



# Little Incredibles

Curriculum 2024 - 2025



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## Little Incredibles Ethos

A welcoming home from home environment offering stimulating experiences both indoor and out, await your child at Little Incredibles. We promote family values with children learning from each other in small age ratio groups, encouraging mutual learning in mixed age groups for mealtimes and sessions.

Each child is valued for their uniqueness, we promote anti-racism and resilience and we are inclusive; a mutual respect between children and key workers is grown through caring, positive relationships.

We involve the wider community in our activities and make the most of the amazing opportunities on our doorstep, taking frequent nature walks and making links with the local community. We firmly believe that physical activity, music and being close to nature promote health and wellbeing. Ensuring that children play outside, have opportunity to express themselves through music and movement and instilling in them a respectful appreciation of our environment and the natural world, underpins our ethos and can be seen through all areas of learning at Little Incredibles.



## Curriculum

Our Little Incredibles Curriculum 2024 - 25 is tailored to our children and their families. We understand the experiences that our children have at home and the interaction they have with their immediate and extended families. From regular communication with our families, questionnaires and discussions we understand what is important to them. They explained to us why they chose Little Incredibles and the importance of all that our Ethos encompasses.

The curriculum is ambitious but we know that by working together with our supportive families and with the community it is achievable for every child.

Little Incredibles Children leave the setting with a firm foundation for learning, respect for others and for their natural environment, the ability to communicate effectively and are confident in their movement and physical abilities. They are happy, confident, curious learners.

The following pages illustrate each of our curriculum goals with examples of how we support children to achieve them.



Little Incredibles children are:

# Expressive Communicators

Children can talk about their interests and what they enjoy. They can ask adults for help when they need it. They can communicate how they feel. They can extend play imaginatively with their peers. They understand and use extensive vocabulary and language structures in a range of contexts. They enjoy interacting with stories and know how they are structured. They enjoy engaging with fiction and non fiction books, poems, rhymes and songs. Children can listen and respond, share topics that interest them and their peers.

Children use non fiction books and technology to research and find out information. They have access to print in all forms such as catalogues and menus to support role play.

Families share photos on our FaceBook page, this provides opportunity for conversations and recollection of children's trips and important family events.

Children ask each other and talk about how they feel.

Language is supported through makaton sign with all children.

Daily opportunities to engage with stories in different ways, props, acting out, rhythm, song.

'Talk about' sessions; children bring in item(s) for show and tell. Opportunities like this encourage children to share their interests and have back and forth conversations with their peers. Adults use sensitive questioning to invite children to elaborate.

Children build a collection of favourite songs and rhymes. A selection become our songs of the week along with the book of the week.

Adults give time for children to explore and communicate in role play; by playing alongside the child, adults model language and extend play

Snack and meal times are valuable communication opportunities to make requests, ask for more, practise recall, plan the day and listen to each other.



Little Incredibles children are:

## Confident Movers

Our children are happy, healthy and active. They enjoy moving in different ways using gross motor skills to negotiate space and manage obstacles in their own ways. Our children can manage risks, they are aware of what their body is capable of and know how to keep safe and when to ask for help in physical challenges. They collaborate with their peers in achieving physical tasks. They are spatially aware, have good co ordination, agility and balance. They can hold and manage tools for their appropriate use including pens, brushes, spades, jugs and other tools. Our children have an awareness of different sports and have experienced team games, racket and ball sports.

Children have opportunity to explore and enjoy movement and sports through multi skill sessions developing fitness, agility and spatial awareness.



Children count jumps, steps. Understand shape, space and measure through building and problem solving. Use mark making for representing numbers such as tally chart.

Children enjoy a variety of sensory play to develop fine motor control.



Children discuss and plan in their play, why they want to build and what they will need achieve their goal.

Children work collaboratively to achieve a goal. They celebrate success and perseverance, build self confidence in achieving goals.

Children enjoy water play, opportunities to scoop and pour and squeeze such as sponges or spray containers.

Children have access to different mark making tools in all our rooms, including pencils, pens, white board markers, paint brushes, water, sticks, mud, sand and paint.

Children have access to loose parts to build obstacle courses, dens, they have team games and races.

Children see and recognise patterns in their movements jump run jump run. They have opportunity to problem solve and are always encouraged to 'have a go'.



