



Pippins Day Care - Curriculum Intent

Here at Pippins Day Care, we strive to create an enabling environment where every child is encouraged to follow their interests and become independent learners, fostering curiosity and a love of life-long learning. After challenging times we need to rebuild children's confidence and the communication between our nursery manager, key workers, children and parents to ensure the ongoing development of our children.

Every child is unique and requires an environment where their interests are encouraged and their needs met whilst always feeling safe and secure. At Pippins Day Care we provide carefully structured activities in a language rich environment to stimulate and broaden the children's interests. Our learning environment is one of equal opportunities providing for all backgrounds and cultures.

In order to prepare our children for the challenges that lie ahead, our curriculum builds on the basic skills to ensure resilient, capable learners. Children develop at different rates and require different approaches; our experienced staff provided a variety of child initiated and adult led learning to ensure the on-going development of our children.

Language and communication underpins all areas of learning. Pippins Day Care believes that language and communication is the key to our curriculum.

Pippins Day Care – Core Content

Communication and Language		
Interactions	Exploring Language	Listening and Understanding
<ul style="list-style-type: none">• One to one quality conversations• Non-verbal communication (body language/facial expressions)• Group interactions• Sharing songs, actions poetry and rhyme• Role play• Question/response	<ul style="list-style-type: none">• Retelling stories• Echoing new words• Opportunities for emergent writing• Story scribing• Painting and drawing	<ul style="list-style-type: none">• Reading and sharing stories• Reading and sharing poems and rhymes• Responding to a simple instruction• Answering a simple question• Listening to sounds (sound bags/instruments)• Initial sounds and CVC blends (as required)

Personal Social and Emotional Development

Emotions	Sense of self	Relationships
<ul style="list-style-type: none">• Feeling happy• It's ok to feel sad• Attention seeking• The language of all emotions, e.g fear, excitement, worry, pain	<ul style="list-style-type: none">• Healthy eating• Good oral health• Looking after my body (personal hygiene)• Effective toileting• Making own choices• Valuing own opinion• Personal challenge	<ul style="list-style-type: none">• Being a friend• Kindness to others• Taking turns• Listening to others• Part of a team (conflict/resolution)• Keeping themselves safe• Valuing the opinions and practises of others

Physical Development		
Core strength and coordination	Gross Motor skills	Fine Motor Skills (<i>hand eye coordination</i>)
<ul style="list-style-type: none"> • Soft play (climb over and under) • Slide • Milk crates • Tree stumps • Dance • Carrying own chair • Putting away toys 	<ul style="list-style-type: none"> • Games (bats and balls, croquet) • Football • Different sized balls • Stilts 	<ul style="list-style-type: none"> • Puzzles • Mark making • Gardening • Craft • Tweezers • Cookery • Construction • weaving

Literacy		
Reading comprehension	Exploring words	Writing
<ul style="list-style-type: none"> • Listening to stories • Retelling stories • Exploring non-fiction books • Listening to poetry and rhyme • Understanding that print carries meaning • Understanding that print is read from left to right • Pronunciation of unknown words (decoding) • Talking about a text • Predict what happens next • Book making • Revisiting favourite books • Own choice of texts • Traditional tales • Picture books 	<ul style="list-style-type: none"> • Count or clap syllables in a word • Recognise initial sounds • Rhyme and rhythm • Match pictures to words • Repeat of words and phrases from familiar stories • Recognition of familiar logos and signs • Words to music • Re-enacting a story (extend vocabulary) • Fill in the missing words 	<ul style="list-style-type: none"> • Give meaning to marks made <ul style="list-style-type: none"> - Lists - Notes - Adult modelling - Role play (shop/travel agent)- opportunities for emergent writing • Develop pincer movement: <ul style="list-style-type: none"> - Threading - Tweezers - Large brushes (outdoor painting) - Finger painting - Finger games • Articulate own ideas for stories verbally

