

# MONKFIELD PARK CARE AND LEARNING CENTRE CURRICULUM PLAN



1



2



3



4



5



## THE FIVE FOUNDATIONS

### BELONGING

Valuing the home/school partnership

Home Visits

Positive, caring relationships and Key Person role

Valuing every child and family

Valuing diversity and representing all in the setting

Gender must not limit anyone's capabilities or interests

Working to avoid stereotypes

REALLY listening to children, respecting their needs and feelings

### WELL-BEING

Providing an environment where children feel safe, secure and can thrive

Well-being comes first

Developing independence and autonomy

Prioritising emotional and physical health

Developing self-care skills

Providing a Calm Area

### ENGAGEMENT

Valuing childhood and play

Child initiated learning is deeper learning

Outdoor learning and free flow between inside and outside areas is essential

Stimulating environment and well resourced continuous provision

Provision reflects children's interests. It allows them to repeat and master skills and also challenges them

Allowing for schemas

### EXPRESSION

Communication and language are key areas

Nursery rhymes, stories and songs are essential

Home languages are valued

Visual support strategies are embedded

Use of visual timetable, Makaton and reduced language where necessary

Emotion coaching and therapeutic behaviour strategies

Creativity is valued and nurtured

### JOY

Valuing activities which are fun and joyful

Embracing silliness and allowing joy to happen

Adapting plans to make room for joy when it spontaneously appears

Joy is essential for children and adults

# MONKFIELD PARK CARE AND LEARNING CENTRE CURRICULUM PLAN



## OUR CURRICULUM GOALS

1. I AM A CONFIDENT AND INDEPENDENT LEARNER.
2. I CAN MAKE POSITIVE RELATIONSHIPS WITH THE ADULTS AND CHILDREN IN MY SETTING.
3. I AM A GOOD COMMUNICATOR.
4. I CAN MOVE MY BODY WITH GOOD CONTROL.
5. I HAVE A LOVE OF BOOKS, STORIES, RHYMES AND SONGS.
6. I CAN MAKE MARKS FREELY AND GIVE MEANING TO THEM.
7. I CAN EXPLORE AND INVESTIGATE NUMBER, SHAPE AND PATTERN.
8. I SHOW WONDER AND CURIOSITY IN THE WORLD AROUND ME.
9. I CAN THINK CREATIVELY AND USE MY IMAGINATION WITHIN MY PLAY.

# MONKFIELD PARK CARE AND LEARNING CENTRE CURRICULAR GOALS



STEP 1



STEP 2



STEP 3



STEP 4



STEP 5



GOAL



GOAL 1

I CAN..

- meet my Key Person during my Home Visit.
- separate from my parent or carer with support, then with confidence.
- begin to build a relationship with my Key Person.

I CAN..

- develop play and learning preferences supported by my Key Person.
- begin to take part in routines such as sitting on the carpet when the bells ring.
- cooperate with my nappy change and handwashing routine.

I CAN..

- take part in my self-care routine, such as pulling up my own trousers.
- be more independent using soap, paper towels and tissues.
- begin to play and select my own resources independently.

I CAN..

- make decisions and choices about my own play and learning.
- learn and understand the visual signs around the setting. Eg stop and go, visual timetable
- flip on my coat and follow the clothing symbols. Eg sunhat or coat

I CAN..

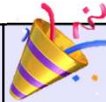
- use the toilet, wash my hands and blow my nose independently.
- negotiate the daily routine independently and with confidence.
- take risks, show perseverance and challenge myself.
- talk about what I am doing and use words such as 'thinking' and 'learning'.

I AM A CONFIDENT AND INDEPENDENT LEARNER.

# MONKFIELD PARK CARE AND LEARNING CENTRE CURRICULAR GOALS



STEP 1



STEP 2



STEP 3



STEP 4



STEP 5



GOAL



GOAL 2

I CAN..

- meet my Key Person during my home visit.
- begin to build a relationship with my Key Person.

