



## Leos Curriculum



Core texts	Nursery rhymes and action songs		The Gruffalo Our Jungle Peace at last	Where's spot Fox socks Ten little fingers ten little toes	Who am I? Tabby McTat From Head to Toe	Postman bear Dear Zoo Pete the cat groovy buttons
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Links to Curriculum Drivers (Memorable Experiences/ Express Event)	<p>Partnership with parents to join their children in open session- songs and rhymes</p> <p>Seasonal / religious celebrations - Harvest/ Halloween</p> <p>Visits / Visitors - Park- collect natural materials</p>	<p>Partnership with parents - Share a story time session</p> <p>Seasonal / religious celebrations - Divali, remembrance day, bonfire night, Christmas</p> <p>Visits / Visitors - Santa/ reindeers</p> <p>Soft play</p>	<p>Partnership with parents - Pancake tasting day</p> <p>Seasonal / religious celebrations - Valentines day, Shrove Tuesday</p> <p>Chinese new year</p>	<p>Partnership with parents - Parents to come in and make Easter crafts</p> <p>Seasonal / religious celebrations - Mothers day, Holi, Easter</p>	<p>Partnership with parents - Story and rhyme open session</p> <p>Seasonal / religious celebrations - Eid</p> <p>Visits / Visitors - Park- who am I linked- what can they see?</p>	<p>Partnership with parents , Sports day</p> <p>Seasonal / religious celebrations - Fathers day</p>
Engagement Ideas	<p>Beginning of Term - children bring in family photos for their family.</p> <p>Bring your family to nursery day- show what you have been doing and join in a rhyme and song session</p>	<p>Visit from Santa</p> <p>Trip to Church to take part in festive celebrations</p>	<p>Lots of new tastes day- what will be your favourite topping?</p>	<p>Spot has got lost in nursery... Can we help him find his way by finding clues?</p>	<p>Opens session for parents- lots of opportunity to engage in rhymes/ songs and stories</p>	<p>Families to join in with sports day activities</p>



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<p><b>Communication and Language</b></p>	<p>Develop the skills of listening and learning how to join in with actions.</p> <p>To encourage children to talk through play. Model language and talk through what is happening.</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 songs and rhymes and enjoy joining in with actions and movements</p> <p>Children will begin to build up their repertoire of songs/rhymes</p> <p><b>Core songs and rhymes:</b></p> <p>Wind the bobbin up</p> <p>Open shut them</p> <p>1 little finger</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>Model play with resources singing rhymes and using props.</p> <p><b>Core songs and rhymes:</b></p> <p>This little piggy Pat a cake Two little dickie birds</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>To listen to and engage in stories joining in with repeated refrains.</p> <p>Children to be given opportunity to act story using props</p> <p>Children to continue developing listening skills and being engaged in listening to stories and rhymes.</p> <p>Talk about what they can see- what is red- Kyms game</p> <p><b>Core songs and rhymes:</b></p> <p>Round and round the garden Peek a bo Rain rain go away</p>	<p>Children to continue developing communication skills.</p> <p>Children to talk about the stories they listen to. Children to answer simple questions</p> <p>Children to continue learning new songs to add to their repertoire eg I can sing a rainbow.</p> <p><b>Core songs and rhymes:</b></p> <p>Head, shoulders knees and toes Humpty dumpty Rock a by baby</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><b>Core songs and rhymes:</b></p> <p>Baa baa black sheep Itsy bitsy spider Polly put the kettle on</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><b>Core songs and rhymes:</b></p> <p>The wheels on the bus If your happy and you know it Little bo peep</p>
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PSED	<p>Support them in leaving parents/cares and making a relationship with key worker.</p> <p>Develop their understanding of feelings. Talking 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>To develop ways of managing transitions from parent to key worker.</p> <p>Continue to develop relationships 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 strengthen their understanding of rules and routines.</p> <p>To develop an understanding of 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>Dreams and Goals</p>	<p>To understand the need to resolve conflict without hurting others eg sharing</p> <p>To develop friendships and 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>Healthy Me</p> <p>Healthy food and body</p>	<p>Encourage independence when choosing resources and snack.</p> <p>To develop skills in making friendships and making others feels safe.</p> <p>Children to develop their sense of responsibility by carrying out daily tasks eg tidy time.</p> <p>Relationships</p> <p>Friendships</p> <p>Being a good friend</p>	<p>Children to continue to develop their sense of responsibility by carrying out daily tasks eg tidy time.</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>Changing me</p> <p>Growing up celebrations</p>



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	<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>Being me in my world- understanding feelings</p>	<p>To understand how to keep safe during bonfire night</p> <p>Celebrating difference</p> <p>Making friends</p>	<p>Seeking help</p> <p>Overcoming obstacles</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</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>The children will continue to develop their movement moving across benches on all fours like a pig or wolf.</p> <p>Children learn how to use a knife and fork during snack time.</p> <p>Children to draw events they remember from the story.</p> <p>Children to explore different materials such as finger paints, brushes and shells.</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 activities and discussions about oral hygiene.</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 activities 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 activities and discussions about oral hygiene.</p> <p>Children will be encouraged to use the toilet</p>



