



Little Explorers Curriculum Overview

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It is our intent that children who enter our EYFS begin their lifelong learning journey by developing physically, verbally, cognitively and emotionally whilst also embedding a positive attitude to school and a love of learning. Every child has access to a broad, balanced and differentiated curriculum which prepares them for now and for the future in terms of opportunities and experiences. Following personal interests and individual needs, allows us to plan and provide opportunities throughout our curriculum to support learning and development and achieve their next steps.

Our curriculum is led from quality texts and rhymes supported by high quality continuous provision. Play underpins our curriculum as it also underpins learning and all aspects of children's development. Through play, children develop language skills, their emotions and creativity, social and intellectual skills.

Characteristics of Effective Teaching and Learning

The Characteristics of Effective Teaching and Learning are crucial in igniting children's desire to find out more about their world. At times two-year-olds will be explorers, scientists and inventors who will have a unique view of the world. Every new experience can become an adventure, experiment or new creation.

The three characteristics of effective teaching and learning underpin all that we do:

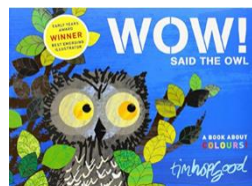
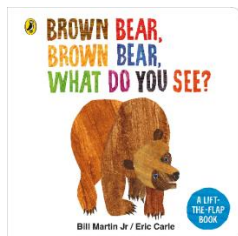
1. **Playing and exploring-** children investigate and experience things, and 'have go'.
2. **Active Learning-** children concentrate and work on building resilience to keep on trying if things get difficult, as well as enjoying their achievements and successes.
3. **Creating and thinking critically-** children develop their own ideas, make links between ideas and acquire strategies for doing things.

Autumn

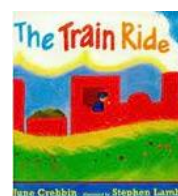
Spring

Summer

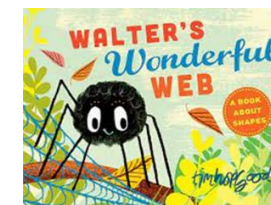
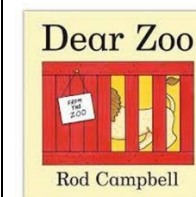
Key Texts and Rhymes




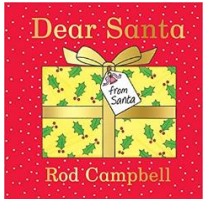




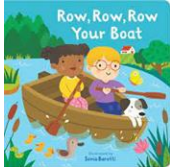
The Wheels on the Bus The Train Ride



Old MacDonald Baa, Baa,



Incy Wincy Spider

	<p>Twinkle, Twinkle</p>  	<p>Black Sheep</p>  	<p>1, 2, 3, 4, 5</p>   
<p>Mini topics</p>	<ul style="list-style-type: none"> • Autumn • Remembrance Day • Nursery Rhyme Week • Children in Need • Christmas 	<ul style="list-style-type: none"> • Chinese New Year • Pancake Day • Valentine's Day • Mother's Day • World Book Day • Spring 	<ul style="list-style-type: none"> • Summer • Father's Day • Family Toddler and Picnic • Annual Summer Trip
<p>Two-year Development Check</p>	<p>During their first term in Little Explorers every child receives a two-year progress check as required by the statutory guidance. A short, written summary will be produced detailing a child's progress in three prime areas of learning: <i>Personal, Social and Emotional Development, Physical Development and Communication and Language</i>. The summary will note where the child is doing well, and describe the learning areas that call for further development and improvement. It will also provide strategies that can be undertaken to address these developments.</p>		
<p>Key person</p>	<p>Each child has an allocated key person who is central to the child's wellbeing, sense of safety and belonging. This relationship provides a secure base from which to explore and a safe haven to return to. The role of the key person in Little Explorers is to meet each child's social and emotional needs and to communicate regularly with their parent/carer.</p>		
<p><u>Prime Areas of Learning</u></p> <p>The Prime areas are especially crucial to early years provision during the first three years. Therefore, Little Explorers focus primarily on the prime areas of learning.</p>			
<p>Communication and Language</p>	<p>Communication and language development are closely intertwined with physical, social and emotional experiences. Communication and language lay a foundation for learning and development, guiding and supporting children's thinking while underpinning their emerging literacy. Language is more than words. As children grow, they begin to be aware of and explore different sounds, symbols and words in their everyday worlds; a language-rich environment</p>		