I CAN..

- play alongside other children.
- begin to share and take turns with adult support. Eg using sand timers
- begin to join in with group activities.

I CAN..

- show interest in others play and start to join in.
- sometimes for a special friendship with another child.

I CAN..

- play and interact within a group, extending play ideas.
- demonstrate friendly behaviour, initiating conversations with adults and peers.
- show more confidence in new social situations.

I CAN..

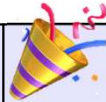
- interact confidently with adults and children.
- play cooperatively with my peers, sometimes taking turns and sharing independently.
- begin to negotiate with my peers and sometimes solve conflicts independently.

I MAKE POSITIVE  
RELATIONSHIPS  
WITH THE ADULTS  
AND CHILDREN IN  
MY SETTING.

# MONKFIELD PARK CARE AND LEARNING CENTRE CURRICULAR GOALS



STEP 1



STEP 2



STEP 3



STEP 4



STEP 5



GOAL



GOAL 3

I CAN..

- communicate using, eye contact, gesture and body language.
- use 2 or 3 word structures.
- begin to understand simple instructions alongside visual prompts. Eg stop and go, visual timetable, first and then boards, choice boards
- begin to use talk in my imaginary play and role play.

I CAN..

- begin to use simple sentences and hold simple conversations.
- understand simple instructions.
- follow a simple story.
- join in refrains and repeat phrases in familiar stories and rhymes.
- begin to name my feelings with adult guidance. Eg "You look cross!"

I CAN..

- use more complex sentences of 4-6 words and a wider vocabulary.
- understand simple questions.
- use picture cues to retell a familiar story.

I CAN..

- hold a conversation, back and forth for several turns.
- with adult support, tell by friends when I don't like something or would like to share a toy.
- ask adults for help and support when I need it.

I CAN..

- understand 'why' questions and 2 part instructions.
- communicate my needs and feelings appropriately.
- tell a story in my own words. Eg Helicopter Stories

I AM A GOOD COMMUNICATOR.

# MONKFIELD PARK CARE AND LEARNING CENTRE CURRICULAR GOALS



STEP 1



STEP 2



STEP 3



STEP 4



STEP 5



GOAL



GOAL 4

I CAN..

- run freely in large spaces.
- push along a trike or car with my feet.
- roll a ball back and forth with an adult.
- join in with "Tommy Thumb" and other action rhymes.
- use the muscles in my arms and hands to make big and small movements, such as waving scarves, manipulating dough, building a tower or shaking an instrument.

I CAN..

- begin to climb and balance, sometimes with adult support.
- begin to explore a range of large construction equipment with adult support and guidance.
- throw a large ball.
- begin to gain more control over my fine movements such as threading beads, peg boards, lift out puzzles etc.

I CAN..

- move in a variety of ways, such as skip, hop, jump, standing on one leg or holding a statue.
- begin to catch a ball.
- participate in 'Dough Disco' and 'Scarf Disco', beginning to master the different actions. Eg 'ball it' or 'sausage'
- explore a wide range of fine motor activities. Eg tweezers and beads, rice and spoons or squeezing sponges

I CAN..

- independently take part in large construction activities, such as building with crates, tubes, wooden blocks and den making; beginning to use equipment safely.
- pedal and steer a trike.
- use balls, beanbags, hoops and scarves with increasing control.
- join in with free dancing and ring games.

I CAN..

- climb, balance and jump with skill and confidence.
- ride and negotiate a balance bike with both feet off the ground.
- throw with increasing accuracy at a target.
- use a variety of tools skillfully, such as scissors, spades, glue sticks or tweezers.

I CAN MOVE MY BODY WITH GOOD CONTROL.

# MONKFIELD PARK CARE AND LEARNING CENTRE CURRICULAR GOALS



STEP 1



STEP 2



STEP 3



STEP 4



STEP 5



GOAL



GOAL 5

I CAN..

