

Smarty

Little Willows

Curriculum

Home link friends to share experiences with encouraging speech and language skills and building confidence to speak in front of others.


Encourage children to talk about feelings e.g. What's happened? How does that make you feel?

Listen to stories, talk about what is happening and encourage children to give their own ideas and recall favourite parts of stories.

Staff members to use open ended questions to give opportunity to extend language e.g what would happen? why do you think? how could we?

Circle time, give lots of opportunities to talk and join in with group discussions.

Encourage independence by following simple instructions.



**Communication and language
What we will do at
Smarty Little Willows**

Incorporate listening activities into daily sessions, super sounds table, letter sound of the week, listening games and activities to promote listening and communication skills.

Use external speech and language professionals where necessary.

Model a wider range of vocabulary, explaining any unfamiliar words used encourage debate and using words instead of actions.

Encourage children to share experiences one to one with an adult and in small groups.

Create small world play activities based on favourite books and stories, to support their creative play.

Learn and sing a large range of songs and action rhymes with repeated words and refrains.

Communication & Language 3 & 4 year olds

- Enjoy listening to longer stories and can remember much of what happens.
- Pay attention to more than one thing at a time, which can be difficult.
- Use a wider range of vocabulary.
- Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”
- Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”
- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.
- Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.
- Use longer sentences of four to six words.
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.
- Start a conversation with an adult or a friend and continue it for many turns
- Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”

Role play area set us as real life experiences e.g hairdressers, cake shop , restaurant. Encourage and support children to make decisions and choices.

Self registration using name cards and key group pictures.

A warm and welcome greeting when entering the setting and leaving carers.

External professionals invited into the setting to share a variety of skills e.g dance lessons.

Give lots of opportunities to play alongside peers or in groups , sharing and taking turns.



PSED
What we will do at
Smartys Little Willows

Visual reminders of rules and boundaries, around the room.

Model turn taking and ask for things in a polite and friendly way, use good manners.

Give children a sense of responsibility by carrying out simple tasks to be helpful. e.g helping at snack time, giving out cups at tea time.

Encourage independence to meet their own care needs, e.g using the toilet, handwashing, thoroughly, putting on own coat.

Use puppets to recreate different scenarios to encourage talk and discussions about feelings experienced by themselves and others.

Independently access activities indoors and outdoors.

Personal Social and Emotional Development 3 & 4 year olds

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Develop their sense of responsibility and membership of a community.
- Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations.
- Play with one or more other children, extending and elaborating play ideas. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.
- Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.
- Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling.
- Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.

Provide outdoor equipment to encourage balancing, building, risk taking and encourage working together as a team, and encourage decision making.

Music and movement, using body parts to create different sounds and beats, (body percussion), use large and small body movements. Play games to encourage different movements, hopping, skipping, slithering etc.

Paint, draw and chalk on different surfaces, vertical, horizontal, sloping etc. encouraging the use of different large muscle movements.

Encourage self help and independence, getting dressed, putting on coats and fastening them. Modelling how to wash hands successfully when using the bathroom.



Physical Development
What we will do at Smartys
Little Willows

Model good table manners, using knife and fork correctly, giving support where needed.

Use streamers or flags when listening to music or dancing to encourage large muscle movements.

Use a variety of fine motor tools, games and activities to help to build up the muscles in hands ready for everyday life skills, such as holding a toothbrush, pulling up zippers, fastening buttons or holding a pencil.

Funky fingers activities
E.g pipette painting
Tweezers and pom pom placements
Cotton bud painting
Playdoh gym.

Use a variety of tools indoors and outdoors for hammering, cutting, digging, writing and painting etc
Encourage decision making of which tool to use.

Free access to a variety of ride on equipment- Scooters, trikes and play vehicles.

Physical Development 3 & 4 year olds

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up apparatus, using alternate feet
- Skip, hop, stand on one leg and hold a pose for a game like musical statues
- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Start taking part in some group activities which they make up for themselves, or in teams.
- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
- Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.
- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

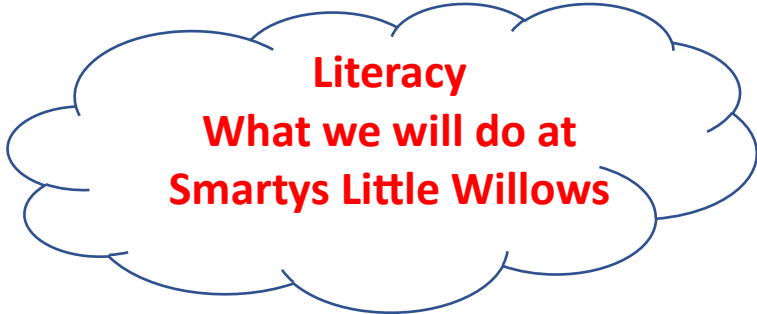
Daily story time, stories read with enthusiasm, using animated voices for the different characters, give encouragement to join in with repeated parts of the stories.