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	stamp and clap whilst expressing themselves.	To continue to develop independence in meeting their own care needs by independently washing and drying hands.  Daily tooth brushing sessions and discussions about oral hygiene.	Daily tooth brushing activities and discussions about oral hygiene.			
Literacy	<p>Children to enjoy listening to songs and rhymes sang to them.</p> <p>Children to start to join 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>Children to be encouraged to share nursery rhyme 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. To support children in recognising the differences</p>	<p>Children join in with repeated refrains. Ask them to predict what will happen.</p> <p>Retell story using props and pictures.</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 encouraged to turn</p>	<p>Children to be engaged in conversations about stories and the pictures they see.</p> <p>Children too join in with repeated refrains and even finish sentences off from texts.</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>To be able to recognise objects that are the same eg choosing two red cars from a group of many.</p>	<p>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 add marks to their drawings</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 environmental sounds, instrumental sounds and body percussion</p> <p>Children to develop skills in identifying familiar objects</p>	<p>Children to enjoy sharing books with adults and peers.</p> <p>Children to use props and pictures to act out the story.</p> <p>Children to use animals to support in retelling noises heard throughout text..</p> <p>Children to join in rhymes using body movement/actions</p> <p>To further develop phonic skills in environmental sounds, instrumental sounds and body percussion.</p>



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		between the sounds instruments can make	pages in books one by one			
<b>Maths ( through Provision and interaction)</b>	<p>Children to enjoy stacking blocks and completing inset puzzles.</p> <p>Children encouraged to join in counting how many children are in the setting, how many piece of toast, how many cups on the table.</p> <p>Children to take part in finger and number rhymes (Counting up)</p>	<p>Children to continue to build with a range of objects. Children encouraged to count the number of blocks being used.</p> <p>Children to take part in daily counting songs and rhymes.</p> <p>Children to independently complete an inset puzzle.</p>	<p>To introduce the language lots, more and the same through every day activities such as snack time.</p> <p>Counting objects up to three.</p> <p>Using basic shapes make character pictures. Eg pigs, snowmen, wolves</p> <p>Build with a range of resources.</p>	<p>Children to build a repertoire of number songs and rhymes using props to act them out.</p> <p>Children to further develop their language of lots, more and the same</p> <p>Children to count in everyday contexts</p> <p>Children to continue to develop skill in competing puzzles</p>	<p>Children to recite numerals 1-3</p> <p>Children to start using language of size eg bigger, smaller</p> <p>Children to arrange things into patterns and talk about what they notice eg..red, blue or spots and stars.</p> <p>Children to independently complete jigsaws</p>	<p>Children to recite numbers 1 to 3 and beyond and start to recognise numerals around the environment.</p> <p>Children to show finger numbers up to 3</p> <p>Children to react to the changes in amount- singing rhymes and songs</p>
<b>Understanding of the world</b>	<p>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 what they see. To explore the environment inside and outside.</p>	<p>To explore natural materials with different properties whilst learning new vocabulary linked to Autumn (autumn talk box)</p> <p>Children to explore different textures with fingers, feet and whole body such as wet and dry sand, water, paint dough.</p>	<p>Look at different textures and talk about how they feel- could they be a snowman. Introduce new vocabulary.</p> <p>Look at different clothes that you wear in winter and summer.</p>	<p>What do the animals look like and where do they like to live( our jungle)</p> <p>To listen to a simple version of the Easter story</p> <p>Are we all the same? We all have ten fingers and ten toes but do we have</p>	<p>Children to talk about the animals in the books. What they look like and sound like. How they move.</p> <p>Children explore cause and affect toys</p>	<p>To further develop their understanding of what makes them unique and discuss the differences between them.</p> <p>To discuss animals and where they live and how they move.</p> <p>Children explore cause and affect toys</p>



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	To explore rain through standing in the rain , using umbrellas, splashing in puddles, pouring water, singing incey wincey spider.	To understand the meaning of Christmas and help decorate the room.  Children explore cause and affect toys	Explore ice and snow  Children find out about the Bible and hear some stories about Jesus.eg creation story	the same face, eyes, hair _ use mirrors		
Expressive Arts and Design	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.  Manipulate and play with different materials- wet/dry sand, playdough	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.  Manipulate and play with different materials- wet/dry sand, playdough	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)  Start to develop pretend play, pretending that one object represents another  Manipulate and play with different materials- wet/dry sand, playdough/corn flower	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 draw and create different animals using basic pre-cut shapes. Start to develop pretend play, pretending that one object represents another  Manipulate and play with different materials- wet/dry sand, playdough/corn flower	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  Continue to develop pretend play, pretending that one object represents another  Manipulate and play with different materials- wet/dry sand, playdough/corn flower  To talk about what they are making using various materials	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 use paint, crayons and other media to create an collage of different zoo animals.  Continue to develop and extend pretend play, pretending that one object represents another  Manipulate and play with different materials- wet/dry sand, playdough/corn flower