Redscope Early Years Curriculum Plan

Autumn 1 – This is Me

Communication and Language

• Copy what adults do, taking 'turns' in conversations (through babbling) and activities.
• Understand single words in context - 'cup', 'milk', 'daddy'.
• Enjoy singing, music and toys that make sounds.
• Generally focus on an activity of their own choice and find it difficult to be directed by an adult.
• Start to say how they are feeling, using words.

Children will engage with children and staff members in conversations. Staff will encourage children to use their words, Makaton or gesture during interactions. Staff will use single words to items and encourage children to build on their language skills and vocabulary. Commenting on children's play rather than asking questions.
We will be learning familiar nursery rhymes every day as part of our group sessions. Children will be encouraged to use their words/gesture to ask for help when needed i.e. "more apple" "there's no more water" during snack times.

Key Vocabulary
Happy, sad, tired, hello, bye, bag, coat, snack, names of friends

Personal, Social and Emotional

• Find ways to calm themselves, through being calmed and comforted by their key person.
• Engage with others through gestures, gaze and talk.
• Find ways of managing transitions, for example from their parent to their key person.
• Express preferences and decisions. They also try new things and start establishing their autonomy.
• Play with increasing confidence with other children, because they know their key person is nearby and available.
• Develop friendships with other children.

As we welcome our new children into REY, we will be getting to know our children and finding ways to ease their transition from home to early years.
Children will be encouraged to play with others to begin to build relationships with staff and children. During group times we will learn our friends names, begin to talk about how we are feeling and labelling our emotions.

Key Vocabulary
Sad, happy, angry, tired,

Physical

• Push their chest up with straight arms.
• Roll over: from front to back, then back to front.
• Enjoy moving when outdoors and inside
• Learn to use the toilet with help.

During sessions, indoors and out, we will be developing children's physical skills and ensuring the early basic physical skills are met. Through games and apparatus such as soft play and trim trails these skills will be developed daily. We visit the school PE hall twice a week to develop all physical skills.
Children are encouraged daily to sit on the toilet and supported with their toileting stage.

Key Vocabulary
Roll, lift, push, pull, head, roll, legs, jump,

Maths

• Combine objects like stacking blocks and cups.
• Put objects inside others and take them out again.
• Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence

We will use stacking blocks and boxes for children to be able to stack, build and push over. Within the house corner there are bags for transporting & collecting objects. During every day experiences and games, children will count and use numbers in a sequence.

Key Vocabulary
In, out, too big, too small, fit, numbers 0-10

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Literacy

• Enjoy songs and rhymes, tuning in and paying attention.
• Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.
• Enjoy sharing books with an adult.

By singing familiar nursery rhymes we can expand on the children's knowledge and begin to introduce some new nursery rhymes. Children will be encouraged to join in with singing during group times. From the information gathered during our All about me conversations, we are then able to sing some of our children's favourite songs and rhymes to ease their settling in period. Within the room we have some familiar stories to enjoy with the children during sessions. We will be learning Brown bears Brown bear as our Talk for Writing text within sessions. Experiences within the session will also be linked to Goldilocks and the 3 Bears & We're going on a bear hunt.

Key Vocabulary

Nursery rhymes, books, pages, turn,

Understanding The World

• Repeat actions that have an effect.
• Explore natural materials, indoors and outside.

As children settle into REY, we will join in with games, repeating actions that have an effect i.e. putting cars down a ramp, ready steady go games. We will be gathering Autumn objects such as leaves, sticks, conkers while out exploring the school grounds and involving them in our play. As the leaves on the trees start to change colours, we will be identifying the different colours that we can see.

Key Vocabulary

Push, pull. Ready steady go, conker, leaf, stick, yellow, orange, green, brown

Expressive Arts & Design

• Move and dance to music.
• Join in with songs and rhymes, making some sounds.
• Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.

As we involve children with lots of singing in group times and throughout the sessions, children will be encouraged to join in with their voice. We will encourage children to move and dance to different music.

We will explore with paint, using a variety of resources, including body parts – hands and feet.

Visits and visitors

As we have lots of children just beginning their learning journey in to REY, we want to ensure that all of our children are happy, settled and comfortable within our room and garden area before we venture out.

We will be visiting the school field, forest schools area & playgrounds during the sessions to become familiar with the school and grounds.

How can you help at home?

- Encourage your child to be independent and make their own choices. Can you give them a choice while getting ready - "Can you carry your bag today?" "What top would you like to wear today?"
- Giving your child time to talk. Sing nursery rhymes, share bedtime stories and chat about what you are doing during the day.
- Begin to talk about feeling happy, sad, angry. "I can see you're feeling a bit angry right now"
- Encourage your child to walk independently rather than in a pram for short walks.