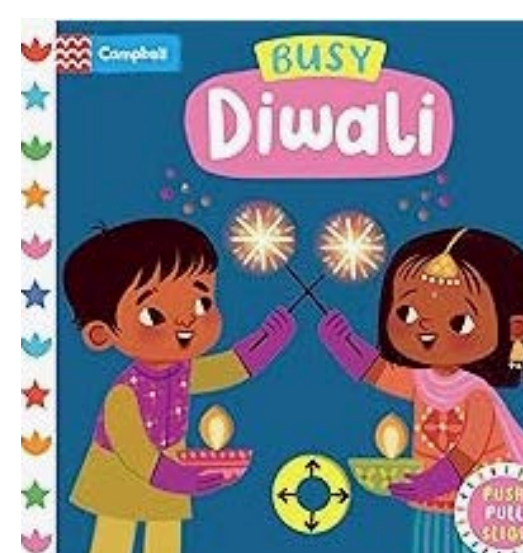
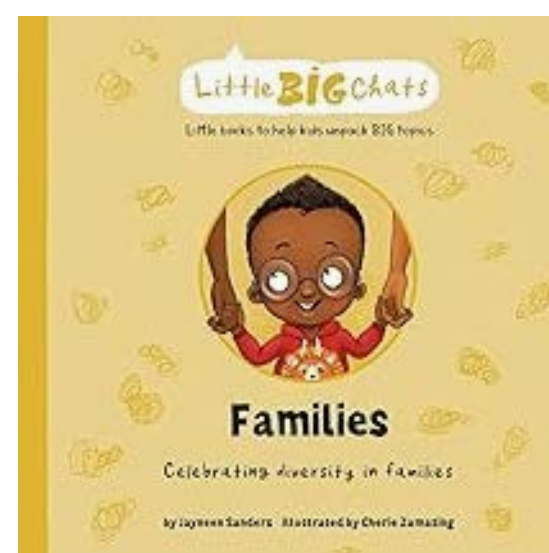
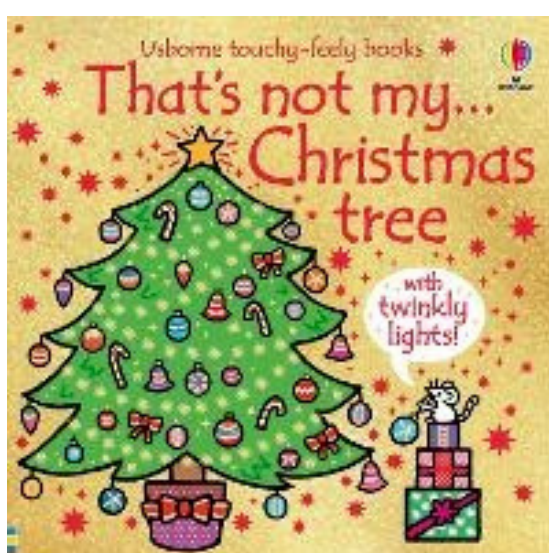
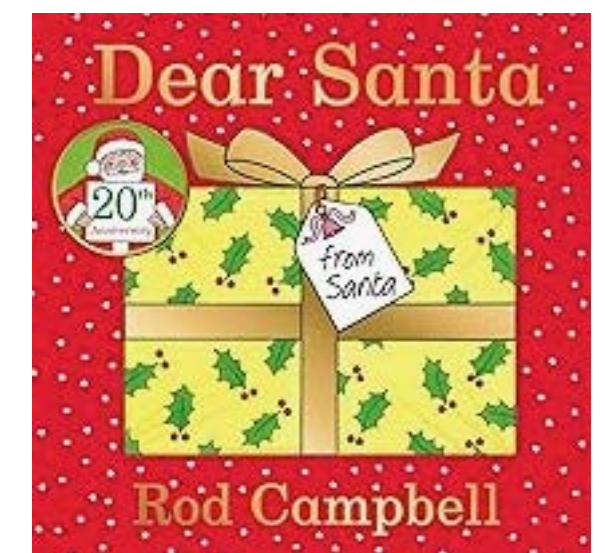
