

Leos Curriculum

Areas of Learning	Learning Project - How much do I love you?	Learning Project-How does that building stay up?	Learning Project- Snow what?	Learning Project- Colours of the rainbow	Learning Project- Dangerous Dinosaurs	Learning Project- Splash
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language	<p>Develop the skills of listening and learning how to join in with actions.</p> <p>To encourage children to talk through play.</p> <p>To be given opportunity to learn new words through play and adult led activities.</p> <p>To understand how they are feeling and learn the new vocabulary around that.</p> <p>Children to listen to simple stories and rhymes and understand what is happening with help of the pictures.</p> <p>Children will begin to build up their repertoire of songs/rhymes</p> <p>Core songs and rhymes:</p> <p>Head shoulders knees and toes 1 little finger Open shut them Tommy thumb</p>	<p>Children to continue to develop listening skills and start to develop skills in understanding and answering simple questions.</p> <p>To continue developing pretend play and have opportunity to mimic life situations.</p> <p>To develop language based around construction and size.</p> <p>To listen to and engage in the traditional tale of the 3 little pigs. Children to be given opportunity to act story using props.</p> <p>Core songs and rhymes:</p> <p>Wheels on the bus Humpty dumpty Tommy thumb This little piggy</p>	<p>To build on their listening and communication skills through play and adult led activities.</p> <p>Children to understand simple questions about 'what and where'.</p> <p>Children to be encouraged to talk about what the weather and the changes they may see in winter.</p> <p>Children to continue developing listening skills and being engaged in listening to stories and rhymes.</p> <p>Core songs and rhymes:</p> <p>Little bo peep Wind the bobbin up</p>	<p>Children to continue developing communication skills.</p> <p>Children to talk about all the colours they can see. Inside and out.</p> <p>Children to continue learning new songs to add to their repertoire eg I can sing a rainbow.</p> <p>Core songs and rhymes:</p> <p>Twinkle star Baa baa black sheep Mary Mary quite contrary</p>	<p>Children to talk about pictures in the stories and be introduced to new vocabulary.</p> <p>To answer simple what, where and who questions.</p> <p>Continue their listening skills through daily story and rhyme sessions.</p> <p>Children to develop skills in describing familiar objects eg Shiny apple, Green dinosaur</p> <p>Core songs and rhymes:</p> <p>Hickory dickory dock Round and round your garden</p>	<p>Children to use knowledge of questions to answer who, what, where questions</p> <p>Children to talk about the stories they have listened to.</p> <p>Continue to develop children's language modelling using a wide range of vocabulary.</p> <p>To sing and act out a wide range of songs and rhymes.</p> <p>Core songs and rhymes:</p> <p>5 little ducks Row row row your boat Polly put the kettle on</p>
PSED	<p>Support them in leaving parents/cares and making a relationship with key worker.</p> <p>Develop their understanding of feelings. Talking</p>	<p>To develop ways of managing transitions from parent to key worker.</p> <p>Continue to develop relationships</p>	<p>To strengthen their understanding of rules and routines.</p> <p>To develop an understanding of</p>	<p>To understand the need to resolve conflict without hurting others eg sharing</p> <p>To develop friendships and</p>	<p>Encourage independence when choosing resources and snack.</p> <p>To develop skills in making friendships and</p>	<p>Children to continue to develop their sense of responsibility by carrying out daily tasks eg tidy time.</p>

