

### Communication and Language

**Intent:** We aspire to children aged two to three years, in Seedlings being able to listen with interest to the noises adults make when reading stories, recognise and respond to familiar sounds and to show an interest in play with songs, rhymes and sounds. Children should aspire to being able to understand more complex sentences and simple concepts such as fast/slow, good/bad. We aspire to them using language to share feelings and experiences jumping from topic to topic, using questions, longer sentences and word endings.

**Implementation:** We will provide a rich range of stories which we will make as interactive as possible. We will model language and use now and next sentences eg put your toys away then story. We will encourage children to share their feelings and talk about events by questioning and expanding their topics of conversation.

**Impact:** Children will feel confident to use language to share their thoughts and feelings, will develop a love of story times and play with songs, rhymes and sounds and begin to understand 'wh' questions and other simple concepts.

### Personal, Social and Emotional Development

**Intent:** We aspire to children aged two to three years, in Seedlings, being able to build a relationship with special people and expect them to show some anxiety in the presence of strangers. They should be able to explore with support, seek out others to share their experiences. They should know their own name and begin to understand that actions have consequences. They should be able to express self-aware emotions and seek comfort from a familiar adult when needed.

**Implementation:** We regularly use a child's name when talking to them or to gain their attention. We encourage the use of our pre-school values 'kind hands, kind feet' and encourage the children to 'use their words' when seeking out others.

**Impact:** Children cooperate with routines and show some understanding of boundaries.

## Seedlings' Curriculum at chronological age

### Physical Development

**Intent:** We aspire to children aged two to three years, in Seedlings, being able to sit in a chair unsupported, run on whole foot, climb on different levels, turn pages in a book, hold tools with a thumb and all fingers, feed themselves, hold a cup and drink without spilling, communicate their need for potty or toilet, take off simple clothing and express their emotions through words.

**Implementation:** We will encourage potty training and independence in feeding and drinking. Books will be available for children to 'read' and children will be encouraged to 'use their words'. There will be opportunities for children to move and climb as appropriate to develop their core strength, stability, balance, spatial awareness, co-ordination and agility.

**Impact:** Children will understand and control bowel and bladder urges and begin to pursue happy, healthy and active lives providing the foundation for developing healthy bodies and social and emotional well-being.

### Literacy

**Intent:** We aspire to children having the confidence to join in with stories, songs and jingles. We aspire to them beginning to use their imagination to ascribe meanings to marks as they draw using a variety of media.

**Implementation:** We will continue to read stories as interactively as possible and provide the children with a variety of different media to mark make. Staff will question the children about their drawings so that the children know that their marks are of value.

**Impact:** The children will develop a love of reading through their interactive exposure to language comprehension and word reading. They will enjoy mark making and talking about their marks.

### Mathematics

**Intent:** We aspire to children aged two to three years, in Seedlings, being able to choose puzzle pieces and fit them in, to make simple structure, explore size, begin to count in order and on their fingers, take and give two or three objects from a group. Explore space with various objects, respond to some positional language and begin to anticipate mealtimes and home time.

**Implementation:** We encourage children to count with games and songs, to try simple puzzles, play posting games and talk about shapes. We use visual timetables to anticipate times of the day and begin to respond to everyday routines.

**Impact:** Children have an understanding of size and space and are able to fit through, under and inside of objects. Children begin to make more complex structures, count objects and try fitting puzzle pieces together. They are building a vocabulary from which mathematics is built.

### Understanding the World

**Intent:** We aspire to children aged two to three years, in Seedlings, beginning to have their own friends, to imitate everyday actions in role play and have a sense of their own family. They should be able to talk about things they have observed, enjoy small world activities and show some understanding and use of digital equipment. And other technology.

**Implementation:** We will provide a small nurturing environment with children of a similar age to enable them to make friendships, provide a wide source of small world activities and digital equipment. We will provide cause and effect activities such as ball rolling and water carrying as well as a variety of mechanical toys.

**Impact:** Children will begin to make sense of their physical world, their local community and culture.

### Expressive Arts and Design

**Intent:** We aspire to children aged two to three years, in Seedlings, to develop their creativity by playing a range of instruments, join in with singing, experiment with colours and build 2D and 3D simple models. They should begin to make-believe by using a range of props.

**Implementation:** We will provide a rich source of materials from which to build, a range of instruments, music and props to support their simple role play experiences.

**Impact:** Experiences offered will develop the children's imagination and creativity and allow them to express themselves.