- enjoy listening to simple stories, rhymes and songs, either 1:1 or in a group.
- begin to join in with simple songs and nursery rhymes.

I CAN..

- have some favourite books.
- begin to join in with refrains and repeat phrases from familiar stories and rhymes.
- begin to sit and take part in stories and singing at Carpet Time.

I CAN..

- choose to look at books independently and with my friends.
- handle books carefully.
- begin to show an interest in Information Books.

I CAN..

- retell a story in my own words, using picture cues.
- begin to show an awareness of rhyme and rhythm in words.

I CAN..

- understand 'book language', such as character, author, illustrator, speech bubble, thinking bubble.
- focus on longer stories. Talk about what happened or what might happen next.
- know and sing a wide repertoire of songs and rhymes.
- begin to make up my own stories in my imaginary play or Helicopter Stories.

I HAVE A LOVE OF BOOKS, STORIES, SONGS AND RHYMES.

# MONKFIELD PARK CARE AND LEARNING CENTRE CURRICULAR GOALS



STEP 1



STEP 2



STEP 3



STEP 4



STEP 5



GOAL



GOAL 6

I CAN...

- begin to show an interest in a variety of mark-making implements and media, sometimes with adult support and modelling. Eg chalks, crayons, pencils, pens, paint dabbers, glue sticks

I CAN...

- make marks in messy play. Eg sand, mud, foam, large chalks and water with big brushes on the ground outside
- make marks with paint using large and small brushes and other tools such as rollers and sponges.

I CAN...

- self-select from the Mark Making Trolley, choosing from a wider range of resources.
- make marks or 'pretend write' during role play. Eg notebooks, clip boards, post its
- attempt to write my name on my pictures and in cards.

I CAN...

- use my name card to help me learn to write my name. Copy of name card to take home.
- begin to talk about what I have painted, drawn or written. "Can you tell me about your picture/writing?"

I CAN...

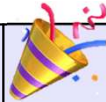
- draw or paint a recognisable person or object with details.
- include some letter shapes in my own free writing and give meaning to them.
- use my thumb and 2 fingers to hold pens and pencils and use them with increasing control.
- write part or all of my name clearly and with the correct formation.
- hear sounds in words, and with adult support, begin to include some correct letter sounds in my own free writing.

I CAN MAKE MARKS FREELY AND GIVE MEANING TO THEM.

# MONKFIELD PARK CARE AND LEARNING CENTRE CURRICULAR GOALS



STEP 1



STEP 2



STEP 3



STEP 4



STEP 5



GOAL



GOAL 7

I CAN...

- begin to use number language in play, sometimes with adult support. Eg more, lots, same, enough, one, two
- match and sort objects by colour, size and shape.
- explore blocks, puzzles and shapes.

I CAN...

- begin to join in with number songs and number books.
- recite numbers past 5.
- begin to understand prepositional language.
- begin to build shape structures and make patterns.
- begin to use simple size and shape language.

I CAN...

- compare 2 groups of objects, identifying 'the same', 'more', 'different'.
- count small groups of objects using 1:1 correspondence, sometimes with adult support.
- use prepositional language.
- independently explore resources from the continuous maths provision. Eg numicon, unifix cubes, shapes.

I CAN...

- subitise 1-3 objects, saying how many without the need to count.
- sometimes link numerals and amounts correctly, 1-5.
- complete increasingly complex puzzles.
- construct models and shape arrangements with a purpose in mind, selecting the particular shapes they need.

I CAN...

- accurately count a group of up to 5 objects and recognise numerals 1-5.
- explore different ways of arranging groups of objects 1-5.
- use mathematical language to describe flat and solid shapes. Eg Side, corner, straight, curved
- make a repeating pattern.

I CAN EXPLORE AND INVESTIGATE NUMBER, SHAPE AND PATTERN.

# MONKFIELD PARK CARE AND LEARNING CENTRE CURRICULAR GOALS



STEP 1



STEP 2



STEP 3



STEP 4



STEP 5



GOAL



GOAL 8

I CAN...