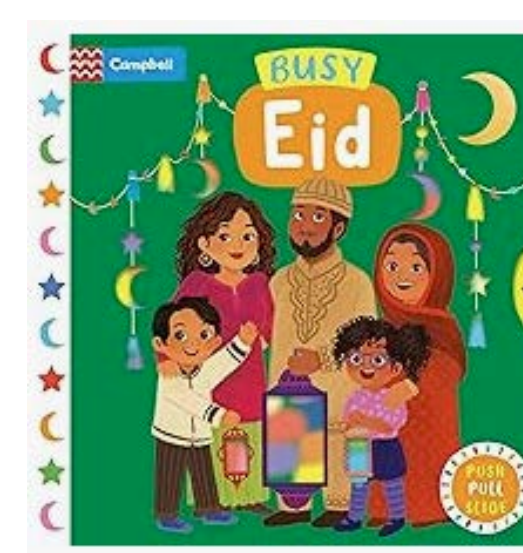
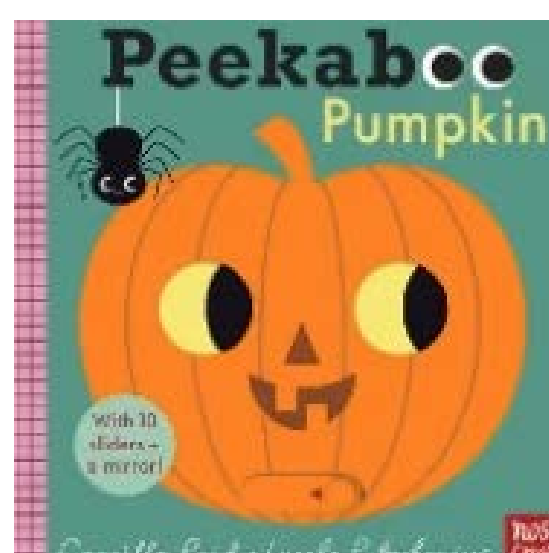
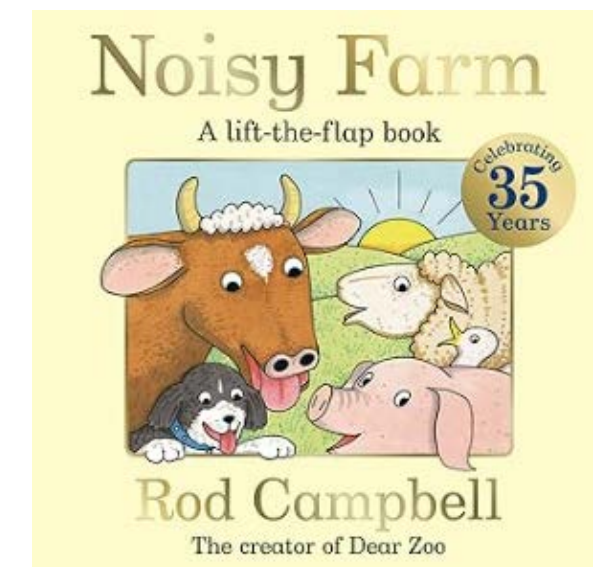
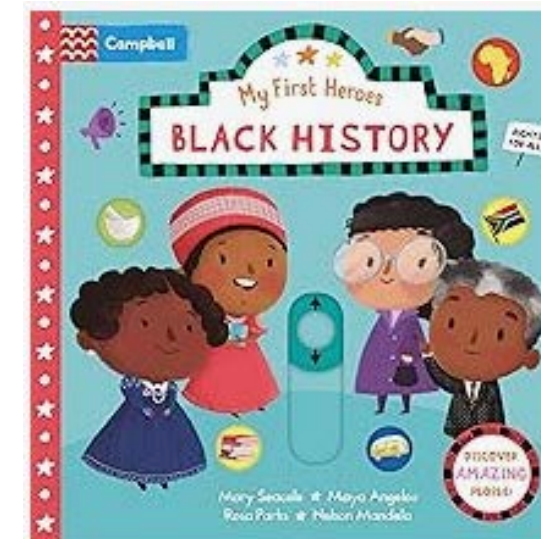