Leos Curriculum

	<p>about why they are feeling happy, sad scared and letting them know this is okay.</p> <p>Help children play alongside others and start to model sharing resources.</p> <p>Help them build friendships with staff and peers.</p> <p>Develop their understanding of routine using visual timetable and phrase now and then.</p> <p>Develop their understanding of acceptable behaviours using visuals as a support.</p> <p><i>Being me in my world- understanding feelings</i></p>	<p>supporting peer play within the environment.</p> <p>To continue making relationships with key workers and peers.</p> <p>To develop independence in choosing and using resources.</p> <p>To encourage children to notice differences such as hair colour, gender, religion.</p> <p>To understand how to keep safe during bonfire night</p> <p><i>Celebrating difference</i></p> <p><i>Making friends</i></p>	<p>what is right and wrong using visuals.</p> <p>To encourage children to express preferences and make their own decisions.</p> <p>To continue to develop their understanding on feelings and emotions.</p> <p><i>Dreams and Goals</i></p> <p><i>Seeking help Overcoming obstacles</i></p>	<p>play with and alongside others.</p> <p>To talk about how they are feeling.</p> <p>To understand the importance of healthy snack</p> <p><i>Healthy Me</i></p> <p><i>Healthy food and body</i></p>	<p>making others feels safe.</p> <p>Children to develop their sense of responsibility by carrying out daily tasks eg tidy time.</p> <p><i>Relationships</i></p> <p><i>Friendships</i></p> <p><i>Being a good friend</i></p>	<p>Encourage children to talk about their feelings using words like happy, sad and angry.</p> <p>To support children playing with each other and resolving conflict.</p> <p><i>Changing me</i></p> <p><i>Growing up celebrations</i></p>
Physical Development	<p>Children be given a range of opportunities to develop gross motor skills throughout the session.</p> <p>Children will take part in daily fine motor activities such as threading and mark making to develop pre-writing skills.</p> <p>Children to discover the importance of tooth brushing and take part in daily sessions</p> <p>Children will listen to various pieces of music and given opportunity to stamp and clap whilst expressing themselves.</p>	<p>Support children in becoming independent eg taking coat off and hanging bag up.</p> <p>Children given daily opportunity to climb, balance and use a range of appropriate resources to develop physical skills and allow for an aspect of risk taking.</p> <p>Children will to develop manipulation and control through daily mark making opportunities.</p> <p>To continue to develop independence in</p>	<p>The children will continue to develop their movement, balancing, riding and ball skills.</p> <p>Children learn how to use a knife and fork during snack time.</p> <p>Children to explore different materials such as finger paints, brushes and shells.</p> <p>Daily tooth brushing sessions and discussions about oral hygiene.</p>	<p>To continue to develop their movement, balancing, riding and ball skills.</p> <p>To continue to develop independent eating and encouraging good eating habits and behaviours.</p> <p>Children to take part in daily mark making as well as group squiggle sessions.</p> <p>Daily tooth brushing sessions and discussions</p>	<p>To revise movement skills such as walking, running, jumping and climbing.</p> <p>To develop their small motor skills so that they can use a range of tools.</p> <p>Children encouraged to independently meet their own care needs by putting on and taking off their own coats.</p> <p>Daily tooth brushing sessions and discussions about oral hygiene.</p>	<p>Children to further develop their pencil control through a range of activities.</p> <p>Children to continue to explore different materials such as dough, pasta, paint, flour and sand.</p> <p>Children to develop fine motor control through using smaller blocks to stack or threading activities.</p> <p>Daily tooth brushing sessions</p>

Leos Curriculum

		<p>meeting their own care needs by independently washing and drying hands.</p> <p>Daily tooth brushing sessions and discussions about oral hygiene.</p>		<p>about oral hygiene.</p>		<p>and discussions about oral hygiene.</p> <p>Children will be encouraged to use the toilet</p>
Literacy	<p>Key Texts Goldilocks Love makes a family What I like about me Where's Spot? So Much Marvellous me</p> <p>Key knowledge Children to enjoy listening to stories read to them.</p> <p>Children to enjoy listening to and joining in with songs and rhymes</p> <p>To engage in phase 1 phonics. Children to listen to and talk about environmental sounds.</p> <p>To be part of an open session where the children can share their nursery with the people they love.</p>	<p>Key Texts Three little pigs Dear Zoo Little rabbit foo foo The Christmas story</p> <p>Key knowledge Children to be encouraged to share books with adults.</p> <p>Children to use props and instruments to sing and act out favourite rhymes and songs.</p> <p>They begin to notice some print in the environment eg their name card or numbers</p> <p>To develop their confidence in mark making in all areas of the environment and enjoy drawing freely. To make circles using pens, brushes and ribbons.</p> <p>To continue Phase 1 phonics and work on distinguishing sounds in the environment.</p>	<p>Key Texts That's not my snowman Owl babies Babies in the snow Winter wonderland Don't tickle the polar bear</p> <p>Key knowledge Children will enjoy fiction and non fiction texts based around the theme.</p> <p>To engage in a conversation asking questions about what they have heard or seen, using new vocabulary.</p> <p>To develop phase 1 phonics focusing on body percussion and instrumental sounds.</p> <p>To make marks on their work to represent their name.</p> <p>Children to be able to pick two familiar objects from a set that are the same eg pick two penguins</p>	<p>Key Texts Brown Bear, Brown Bear, What do you see? Pete the cat - I love my white shoes See touch and feel colours The hungry caterpillar</p> <p>Key knowledge Children to be engaged in conversations about stories and the pictures they see.</p> <p>Children to discuss the colours that are in the story brown bear and match to colours in their classroom.</p> <p>Children to use pens, brushes and ribbons to make up and down movements as well as circles.</p> <p>To develop phase 1 phonics focusing on body percussion and instrumental sounds.</p>	<p>Key Texts Dinosaur roar That's not my dinosaur Dinosaur love underpants The dinosaur who lost his roar.</p> <p>Key knowledge Children to continue to enjoy listening to stories repeating words and phrases.</p> <p>Children to develop play around stories hear eg using the dinosaurs to act out dinosaur roar.</p> <p>Children encouraged to write their own name on pieces of work.</p> <p>Children to use pens, brushes and ribbons to make large and small shapes such as circles, arches and lines.</p> <p>To continue to develop phonic skills in</p>	<p>Key Texts Splish splash ducky Pig in the pond Who's under the sea Hide and seek under the sea</p> <p>Key knowledge Children to enjoy sharing books with adults and peers.</p> <p>Children to use props to act out the story of pig in the pond.</p> <p>To look at non fiction books to find out about what can be seen in the sea. Children learn new vocabulary. Children to use small world creatures in their water play.</p> <p>To further develop phonic skills in environmental sounds, instrumental sounds and body percussion.</p>