Little Incredibles children are:

## Self Assured

Children understand their own needs and boundaries. They can name their body parts and know when something feels wrong emotionally or physically. They understand their self worth and feel valued as an individual. They know they may not always agree with others but understand to be respectful of others ideas. They are confident in their abilities, what they do well and what they are striving to achieve. They are independent in their self care.

Adults actively listen and respond to children's non verbal and verbal communication.

Parents are involved in children's assessments and plans, to ensure consistency in care. The child's needs, in all environments, is shared and understood.

Adults know how and when to support children in managing challenges to develop their independence, self regulation and perseverance.

Adults are positive role models through respectful interaction with each other and parents. Adults express overcoming difficulties and problem solving within the setting.



Children are respected when being assisted with intimate care, the adult asks their permission, the correct terms are used for their body parts.

Children form close relationships with their key worker with whom they feel safe and cared for. Key workers co regulate with the child to enable them to self regulate.



Children are supported in seeking consent and permission from each other in their interactions and play such as during rough play. Children are taught to respect each others personal space and boundaries and to listen to one another.



Children are praised for having a go and persevering whatever the outcome.

Children learn from each other. The older children are role models for the younger and share their expertise.



Little Incredibles children are:

## Curious Learners

Children ask questions about their world. They have a rich background of experiences to refer to and draw on. They notice and observe what is happening around them in the natural environment, their community and home life. They persevere with challenges, can give their attention and actively engage in learning opportunities.

Children are valued, respected and actively listened to.



Children are supported in their learning through effective pedagogy. This includes a variety of approaches, learning through play, modelling, observing each other, through guided learning and direct teaching.

Children have repeated access to experiences in different contexts, do ensure depth of learning.



Children have ownership of their setting by helping with tidying, sweeping, hanging the washing out, watering the plants, preparing food and setting the tables for meals and snacks.

Sustained Shared Thinking. Sensitive and skilled adults give children the tools to be curious, ask questions and look for solutions.

Children's attention and listening skills are developed from an early age with short successful attention building sessions.

Through daily notes, learning opportunities are shared with parents so children's development maybe supported in the home learning environment.

Children participate in feeding the birds, they have access to identification books and posters and can name most of the birds that visit the garden.



Little Incredibles children are:

## Respectful and Active Community Members

Children understand that they are part of a community in Yaxley. They enjoy visiting places in their community such as the library, church, parks, fire station, war memorial, shops and care home. They have met key community members and can talk about them. They understand that they have differences and similarities to people within their local community and their community at Little Incredibles. They do not tolerate bullying, racism or stereotyping.

Children explore local maps, and create their own. Maps show where children live in proximity to the setting and other important places.

Parents and grand parents volunteer to support children's visits into the local community



Children visit the local care home and invite retired neighbours to the setting to take part in activities and crafts such as play doh, creating pictures, singing songs and performances.

Children interact with books and images depicting successful icons from diverse communities.

Children take care of their local environment and community by going on litter picks and supporting the local food banks.

Children are sensitively challenged on any discriminatory behaviour or remarks.



Parents are invited to the setting to share their skills and occupations such as fire fighters, vets, police officers, nurses, carpenters.

Adults support each other to make each other aware of any unconscious bias and stereotypes

We mark important occasions in the child's life such as birthdays and cultural events to learn and understand more about our diverse world.

Local and national history. Children have opportunity to talk about occupations, communities and the local environment.

They tally local traffic, go number spotting and on shape hunts in the local community.





Little Incredibles children are:

# Environment Ambassadors

Motivated and equipped to protect our precious natural world. Our children respect local wild life. They understand the role of insects and creatures. They know where to find different species and how we can help them survive. They understand the weather, seasons and the importance of this to natural habitats and their life cycle.

Our children know how to take care of the natural environment. Know where their food comes from. Understand recycling, they do not tolerate littering or waste water. They understand the damage pollution can cause to our waterways and oceans.

Children have good environmental role models in the adults at Little Incredibles. They know about influential people such as Greta Thunberg, David Attenborough and Steve Irwin.

Children have opportunity to explore the damage that litter does and help clean up their local environment through litter picking and nature walks.



Children learn about the importance of caring for our world including the oceans and waterways through books, literature and invitations to play.

