



Early Years Curriculum Overview

At Brodetsky we understand that children learn best when they have a curriculum that follows their interests. We also understand that children in Early Years need to develop key skills, knowledge and understanding. The information below shows some of the areas that we cover, year on year, and gives examples of themes that may be covered at some point in time.

Included at the end is our enhanced curriculum which includes computing, Ivrit (Modern Hebrew – Modern Foreign Language) and Limmudei Kodesh (Jewish Studies).

Age	Key Areas	Examples of Additional Areas
Communication and Language		
2-3 year olds (Nursery)	<ul style="list-style-type: none"> Practitioners support children to be able to go from speaking in single words, to joining words together, to speaking in sentences. This will be done in all areas of the environment including role play, small world etc Practitioners support children with their understanding of language by modelling language within the environment, questioning, singing songs and rhymes, reading familiar stories 	<ul style="list-style-type: none"> Children’s language development may be advanced through themes such as transport, dinosaurs and story related themes eg, The Gingerbread Man Practitioners may use Makaton signs to support and enhance understanding of language.
3-4 year olds (Nursery)	<ul style="list-style-type: none"> Children will learn a variety of songs and rhymes and will be encouraged to talk about familiar stories and join in with repeated refrains. Practitioners will support children to develop their language into longer sentences, wider vocabulary and beginning to hold conversations Practitioners will do circle time activities to promote listening and understanding skills Children will take part in “news” sessions to extend their vocabulary and share their experiences 	<ul style="list-style-type: none"> As above
4-5 year olds (Reception)	<ul style="list-style-type: none"> Children will be supported to develop their listening skills so that 	<ul style="list-style-type: none"> As above



	<p>they can listen with sustained concentration</p> <ul style="list-style-type: none"> • Children will learn an increasing range of vocabulary • Children will learn to articulate their thoughts in sentences and be able to connect one idea to another • Children will develop their story telling language through Helicopter Stories 	<ul style="list-style-type: none"> • Children will look at the work of different authors in more depth eg, Julia Donaldson or Allan Ahlberg • Children will look at a series of books in more depth eg, Winnie the Witch or Rainbow Fish • Children will look at a genre of books in more depth eg, traditional tales
Personal, Social and Emotional Development		
2-3 year olds (Nursery)	<ul style="list-style-type: none"> • Practitioners support children to separate from their carers and families and to settle into the daily routines of the nursery • Children develop their ability to play on their own and with other children • Children begin to talk about their feelings • Children learn to use the toilet with help and then independently • Children are supported to become independent with all their personal hygiene skills 	<ul style="list-style-type: none"> • Practitioners may use strategies, such as Zones of Regulation or Makaton, to support children to express their feelings
3-4 year olds (Nursery)	<ul style="list-style-type: none"> • Children develop a sense of confidence, responsibility and independence • Children are supported to develop their social interactions to play with their peers • Children begin to understand the feelings and needs of others • Children increasingly follow rules and understand why they are important • Children are encouraged to manage their personal hygiene independently and confidently 	<ul style="list-style-type: none"> • As above



	<ul style="list-style-type: none"> • Children are supported to learn how to put their coats and footwear on independently • Oral health education • Children begin to understand what they need to do to stay safe and healthy eg, healthy foods, fire safety on Bonfire Night 	
4-5 year olds (Reception)	<ul style="list-style-type: none"> • Children express their feelings and take the feelings and needs of others into account • Children become able to work and play cooperatively with their peers • Children show resilience and perseverance • Children can manage their personal hygiene independently • Oral health education • General education about what we need to do to stay healthy eg, healthy diet, exercise, fire safety on Bonfire Night, road safety, stranger danger • Children are introduced to the concept of on-line safety through needing to ask parents' permission • Practitioners support children to be able to dress and undress themselves for PE. 	<ul style="list-style-type: none"> • As above
Physical Development		
2-3 year olds (Nursery)	<ul style="list-style-type: none"> • Practitioners support children with walking, running, jumping, rolling and climbing skills • Practitioners support children to move themselves on different wheeled outdoor toys • Practitioners support children with kicking and throwing a ball • Practitioners support children to develop their fine motor skills eg, hold a pencil or crayon, cutlery by threading beads on a string, playdough, pinching etc 	<ul style="list-style-type: none"> • Practitioners may sing and play movement games like "Ring a Ring of Roses" or "Heads Shoulders Knees and Toes"



