

## Acorns' Curriculum at chronological age

### Communication and Language

**Intent:** We aspire to children under two to concentrate on an activity of their own choosing for short periods of time. To listen to and enjoy rhymes and stories and being able to join in with some actions and vocalisations. We aspire to them understanding and using single nouns and simple questions such as 'Where's mummy?' as well as following adult gestures and using sounds in play such as 'choo choo!'.

**Implementation:** Sing rhymes, read short stories, model language to develop use of nouns and provide resources to support their play.

**Impact:** Children develop and use their early language which form the foundations for language and cognitive development. They will be able to understand and respond appropriately within Seedlings.

### Personal, Social and Emotional Development

**Intent:** We aspire to children under two being able to separate from their main carer and show attachment with their key worker including emotional refuelling when required and use a comfort object when needed. We aspire to them responding to their own name, use gestures to make their wishes known and draw others into social interaction. We aspire to them joining in with interactive games involving their own body.

**Implementation:** Use their name to gain attention and talk in third person singular. Involve them in songs such as Round and Round the Garden and getting them to point to parts of their body. Provide mirrors for them to show an interest in their own reflection and key worker showing strong, warm and supportive relationships using comfort object when required.

**Impact:** Emotionally secure within the pre-school and keen to explore a wider range of activities within Seedlings.

### Literacy

**Intent:** We aspire to children under two being able to understand the cause and effect of their actions in mark making. We aspire to them beginning to join in with actions and sounds in familiar stories, having some favourites and enjoying the experience of sharing books.

**Implementation:** We encourage the use of doodle mats and making marks using a variety of different media eg crayons, paint brushes, flour, lentils and so on. We read stories in small groups and 1-1. We sing nursery rhymes and other simple songs.

**Impact:** Children will begin to develop a love of books, rhymes and jingles and will begin to join in with actions and sounds. Children will enjoy mark making experiences.

### Physical Development

**Intent:** We aspire to children under two being able to sit unsupported, pull themselves to standing and walking unaided. We expect children to be able to pick objects up using hands singularly and together and to show an interest in sound and music using body gesture. We expect children to cooperate with nappy and dressing routines and feeding themselves finger foods and showing an increasing need to be in control.

**Implementation:** To provide areas for cruising and floor space for crawling, playing and to manipulate objects. We provide a variety of finger foods for snack and support with breakfast, lunch and tea. Children are encouraged to point to their changing bag and to cooperate with changes such as 'bottom up!'

**Impact:** Children are comfortable to be changed by their key worker, confident to walk inside and outside and are able to feed themselves with some support.

### Understanding the World

**Intent:** We aspire to children under two being able to recognise key people in their own lives, be interested in images of themselves and enjoy nature walk and books. We expect them to explore the natural world, understand that different objects move and operate in different ways becoming interested in toys with repeated sights and sounds.

**Implementation:** We will encourage children to play outside in mud, puddles, on grass and hard surfaces. We will have a variety of toys with sounds, lights and actions. We will familiarise ourselves with their family makeup and give them opportunities to match objects.

**Impact:** Children begin to make sense of their physical world, their immediate family and their community.

### Mathematics

**Intent:** We aspire to children under two being able to look for objects out of reach, enjoying filling and emptying containers, fitting themselves inside and moving through spaces, using blocks to create a simple structure, enjoying peg puzzles and posting objects. They will become familiar with patterns in daily routines like nappy changes, lunch and teatime and story times.

**Implementation:** We will provide age-appropriate toys to enable the children to make simple towers, post objects, do peg puzzles, fill and empty containers and we will model language to enable them to repeat some counting words.

**Impact:** Children will be able to post objects, fit themselves into spaces, complete peg puzzles, say some counting words and fill and empty containers. The children will have opportunities to develop their spatial reasoning skills.

### Expressive Arts and Design

**Intent:** We aspire to children under two being able to experiment with a range of media using their body through sensory exploration. We aspire to them creating sound effects and movements including singing and playing with instruments and sound makers.

**Implementation:** We will have a selection of instruments available, mirrors for children to improvise actions they have observed. We will provide a range of small world objects such as cars, trains, dolls, and animals. We will provide and support creativity with a variety of materials and resources.

**Impact:** To enable them to enjoy imaginative play and creativity while exploring a wide range of media and materials.