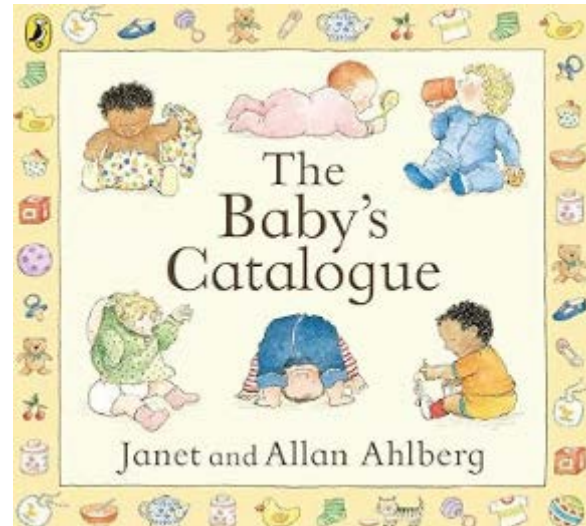
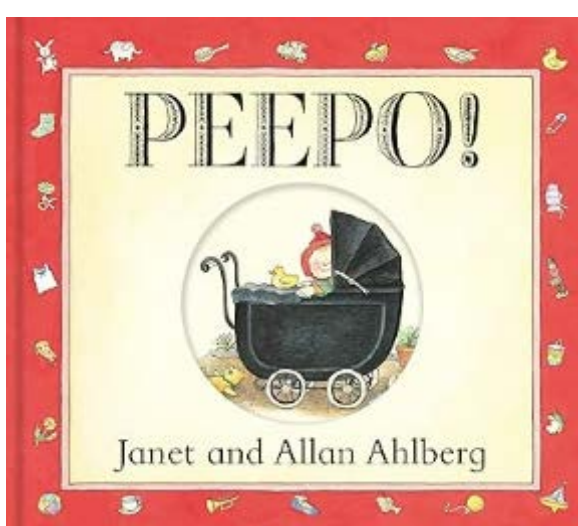
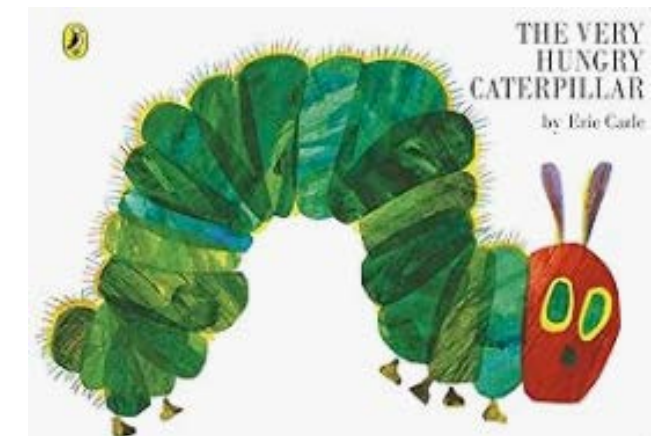
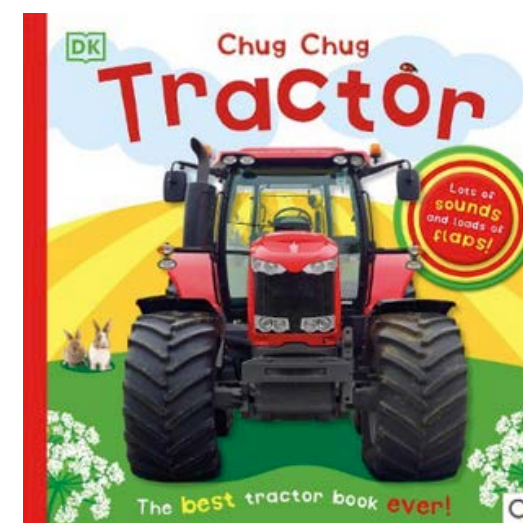