Explore and talk about the meaning of new words used and introduce new vocabulary at story time.

Provide a choice of books and stories to read daily.

Explore different letters and sounds activities, letters trapped in ice, sand letter shapes, magnetic letters, letter match games.

Cosy reading area with books story spoons and puppets available daily to recreate stories and engage in conversations.



Literacy
What we will do at
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Daily song and rhyme time, encourage joining in and listening for rhyming words. Change words to familiar songs and rhymes pointing out that they sound the same e.g Twinkle twinkle , chocolate bar. Clap childrens names out in syllables.

Mark making opportunities both inside and outside, writing menus, shopping lists, writing table always accessible with a variety of mark making tools, chinks , pencils ,pens.

Printed text on boards and displays, Adults to model writing and letter formation.

Encourage children to find their own names for self registration, give support where needed.

Phase 1 phonics delivered using listening activities, also phonics embedded into all learning.

Show that text is read from left to right, discuss what an 'Author' is and 'Illustrator', model how to handle books correctly when reading stories.

Literacy 3 & 4 year olds

Understand the five key concepts about print:

- print has meaning
- print can have different purposes
- we read English text from left to right and from top to bottom
- the names of the different parts of a book
- page sequencing

Develop their phonological awareness, so that they can

- spot and suggest rhymes
- count or clap syllables in a word
- recognise words with the same initial sound, such as money and mother

- Engage in extended conversations about stories, learning new vocabulary.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately

Provide different construction in provision, various shapes and sizes, support with Mathematical questioning e.g how many 'sides' does it have? Can you count the corners?

Adult to model and encourage using different shapes to build structures and buildings e.g use rectangles to build a bridge, use triangles and prisms for roof.

Reading story books that incorporate maths language, encourage counting objects, characters.

Sing number song and rhymes daily.

Create lots of counting opportunities each day, count claps, steps etc.

Use sorting creatures and counters to support counting, learning that the last number reached is how many is in the set (Cardinal Principal).

Go on a 'shape hunt' what shapes can we find in the environment, look at 2D and 3D shapes using their names e.g circles, rectangles, triangles & cuboids.

Adults to use mathematical language throughout the day to support understanding of positions, e.g I am in front, that car is behind, the flower is on the top, the block is under the table.

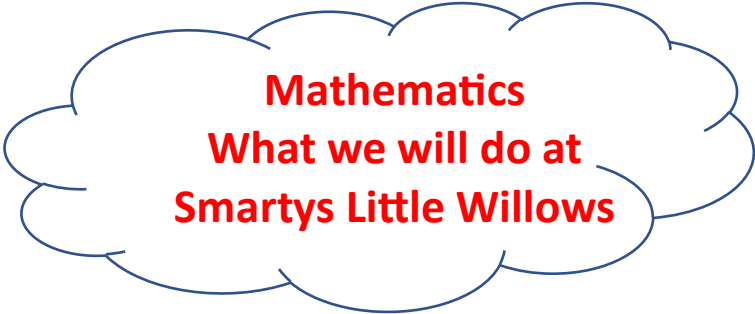
Use different items as paint stamps to create different follow on patterns.(ABAB)

Paint with a variety of tools creating different patterns use a variety of language about what we see, Spotty, stripy, zig zag, compare to patterns seen around us.

Use shape peg boards to create repeating patterns, play 'find the odd one out' to find the pattern that doesn't match.

Maths provisions providing opportunities to subitise items up to 3, using counting bears, loose parts etc. Adult to support with counting then encourage children to say how many they can see.

Visually provide lots of numerals in the environment, on chairs, display boards and around the room daily.



Mathematics
What we will do at
Smartys Little Willows

Mathematics 3 & 4 year olds

- Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').
- Recite numbers past 5.
- Say one number for each item in order: 1,2,3,4,5.
- Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
- Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
- Experiment with their own symbols and marks as well as numerals.
- Solve real world mathematical problems with numbers up to 5
- Compare quantities using language: 'more than', 'fewer than'.
- Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
- Understand position through words alone – for example, "The bag is under the table," – with no pointing.
- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'.
- Make comparisons between objects relating to size, length, weight and capacity
- Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.
- Combine shapes to make new ones – an arch, a bigger triangle, etc.
- Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.
- Use informal language like 'pointy', 'spotty', 'blobs', etc.
- Extend and create ABAB patterns – stick, leaf, stick, leaf.
- Notice and correct an error in a repeating pattern.
- Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then'.