	<p>is crucial. Children’s skills develop through a series of identifiable stages which can be looked at in three aspects – Listening and Attention, Understanding, and Speaking.</p>
<p>Learning Opportunities</p>	<ul style="list-style-type: none"> • Daily singing • Daily story time • Frequent high-quality adult/child interactions • Environment where talk and playing with language is valued • Wide range of resources to support communication, including well known stories, puppets, phones • Listening Lola - activities focus on developing concentration, memory, listening and speaking • Build vocab by giving choices • Model building sentences
<p>By the end of Little Explorers children should be able to:</p>	<ul style="list-style-type: none"> • Use vocabulary that links to the here and now. • Put words together to communicate and/or express needs ‘more juice’ ‘I want my mummy’. • Demonstrates listening by trying to join in with actions or vocalisations. • Enjoy simple rhymes and stories either 1-1 with an adult or in a small group. • Join in with some familiar songs • Developing understanding of simple concepts (e.g. big/small, hot/cold)
<p>Personal, social & emotional</p>	<p>Personal, Social and Emotional Development is fundamental to all other aspects of lifelong development and learning, and is key to children’s wellbeing and resilience. For babies and young children to flourish, we need to pay attention to how they understand and feel about themselves, and how secure they feel in close relationships: in so doing they develop their capacities to make sense of how they and other people experience the world. Children’s self-image, their emotional understanding and the quality of their relationships affect their self-confidence, their potential to experience joy, to be curious, to wonder, and to face problems, and their ability to think and learn.</p>
<p>Learning Opportunities</p>	<ul style="list-style-type: none"> • Adults support children who are new to a group by working closely with parents/carers to gradually settle them in over time, and allowing the child to stay close as much as they need. • Adults model gentleness and kindness in interactions with children and each other. • Children are provided with opportunities to play alone, alongside and with others. • Adults use play and stories to positively support children’s understanding of their physical selves and social identities. • Adults create displays and albums of photographs of the children and the activities they have participated in. • Create regular opportunities to be in very small groups or 1:1 times with the key person.

	<ul style="list-style-type: none"> • Provide calm spaces inside and out, for retreat and • relaxation
<p>By the end of Little Explorers children should be able to:</p>	<ul style="list-style-type: none"> • Enjoy the company of other children, watching them and interacting with them through offering toys, food etc, • Explore confidently when they feel secure in the presence of a familiar adult • Settle to some activities for a short period. • Explore the boundaries of behaviours that are accepted by adults and become aware of basic rules. • Show growing self-confidence through playing freely and with involvement.
<p>Physical Development</p>	<p>Intricately interwoven with emotional, social, cognitive and language development, physical development underpins all other areas of a child’s learning and development. Extensive physical experience in early childhood puts in place the neurological, sensory and motor foundations necessary for feeling good in your body and comfortable in the world. The intimate connection between brain, body and mind must be understood; when they are viewed as one system, the impacts of active physical play, health and self-care are observed and the effects on a child’s early brain development and mental health of adverse childhood experience, including malnutrition, illness or neglect, is recognised. Health, wellbeing and self-care are integral to physical development. Prioritising care opportunities and a collaborative approach with young children supports development of lifelong positive attitudes to self-care and healthy decision-making.</p>
<p>Learning Opportunities</p>	<ul style="list-style-type: none"> • Provide daily outdoor time for space, uneven ground, changing gradients. • Offer heuristic play (natural open-ended resources) • Provide items for filling, emptying, carrying • Provide malleable materials • Provide large play equipment • Daily healthy snack time • Health and Hygiene- support toilet training, hand washing, health snack choices, exercise • Support parents with oral health – provide tooth brushes/toothpaste, advice on dummies and bottles
<p>By the end of Little Explorers children should be able to:</p>	<ul style="list-style-type: none"> • Respond to music using a range of body movements • Climb confidently on nursery climbing equipment. • Turn pages of a board book. • Explore different materials and tools. Such as, playdough, finger paints, brushes, shells. • Kick a large ball • Join in with snack time.

	<ul style="list-style-type: none"> • Use the toilet with help most of the time. • Show increasing desire to be independent. Such as taking off shoes and putting on wellington boots.
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Specific Areas of Learning