- show interest in the world around me.
- observe changes in materials. Eg mixing playdough etc

I CAN...

- observe and talk about the world around me.
- use my senses to explore and investigate different materials. Eg sand, water, paint, shaving foam, mud
- begin to notice and talk about the weather.

I CAN...

- use my senses to explore a wider range of materials. Eg goop, potato flakes, lentils
- explore forces/investigate magnets, testing different objects.
- talk about the weather and record it daily on our calendar.
- talk about seasons and seasonal changes, observing trees, leaves and plants etc.
- show interest in different cultures, languages and festivals.

I CAN...

- explore and investigate how things work. Eg water and sand wheels, tubes and gutters, turning cogs, moving toys.
- use a magnifying glass to observe details.
- observe different minibeasts in the garden.
- closely observe the lifecycle of a caterpillar first hand.
- explore melting chocolate when cooking.
- explore ice and melting on freezing days.

I CAN...

- observe and describe objects in more detail using a wider vocabulary such as 'smooth', 'rough', 'bumpy', 'shiny'.
- describe my facial features, looking in a mirror to observe myself.
- talk about how I am different to my friends and how I am the same.
- talk about my family and the celebrations we have.
- plant a seed and care for plants.
- observe roots and shoots growing.

I SHOW WONDER  
AND CURIOSITY IN  
THE WORLD AROUND  
ME.

# MONKFIELD PARK CARE AND LEARNING CENTRE CURRICULAR GOALS



STEP 1



STEP 2



STEP 3



STEP 4



STEP 5



GOAL



GOAL 9

I CAN...

- take part in simple role play such as making a cup or tea, or putting a baby to bed.
- explore a range of different sounds using musical instruments and other objects.
- begin to explore colour using pencils, pens, chalk and paint.

I CAN...

- begin to use language during my imaginative role play.
- begin to make up stories and scenarios around toys.
- copy actions and dances.
- experiment with making marks creatively.

I CAN...

- begin to extend my imaginative role play, sometimes taking on a role or acting out stories with my friends.
- take part in a wider variety of role play scenarios. Eg shop, doctors, hairdressers, firefighters
- dance freely and create movement.
- explore colour and colour mixing.
- draw enclosed shapes to represent objects and people.

I CAN...

- make up a simple puppet show.
- act out a simple story, pretending to be a character.
- make up songs and sing them to myself during play.
- copy and create simple rhythms.
- experiment with a wider variety of collage and craft resources independently.
- begin to draw more detailed pictures and give them meaning.

I CAN...

- begin to make up my own stories in my imaginary play or Helicopter Stories.
- play instruments to express feelings and ideas.
- create pictures, models and collages with a purpose in mind.
- draw detailed and recognisable pictures of objects and people.

I CAN THINK  
CREATIVELY AND  
USE MY  
IMAGINATION IN  
MY PLAY.

# MONKFIELD PARK CARE AND LEARNING CENTRE CURRICULUM PLAN



AUTUMN 1



AUTUMN 2



SPRING 1



SPRING 2



SUMMER 1



SUMMER 2



## GENERAL THEMES

NB: THESE THEMES MAY  
BE ADAPTED AT VARIOUS  
POINTS TO ALLOW FOR  
CHILDREN'S INTERESTS

### SETTLING IN

Settling In/Getting to  
know each other  
Being kind / staying safe  
Fire Drill  
Routines and Rules

### LET'S CELEBRATE

Autumn  
Witches Cave  
Fireworks  
Diwali  
Christmas

### RHYMING FUN!

Rhyming words  
Rhythm in words  
Chinese New Year  
Chinese Restaurant role  
play  
Shrove Tuesday

### SPRING

Signs of Spring  
Baby animals  
World Book Day  
Bird watching  
Mother's Day  
Holi  
Easter

### LIFECYCLES

Life cycles  
Minibeasts  
Vets role play  
Garden Centre role play  
Eid ul Fitr

