

# Little sunlights Curriculum (What we want children to learn)



| By the time they move from the U2's   | By the time they move from the O2's  | By the time move from Preschool  |
|---|--|--|
| <ul style="list-style-type: none"> <li>Sit up to table on a chair.</li> <li>Drink from a open cup.</li> <li>Eat using a fork and spoon. Food served in bowl. ( self feeding)</li> </ul>   | <ul style="list-style-type: none"> <li>Eat using a knife and fork with support.</li> <li>Pour liquid from a jug into an open cup.</li> <li>Collect lunch from trolley with little support</li> </ul>   | <ul style="list-style-type: none"> <li>Eat independently using a knife and fork.</li> <li>Collect lunch from trolley independently</li> <li>Communicates own needs- likes/dislikes</li> </ul>  |
| <ul style="list-style-type: none"> <li>Wash hands in sink with support, help needed to use tap if child cannot reach.</li> <li>Begin to wash face using a cloth and finds tissues for adult to wipe nose.</li> </ul>                        | <ul style="list-style-type: none"> <li>Wash hands in sink independently.</li> <li>Wash face using a cloth.</li> <li>Find tissues and wipe nose with support.</li> </ul>  | <ul style="list-style-type: none"> <li>Wash hands in sink independently.</li> <li>Wash face using the sink/ mirrors.</li> <li>Wipes nose with tissue and washes hands after.</li> </ul>  |
| <ul style="list-style-type: none"> <li>Walk holding hands with adult for a short distance exploring different surfaces and slopes.</li> </ul>   | <ul style="list-style-type: none"> <li>Walk for longer distance with adult support.</li> <li>Confidently walking on different surfaces and slopes.</li> </ul>  | <ul style="list-style-type: none"> <li>Walk longer distances holding a friend's hand.</li> </ul>   |
| <ul style="list-style-type: none"> <li>Climb up ladder on toddler slide.</li> <li>Climb up and down steps/slope of baby gym with control.</li> </ul>  | <ul style="list-style-type: none"> <li>Begin to climb Geodome.</li> </ul>  | <ul style="list-style-type: none"> <li>Climb Geodome confidently and independently.</li> </ul>   |
| <ul style="list-style-type: none"> <li>Push themselves forwards and backwards with control on a ride on.</li> <li>Can stack a few blocks on top of each other</li> <li>Can complete simple board puzzle inserting correct shapes</li> </ul> | <ul style="list-style-type: none"> <li>Ride trike with some control beginning to adapt speed and steer around obstacles.</li> <li>Can build towers/ structures using a variety of resources</li> <li>Complete puzzles 8 pieces and beyond independently</li> </ul> | <ul style="list-style-type: none"> <li>Ride trike with pedal or scooter with some control adapting speed and steer around obstacles with control and special awareness.</li> <li>Can independently build structures and use mathematical language</li> </ul> |
| <ul style="list-style-type: none"> <li>Selects resources to explore.</li> <li>Begins to copy actions of how to put resources back into boxes, baskets/ shelves e.g. put the cow in the basket.</li> </ul>                                   | <ul style="list-style-type: none"> <li>Begins to select learning resources with purpose and independently. Uses creative resources and tools with support.</li> <li>Begins to put resources away with support and encouragement.</li> </ul>                        | <ul style="list-style-type: none"> <li>Selects learning and creative resources/ tools independently and with purpose.</li> <li>Returns resources once they have finished using them.</li> </ul>  |

| By the time they move from the U2's   | By the time they move from the O2's   | By the time they move from Preschool   |
|---|---|--|
| <ul style="list-style-type: none"> <li>• Explores the marks they can make with a range of resources. Explores a range of sensory experiences including messy play.</li> <li>• Beginning to show an interest in sitting at circle time joining in with singing and looking at pictures /story books together</li> <li>• Have an understanding of our Golden Rules and can follow them with support</li> <li>• Beginning to put 2 words together</li> </ul> | <ul style="list-style-type: none"> <li>• Begins to make marks with a range of resources and with some meaning.</li> <li>• Uses scissors with support</li> <li>• Joins in with circle time choosing nursery rhyme/ story book sitting to take part</li> <li>• Understand and follow our Golden Rules</li> <li>• Speaks in sentences</li> </ul> | <ul style="list-style-type: none"> <li>• Creates marks with some control and adds meaning to the marks they make.</li> <li>• Use scissors independently and confidently with control.</li> <li>• Recognise their own name (Self registration)</li> <li>• Shows interest in maths in every day situations.</li> <li>• Takes part in circle time discussing day of the week , weather and take part in Talking Ted discussions</li> <li>• Follow and create own Golden Rules together</li> <li>• Stick to a theme when talking in sentences</li> </ul> |
| <ul style="list-style-type: none"> <li>• Can find and collect their shoes /coat or own possessions. Can take shoes off.</li> </ul>  | <ul style="list-style-type: none"> <li>• Put on coat and shoes with support.</li> <li>• Begins to show an interest in using toilet.</li> </ul>  | <ul style="list-style-type: none"> <li>• Puts on coat and shoes and can confidently fasten. Helps friends.</li> <li>• Uses toilet independently including wiping their own bottom.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• Responds to cues and verbal instruction to get ready for daily routine tasks e.g. sit on chair for meal times, find mat for a sleep.</li> <li>• Sleeps on mat.</li> </ul>  | <ul style="list-style-type: none"> <li>• Starts to drop afternoon sleeps.</li> </ul>  | <ul style="list-style-type: none"> <li>• No sleep ready for starting a full day at school</li> </ul>   |

**SEND CHILDREN: We will continue to work towards the age and stage band that is appropriate the individual child's needs.**

- \_Speech & Language interventions, repeating everyday words, Mr Tounge, making choices, turn taking games, circle times
- Children's interests are followed with encouragement to participate in everyday experiences
- Use of visual timetables to support the understanding of what happens next during the day
- Use of physical objects to communicate such as 'Nappy' for changing time