



Seedlings Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Let's Share	Let's Celebrate	Let's Pretend	Let's get messy	Let's Grow	Let's Build
Maths	<ul style="list-style-type: none"> Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items. 	<ul style="list-style-type: none"> Compare amounts, saying 'lots', 'more' or 'same'. Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. 	<ul style="list-style-type: none"> Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' 	<ul style="list-style-type: none"> Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' Shapes 	<ul style="list-style-type: none"> Compare sizes, weights etc. using gesture and language - 'bigger/ little/ smaller', 'high/low', 'tall', 'heavy'. Notice patterns and arrange things in patterns 	<ul style="list-style-type: none"> Build with a range of resources. Complete inset puzzles.
Understanding the world	<ul style="list-style-type: none"> Repeat actions that have an effect 	<ul style="list-style-type: none"> Notice differences between people. 	<ul style="list-style-type: none"> Explore natural materials, indoors and outside Explore and respond to different natural phenomena in their setting. 	<ul style="list-style-type: none"> Explore materials with different properties. Explore natural materials, indoors and outside 	<ul style="list-style-type: none"> Make connections between the features of their family and other families. 	
Expressive Art and Design	<ul style="list-style-type: none"> Move and dance to music. Join in with songs and rhymes. Start to make marks Intentionally. 	<ul style="list-style-type: none"> Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. 	<ul style="list-style-type: none"> Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone. 	<ul style="list-style-type: none"> Explore a range of sound-makers and instruments and play them in different ways. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. 	<ul style="list-style-type: none"> Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. 	<ul style="list-style-type: none"> Make simple models which express their Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.



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Physical Development	<ul style="list-style-type: none"> • Gradually gain control of their whole body through continual practice of large movements • Clap and stamp to music. 	<ul style="list-style-type: none"> • Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. • Enjoy starting to kick, throw and catch balls. • Walk, run, jump and climb – and start to use the stairs independently. 	<ul style="list-style-type: none"> • Spin, roll and independently use ropes and swings (for example, tyre swings). • Sit on a push-along wheeled toy, use a scooter or ride a tricycle. 	<ul style="list-style-type: none"> • Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. • Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. • Start eating independently and learning how to use a knife and fork. 	<ul style="list-style-type: none"> • Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. • Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. • Start eating independently and learning how to use a knife and fork. • Develop manipulation and control. • Explore different materials and tools. 	<ul style="list-style-type: none"> • Build independently with a range of appropriate resources. • Develop manipulation and control. • Explore different materials and tools.
Literacy	<ul style="list-style-type: none"> • Enjoy songs and rhymes, tuning in and paying attention. • Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. • Say some of the words in songs and rhymes. 	<ul style="list-style-type: none"> • Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. • Say some of the words in songs and rhymes. 	<ul style="list-style-type: none"> • Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. • Say some of the words in songs and rhymes. • Copy finger movements and other gestures. • Sing songs and say rhymes independently, for example, singing whilst playing 	<ul style="list-style-type: none"> • Enjoy sharing books with an adult. • Pay attention and respond to the pictures or the words. • Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. • Repeat words and phrases from familiar stories. • Ask questions about the book. Makes comments and shares their own ideas. • Develop play around favourite stories using props. 	<ul style="list-style-type: none"> • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. • Enjoy drawing freely. • Add some marks to their drawings, which they give meaning to. For example: "That says mummy." 	<ul style="list-style-type: none"> • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. • Enjoy drawing freely. • Add some marks to their drawings, which they give meaning to. For example: "That says mummy." • Make marks on their picture to stand for their name.



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Personal, Social, Emotional Development	<ul style="list-style-type: none"> Find ways to calm themselves, through being calmed and comforted by their key person. Establish their sense of self. Express preferences and decisions. They also try new things and start establishing their autonomy. Find ways of managing transitions, for example from their parent to their key person. 	<ul style="list-style-type: none"> Thrive as they develop self-assurance. Play with increasing confidence on their own and with other children, 	<ul style="list-style-type: none"> Feel strong enough to express a range of emotions. Grow in independence, rejecting help 	<ul style="list-style-type: none"> Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Be increasingly able to talk about and manage their emotions. Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. 	<ul style="list-style-type: none"> Develop friendships with other children. Safely explore emotions beyond their normal range through play and stories. Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". Learn to use the toilet with help, and then independently 	<ul style="list-style-type: none"> Develop friendships with other children. Safely explore emotions beyond their normal range through play and stories. Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". Learn to use the toilet with help, and then independently
Communication & Language	<ul style="list-style-type: none"> Understand single words in context – 'cup', 'milk', 'daddy'. Understand frequently used words such as 'all gone', 'no' and 'bye-bye' Understand simple instructions like "give to nanny" or "stop". Recognise and point to objects if asked about them. Start to say how they are feeling, using words as well as actions. Start to develop conversation Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. Listen to simple stories and understand what is happening, with the help of the pictures. Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). <p>Communication and language is developed through all areas of learning across the year.</p>					