### WE ARE ALL DIFFERENT

Describing ourselves  
Talking about our  
differences  
Self-Portraits  
Keeping healthy  
Doctor role play  
Hairdresser role play

## KEY EXPERIENCES

Starting Pre-School  
Separating from carer  
Making friends

Song Time for Parents  
and Carers

Autumn Walks  
Diwali dancer Visit  
Little City role play Visit  
(November)  
Father Christmas Visit  
Christmas Song Time  
Christmas Dinner  
Christmas Party

Playing in the Snow  
(weather permitting!)  
Tasting Chinese food  
Learning 'hello' in our  
different languages  
Making Pancakes

Dressing Up as a Book  
Character  
Spring Walks  
Making Nest Cakes  
Egg Hunt  
Spring Song Time

Live caterpillars  
Zoolab Minibeast Visit  
(May)  
Growing a sunflower  
plant  
Growing cress

Making vegetable soup  
Visit to Morrison's to buy  
vegetables  
Visits to School  
Family Picnic at the Park  
Leaver's Celebration/  
Song Time for Parents

## KEY VOCABULARY

Title, author, illustrator

Information book,  
character, speech bubble

Autumn, shrivel,  
crunchy, crispy

Diwali, diva, rangoli,  
mehndi

Winter, ice, frost,  
freezing, melting

Advent

Thinking bubble, refrain

Gigantic, enormous,  
huge, giant, tiny,  
miniscule

Spring, flower, leaf,  
stem, petal  
blossom, bud, shrivelled,

hatch, chick, beak,  
Lamb, piglet, foal, calf

Melting/setting  
(chocolate)

Sides, corners, straight,  
curved, solid, flat, face

Cocoon, chrysalis  
Tadpole, frog spawn

Leaf, stem, petal, flower,  
root, shoot, soil

Hard, rough, smooth

Eyebrow, pupil, wavy,  
blonde, ginger

# MONKFIELD PARK CARE AND LEARNING CENTRE CURRICULUM PLAN



AUTUMN 1



AUTUMN 2



SPRING 1



SPRING 2



SUMMER 1



SUMMER 2



| GENERAL THEMES                                  | SETTLING IN                                                                                                                           | LET'S CELEBRATE                                                                                                                      | RHYMING FUN!                                                                                                                                                                                                                                                         | SPRING                                                                                                                                                                                                                | LIFECYCLES                                                                                                                                                                    | WE ARE ALL DIFFERENT                                                                                                                                                                                 |
|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| HIGH QUALITY TEXTS                              | Goldilocks and the Three Bears<br>Peace at Last<br>Whatever Next<br>Dear Zoo                                                          | Autumn (Non-Fiction)<br>Room on the Broom<br>Meg and Mog<br>Megs Eggs<br>Diwali (Non-Fiction)<br>Dear Santa<br>The Nativity          | Oi Frog<br>Hairy Maclary<br>Green Eggs and Ham<br>Where's My Teddy?<br>Duck in a Truck<br>Don't Forget the Bacon<br>The 3 Little Pigs<br>Mr Wolfs Pancakes                                                                                                           | Spring (Non-Fiction)<br>Owl Babies<br>Dora's Eggs<br>Peely Wally<br>Guess How Much I Love You?<br>My Mum is Fantastic                                                                                                 | The Very Hungry Caterpillar<br>The Very Busy Spider<br>The Tadpoles Promise<br>Life Cycles (Non-Fiction)<br>Titch<br>A Seed in Need<br>The Enormous Turnip<br>Farmer Duck     | We Are All Different<br>We Are Family<br>It's OK to be Different<br>Ruby's Worry<br>Oliver's Vegetables<br>Handa's Surprise<br>Mr Gumpy's Outing<br>My Dad is Brilliant                              |
| CORE NURSERY RHYMES<br><br>&<br><br>OTHER SONGS | 'Days of the Week'<br>'Weather Song'<br>'Hello Everyone, How are You?'<br>'You Sing a Song'<br>'Here We Go Looby Loo'<br>'Goldilocks' | '5 Little Leaves'<br>'Pop, Pop, Pop!'<br>'5 Little Fireworks'<br>'Diwali'<br>'Here We Go Round the Mulberry Bush'<br>Christmas songs | 'Hello Everyone, How are You?'<br>'Twinkle, Twinkle'<br>'Baa, Baa Black Sheep'<br><br>'Then There Were 3 Cats'<br>'Willaby Wallaby'<br>'I Know an Old Lady'<br>'Chinese New Year is Here Again'<br>'Shake Your Sillies Out'<br>'The 3 Pigs Song'<br>'Oil in the Pot' | 'Humpty Dumpty'<br>'Hey Diddle Diddle'<br><br>'Daffodil'<br>'Chicken Dance'<br>'Spring Chicken'<br>'Chick, Chick Chicken'<br>'Old MacDonald' (baby animal names)<br>'The Number Shape Song'<br>'Ring a Ring of Roses' | 'Mary Had a little Lamb'<br>'Wind the Bobbin Up'<br><br>'There's a Tiny Caterpillar'<br>'Butterfly, Egg...'<br>'5 Friendly Frogs'<br>'Dig a Patch of Garden'<br>'Hokey Cokey' | 'Little Bo Peep'<br>'Tommy Thumb'<br><br>'Every Colour Under the Sun'<br>'2 Little Eyes'<br>'Chop, chop'<br>'5 Sticky Lollipops'<br>'The Scrubbing Song'<br>'Mr Sun'<br>'The Sun Has Got His Hat On' |