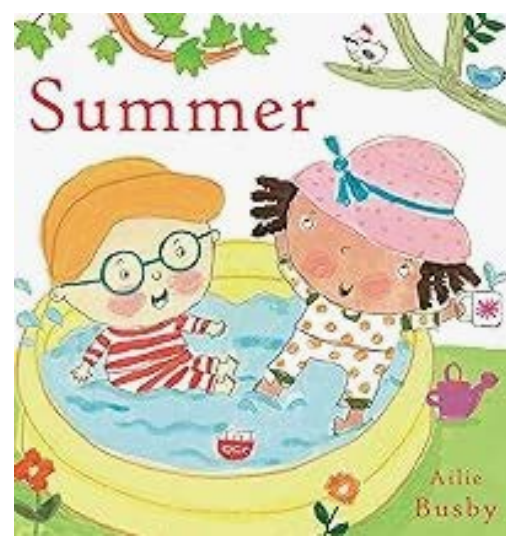
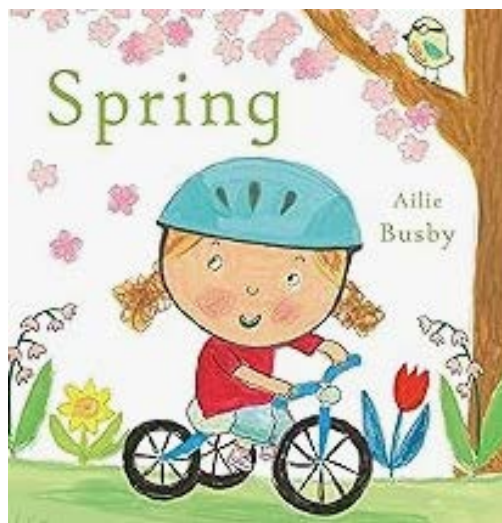
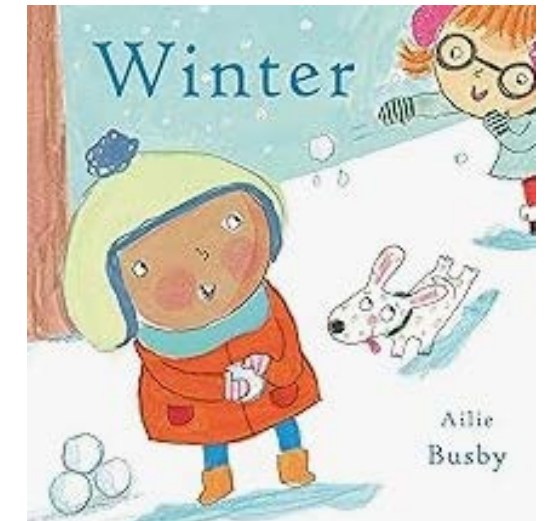
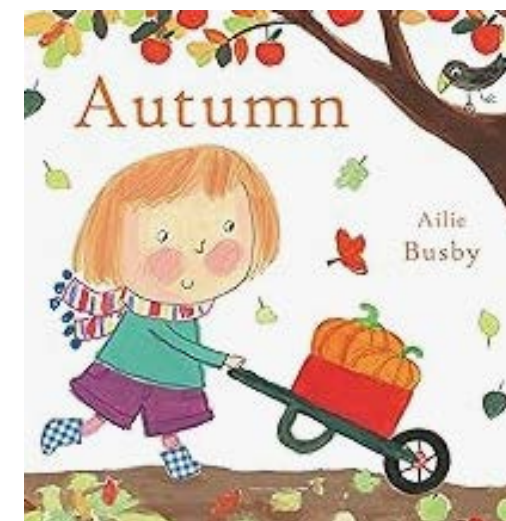