Mathematics		
Numbers	Patterns and connections	Spatial reasoning
<ul style="list-style-type: none"> • Develop a positive attitude towards number – encourage a ‘have a go culture’ • Finger rhymes with numbers • Show finger numbers up to 5 • Recite numbers to 10 with confidence • Link numerals and amounts up to 5 • Use numbers in context: e.g. <ul style="list-style-type: none"> - Home time - Size of wellingtons • Use of the less and more than language • Counting objects – small pebbles/ small blocks/counters 	<ul style="list-style-type: none"> • Pattern recognition: <ul style="list-style-type: none"> - Fabric - Pattern in nature - Repeated refrains in stories - Number songs • Children to make own patterns with natural objects • Language of pattern: <ul style="list-style-type: none"> - Spotty - Stripes - Blobs • The language of temporal placement: <ul style="list-style-type: none"> - Before - After - Next - Calendar - Today - Tomorrow - Number of sleeps 	<ul style="list-style-type: none"> • Capacity (water/sand play) • Climbing into a space • Puzzles • Recognition of basic 2D shape • Shape sorters • Jigsaw puzzles • Interlocking shapes • Comparisons of different sizes

Understanding of the World		
Personal experiences	Diverse World	Widening vocabulary
<ul style="list-style-type: none"> • To develop an understanding of a child’s place within the family and community: <ul style="list-style-type: none"> - Bring in photographs - Talk about parents grandparents, siblings and the wider family community - People who help us (organise visitors such as dentist/fireman/crossing person/librarian/nurse) • To understand that significant family events will impact on our lives: <ul style="list-style-type: none"> - Births - Deaths - Marriages - Family break ups - Illness/accidents • To develop a sense of place: <ul style="list-style-type: none"> - Visits to parks, libraries, open spaces and local land marks 	<ul style="list-style-type: none"> • To develop an understanding of similarity and differences: <ul style="list-style-type: none"> - Sexual orientation - Cultural (dual heritage) - Religious - Physical disability - Family structures - Use of images/DVD/posters to bring the wider world into the setting - Cooking (link to stories e.g. Handa’s Surprise) • Festivals of Light <ul style="list-style-type: none"> - Bonfire night - Diwali - Chinese New Year - Christmas <p>Children will be encouraged to ask questions and explore differences</p> <ul style="list-style-type: none"> • To develop an understanding of the natural world: 	<ul style="list-style-type: none"> • To expand vocabulary relating to the world around us: <ul style="list-style-type: none"> - Social <p>Please/thank you – language relating to manners and basic communication</p> <ul style="list-style-type: none"> - Cultural <p>Ensuring the correct names and pronunciation is used for festivals, religions, languages and names</p> <ul style="list-style-type: none"> - Ecological <p>Climate change, erosion, tides, freezing, hot, storms etc</p> <ul style="list-style-type: none"> - Technological <p>Lap top, cameras, mobile phones, microscope etc</p>

<ul style="list-style-type: none">• To develop a sense of time to understand what happens over a day, week etc	<ul style="list-style-type: none">- Habitats (mini beasts)- Our environment (local walk)- Changes in the seasons (daily weather – snow and ice)- Past and present- Days of the week (daily focus)- The built environment- Looking after the planet and its creatures- Recycling- Our changing seas- Technology in the home and our wider world (safety on line)	
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Expressive Arts and Design

Imagination and Creativity

Children will have access to and the opportunities to explore freely a variety of media including:

- Paint
- Crayons/felt tips/pencils
- Play dough
- Fastenings, ribbons, raffia, wool, fabric
- Clay
- Boxes, recycled spare parts
- Glitter, glue and a wide range of tactile craft materials
- Soft play
- Role play materials

Self-Expression

Children will be encouraged to express themselves through:

- Construction materials
- Sand and water play
- Gardening
- Junk modelling
- Non-tuned percussion
- Home-made instruments
- Singing – (alone and in groups)
- Drama – taking on a character
- Role play corner, e.g. travel agent/bank/shop/hairdresser

Communicating through Art

Children will be encouraged and supported to express their feelings through:

- Dance
- Drama
- Construction
- Colour on paper (paint)
- Song
- Poetry
- Music
- Clay/sculpture

Planning

The above guidance, in conjunction with, 'The Statutory Framework for the Early Years Foundation Stage' and 'Development Matters' will inform our Termly and short term planning. All planning is subject to evaluation, cohort specific and will be updated to ensure children receive a broad and balanced curriculum, supporting their next steps.

Pippins Daycare believes that young minds need the space, resources and opportunities to feed their curiosity and explore and develop their individual interests in a safe and secure enabling environment.

August 18th 2021 – Review August 2022



cc L Fellows/K Boulton/L Dunn – 18/08/2021