Leos Curriculum

		To support children in recognising the differences between the sounds instruments can make	from a set of arctic animals.	To be able to recognise objects that are the same eg choosing two red cars from a group of many.	environmental sounds, instrumental sounds and body percussion Children to develop skills in identifying familiar objects	
Maths	Key knowledge Children to enjoy stacking blocks and completing inset puzzles. Children encouraged to join in counting how many children are in the setting, how many piece of toast, how many cups on the table.	Key knowledge Children to continue to build with a range of objects. Children encouraged to count the number of blocks being used. Children to take part in daily counting songs and rhymes. Children to independently complete an inset puzzle.	Key knowledge Children to take part in finger and number rhymes. To introduce the language lots, more and the same through every day activities such as snack time.	Key knowledge Children to build a repertoire of number songs and rhymes using props to act them out. Children to further develop their language of lots, more and the same	Key knowledge Children to look at patterns in the environment and on every day objects eg socks. Talk about the size of dinosaurs using language big, small, bigger, smaller, tall, heavy, light Children to recite numerals 1-3	Key knowledge Children to arrange things into patterns and talk about what they notice eg..red, blue or spots and stars. Children to recite numbers 1 to 3 and start to recognise numerals around the environment.
Understanding of the world Science History Geography RE	Key knowledge To develop their understanding of family. Show the children pictures of babies, or themselves as a baby. Children to have mirrors and look at what they can see. Children to talk about similarities and differences between them and their friends. Children to look at body parts and start to point to them. To explore the environment inside and outside. . Children to learn about Harvest and what happens at this time.	Key knowledge To explore natural materials with different properties whilst building the three pigs houses. Children to explore different textures with fingers, feet and whole body such as wet and dry sand, water, paint and dough. To look at different buildings eg home and school. To understand the meaning of Christmas	Key knowledge Children to be introduced to the idea of different countries .and that we are a very small part of the world. Point out the different places people were born. Children to explore and respond to different natural phenomena eg snow melting, water freezing. Children to look at owls and how they live in cold conditions- link to owl babies. Children find out about the Bible and hear some	Key knowledge To gain an understanding of growth through planting seeds. Children to explore the outside environment looking fo different coloured minibeasts and flowers. To listen to a simple version of the Easter story	Key knowledge Children to be explorers and use all their senses on an archaeological dig. They will explore their findings and talk about what they see. Children find out about Christian baptism.	Key knowledge To talk about different materials. What keeps us dry? Looking at types of coats and umbrellas. To show them the ocean on a globe and look at the animals that live there. To further develop their understanding of what makes them unique and discuss the differences between them. To explore rain through standing in the rain , using umbrellas,