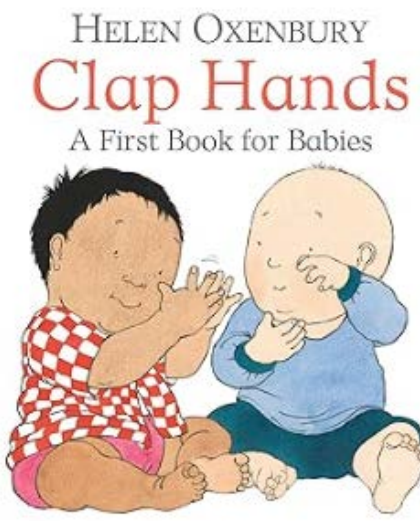
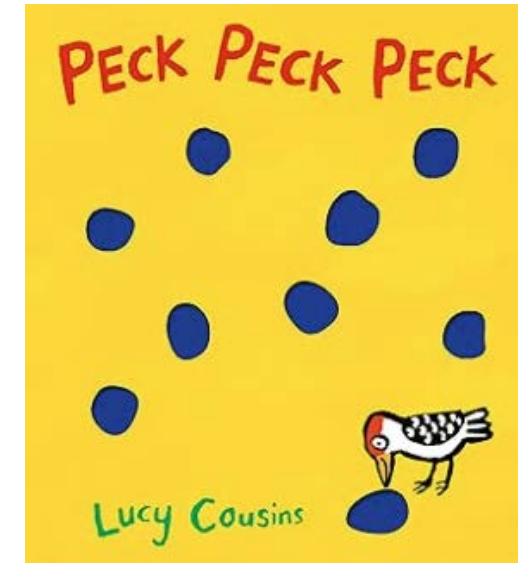
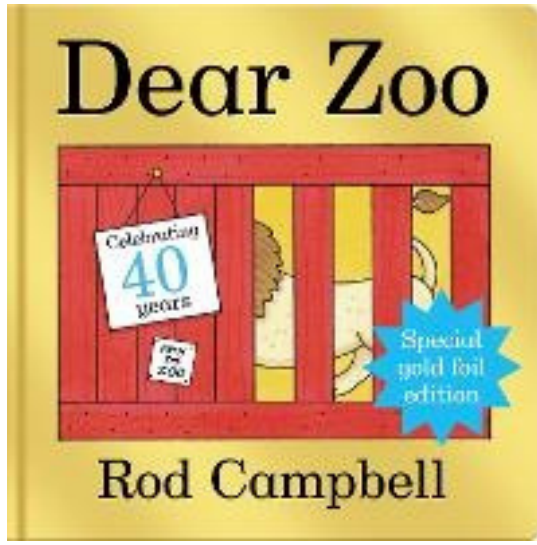
Begin to show empathy, take turns, and cooperate in simple play