# MONKFIELD PARK CARE AND LEARNING CENTRE CURRICULUM PLAN



AUTUMN 1



AUTUMN 2



SPRING 1



SPRING 2



SUMMER 1



SUMMER 2



## READ WRITE INC DIRECT TEACHING

WITH OPPORTUNITIES TO  
CONSOLIDATE WITHIN THE  
CONTINUOUS PROVISION

Settling In  
Positive listening  
behaviours  
Listening and Attention  
Games  
Stories and Rhymes

Sounds in the  
environment  
Musical sounds  
Body Sounds  
Stories and Rhymes  
'My Turn, Your Turn'

Learning the Read Write  
Inc pictures  
'My Turn, Your Turn'

Learning the Read Write  
Inc pictures  
'My Turn, Your Turn'  
'Bouncy sounds' and  
'stretchy sounds'

Focusing in on initial  
sounds and sounds in  
words  
Introducing 'Fred Talk'-  
Blending and segmenting  
sounds  
Fred Talk cards  
Fred Says...

Focusing in on initial  
sounds and sounds in  
words  
'Fred Talk' -  
Blending and segmenting  
sounds  
I Spy...  
Silly Soup  
Pass the Basket  
Sam, Sam.....

## MATHS DIRECT TEACHING

WITH OPPORTUNITIES TO  
CONSOLIDATE WITHIN THE  
CONTINUOUS PROVISION

Settling In  
Positive listening  
behaviours  
Listening and Attention  
Games  
Number rhymes  
Match  
Sort

White Rose - Just Like Me

1.2.3  
Count  
Subitise  
Represent in different  
ways

White Rose - Its Me 123

Consolidation

Comparing 2 groups of  
objects  
Same/Equal  
More/Fewer

White Rose - Just Like Me

Consolidation

2d/3d shapes  
Mathematical language:  
'sides', 'corners'  
'straight', 'curved'  
Pattern

White Rose - Its Me 123  
Light & Dark  
Building 9 & 10

Consolidation

1-5  
Count  
Subitise  
Represent in different  
ways  
1 more/1 less

White Rose - Alive in 5  
Light & Dark

Consolidation

Spatial awareness  
Positional language  
Comparing mass,  
capacity and length

White Rose - Alive in 5  
Growing 678

Consolidation