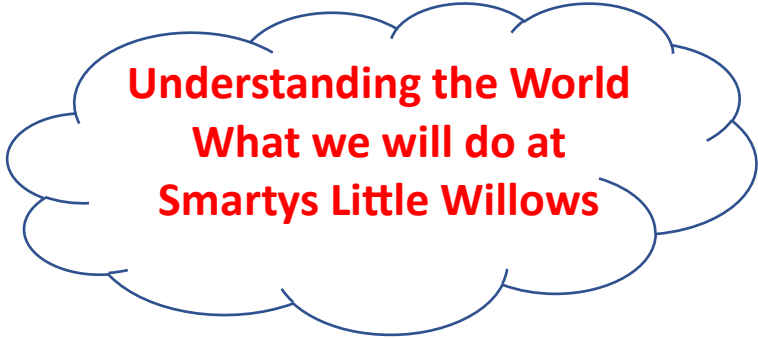
Find out about other cultures and celebrations, Ramadam, St Georges day, Eid.
Use photos, books interactive screen, invite visitors in to talk about their own celebrations.

Role play area set up to create and explore different occupations.

Explore different forces throughout the setting using magnetic cars, fans and feather experiments, water play - float and sink encourage lots of vocabulary about what we see.

Invite people of different professions into the setting to talk about their occupations e.g Nurses, Firemen, vets Farmers.

Role play travel agents and airports, using lots of vocabulary to share family experiences.



Understanding the World
What we will do at
Smartys Little Willows

Activities to explore and explain about recycling and the impact on the environment. Sorting recycling. How to look after our world.

Gardening activities, adult led planting of seeds, beans grown in pots and transparent bags to see all parts of the growing process, roots, shoots, stem & leaves. Adults to use new vocabulary explaining how to care for plants and living things.

Home link activities, Crystal duck, Ollie own and show and tell opportunities, parents to share photographs of family and experiences.

Learning about lifecycles, through stories and books, using the interactive screen, looking after caterpillars watching their development to butterflies.

Understanding the World 3 & 4 year olds

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary
- Begin to make sense of their own life-story and family's history.
- Show interest in different occupations.
- Explore how things work.
- Plant seeds and care for growing plants.
- Understand the key features of the life cycle of a plant and an animal.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Explore and talk about different forces they can feel
- Talk about the differences between materials and changes they notice
- Continue developing positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Provide a variety of resources in the home corner encouraging imagination, act out real life experiences. Hairdressers, Doctors, Home life etc..

Provide mark making equipment daily, encouraging own choice of pens pencils and paper, dry wipe boards and pens, chalks and boards.

Provide paints, explore colour mixing, use primary colours, use vocabulary to question and create ideas of how to make new colours, e.g how could we make yellow orange.

Show lots of interest in the childrens creations when building, mixing, or drawing to encourage them to talk in detail about their own work.

Give sensory experiences through play using different textures and smells to explore e.g tuff spot potion mixing, using pipettes, coloured water, flowers, herbs etc. Playdough, sequins, cornflour goo, flour, sand, water and rice play.

Painting and drawing to different genres of music to express own feelings.



Expressive Arts & Design
What we will do at Smartys
Little Willows

Use a variety of musical instruments, explore the sounds that they make, play loudly, quietly, quickly and slowly using songs and listening for specific words.

Introduce a variety of songs , sing slowly so that children can hear the words to the songs clearly.

Using mirrors and memory to look at details of body parts and facial features.

Provide loose parts play daily encouraging own ideas to develop and use a variety of objects for pretend play and representation.

Listening walks outdoors, listening to the sounds that we can hear around us.

Talk about feelings and emotions, throughout the day, use vocabulary about why we feel the way we do. Modelling facial expressions to suit different situations and feelings.

Expressive Arts and Design 3 & 4 year olds

- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- Explore different materials freely, to develop their ideas about how to use them and what to make.
- Develop their own ideas and then decide which materials to use to express them.
- Join different materials and explore different textures.
- Create closed shapes with continuous lines and begin to use these shapes to represent objects.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.
- Use drawing to represent ideas like movement or loud noises.
- Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.
- Explore colour and colour mixing.
- Show different emotions in their drawings – happiness, sadness, fear, etc.
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.