Develop increasing independence in self-care, feeding, and routines

Show confidence and curiosity in exploring their environment



Our Core Books & nursery Rhymes



Our Nursery Rhymes



Twinkle, Twinkle, Little Star
Baa, Baa, Black Sheep
Humpty Dumpty
Jack and Jill
Hickory Dickory Dock
Mary Had a Little Lamb
Hey Diddle Diddle
Row, Row, Row Your Boat
Old MacDonald Had a Farm
Incy Wincy Spider (Itsy Bitsy Spider)
Little Miss Muffet
London Bridge Is Falling Down
Ring a Ring o' Roses
The Grand Old Duke of York
Polly Put the Kettle On
Little Bo-Peep
This Little Piggy
Five Little Ducks
Five Little Speckled Frogs
One, Two, Buckle My Shoe
Wind the Bobbin Up
I'm a Little Teapot
If You're Happy and You Know It
The Wheels on the Bus
The Farmer's in His Den
Pop Goes the Weasel
Pat-a-Cake, Pat-a-Cake
The Owl and the Pussycat

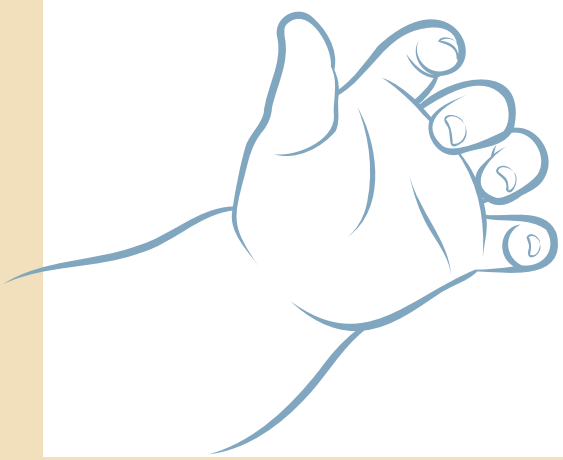


Under 2s Little Seedlings Curriculum - Bumblebee Room

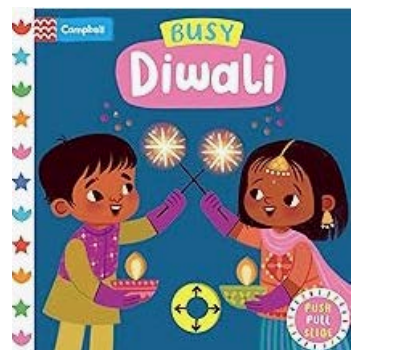
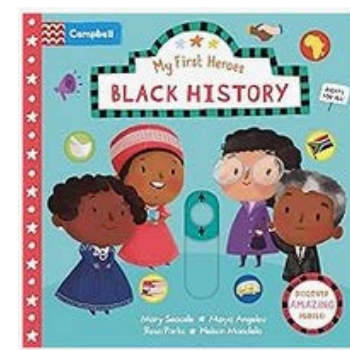
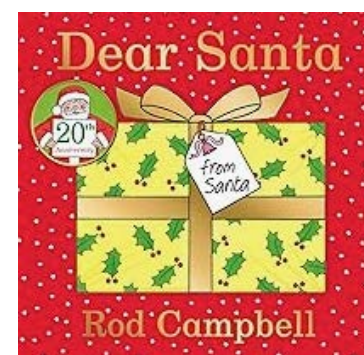
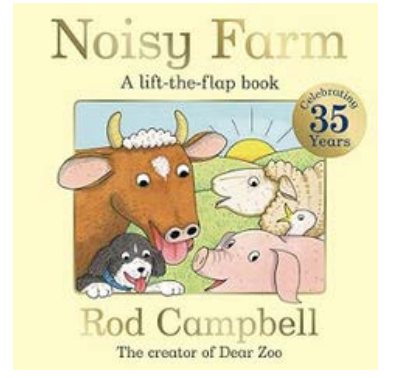
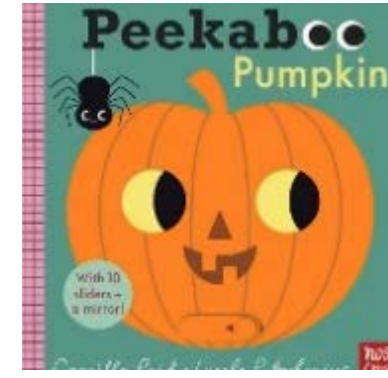
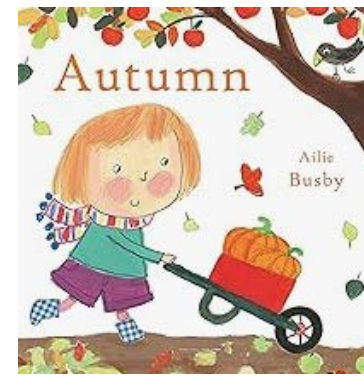
(0-1 yr olds) Autumn Term Knowledge Organiser