Children enjoy learning about environmental systems through experiments such as water evaporation and collecting rainwater.

Children have opportunity to count and subitise the number of legs or spots on an insect, explore patterns such as the changing of the seasons, sort and categorise materials through recycling and measure volumes and quantities of water.

The setting has a recycle reuse ethos and minimises plastics, this is shared with children and their families.

Children observe birds, insects and other flora and fauna in the garden. They go on nature walks to explore and observe the changing seasons.



Children tend to the nursery allotment all year round to plant, nurture, grow and harvest produce to eat and to share with their family.



Children learn about nature and the environment through songs and rhymes, they actively engage in non fiction and fiction books and other reading materials.

## Curriculum skills development

We are focussing our skill development on three strands this year, Music, Physical skills and Environment. These are areas that we recognise as important base lines for our children at different stages of their development.

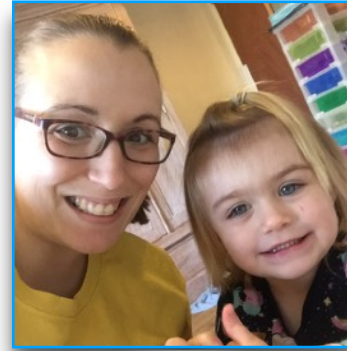
|                 | Between 0 - 2 years  | Around 2-3 years   | Around 3-4 years  |
|-----------------|--|--|---|
| Music           | Bang a drum, ting a triangle, shake bells, blow a harmonica.                         | Clap out a repeated pattern or beat.   | Sound match specific instruments to their sounds.                                   |
|                 | Respond to different beats and genres of music by moving body in different ways.     | Follow a short sequence of dance moves   | Play a musical instrument with control expressing feelings and ideas.               |
|                 | Play and perform music with different dynamics (loud/ quiet) and tempo (fast/ slow). | Play and perform music with different pitch (high / low) and rhythms (pattern of sound). | Recognise parts of an orchestra   |
|                 |  | Sing songs in different languages  | Know that notes describe music sounds   |
|                 |  | Recognise types of world music: aboriginal music.  | Play share and perform songs from aboriginal culture or historical period           |
|                 |  | Know what a choir is, know what an orchestra is.   |   |
| Physical        | Sit and ride   | Use a trike to steer   | Hit a tennis ball off cone with accuracy, with a racket.                            |
|                 | Follow lines drawn on the floor  | Use a trike to pedal   | Shoot a basket ball hoop  |
|                 | Negotiate crawling under and through   | Jump and land safely.  | Pass back rugby ball.   |
|                 | Hold a rugby ball  | Balance along a floor beam   | Balance on raised beam  |
|                 | Participate and then watch multi skills session                                      | Correctly hold a racket while running.   | Understand a pattern or sequence of play.   |
|                 | Pass an object from one hand to another.   | Weave body in and out of cones holding rugby ball.                                       |   |
|                 | Touch flour, sugar, butter.  | Mix scone ingredients together using wooden spoon.                                       | Tap and crack an egg into mix.  |
|                 | Use mallet to tap wooden pegs through hole.  | Twist nut onto bolt  | Use mallet to tap in tent pegs or hammer and nails into wood.                       |
| Environ<br>ment | Put rubbish in correct bin   | Plant and nurture seed   | Can name parts of a plant   |
|                 | Replace pen lids   | Sort plastic, card, tin, food waste into correct bins.                                   | Knows the importance of habitat for insects and birds and knows where to find them. |
|                 | Turn tap off.  | Recognise different bins in the community.   | Can name characteristics of each season.  |
|                 | Play and explore outside in all weathers   | Tidy up after play, put lids on resources.   | Can create a bug home.  |
|                 | Point to bird, spider, worm, squirrel, ladybird, beetle.                             | Fill up bird feeders.  |   |
|                 |  | Can name garden birds: robin, magpie, pidgeon, blue tit.                                 |   |
|                 |  | Attend to allotment.   |   |



Jules



Leisa and Sue



Clare



Rebecca

We look forward to working with families and the community in supporting each child that attends Little Incredibles to grow and develop in a way and at a rate that suits them. The curriculum is integrated into all aspects of the day at the setting. The team at Little Incredibles care about each child, we take pride in the important role we play in ensuring each child has the best start in life. We are professionals in our role and understand child development. Using our knowledge, continued professional development and what we know about each individual, we recognise if a child is not progressing as we would like and discuss this with you. Should any of our children have emerging or special educational needs we will work with you to make sure they are able to access the curriculum through specific interventions and targets.