<p>3-4 year olds (Nursery)</p>	<ul style="list-style-type: none"> • Further development of children’s moving, balancing, rolling, climbing, riding and ball skills • Introduce more complex movements such as hopping and skipping • Practitioners support children to move with rhythm to music • Further develop fine motor skills such as using scissors, doing up zips, developing a comfortable pencil grip 	<ul style="list-style-type: none"> • As above
<p>4-5 year olds (Reception)</p>	<ul style="list-style-type: none"> • Refine and consolidate gross motor skills where the children can move with balance, control & coordination • Develop ball skills so that children can throw, pass, kick and bat a ball. • Children will develop patterns of movement from marching-hopping-skipping-balancing-galloping • Children will develop their ability to move with changing directions and changes of speed • Gross motor skills will be developed daily within the outdoor provision, plus twice weekly PE lessons • Develop fine motor skills so that children can use equipment such as pencils and scissors with purpose and control • Develop enough strength to have a fluent handwriting style and hold a pencil in, ideally, the tripod grip 	<ul style="list-style-type: none"> • As above but including more complex games such as “What’s the Time Mr Wolf?”
<p>Literacy</p>		
<p>2-3 year olds (Nursery)</p>	<ul style="list-style-type: none"> • Begin to develop a repertoire of songs and rhymes that they can say independently • Enjoy sharing books with an adult and understand how a book is structured; front cover, correct way up, turning pages etc • Begins to make comments about stories and books 	<ul style="list-style-type: none"> • Activities may include going on a bear hunt, having a teddy bears picnic etc



	<ul style="list-style-type: none"> • Can develop their play around favourite stories using props • Notice some print such as the first letter of their name, numbers or familiar logos • Make marks on paper and begin to give meanings to their drawings or paintings 	
<p>3-4 year olds (Nursery)</p>	<ul style="list-style-type: none"> • Children develop an understanding of print to know that it has meaning and to understand how print works in a book • Practitioners support children to follow a story in a book with sequencing, turning pages correctly • Develop their phonological awareness to be able to hear, identify and repeat sounds • Develop ability to recognise rhymes and syllables • Recognise words with the same initial sounds • Use pretend writing, to write with a purpose, within their play eg, making a pretend shopping list • Practitioners support the children to write some or all of their name 	<ul style="list-style-type: none"> • Role play provision may be set up as a shop, café, bakery etc
<p>4-5 year olds (Reception)</p>	<ul style="list-style-type: none"> • Children are taught to say the sounds of all the letters of the alphabet and know at least 10 digraphs • Children are taught to orally blend words and then independently segment and blend simple words to be able to read them. • Children will be taught to read aloud simple sentences and books • Children are taught to recognise common non-phonetic tricky words • All phonics is taught through the Read Write Inc phonics scheme • Children are taught to write letters with the correct letter formation 	<ul style="list-style-type: none"> • As above • Reading and writing opportunities are woven into the provision. Eg, notepads and menus in a restaurant role play area