Our Baby Signing

Please
Thank You
All Done
Eat
Pig
Duck
Sheep
Cat
Dog



Our Core Books



My Key People



Heidi



Bianca



Amanda

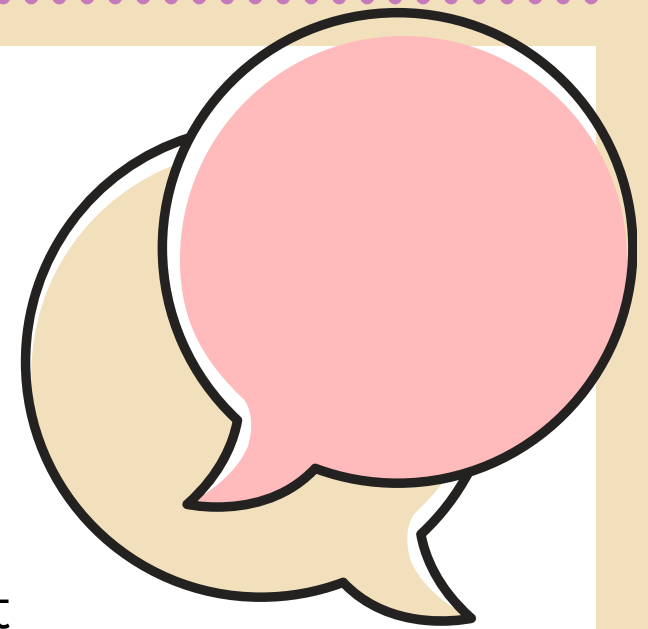
Our Vocabulary

Routine's/Everyday:

Please & Thank You
All Done & Finished
Eat & Hungry
Animals: Pig, Dog, Sheep, Cat
Routines: Hello/Goodbye, Nappy
Change, Sleep/Bed,
Outside/Coat

Curriculum:

Autumn, Cold, Rain, Wet,
Leaves, Crunchy, Orange



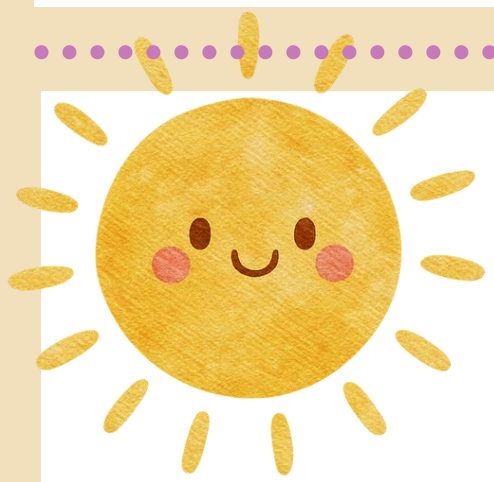
Our Routines

Sleep

Time to Eat

Outside

Time to Play



Our Experiences/Events

Sensory play
Local Walks
Forest School
Puppet Sack
Pond Dipping
Christmas
Bonfire Night
Diwali
Black History Month
Children in Need