Leos Curriculum

	Children will take part in a rang of activities linked to the festival of Diwali.		stories about Jesus.			splashing in puddles, pouring water, singing incey wincey spider. Children find out about Raksha Bandhan.
Expressive Arts and Design Music Art DT Computing	Key knowledge Learn to sing head, shoulders, knees and toes. Also if you're happy and you know it. Join in with dance- Debby Doo using large movements. Free access to instruments singing nursery rhymes and songs. Sing harvest songs Children to have free access to paint allowing them to explore paint using dingers and other body parts as well as brushes and tools. Children to have access to blocks to freely explore building and creating structures. Children explore cause and affect toys	Key knowledge Sing and perform Christmas songs Children take part in action songs Children play instruments whilst singing and acting out nursery rhymes. Children to explore different materials whilst making Christmas decorations and cards. To develop using a mixture of materials to build their models of the different buildings they have been looking from the three little pigs' story. Children to watch a video from Balamory. Looking at the different coloured homes. Children to use various construction materials to make their own home. Parents to be invited in to support. Children explore cause and affect toys	Key knowledge Children to Listen to the snowman and respond to the music in any way. Children to explore a range of sound makers and instruments and join in to the music. Children to use materials from the environment such as twigs, cones, grace etc to create transient art (snowman) Children to be given opportunity to draw life objects with a focus on adding details eg snowmen, Antarctic animals Children to make homes/zoo for animals from the story dear zoo. Children explore cause and affect toys	Key knowledge Children to move and dance to music- Debby Doo Children to explore a range of sound makers and instruments and join in to the music. Children to experiment with colour mixing Look at Jackson Pollock and discuss how he made his painting. Children to re create on a large scale in the outside area. Children to photograph the seeds and their growth. Children explore cause and affect toys	Key knowledge Children to move and dance to music- Debby Doo and the learning station Children to explore a range of sound makers and instruments and join in to the music Children to explore prints eg dinosaurs, fingers etc Children to make a large scale dinosaur using different materials. Children to make dinosaurs out of junk boxes. Children to use the ipad to take photos of the animals in different locations.. Children explore cause and affect toys	Key knowledge Children to move and dance to music- Debby Doo and the learning station Children to explore a range of sound makers and instruments and join in to the music Children to listen to Handle water ballet and move around to the music. Children to use paint, crayons and other media to create an underwater display of all the different animals they might find- link to book hide and seek under the sea. Children explore cause and affect toys

Leos Curriculum

<p>Engagement Ideas</p>	<p>Beginning of Term - children bring in family photos for their family. . Bring your family to nursery day- show what you have been doing</p>	<p>Take children on a local walk and look at the local buildings.</p>	<p>Turn the classroom into a winter wonder land scene.</p>	<p>Children to look at Artists such as Jackson Pollock I and recreate their art work on a large scale. At the end of term hold a colour run with family members.</p>	<p>At the end of term families can take part in a 'dino hunt' - follow footprints to find dinosaur treats.</p>	<p>Children could visit the sea life centre to find Nemo. To end the unit children and adults to have a water fun day.</p>
<p>Key Links to Curriculum Drivers (Memorable Experiences/ Express Event)</p>	<p>Partnership with parents - parents to join their children in pumpkin carving</p> <p>Cultural enrichment Transient Art - Richard Shilling (light)</p> <p>Seasonal / religious celebrations - Harvest/ Halloween</p> <p>Visits / Visitors - Family members</p>	<p>Partnership with parents - Parents to create a home for one of the three pigs and bring it to Leos.</p> <p>Cultural enrichment Friedensreich Hundertwasser - paintings of buildings.</p> <p>Seasonal / religious celebrations - Divali, remembrance day, bonfire night, Christams</p> <p>Visits / Visitors - local work</p>	<p>Partnership with parents - weather permitting - invite parents into outdoor area to build a snowman</p> <p>Cultural enrichment The snowman</p> <p>Seasonal / religious celebrations - Valentines day, Shrove Tuesday</p>	<p>Partnership with parents - family colour run</p> <p>Cultural enrichment Jackson pollock</p> <p>Seasonal / religious celebrations - Mothers day, Holi, Easter</p> <p>Visits / Visitors walk to the local park/ veg shop to lookat the different colours they can see.</p>	<p>Partnership with parents - family invited to create fossils</p> <p>Cultural enrichment Charles Darwin and Mary Anning Matisse - The snail Penderecki-sinfonietta No. 2</p> <p>Seasonal / religious celebrations - Eid</p> <p>Visits / Visitors Teesaurus Rex park (if available)</p>	<p>Partnership with parents , Water fight</p> <p>Cultural enrichment Look at a selection of seascapes - mix shades of blue and green. Explore adding water and creating illusion of movement. Listen to Handel water music and ballet</p> <p>Seasonal / religious celebrations - Fathers day</p> <p>Visits / Visitors fire man visit</p>