	<ul style="list-style-type: none"> • Children are taught to use their phonetic knowledge to write the sounds in words they can hear • Children are taught to write simple phrases and sentences that can be read by others 	
Mathematics		
2-3 year olds (Nursery)	<ul style="list-style-type: none"> • Using board puzzles, bricks and other equipment children begin to notice patterns, shapes and colours by matching and sorting objects • Children are encouraged to compare amounts and begin to use mathematical vocabulary such as “more, same, bigger, smaller, tall heavy ...” • Children begin to develop an understanding of counting by singing various number rhymes, and practitioners modelling counting objects, sounds etc • Children will begin to understand numbers and quantities within their play with practitioners by, for example, selecting two sheep from the farm 	
3-4 year olds (Nursery)	<ul style="list-style-type: none"> • Children will begin to solve more complex puzzles, whilst still looking at sorting and matching objects • Children will develop the ability to subitize to 3 • Children will be able to recite numbers to 5 and then beyond • Children will develop the ability to count to 5 with 1:1 correspondence and then beyond (objects and sounds) • Children will develop the ability to understand the cardinality of numbers up to 5 (stopping number) • Children will begin to understand the link between counting objects and numerals 	<ul style="list-style-type: none"> • Children may be encouraged to recognise and continue a two-part pattern • Role play areas will be developed to support maths in a variety of ways eg, shop, café, bakery etc



	<ul style="list-style-type: none"> • Children will begin to solve real world mathematical problems, including within role play • Children will talk about and explore 2D and 3D shapes using language such as “sides, corners, straight, flat, round...” • Children will select and combine shapes within various different types of construction activities • Children will recognise position and start to use positional language • Children will make comparisons between objects in regards to size, length, weight and capacity. This will be done through play in areas such as sand and water. 	
<p>4-5 year olds (Reception)</p>	<ul style="list-style-type: none"> • Children will develop the ability to look at patterns in more detail by doing activities such as completing a three- or four-part pattern, or sorting objects by more than one attribute. • Children are taught maths in a Maths Mastery approach, by learning about numbers to 10 in great detail, one number at a time. • Within each number, children will learn to understand and recognise all patterns and relationships within that number by learning the cardinality, composition and comparisons of that number • Children will develop their understanding through use of part-whole models, 10s frames, Numicon etc. • The children will subitize numbers to 5 confidently and sometimes numbers to 10 where they can see relationships within patterns • The children will be able to categorise numbers such as counting in 2s or recognising odd and even numbers 	<ul style="list-style-type: none"> • Role play areas will be developed to support maths in a variety of ways eg, shop, café, bakery etc with prices, numbers and money included in the play



	<ul style="list-style-type: none"> • The children will develop an instant recall of number bonds to 5 and some number bonds to 10 such as double facts • Children will develop their counting skills beyond 10 • Within their deep learning of one number at a time, children will learn how to use money and coins for that number. They will learn the relevant properties of different 2D and 3D shapes and will be able to use the vocabulary of “sides, corners, faces, edges and vertices.” Children will compare length, weight and capacity for those numbers. • Children will develop an understanding of time through sequencing puzzles and activities and discussions around the daily visual timetable 	
Understanding of the World		
<p>2-3 year olds (Nursery)</p>	<ul style="list-style-type: none"> • Children will explore the world around them using their different senses • Children will explore different materials (including natural materials) both in the indoor and outdoor environments • Practitioners will support children in discovering different aspects of the natural world, such as how leaves move in the wind and how puddles are made from the rain • The children will learn about the different seasons throughout the year and will enjoy investigating the different outdoor areas of the Early Years building as well as the school fields and forest school. • The children will begin to understand their sense of self through “all about me and my family” activities. 	<ul style="list-style-type: none"> • Different people may visit Early Years, such as; the police, the fire brigade, a vet, a doctor, a dentist • Children may experience the life cycle of a butterfly by using the Insect Lore caterpillar kit • A wide variety of different baking and cooking activities • Visitors from different cultures • Themes may be covered such as, holidays, going to the seaside, under the sea, the jungle etc