Literacy	Literacy is about understanding and being understood. Early literacy skills are rooted in children’s enjoyable experiences from birth of gesturing, talking, singing, playing, reading and writing. Learning about literacy means developing the ability to interpret, create and communicate meaning through writing and reading in different media, such as picture books, logos, environmental print and digital technologies. It involves observing and joining in the diverse ways that different people and communities use literacy for different purposes. Most importantly, literacy is engaging, purposeful and creative.
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Learning Opportunities	<ul style="list-style-type: none"> • Provide a range of mark making tools • Provide a broad range of opportunities for early writing experiences through sensory and symbolic play • Provide a comfortable place for sharing books. • Provide stories with repetitive phrases • Share favourite stories, songs, rhymes • Encourage use of home loan books. • Take a free story book, mark making book and crayons for every child at their home visit.
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Throughout Little Explorers children will:	<ul style="list-style-type: none"> • Enjoy sharing books with an adult. • Begin to join in with actions and sounds in familiar song and book sharing experience. Listens to rhymes and a short story on a 1-1/small group basis. • Begin to understand the cause and effect of their actions in mark making • Enjoy the sensory experience of making marks.
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Mathematics	Mathematics for young children involves developing their own understanding of number, quantity, shape and space. Babies and young children have a natural interest in quantities and spatial relations – they are problem-solvers, pattern-spotters and sense-makers from birth. This curiosity and enjoyment should be nurtured through their interactions with people and the world around them, drawing on their personal and cultural knowledge. Every young child is entitled to a strong mathematical foundation which is built through playful exploration, apprenticeship and meaning-making. Children should freely explore how they represent their mathematical thinking through gesture, talk, manipulation of objects and their graphical signs and representations, supported by access to graphic tools in their pretend play.
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<p>Learning opportunities</p>	<ul style="list-style-type: none"> • A range of inset board and puzzles with large pieces • Varied sets of objects for playful opportunities for children to independently explore lots, more, not many and not enough. • Draw attention to changes in amounts, for example, by adding more bricks to make a tower. • Count while engaging in everyday tasks and while moving around • Sing songs with counting strings, finger rhymes with numbers • Provide items for filling, emptying, carrying • Different sizes and shapes of bags, boxes and containers so that children can experiment with filling, experiencing weight and size
<p>Throughout Little Explorers children will:</p>	<ul style="list-style-type: none"> • Enjoy filling and emptying containers • Enjoy using blocks to create their own simple structures and arrangements • Becoming familiar with patterns in daily routines. • Take part in finger rhymes with numbers. • Develop counting-like behaviour. • Say some counting words
<p>Understanding the World</p>	<p>Understanding the World provides a powerful, meaningful context for learning across the curriculum. It supports children to make sense of their expanding world and their place within it through nurturing their wonder, curiosity, agency and exploratory drive.</p>
<p>Learning Opportunities</p>	<ul style="list-style-type: none"> • Collect stories and make books about children in the group, showing things they like to do and things that are important to them. • Develop the use of the outdoors so that young children can investigate features, e.g. a mound, a path or a wall, and experience weather, large spaces and seasonal change. • Provide a collection of sets of items for children to explore how objects can be combined together in heuristic play sessions. • Make use of outdoor areas to give opportunities for investigations of the natural world, for example, provide chimes, streamers, windmills and bubbles to investigate the effects of wind. • Provide open ended materials inside and outdoors such as, wet and dry sand, water, paint and playdough.

	<ul style="list-style-type: none"> • Encourage children to enjoy and explore the natural world through activities such as, walking through tall grass (meadow garden), splashing in puddles, looking for worms and minibeasts, carefully planting and looking after plants. • Model positive attitudes towards differences between people. • Provide books and play materials that reflect the diversity of life in Britain.
Throughout Little Explorers children will:	<ul style="list-style-type: none"> • Become curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life • Explore materials with different properties. • Explore natural materials, indoors and outdoors. • Show interest in toys with buttons, flaps and simple mechanisms and begins to learn to operate them • Begin to notice differences between people. • Become curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them. • Explore own immediate environment (regular walks in local area such as park, shop, allotments, meadow garden).
Expressive Arts and Design	<p>Children use a variety of ways to express and communicate, through music, movement and a wide range of materials. Creative thinking involves original responses, not just copying or imitating existing artworks. Expressive Arts and Design fosters imagination, curiosity, creativity, cognition, critical thinking and experimentation and provides opportunities to improvise, collaborate, interact and engage in sustained shared thinking. It requires time, space and opportunities to re-visit and reflect on experiences. Multi-sensory, first-hand experiences help children to connect and enquire about the world.</p>
Learning Opportunities	<p>Create opportunities to encounter and revisit key materials, resources and tools Provide malleable materials Provide children with instruments and encourage different ways of playing instruments, e.g. loud/quiet, fast/slow Provide objects and materials with different patterns, colours, textures for children to explore. Offer a wide range of different materials and encourage mark making in different ways (crayons, chalks, paint, sand, etc) Model pretend play, sensitively joining in and helping to elaborate. For example, feeding the babies, changing nappies, singing a song as you settle baby to sleep. Provide a wide range of materials for junk modelling.</p>
Throughout Little Explorers children will:	<ul style="list-style-type: none"> • Explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression

- Sing/vocalise whilst listening to music or playing with instruments/sound makers
- Expresses self through physical actions and sound
- Enjoy playing with colour in a variety of ways.
- Explore different materials using their senses, begin to manipulate and play with different materials such as playdough, blocks.