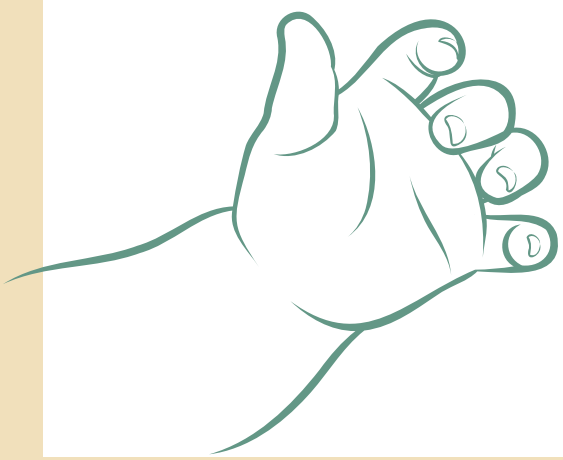


Under 2s Little Seedlings Curriculum - Ladybird Room

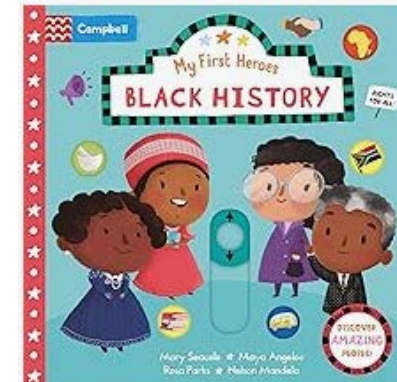
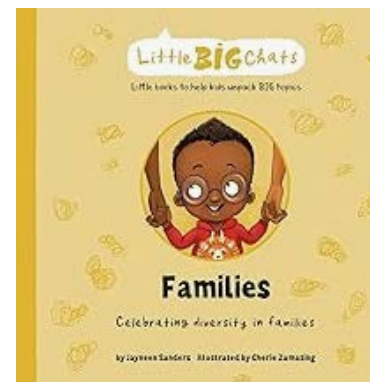
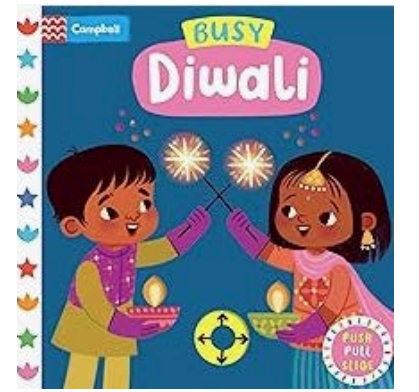
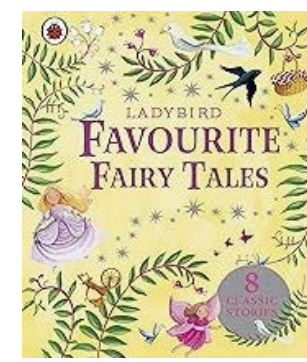
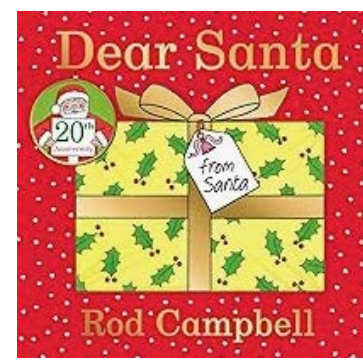
(1-2 year olds) Autumn Term Knowledge Organiser

Our Baby Signing

Eat
 Drink
 All done
 More
 Sorry
 Thank you
 Please



Our Core Books



My Key People



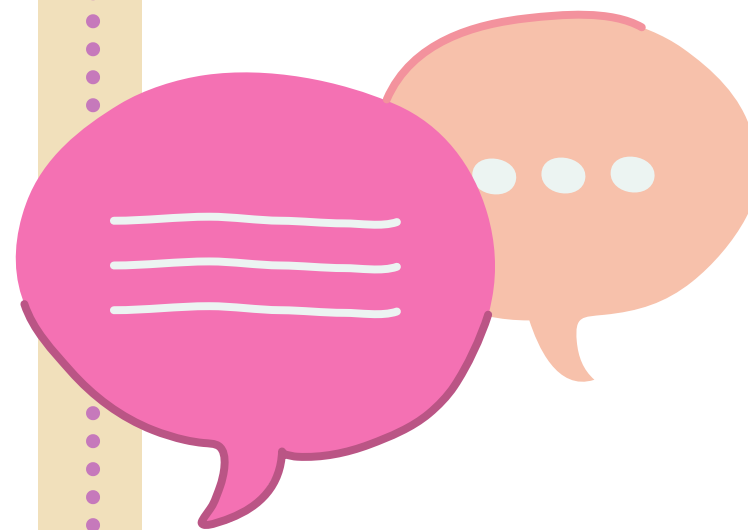
Amanda



Esther



Sarah



Our Vocabulary

Routines/Everyday:

Yes please
 No thank you
 Outside
 Drink please
 Food please
 Clean/Dirty
 Sorry

Curriculum:

Big, Small
 One, two, three, four, five
 Three bears
 Goldilocks

Our Routines



I can do it myself!
 Find my own: Coat/Shoes
 Wash my hands
 Take my shoes off inside

Our Experiences/Events

Trips to the Park
 Forest School
 Feeding the Ducks
 Post Christmas Cards
 Pumpkin Painting
 Christmas
 Bonfire Night
 Diwali
 Black History month
 Children In Need



Under 2s Little Seedlings Curriculum - Our Environment and Provision

Bumblebee Room



Ladybird Room



Early years Garden



Under 2s Little Seedlings Curriculum - Our Environment and Provision

Baby Forest School



Wonderland Library