	<ul style="list-style-type: none"> • Children will begin to notice differences between themselves and other people • Children will be introduced to different religions and cultures through activities relating to different festivals such as Diwali and Chinese New Year. • Children will develop an interest in different occupations of “People who Help Us”. • Children will be encouraged to observe and experience the natural world, such as how a plant may grow and change, or how a caterpillar grows and changes into a butterfly 	
<p>3-4 year olds (Nursery)</p>	<ul style="list-style-type: none"> • Children will explore how things work such as toys with pulleys or cogs • Children will be encouraged to notice changes in the natural world, such as how a plant may grow and change, or how a caterpillar grows and metamorphosises into a butterfly • Children will be introduced to the key features of the life cycle of a plant and animal, and will watch plants and seeds grow • Children will experience planting a seed and watching it grow, and learn about different fruits and vegetables and how they might grow (linked to Rosh Hashanah & Tu B’Shevat) • Children will begin to understand how to care for living things • Children will explore and talk about different phenomenon such as floating and sinking, how ice melts and what happens to ingredients in cooking and baking 	<ul style="list-style-type: none"> • As above • Children may be introduced to the concept of the past being ‘a long time ago’ at different times of the year such as Remembrance Day • Children may role play stories from the past such as the Chanukah story, or the story of Moses



	<ul style="list-style-type: none"> • Children will develop their sense of the world and the people within it. They will develop positive attitudes and understanding about people from different cultures and countries in many different ways. They will meet different people, look at books, watch videos, enjoy different foods and explore different resources within the early years provision. • Children will understand and be able to talk about themselves and their immediate family and community • Children will be introduced to the concept of the past as “a time before they were born,” “when a familiar adult was a child.” They will understand a long time in the past such as stories from the Torah (bible) and parsha of the week. 	
<p>4-5 year olds (Reception)</p>	<ul style="list-style-type: none"> • Children will develop their understanding of themselves, their families and their communities • Children will understand that there are similarities and differences between different religions and cultures and that all religions and cultures have things that are special to them. • Children will know how to treat all people with different religions and cultures with respect and understanding • Children will understand that there are similarities and differences between life in The United Kingdom and life in other countries, such as weather, housing, dress, language and food. • Children will develop their understanding of the past by being 	<ul style="list-style-type: none"> • As above • Children may do a topic such as “Toys from the Past” or “Transport from the Past” • Children may learn about historical figures such as Queen Elizabeth II, or Captain Sir Tom Moore • When learning about different countries, children may focus on different books such as ‘Handa’s Surprise’ or ‘Coming to England’ by Floella Benjamin



	<p>able to compare their lives now to lives of people in the past</p> <ul style="list-style-type: none"> • Children will develop an understanding of time through sequencing puzzles and activities and discussions around the daily visual timetable • Children will further develop their experiences of exploring the natural world. They will expand their knowledge, understanding and vocabulary in relation to the seasons, changing states of matter, life cycles, growth and decay • Children will experience planting a seed and watching a plant grow. They will be able to explain what a plant needs to be able to grow. 	
Expressive Arts and Design		
<p>2-3 year olds (Nursery)</p>	<ul style="list-style-type: none"> • Children will enjoy joining in with some songs and rhymes • Children will move and dance to music • Children will take part in action songs such as “Twinkle Twinkle Little Star” • Children will begin to make marks intentionally using different medias such as paint, pencils, chalks & crayons • Children will enjoy exploring colour • Children will make models with different medial such as playdough, bricks or duplo • Children will start to develop pretend play eg, a banana for a telephone • Children will develop their imaginative play through activities such as small world and the home corner • Children will enjoy exploring the sounds that different musical instruments make 	<ul style="list-style-type: none"> • Different themes such as, under the sea, dinosaurs, space and aliens will incorporate learning different songs and rhymes. Creative art activities and music with instruments will be linked to the themes