Lorrie



Karen



Bethany



## How our curriculum links to the Early Years Foundation Stage Statutory Framework Education Programme.

We have a statutory obligation to ensure that all children make good progress in the EYFS educational programme. Our curriculum is unique, so it is important to understand how the EYFS education programme is interwoven throughout the curriculum and everyday practice at Little Incredibles. The EYFS education programme is made up of 7 areas of learning. The 3 prime areas, communication and language, physical development and personal, social and emotional development are particularly important for building a foundation to ignite children's curiosity and enthusiasm, for learning and forming relationships and thriving. The 4 specific areas, through which the prime areas are strengthened and applied, are mathematics, understanding the world, expressive art and design and literacy.

Fundamental to all children's learning is communication and language, our curriculum will ensure that all children become **Expressive Communicators**. This aspect of our curriculum underpins all other areas and is at the fore front of thinking when planning children's experiences inside and outside of the setting. Children's back and forth interactions from an early age are the foundations for language and cognitive development. It is crucial that these interactions are of the highest quality and happen continuously throughout the day between children and adults and children and their peers.

Physical development is vital in children's all round well being, enabling them to pursue happy, healthy and active lives. Our curriculum will ensure that all children become **Confident Movers**. At Little Incredibles, children spend a significant amount of their time outside developing their gross motor skills, acquiring the strength and control required for fine motor skills to develop, for tool control and hand eye co-ordination. All children will be confident to persevere at physical challenges, and with appropriate support attain some sport specific skills.

Personal, Social and Emotional Development is interwoven through two key areas of our unique curriculum to ensure that all children become **Self Assured** and **Curious Learners**. Through staff interactions and role modelling, all children are confident to express their feelings, are able to self-regulate, confident to accept new challenges, adaptable to change and will persevere when acquiring new skills.

Through our [Environment Ambassador](#) and [Respectful and Active Community Member](#) goals, we support children in the four specific areas of learning. Maths is a common thread throughout our goals, using the language of maths, taking opportunities to explore patterns in our physical movements, musical interactions and mark making for example. Within our local community we find shapes and make tally charts of things we find or vehicles we see. Visiting the local shops understanding monetary value, weighing out of ingredients when baking or making play doh. Using 10s frames and developing a deep understanding of the numbers to 10 children develop a secure base of knowledge and vocabulary from which mastery of mathematics is built.

Through Understanding The World we are guiding our children to make sense of their physical world and community. The rich variety and frequency of opportunities given to our children both in their home environment and in the setting foster their understanding of our culturally, socially, technologically and ecologically diverse world. Cultural diversity and inclusivity is an important aspect of the curriculum. By exploring our links with different cultures throughout the world our children learn about the lives of others using all of their senses.

Expressive arts and design supports children's cultural awareness, imagination and creativity. Children engage with the arts, to explore and play, including a wide range of media and materials, this develops their understanding, self expression, vocabulary and ability to communicate through the arts. We appreciate how important music is for language development and understand how it can support learning in maths, physical development and self expression. Music is our focus for staging children's skills development this year.

Literacy is embraced by the whole team and all children at Little Incredibles. Fiction and non-fiction books, other reading matter such as menus, pamphlets and catalogues and a word rich environment mean that our children develop a broad vocabulary. Through collaborative story telling children grow to love books and develop language comprehension and reading in this way.



## Further information

- Owner Directors: Leisa Bufton and Sue Harlow
- Childcare professionals: 8
- Provision: Day Nursery (Privately owned), Open 47 weeks of the year.
- Total Places for Children: 20.
- Age Range: from 0 years to 5 years.
- Open: Monday to Friday.
- Hours: 0800-17.00 Monday - Thursday 0800- 15.30 Friday.
- Flexible drop off and and pick up times for all children.
- Fees: £7.65 per hour.
- Meals are provided at extra cost: £2.50 for lunch £1.75 for tea.
- Nappies and wipes are 70p per day.
- Heathly snacks included.
- Nursery Education Funded (NEF) 2, 3 and 4 year places available.