<p>3-4 year olds (Nursery)</p>	<ul style="list-style-type: none"> • Children will develop and enhance their pretend play by connecting ideas • Children will develop more complex stories within their small world play • Children will make more imaginative and complex ideas within their construction play • Children will develop their models more freely, choosing their own different materials • Within their mark making, children will begin to make closed shapes with continuous lines. Their drawings will become more detailed. Eg, a circle for a face, with dots and lines for features • Children may use mark making to represent different ideas such as movement or noises • Children will explore colour and colour mixing • Children will remember and sing entire songs • Children will begin to create their own songs • Children will begin to play musical instruments with increasing control 	<ul style="list-style-type: none"> • As above
<p>4-5 year olds (Reception)</p>	<ul style="list-style-type: none"> • Children will explore, use and refine a variety of different artistic effects and materials to express their ideas and feelings • Children will experiment with colour, design, texture, form and function • Children will sing a variety of well-known rhymes and songs • Children will express feelings and responses to dance and performance arts • Children will move in time to music • Children will develop storylines in their pretend play, making use of props and materials 	<ul style="list-style-type: none"> • As above • Children may develop their creative ideas through large scale construction and loose part play



	<ul style="list-style-type: none"> Children will invent, adapt and recount stories. This will be encouraged through the use of 'Helicopter Stories' 	
Computing		
2-3 year olds (Nursery)	<ul style="list-style-type: none"> Children are familiar with the uses of IT in their daily lives and the lives of familiar adults This is facilitated through different means such as iPads used for Seesaw observations and photographs to communicate with parents, the laptop is used to make the interactive white board work 	<ul style="list-style-type: none"> Children may role play with toy an old versions of IT eg, phone in the home corner
3-4 year olds (Nursery)	<ul style="list-style-type: none"> Children are more aware of the uses of IT in their daily lives and the lives of familiar adults and practitioners discuss their uses with them eg, taking a photo of their work to send to their parents, or discussing finding some information on the laptop Children experience how IT works through games on the interactive white board Children's early programming skills are developed through the existing curriculum such as, following verbal instructions, positional language, matching & sorting activities, seeing cause & effect through playing with toys with pulleys or cogs 	<ul style="list-style-type: none"> As above plus old key boards within role play Interactive white board games will be based around many areas often linked to themes or topics eg, a fireworks game for bonfire night
4-5 year olds (Reception)	<ul style="list-style-type: none"> Children understand the uses of IT in their daily lives and the lives of familiar adults and are able to make links between uses of IT at home and at school. Children understand about the internet and how it can help them with their learning eg, watching a video clip on YouTube Children are introduced to the concept of internet safety through the use of need to ask for parents 	<ul style="list-style-type: none"> As above Children may use the beebots within the themes they are learning eg, following a simple route of a map when 'Going on a Bear Hunt'



	<p>and adults' permission, and the use of passwords</p> <ul style="list-style-type: none"> • Children will use IT within their learning eg, playing interactive white board games through programmes such as Espresso, Phonics Play etc • Children's early programming skills are developed through the existing curriculum such as repeating patterns in maths • Children explore the uses of programmable toys such as the beebots 	
Ivrit (Modern Hebrew) Modern Foreign Language		
2-3 year olds (Nursery)	<ul style="list-style-type: none"> • Practitioners introduce children to the concept of there being different languages to English through singing songs in Hebrew. This is linked through their Jewish Studies lessons such as Havdallah and Kabbalat Shabbat • Children are introduced to Hebrew through brachot and benching 	<ul style="list-style-type: none"> • Children may also learn some words in songs for Jewish festivals such as "Sevimon sov sov sov" for Chanukah
3-4 year olds (Nursery)	<ul style="list-style-type: none"> • Children develop their understanding of Hebrew being a foreign language through noticing differences between English and Hebrew print • Practitioners support children to understand the meaning of some Hebrew words such as imma (mummy) and abba (daddy) • Children will begin to sing Hebrew songs on a weekly and daily basis 	<ul style="list-style-type: none"> • Children may learn parts of Hebrew songs such as "Manishtana" for Pesach
4-5 year olds (Reception)	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
Limmudei Koddesh (Jewish Studies)		
2-3 year olds (Nursery)	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
3-4 year olds (Nursery)	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
4-5 year olds (Reception)	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •