



# Our Curriculum



# About a curriculum

## Curriculum Intent

Our intent is clearly outlined through specific goals, visions, and objectives designed to provide our children with the best possible learning and development experiences during their early years of education.

## Implementation (Pedagogy)

**Teaching Strategies:** We will employ a robust play-based pedagogy for our teaching approach.

**Learning Environment:** Our environments will create a warm, inclusive, and welcoming atmosphere that feels like home. We will provide open-ended resources and loose parts to support the children's development.

**Curricular Activities:** Our activities will encompass a wide range of experiences, including baking, swimming, forest schools, among many others. Each activity is thoughtfully planned to provide valuable learning opportunities that children might not experience without adult guided activities.

## Impact (Assessment)

**Assessment Methods:** A baseline assessment will be conducted within six weeks of a child's start date to understand their initial developmental start point.

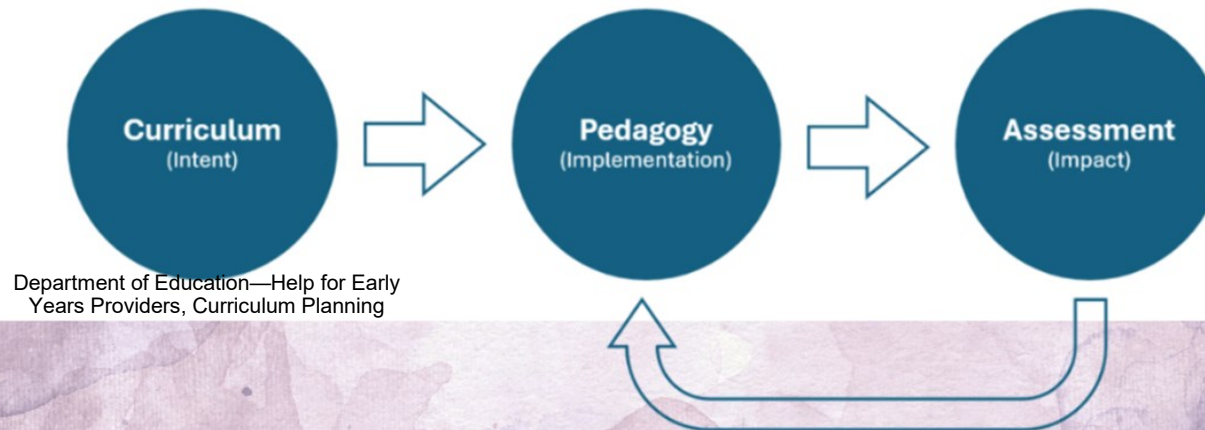
After this assessment, next steps will be established, and the information will be shared with parents.

Assessment will be carried out around February half term, or at least 12 weeks after the baseline assessment, to evaluate the level of development and consider updating the next steps.

The end of the year assessment will take place approximately at the end of June, or 12 weeks after the midyear assessment, for children not following the academic year.

**\*Parent Partnership\*:** All assessments and baseline evaluations will involve parent meetings and will be shared on the Family app.

**\*\*Data-assessments\*\*:** All assessment data will inform our pedagogy/ implementation of the curriculum. Adjustments will be made to support learning and development for all children, whether through individual plans or modifications to the pedagogical approach.



# Our 8 curriculum goals

1. Settle in and become confident and independent learners
2. To create your own self-portrait
3. To be able to follow a recipe and method
4. To tell and perform your own story
5. To light and put out a fire safely
6. To grow a seed
7. To manage water safely
8. To engage with community life



## Curriculum goal 1

# Settle in and become a confident, independent learner

First milestone: Children develop a strong relationship with their key person. Increasingly they separate from their parent/ carer at the start of the session with more confidence.

They use their key person as a 'secure base' throughout the session and 'touching base' as and when needed.



Implementation: A home visit where children feel secure, to build warm and positive relationships. Children attend settling in sessions with their parent/ carer. They are offered two sessions free of charge, and if needed for the child they will receive more. Every day, families are greeted warmly by staff, and handovers are carried out to ensure smooth communication. A mindful key person approach remains from intimate care to group times. Key people know their key children well including who is in their family, interests and celebrations.

Second milestone: Children increasingly access the environment independently.

They develop a sense of belonging within their environments, which cater to their interests and needs.

Accessing resources independently.



Implementation: Provide a high-quality environment that supports individual diverse motivations, interests and needs. Inclusive spaces that are nurturing and supportive of all children, considering the environment from a child's perspective.

A routine that allows children opportunities to choose their own learning and enquiries through play with free flow.

Teachable moments from adults to guide and model how to use and respect the environment.

Third milestone: Parents as partners to enhance their children's learning, well-being and development. Practitioners to recognise parents' commitment to their child's early development and education. Parents must feel included, listened to and trusted within their role.



Implementation: Parents knowledge of their child is captured through the home visit and settling in process. This continues throughout daily handovers and termly parent meetings.

Practitioners listen to parents and value what they say. They ask appropriate questions to widen their understanding to support the child such as about culture, celebrations, individual needs and family.

Develop a genuine interest in each family, remaining fair and inclusive.

Fourth milestone: Children to feel 'known' and a sense of belonging throughout transitions.

Forming friendships, making choices in play and learning.

Managing feelings and showing compassion for their peers.

Emotional resilience, coping with challenges and showing perseverance in tasks.



Transitions include not just movements between one setting and another in a linear way, but movements "horizontally" from one room to another within the same setting, moving to a more structured part of the day within the daily routine such as lunchtime.

Implementation: Effective communication shared during transitions with the next room or setting, and parents. Transition notes and reports shared. Visual aids to assist children with daily routines, including now and next prompts, and social story books. CoEL language used in children's learning.



## Curriculum goal 2

# Create your own self portrait



First milestone: Children to develop a strong sense of self.

Children to enhance self-awareness and recognise themselves in a photo and mirror. Children to express their understanding of who they are, fostering a sense of identity.

Second milestone: Children can explore and represent their emotions through facial expressions in self-portraits.

Hand and eye co-ordination.

Start to use circular shapes.

Third milestone: Emotional literacy and vocabulary development.

Problem solve.

Express their emotions.

Add features to their face, like eyes and mouths.

Fourth milestone:

To know yourself through similarities and differences.

Draw with increasing complexity and detail.

Show different emotions in their drawing.

Explore colour and colour mixing.

Emotional literacy.

Implementation: Mirror play to provide opportunities to look at themselves. You name their facial features and expressions. Point to and name facial features on yourself as well as on the children. Share and Read 'All About Me' Books and Picture Books, look at their Family pictures together. Explore faces in books and discuss them together.

Face-to-Face Games: Engage in games that involve mimicking facial expressions and sounds, particularly peek-a-boo and other face-related games.

Offer mark-making opportunities to explore creating marks using entire bodies, and developing marks into smaller marks and detailed. Capture all of the above activities in photographs to use as self-portrait evidence.

Implementation: Arrange a variety of collage materials on a table for the project, giving children ample time to explore and interact with them. By sharing these materials, you can ignite their curiosity and interest, allowing them to consider which pieces they would like to use to create their own self-portraits.

Encourage them to use words related to facial features. Eyes, nose, mouth. Provide mirrors of various sizes.

Offer a range of skin-tone colours.

Emphasise that the focus is on the creative process rather than the final product, giving them time to explore. Incorporate terms like 'happy face' and 'sad face' to help children connect facial features with different emotions.

Implementation: Encourage the children to create self-portraits by providing them with mirrors and a variety of creative resources.

Allow time for the children to engage in observation of their faces from this new perspective.

Invite them to draw or paint themselves on paper, merging the image they see in the mirror with their own self-perception.

Their portraits will serve as powerful expressions of their identities.

This activity should be completed during the baseline period when a child starts in Bluebells and Poppies, and again at the end of the summer term and displayed.

Implementation: We focus on the process of observation, encouraging children to draw what they see in the mirror instead of relying on their mental images or preconceived ideas of a face. Our goal is for the children to closely examine their features, helping them distinguish the individual parts of their faces from the whole. This method of observational drawing not only enhances fine motor skills but also lays a strong foundation for pre-literacy development. Before introducing any drawing materials, dedicate ample time for the children to simply observe their faces. Prompt them with the question, \*What do you notice?\* Following this, proceed to the drawing phase and continue this process termly, displaying their developing portraits.





## Curriculum goal 3

# To be able to follow a recipe and method

Cooking is an educational activity which enables children to communicate, be creative and develop physical and problem-solving skills. Cooking provides an exciting learning opportunity for all children. It allows children and adults to work together with the adult guiding the child through the experience. The adult should provide the child with freedom to make decisions and undertake important tasks, building their independence and confidence throughout the process.

Through finding out where food comes from and how it grows, the children are connected to nature and develop a greater understanding of the world around them.

An adult should model new skills and techniques such as kneading and chopping. Practising these skills enables children to strengthen muscles in their hands and arms, which impacts other areas of learning such as mark making, co-ordination and writing.

Cooking is an active and engaging first-hand experience here at Episkopi Early Years and a core part of the curriculum. When cooking, group sizes should remain small (a maximum of 8 children) ensuring each child is supported throughout the process and time is given. Cooking can be planned for, or happen spontaneously following the interest of the child.

A recipe card should be clearly displayed so that children can see the method and follow it with ease.

Using real tools is important for children to learn how to manage risk and take responsibility for their actions in a safe environment. Knives, graters and peelers are all safe with the right supervision.

Repeating processes benefits children by strengthening neural connections for memory and learning, building confidence and emotional well-being through predictability. Repetition aids language and literacy development by helping children understand word patterns, promoting social skills through shared routines and supporting children through regular routines. Through the repetition of following a method, this routine becomes embedded and children can take this into other areas of their learning.

Children should begin following visual recipe cards with guidance from an adult, and each week the adult should step back to allow the child to predict, recognise and follow the method independently.



It is rewarding for children to grow their own foods and use them in their recipes.



Skills such as tools and cracking eggs should be modelled first. Using tools builds strength to be independent in the cooking.

## Curriculum goal 4

# To tell and perform your own story

| Age range      | Development Progression   |
|----------------|---|
| 6 to 12 Months | <ul style="list-style-type: none"><li>- Begin responding to familiar voices, sounds, and rhymes.</li><li>- Encourage babbling and turn-taking in 'conversations'.</li><li>- Develop early listening and attention through songs and repeated words.</li></ul>           |
| 1 to 2 Years   | <ul style="list-style-type: none"><li>- Explore naming familiar objects, people, and actions.</li><li>- Encourage joining in with simple songs and rhymes.</li></ul>  |
| 2 to 3 Years   | <ul style="list-style-type: none"><li>- Expand vocabulary through role play, stories, and repetition.</li><li>- Begin forming simple sentences.</li><li>- Encourage asking simple questions and expressing choices.</li></ul>   |
| 3 to 4 Years   | <ul style="list-style-type: none"><li>- Use language to share ideas, retell events, and predict outcomes.</li><li>- Develop storytelling skills through imaginative play.</li><li>- Begin speaking in longer sentences and exploring more complex vocabulary.</li></ul> |



# Curriculum goal 5

## To light and put out a fire safely

Refer to the **Play Progression** document - Forest School

Children learn how to position themselves safely around the fire in the 'respect position', and how to walk around the fire circle safely.

Children benefit from being given time to persevere with lighting a fire, and display excitement and pride when they successfully get a spark.

The children learn that fire is safe when managed appropriately, and learn the skills to do this. They will begin to talk about fire safety and how to manage this, sharing their knowledge with practitioners, parents and peers.

They learn to set-up before lighting a fire, and skilfully build teepees using sticks. They can collect wood for the fire, and put it into groups by thickness.

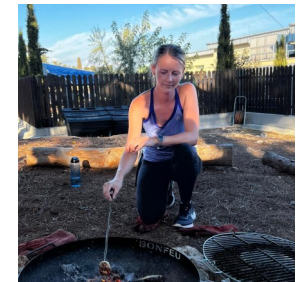
Children learn to cook with confidence on the fire, demonstrating safety at all times.

Children know how to put out the fire safely.

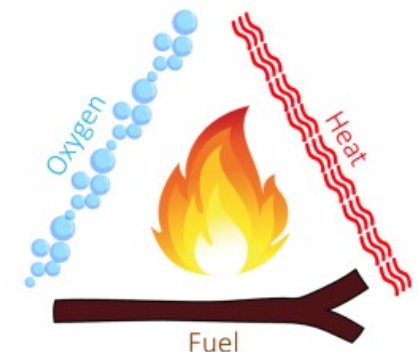
Wood stages when lighting the fire - children collect the wood in the environment.



Respect Position



The Fire Triangle  
The sides of the triangle represent the ingredients needed for fire.





# Curriculum goal 6

## To grow a seed



Refer to the **Play Progression** document - Forest School - Dig/ Tools/ Growing and decay

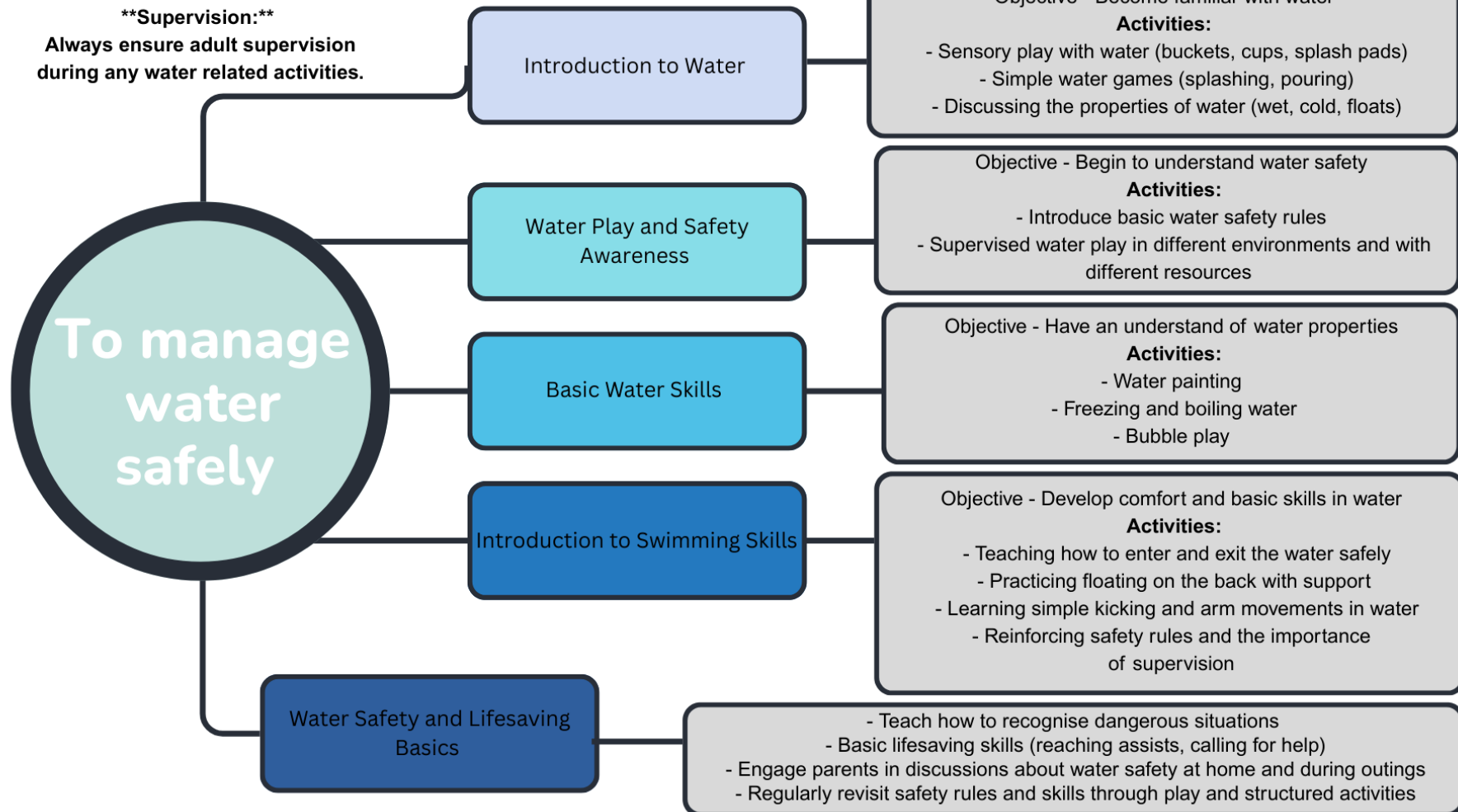
| Age range      | Development Progression  |
|----------------|--|
| 6 to 12 Months | <p>Sensory Exploration</p> <p>Babies can touch and feel soil, seeds, and leaves, exploring textures and temperatures.</p>  |
| 1 to 2 Years   | <p>Basic Participation - between 1 to 2 years of age, the children can help with simple tasks, such as pouring water into pots or scattering seeds, developing fine motor skills.</p> <p>Beginning to understand the effects of watering plants and seeing them grow over time.</p>  |
| 2 to 3 Years   | <p>Children can engage in more hands-on activities, such as planting seeds in soil or using small tools. They start to grasp the concept of taking care of living things, learning to check if plants need water or sunlight.</p> <p>Vocabulary expands as they learn names of plants, tools, and actions related to gardening.</p>  |
| 3 to 4 Years   | <p>Pre-schoolers can take on more responsibility, such as regularly watering plants, weeding, or checking for pests.</p> <p>They begin to identify problems with plants (like wilting or pests) and propose solutions (like adjusting water or relocating plants).</p> <p>Working with peers in group gardening activities, fostering teamwork and social skills.</p> <p>They can articulate basic life cycles of plants and may start to recognize seasonal changes in gardening.</p> |



# Curriculum goal 7

## To manage water safely

Refer to the **Play Progression** document - Water





# Curriculum goal 8

## To engage with community life

| Age range          | Development Progression   |
|--------------------|---|
| Birth to 12 Months | <p><u>Community Engagement Impact</u></p> <p>Interaction with caregivers and community members helps infants feel secure and promotes early social skills.<br/>Social Development: Infants begin to recognize familiar faces and respond to social interactions.</p>  |
| 1 to 2 Years       | <p><u>Community Engagement Impact</u></p> <p>Opportunities to interact with diverse community members help children to learn about different roles, such as those of teachers, doctors, emergency services and community helpers.<br/>Vocabulary expands rapidly; beginning to use simple words and follow simple instructions.</p>   |
| 2 to 3 Years       | <p><u>Community Engagement Impact</u></p> <p>Exposure to various cultural practices and community events fosters an appreciation for diversity and helps children understand different roles in society.<br/>Social Development and Emotional Development- as the children become more self-aware, showing signs of empathy and understanding others' feelings.<br/>Language skills continue to develop, with the ability to form simple sentences.</p>   |
| 3 to 4 Years       | <p><u>Community Engagement Impact</u></p> <p>Participating in community activities, such as festivals or local gatherings, reinforces social skills and cultural awareness. Learning about different professions and roles in the community enriches their understanding of societal functions. Children start to understand differences and similarities between their families and communities and will share through discussion, pictures or stories.</p> <p>Children start to take turns and engage in group activities, showing an understanding of group dynamics.<br/>Children will begin to ask questions about the world around them, demonstrating curiosity.<br/>They can follow multi-step directions and engage in imaginative play.</p> |

# To engage with community life

**The early years values of Episkopi - community, diversity, respect, and resilience are essential in our military setting.**

Children will be involved in activities that promote interaction with their community. To enhance children's cultural awareness, we aim to introduce them to the cultural aspects of the British military, alongside Cypriot traditions and various other festivals within our community.

Our enhanced curriculum offers several exciting highlights, such as Storytime sessions featuring important figures from the community, including parents, the Padre and military personnel. We invite military personnel and community members to share their experiences and stories in a way that is engaging for young audiences.

We participate in music and dance sessions that highlight songs and dances from diverse cultures. We aspire for children to participate in Community Connection Activities. We enjoy welcoming the community such as the military band to perform for our children.

We visit local establishments such as the dental centre, library, fire station, and gym, allowing children to experience community life first-hand. Our children learn about the roles of community helpers, including military positions, doctors, nurses, dentist, dog handlers, police and many others. The wide range of experiences and celebrations within both military, local and wider contexts, encourage children to participate in various events and develops their knowledge of the world around us.

We aim to promote parental engagement in community activities, building our parent partnership, and children's knowledge of their child's learning.

By the end of the academic year, children, from our youngest cohorts to those aged four, will demonstrate their understanding of the community by participating in at least three community engagement activities. This will provide them with insights into the roles of our community and help them express appreciation for the diverse cultures present in their environment.

This approach not only fosters a sense of belonging and connection to the community but also assists children in developing social skills, cultural awareness, and a sense of responsibility towards their surroundings.



# Our long term teaching and learning planning

- Stories we'll share:
  - 0-2 Years: ----- Page 14
  - 2-3 Years: ----- Page 15
  - Rising 3's: -----Page 16
  - Pre-school: Located separately
- Nursery rhymes ----- Page 17
- Forest School ----- Page 18
- Cooking and baking -----Page 20
- Mathematical learning ----- Page 21
- Inclusive Practice ----- Page 23
- Parent Partnership ----- Page 24
- Characteristics of Effective Learning --- Page 25
- Understanding and Managing Emotions- Page 26
- Celebrations, Trips and Experiences --- Page 27
- Celebration Must Do's ----- Page 28
- Parent Partnership Yearly Event ----- Page 29





# Communication and Language Development

1. Assign a time-slot to offer Oracy sessions.
2. Ensure fiction and non-fiction stories are available across the room indoors and outdoors.
3. Follow the high-quality core text and Nursery Rhymes in every day practice.
4. Repetition of planned vocabulary, exposing the children to a wide-range.
5. Commentary and extension of language through play.





## 0 - 2 Years: Our high-quality text - stories we'll share

|                    | Term 1.1  | Term 1.2  | Term 2.1   | Term 2.2   | Term 3.1  | Term 3.2  |
|--------------------|---|---|--|--|---|---|
| Overarching        | Being me in my world  | Fabulous festivities  | My world, my community   | The natural world  | Splish, splash, splosh  | Adventures near and far   |
| High Quality Texts | Hide and seek pig<br>Monkey puzzle<br>The colour monster  | Fox's socks<br>Chocolate Mousse for Greedy Goose  | Oh dear!<br>Each peach pear plum   | Dear Zoo<br>Noisy Farm   | Hooray for Fish<br>Polar bear, polar bear what do you hear?             | Postman bear  |
| Intent             | Build positive relationships with key person.<br>Separate from parent with ease.<br>Express their emotions freely.<br>To learn to blow to support strategies for calming down.<br>Confidently express their personal preferences. | Establish sense of self.<br>Expressing preferences and make decisions.<br>Try new things and start establishing their autonomy.<br>Recognise and use items from their home culture. | Recognise and become familiar with professionals within our community.<br>Language development and repeating words, inducing rhyming through text. | To be confident at explore the natural environment.<br>To link animals to natural environments.  | Children to explore water in a variety of ways.                         | To maintain strong relationships with key adults.<br>To feel safe and secure with their adult, and therefore show independence/ confidence exploring new spaces.    |
| Key knowledge      | Knowledge that their parents/ carers come back for them.<br>Know and respond to their name, and begin to know their peers name.<br>Name some body parts.  | Familiarity with items that reflect their home culture.<br>Know the routine of meal times, and demonstrate table manners.   | Begin to use their peers names, and names of people in the community e.g. police.  | Key knowledge is the different animals and what makes a pet.<br>Develops knowledge of the farm animals names and the noises they make.<br>Experience the natural world around them and notice the wind, bird sounds.<br>Show respect for living things, learning to take care of plants. | Begin to recognise marks with water, e.g. splash marks on surfaces.     | Who their safe people are.<br>To know what brings them comfort and security.  |
| Key skills         | Recognise people who are familiar to them.  | Join in with actions/ Makaton to familiar nursery rhyme.<br>Notice pictures and symbols beginning to recognise what they stand for in their familiar experience.                    | Recognise key people in their own lives.   | Characterises – such as too big, too jumpy.<br>Demonstrate curiosity with natural items and transport them during their play.<br>Through curiosity, observes the movement of people, animals and growth.   | Manipulate water - squeezing a sponge, filling and emptying containers. | To access items independently that comfort them.<br>To go to a trusted adult when they need to check-in or have comfort.<br>To have high-level involvement in play. |

## 2 - 3 Years: Our high-quality text - stories we'll share

|                    | Term 1.1   | Term 1.2  | Term 2.1  | Term 2.2   | Term 3.1  | Term 3.2   |
|--------------------|--|---|---|--|---|--|
| Overarching        | Being me in my world   | Fabulous festivities  | My world, my community  | The natural world  | Splish, splash, splosh  | Adventures near and far  |
| High Quality Texts | Owl babies<br>The Colour Monsters<br>A little bit brave  | Handa's Surprise<br>Stickman<br>Christmas book  | We're going on a bear hunt<br>Squirrels who Squabbled   | Sam plants a sunflower<br>Farmyard Hullabaloo  | Snail and the whale<br>The fish who could wish  | Paddington<br>The Train Ride<br>What the ladybird heard at the seaside   |
| Intent             | Build positive relationships with peers and practitioners.<br>Understand, label and talk about their emotions such as happy, sad. "I'm sad because..."<br>To learn strategies for calming down.<br>Have a sense of self emotionally and physically.<br>Confidently express their personal preferences. | Establishing sense of self.<br>Notice similarities and differences.<br>To have an understanding different celebrations and cultures.<br>To follow structures and routines with ease, demonstrating independence.      | Recognise and become familiar with professionals within our community.<br>To build confidence within their community.<br>To walk on the path safely within the community with little support from an adult. | To grow a seed with guidance from an adult.<br>To respect growth with little reminders.<br>To demonstrate confidence in the natural world when exploring.                                      | To use water with a purpose.<br>To explore and 'have a go' at new methods of pouring and filling. | To maintain strong relationships with key adults.<br>To feel safe and secure with their adult, and therefore show independence/ confidence exploring new spaces.   |
| Key knowledge      | Knowledge that their parents/ carers come back for them.<br>Know some people in their family.<br>Know and respond to their name, and know their peers name.<br>Know their body parts.<br>Have knowledge of strategies for calming down such as breathing exercises.<br>Know their likes and dislikes.  | Demonstrate an interest and some knowledge of books about their culture.<br>Have knowledge of familiar sounds from the community/ nature.   | Visit local places within the community and identify them through photos.   | Talk about what they see and notice in the natural environment.<br>Link animal sounds to the animal.<br>Knowledge of how Sam in the story grew a sunflower.                                    | Know that cloths and towels dry wet surfaces.<br>Think about when something is full and empty.    | To know their safe people who are in their immediate environment, and who are further away.<br>To know what comforts them and makes them feel secure.<br>Knowledge of where they are going on holiday, or moving house to. |
| Key skills         | Recognise people who are familiar to them through photos.<br>Begin to recognise happy and sad faces.   | Perseverance to challenges.<br>Explore and express themselves through music from diverse cultures.<br>Follow different routine and events, meeting people from a variety of culture, sharing real world experiences . | Use small world toys to represent their experiences within the community, e.g. Fire engine with the sound .   | Know how to use items such as watering cans and trowels to help plants grow.<br>Explore nature (grass, mud, plants, animal life).<br>Identify sounds in the natural world (cars, birds, wind). | Use jugs and a range of resources for pouring and transporting water.                             | To recognise and talk about key things in photos - their new house/ what they did on holiday.<br>To have high-level involvement in play.   |



## Rising 3's: Our high-quality text - stories we'll share

|                    | Term 1.1  | Term 1.2   | Term 2.1   | Term 2.2  | Term 3.1  | Term 3.2   |
|--------------------|---|--|--|---|---|--|
| Overarching        | Being me in my world  | Fabulous festivities   | My world, my community   | The natural world   | Splish, splash, splosh  | Adventures near and far  |
| High Quality Texts | Same text as the one above as sharing a classroom.  | Bertie's Poppy<br>To Carnival!<br><span style="color: red;">Christmas book</span>  | Leaf Thief<br>Elmer<br>Goldilocks and Three Bears  | Jack and the Beanstalk<br>Supertato<br>The three billy goats gruff  | Rainbow Fish<br>Big Red Bath<br>Goodnight Ocean   | Jabari Tries<br>Lost and Found<br>Tiddler  |
| Intent             | Build positive relationships with peers and practitioners.<br><br>Understand, label and talk about their emotions such as happy, sad, angry. "I'm sad because..."<br><br>To learn and use strategies for calming down, with co-regulation.<br><br>Have a sense of self emotionally and physically.<br><br>Express their personal preferences, beginning to consider others feelings.<br><br>Know where they live.     | Understanding why we celebrate Remembrance Day.<br><br>Different celebrations and cultures. Positive attitudes to similarities and differences.<br><br>Expressing ourselves through music and sounds and sharing preferences.      | Understanding of seasons.<br><br>Adapting to changes.<br><br>Teamwork and friendships.<br><br>Healthy foods and choices.<br><br>Growing vegetables and fruits. Connecting to nature.<br><br>Looking after living things.<br><br>Plant cycle. Life cycle of insects.<br><br>Something belong to us and somethings are shared.<br><br>Interest in different occupations. | Growing.<br><br>Actions have consequences<br><br>To try new experiences in Forest school and risky play.<br><br>Vocabulary related to changes living things go through.<br><br>Different stages of life cycles.<br><br>Respect for nature.<br><br>Nature walks. | Water safety<br><br>Water volume<br><br>Weight / size<br><br>Phonic knowledge<br><br>Routines and boundaries<br><br>Turn taking skills.<br><br>Marine life. | To maintain strong relationships with key adults.<br><br>To feel safe and secure with their adult, and therefore show independence/ confidence exploring new spaces.<br><br>To know and talk about what is coming next for them.   |
| Key knowledge      | Name and talk about people in their family.<br><br>Know and respond to their name, and use their peers name.<br><br>Know their body parts and how to use their body.<br><br>Have knowledge of strategies for calming down and when to use them, such as breathing exercises.<br><br>Know their likes and dislikes and talk about these.<br><br>Begin to have knowledge of personal space of others, and respect this. | Have knowledge of why we celebrate Remembrance Day.<br><br>Beginning to build knowledge of items that reflect their home culture.<br><br>Knowledge that songs and stories can be shared in different languages.                    | Knowledge of season changes.<br><br>Look through photos of their first hand experiences and share their knowledge of their experience.   | Talk about the effects of the wind through observation of chimes, windmills and bubbles.<br><br>Demonstrate planting and taking care of a seed with little support.   | Talk about weight and capacity.   | To know their safe people who are in their immediate environment, and who are further away.<br><br>To know what comforts them and makes them feel secure.<br><br>Knowledge of where they are going on holiday, or moving house to. |
| Key skills         | Recognise and talk about the feelings of others.<br><br>To talk about where they live.  | Use items meaningfully that reflect their culture and imitating everyday actions from own family and culture.<br><br>Begin to recognise similarities and differences that connect them to, and distinguish them from other people. | Use small world to build upon their first-hand experiences   | Begin to know what is needed to grow a seed.<br><br>To use tools safely when taking care of the natural environment.  | Use a range of resources to transport water for a purpose.<br><br>Use water to make things work.  | To recognise and talk about key things in photos - their new house/ what they did on holiday.<br><br>To have high-level involvement in play.   |

## Long term teaching and planning - nursery rhymes

|   | Term 1.1   | Term 1.2   | Term 2.1   | Term 2.2  | Term 3.1   | Term 3.2  |
|---|--|--|--|---|--|---|
| Overarching   | Being me in my world   | Fabulous festivities   | The world around me  | The natural world   | Splish, splash, splosh   | Adventures near and far   |
| <b>0 - 2 Years</b><br><br>Good morning song<br><br>We're going outside outside... | I've got a body<br>If you're happy and you know it<br><br>Peek-a-boo<br>Tommy Thumb<br>I have feelings...  | Twinkle, twinkle little star<br><br>Christmas songs...   | Brush your teeth<br>Incy wincy spider<br><br>Look at that doggy in the window<br><br>Hickory dickory dock  | Baa baa black sheep<br><br>Round and round the garden<br><br>Eenie, Meenie, Minie, Mo<br><br>Did you ever see a bunny?  | Row, row, row your boat<br><br>I had a tiny turtle<br><br>Teddy bear, teddy bear<br><br>Baby shark   | Humpty dumpty<br><br>Pat-a-cake, pat-a-cake<br><br>Miss Polly had a Dolly<br><br>I'm a little airplane  |
| <b>2 - 3 Years</b><br><br>Good morning song                                       | I've got a body<br>If you're happy and you know it.<br><br>The hokey cokey<br>I have feelings...<br><br>This is the way we...  | Wind the bobbin up<br>Horsey, horsey don't you stop<br><br>Christmas songs...                        | The bear went over the mountain<br><br>Brush your teeth<br><br>5 little firemen<br><br>Hey diddle diddle<br><br>Three little men in a flying saucer  | 3 little speckled frogs<br><br>Old MacDonald had a farm<br><br>Little bo peep<br><br>See the little bunny sleeping<br><br>Dingle dangly scarecrow   | 1,2,3,4,5 Once I caught a fish alive<br><br>Jack and Jill<br><br>Ring-a-roses<br><br>The waves in the sea go...<br><br>Catch a fish  | Down at the station<br><br>Alice the camel<br><br>Zoom, zoom, zoom<br><br>The wheels on the bus<br><br>Two little dickie birds  |
| <b>Rising 3's</b><br><br>Good morning song<br><br>Days of the week                | Head, shoulders, knees and toes.<br>If you're happy and you know it<br><br>The hokey cokey<br>Tommy Thumb<br>I have feelings...  | Five little apples<br>I can sing a rainbow<br>Twinkle, twinkle little star<br><br>Christmas songs... | Brush your teeth<br>Here we go round the mulberry bush<br><br>I hear thunder<br>It's raining, it's poring<br><br>A tisket, a tasket<br>The ants go marching                                      | Five little monkeys swinging from a tree<br><br>Mary, Mary quite contrary<br>I went to visit a farm one day<br><br>Wiggle woo<br>I'm bringing home a baby bumblebee<br><br>The Farmer in the Dell | A sailor went to sea<br><br>5 little ducks<br><br>I had a tiny turtle<br><br>Row, row, row your boat<br><br>I'm a little fish<br><br>My Bonnie Lies Over the Ocean                     | The grand old Duke of York<br>This is the way we lay the brick<br><br>When Goldilocks went to the house of the bears<br><br>Five in a bed<br><br>The snail and the mouse<br><br>The wheels on the bus |
| <b>Pre-School</b><br><br>Good morning song<br><br>Days of the week                | Head, shoulders, knees and toes.<br>One finger, one thumb keep moving<br>If you're happy and you know it.<br><br>I'm a little tea pot.<br>Here we go round the mulberry bush<br><br>I have feelings... | Celebration song<br><br>Hickory, dickory dock<br>Hammer, hammer, hammer<br><br>Christmas songs...    | Brush your teeth<br><br>London bridges falling down<br>We're marching in our wellingtons<br><br>Five little men in a flying saucer<br>Dr Foster went to Gloucester<br>Do you know the muffin man | The animals went in 2 by 2<br>5 little monkeys jumping on the bed<br>Here is the beehive, where are the bees?<br><br>We're going to the zoo<br><br>B-I-N-G-O<br><br>The very hungry caterpillar   | The big ship sails on the ally ally oh<br>There's a hole in the bottom of the sea<br><br>Jack and Jill<br><br>Over the deep blue sea<br><br>Five little sea shells<br><br>Penguin song | Five current buns<br>Mary had a little lamb<br><br>Two little dickie birds<br><br>Bower constrictor<br><br>The more we get together<br><br>This old man   |



## Our curriculum overview - Forest School

|              |             | Term 1.1   | Term 1.2   | Term 2.1  | Term 2.2  | Term 3.1  |
|--------------|-------------|--|--|---|---|---|
| Over-arching |             | <b>Forest school safety—<i>MUSTER</i></b>  | <b>Fire</b>  | <b>Tools &amp; Managing Risk</b>  | <b>Planting</b>   | <b>Knots &amp; den building</b>   |
| Intent       | 0 - 2 years | To know the session starts at the fire circle.<br>Explore freely using their senses.   | Sit down safely whilst the fire is on.<br>Feel safe with adults around the fire circle when it is lit.   | Know how to use a trowel and begin to do this with control.   | Plant and water seeds with an adult.<br>Begin to be respectful to growth.   | Exploring and hiding in enclosed spaces.<br>Exploring rope and seeing what happens.   |
|              | 2 - 3 years | To know the session starts at the fire circle.<br>Explore freely using their senses. Beginning to follow and facilitate the Forest School ethos and principles – SPICES.<br>Transport loose parts.<br>Be introduced to the respectful position.<br>Can stop when asked.  | Approach the fire circle safely and sit down on a log.<br>Feel safe with adults around the fire circle.<br>Use tongs on the fire safely with an adult.   | Begin to use the loppers with support to cut back bushes.<br>Dig with developing control.<br>Find bugs and take care of them.   | Plant and water seeds with an adult.<br>Begin to be respectful to growth.   | Beginning to understand knots are needed to hold something in place.<br>Begins to tie over hand knots with support.   |
|              | Rising 3's  | Follow the forest school safety rules.<br>Know where the muster point is.<br>Know how to approach the fire circle and sit down safely on the logs surrounding it.<br>With support, do the respectful position.<br>Explore freely, following their interests, displaying curiosity.   | Be familiar with the respectable position.<br>Use the flint and steel with support.<br>Make a tepee fire lay with little support.<br>Use the natural environment and resources to mark make.<br>Begin to talk about how things look, smell and feel.                           | Dig with developed control.<br>Use loppers responsibly, knowing how to use them safely to cut back bushes.<br>Listen to sounds in forest school and enjoy hunts for bugs and animals.   | Learn how to weed areas and removed the roots.<br>Begin to recognise growth and decay.<br>Plant seeds with guidance from an adult.<br>Have an understanding of what seeds need to grow.<br>Be respectful to growth.<br>Demonstrate curiosity in what we see and notice.   | Beginning to tie knots with support – over hand knot, square knot, bow knot.<br>Help an adult to make a balancing line using the gym ropes.<br>Use the balancing line with ease.  |
|              | Pre-school  | Follow the forest school safety rules and begin to explain them.<br>Follow instructions to muster point.<br>Know how to respond if a snake is sighted.<br>Know how to approach the fire circle and sit down safely on the logs surrounding it.<br>Independently adopt the respectful position.<br>Explore confidently.<br>Transport natural loose parts to support their play and interests. | Know how to light a fire.<br>Knows how to put out a fire safely.<br>Know the respectable position and model with ease.<br>Use the flint and steel.<br>Make a tepee fire lay with little support.<br>Have an understanding of how to reuse materials e.g. charcoal for marking. | Use tools safely – loppers, axe and saws.<br>Independently know some of the tool talk.<br>Begin to understand how to clean tools and why.<br>Recognise sounds in forest school and identify bugs and animals in their habitats. | Know how to weed and remove the roots from the ground.<br>Recognise decay and have some knowledge of what to do.<br>Plant seeds with guidance from an adult.<br>Know what seeds need to grow.<br>Be respectful to growth.<br>Move soil from A to B using a spade and spill very little.<br>Demonstrate curiosity in what we see and notice. | Tie knots with little support - over hand knot, square knot, bow knot.<br>Use a mallet with good hand-eye co-ordination.<br>Use knots to make a balancing line using the gym ropes with support.<br>Use the balancing line independently. |



# Forest School Curriculum

## **S**ocial

Allows groups to scaffold each other's learning. Children learn through their play and when interacting with others.

## **P**hysical

Providing the opportunity to develop a child's fine and gross motor skills whilst valuing the learner and their learning style.

## **I**ntellectual

This type of learning offered is part of a process rather than a product. Developing imagination and decision making.

## **C**ommunication

Forest School develops the use of language by allowing children to ask questions.

## **E**mootional

Individual learning opportunities which develop a child's confidence and self-esteem. It develops a child's respect.

## **S**piritual

Focus on a child's views and beliefs. The spiritual element of being in nature, and in forest school for over-time element and participant focus give personal space or participants to engage with this aspect as they will.



## Long term teaching and planning - Cooking and baking

|              |             | Term 1.1  | Term 1.2  | Term 2.1  | Term 2.2   | Term 3.1   | Term 3.2  |
|--------------|-------------|---|---|---|--|--|---|
| Over-arching |             | <b>Fruit kebabs</b>   | <b>Making soup</b>  | <b>Bread rolls</b>  | <b>Making pizza</b>  | <b>Water</b>   | <b>Baking</b>   |
| Intent       | 0 - 2 years | Whole hand grasp and co-ordination - PD<br>Pick something up with first finger and thumb - PD<br>Express preferences - PSED   | Hand to eye co-ordinate, passing the vegetables from hand to hand. Exploring the properties of the vegetables in different forms. -PD | Enjoy the sensory experience of making marks L & PD   | Place spoon for tomato and toppings with intent PD<br><br>Becomes more able to adapt their behaviour and increase their participation and co-operation PSED      | Exploring foods PSED<br><br>Exploring and making sense of objects and how they behave UTW<br><br>Shows interest in buttons UTW                         | Opportunity to use their senses through multi-sensory exploration EAD   |
|              |             | Wash fruits.<br><br>Choose their preferred chopped fruits and put them into their bowl or on a skewer stick.                  | Wash vegetables.<br><br>Explore pumpkins, scooping inside.  | Build strength in their fingers with the dough.<br><br>Notice marks they are creating.  | Choose toppings.<br><br>Taste new foods.   | Wash and chop fruits for a smoothie.<br><br>Add them to the blender, press button.   | Experiment with pouring, mixing and using a variety of tools.   |
|              | 2 - 3 years | Show a preference for dominant hand - PD<br><br>Learn how to use a knife - PD<br><br>Express preferences - PSED               | Small motor skills - pouring and stirring - PD<br><br>Learn how to use a knife - PD<br><br>Develop own likes and dislikes in food PD  | Enjoy the sensory experience of making marks L<br><br>Make connections between the movement and marks they make M   | Make choices when selecting toppings PSED<br>Follow activities using nonverbal cues & understand simple sentences C&L<br><br>Make a pizza through own actions PD | Allow children to pour PD<br><br>Respond to capacity/ measurements with maths vocabulary M   | Opportunity to use their senses through multi-sensory exploration EAD   |
|              |             | Wash fruits.<br><br>Chop fruits with support and put them on a skewer with little support.                                    | Wash vegetables and chop with little support.<br><br>Talk about what happens when it is blended together.                             | Build strength in their fingers with the dough.<br><br>Notice marks they are creating.  | Build strength in their fingers with the dough.  | Squeeze fruits to create juice.<br><br>Pour water and juice into lolly moulds.<br><br>Observe what has happened.                                       | Experiment with pouring, mixing and using a variety of tools.   |
|              | Rising 3's  | Show a preference for dominant hand - PD<br><br>Learn how to use a knife - PD<br><br>Manage to take turns with a knife - PSED | Number recognition - M<br>Pouring with control - PD<br>Talk about what they have observed when cooked - C&L                           | Begin to notice numerals - M<br><br>Explore differences in weight, size and length - M<br><br>Use a range of tools PF   | Show increasing control using tools PD<br><br>Show a preference for dominant hand - PD   | Allow children to pour PD<br><br>Respond to capacity/ measurements with maths vocabulary M   | Understand the use of objects C&L<br><br>Manipulate a range of tools and show increasing control PD                   |
|              |             | Wash fruits.<br><br>Chop fruits with support and put them on a skewer with little support.                                    | Wash vegetables and chop them independently.<br>Measure liquids with little support.  | Manipulate the dough with little support, using their hands and tools.<br><br>Select toppings independently, and talk about what they like/ dislike.            | Manipulate the dough with little support, using their hands and tools.<br><br>Select toppings independently, and talk about what they like/ dislike.             | Wash fruits and chop them.<br><br>Add fruits and water to the lolly moulds.<br><br>Observe what has happened.  | Use tools with little support, having knowledge of their purpose.<br><br>Follow the recipe cards with little support. |
|              | Pre-school  | Use one-handed tool - PD<br><br>Show a preference for dominant hand - PD  | Number recognition - M<br>Pouring with control - PD<br>Talk about what they have observed when cooked - C&L                           | Begin to notice numerals - M<br><br>Explore differences in weight, size and length - M<br><br>Use a range of tools PD   | Links numerals with amounts - M<br><br>Collaborative task, encouraging communication between peers C&L   | Measure the water M<br><br>Learn about the characteristics of liquid and solids UTW  | Understand the use of objects C&L<br><br>Manipulate a range of tools and show increasing control PD                   |
|              |             | Wash fruits.<br><br>Chop the fruit independently and put them on to skewer.   | Wash vegetables and chop them independently.<br>Measure liquids with little support.  | Knead the dough with control and use tools independently to manipulate the dough.<br><br>Select toppings independently, and talk about what they like/ dislike. | Knead the dough with control and use tools independently to manipulate the dough.<br><br>Select toppings independently, and talk about what they like/ dislike.  | Boil water using different methods - kettle, pan.<br><br>Add water to the jelly - observe what happens.<br><br>Add to the fridge - observe the change. | Use tools independently, knowing their purpose.<br><br>Follow the recipe cards independently.                         |

# Integrating Mathematics Through Everyday Activities

|                                  |  |
|----------------------------------|--|
| Baking and Cooking               | <p>Children will understand basic measurements.</p> <p>Use measuring cups and spoons to explore volume.</p> <p>Weighing ingredients.</p>   |
| Gardening and Nature Exploration | <p>Children will learn about measurement through growth and nature.</p> <p>Measure the height of plants as they grow, introducing concepts of length.</p> <p>Count seeds and discuss quantities when planting.</p> <p>Explore weight by using a balance scale to compare different types of soil or produce.</p>   |
| Forest School                    | <p>Children will observe and measure their environment.</p> <p>Estimate and measure distances between trees or objects in the forest.</p> <p>Count different types of leaves, flowers, or rocks.</p> <p>Use natural materials (like sticks or stones) for basic addition and subtraction activities.</p>   |
| Play-Based Learning              | <p>Foster an understanding of numbers and patterns in play.</p> <p>Create patterns with blocks, stones, or natural materials.</p> <p>Set up counting games during free play, such as counting steps or jumps.</p> <p>Use role-play scenarios (like a shop) to practice counting money and making change</p>  |
| Daily Routines                   | <p>Incorporate math into everyday experiences.</p> <p>Count children during circle time, and discuss concepts of more and less.</p> <p>Use calendar activities to teach days of the week, months, and simple addition or subtraction with dates.</p> <p>Measure time using timers or sand timers during activities.</p> <p>Using 5 and 10 frames</p>   |
| Water Play                       | <p>Children learn about capacity as they fill and pour different containers, comparing sizes and discussing full, empty, and half-full states.</p> <p>Children can engage in counting games, such as counting how many scoops of water they've poured or how many containers they've filled</p> <p>Creating patterns with floating objects</p> <p>Water play encourages children to think critically and solve problems, such as how to fill a container without spilling or how to make objects float</p> <p>float or sink experiments.</p> |
| Building and construction        | <p>Children can explore different shapes and their properties while constructing with blocks or other materials</p> <p>Children learn about length, height, and width through measuring and comparing their constructions</p> <p>Creating patterns with blocks helps children understand sequences and symmetry</p>  |



# Inclusive Practices

Inclusive practices in our early years settings aim to cultivate an environment where every child, irrespective of their background, abilities, or needs, feels valued, respected, and supported in achieving their full potential.

This approach differentiates, embracing a holistic framework that encompasses policy, practice, and culture, and promotes equality, diversity, and the individual needs of each child.

Key elements of inclusive practices in early years include:

- **Establishing a welcoming and respectful environment:** Ensuring that the physical space, resources, and interactions mirror diversity, fostering a sense of belonging for all children.
  - **Valuing diversity and celebrating differences:** Recognising and appreciating the unique backgrounds, cultures, languages, and abilities of each child and their family.
  - **Customising learning experiences:** Adapting teaching methods, activities, and resources to accommodate the varied needs and learning styles of all children.
- **Encouraging positive relationships:** Building a culture of empathy, respect, and collaboration among children, families, and educators.
  - **Partnering with families:** Engaging families as active contributors to their child's learning journey and valuing their insights and expertise.
  - **Addressing barriers to learning:** Identifying and eliminating obstacles that may hinder children's full participation in the early years setting.
- **Ensuring access to resources and support:** Providing necessary support and resources for children with special educational needs and disabilities, as well as those from disadvantaged backgrounds.
- **Promoting positive attitudes and behaviours:** Educators serving as role models by demonstrating inclusive language and behaviours and nurturing empathy and understanding among children.

# Parent Partnership

A strong partnership between parents and setting can significantly enhance various developmental milestones in children.

Below are key areas where noticeable progress can occur:

|                                     |   |
|-------------------------------------|---|
| <b>Social Skills</b>                | Children are more likely to develop effective social skills such as sharing, cooperation, and conflict resolution when parents are actively involved. This involvement reinforces these skills both at home and within the nursery setting.   |
| <b>Language Development</b>         | Collaborative efforts between parents and caregivers can lead to improved language abilities in children. Parents can help expand vocabulary and promote effective communication through reading and engaging conversations, thus complementing the activities provided by the nursery. |
| <b>Emotional Regulation</b>         | A united approach fosters emotional intelligence. When parents and staff communicate about emotional behaviours and strategies, children learn to recognise and manage their feelings effectively.  |
| <b>Cognitive Skills</b>             | Parents can reinforce learning concepts introduced at nursery, including numbers, letters, and problem-solving skills. This reinforcement solidifies cognitive development and nurtures curiosity and exploration.  |
| <b>Physical Development</b>         | By collaborating, parents and nursery staff can encourage physical activities and fine motor skills through play. Parents can further support development by providing opportunities for active play at home.   |
| <b>Independence and Self-Esteem</b> | A strong partnership enables a consistent approach to fostering independence. Children who receive encouragement from both their parents and caregivers are more likely to take initiative and build self-confidence.   |
| <b>Creativity and Imagination</b>   | Collaborative efforts can enhance children's creative skills. Parents who engage in arts, crafts, or imaginative play at home complement the creative activities offered in the nursery.  |
| <b>School Readiness</b>             | A consistent approach to learning helps prepare children for a smooth transition to school. Regular reinforcement of skills and routines builds confidence and readiness for the next educational stage.  |



# Characteristics of Effective Learning



The aim is to fully understand how children learn, and know each child's unique learning characteristics, allowing us to adapt our teaching to provide better support for their learning. Furthermore, when children are aware of how they learn, they can harness this knowledge for their development.

The aim is to personalise learning experiences and provide positive reinforcement, which enhancing children's self-esteem. This approach encourages a growth mindset; for example, we have developed characteristics such as "Go for it Gorilla," to encourage children to embrace new challenges. This strategy is specifically designed to meet individual needs.

By observing which characters resonate most with each child, educators can tailor their teaching strategies accordingly. This immediate responsive approach enables differentiated instruction that caters to the diverse requirements of each child.

The characteristics represented by these characters is aligned with curriculum goals, ensuring that our teaching remains focused on developmental objectives.

This alignment assists practitioners in tracking progress and assessing how effectively children are meeting their learning milestones.

Incorporating characters that represent positive learning traits not only makes the learning experience enjoyable but also enhances the overall effectiveness of this curriculum. It supports adaptive teaching by fostering engagement, reflection, and the development of essential skills within a nurturing environment.

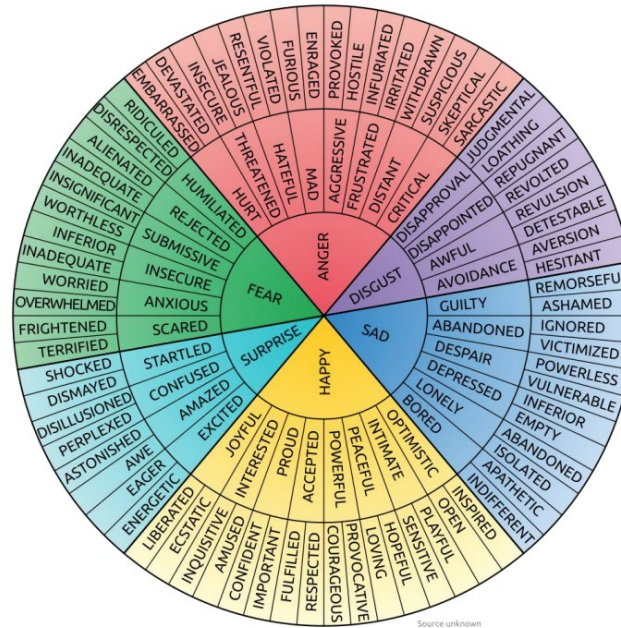
In the implementation section, you may refer to the developed characters we have created to support this approach.

# Understanding and managing emotions



## Consider the iceberg model

- 1) Identify what behaviours we see.
- 2) Identify the possible meanings behind these behaviours.



## Validate and label feeling

- 1) Label the emotion you see.
- 2) Validate what they are feeling.

## Intent for Emotion Coaching

- 1) Children's well-being is supported and relationships are nurtured
- 2) Develop effective stress management skills
- 3) To prevent emotional overwhelm for adults and children
- 4) Promote emotional and behavioural self-regulation
- 5) No additional equipment is required
- 6) You become the resource
- 7) Improve staff confidence and positive view on relationships with children
- 8) Long term support - emotional wellness, resilience, relationships, emotional literacy, skills in regulation

Over time, through co-regulation, the programme aims to help children develop self-regulation.





Episkopi  
Early Years

The future belongs to the curious



# Our curriculum overview

## Celebrations, trips and experiences

### SEP

9<sup>th</sup> - Emergency services day  
13<sup>th</sup> - Positive thinking day  
19<sup>th</sup> - Talk like a pirate day  
22<sup>nd</sup> - Dashain starts  
28<sup>th</sup> - World rivers day

### OCT

*Half term*

1<sup>st</sup> - International music day  
1<sup>st</sup> - National hair day  
3<sup>rd</sup> - World smile day  
5<sup>th</sup> - Grandparents day  
5<sup>th</sup> - Harvest festival  
4/10<sup>th</sup> - World space week  
9<sup>th</sup> - World post day  
10<sup>th</sup> - Fiji day  
10<sup>th</sup> - World mental health day  
19<sup>th</sup> - Tihar starts  
20<sup>th</sup> - National adoption week  
31<sup>st</sup> - Halloween

### NOV

1<sup>st</sup> - All Saints Day  
5<sup>th</sup> - Bonfire night  
11<sup>th</sup> - Remembrance  
15<sup>th</sup> - Children in need  
27<sup>th</sup> - Thanksgiving day  
30<sup>th</sup> - St Andrew's Day

### DEC

3<sup>rd</sup> - Story with the Padre  
10<sup>th</sup> - Christmas FS Stay & Play  
12<sup>th</sup> - Christmas Jumper Day  
17<sup>th</sup> - Christmas Lunch

### JAN

1<sup>st</sup> - New Years Day  
4<sup>th</sup> - World Braille Day  
15<sup>th</sup> - Medical Service Visit  
18<sup>th</sup> - World snow day  
20<sup>th</sup> - Penguin Awareness Day  
21<sup>st</sup> - National Hug Day  
25<sup>th</sup> - Burns Night

### FEB

*Half term*

1<sup>st</sup> - Black history month  
2<sup>nd</sup> - Ukulele Day  
2<sup>nd</sup> - National storytelling week  
6<sup>th</sup> - NSPCC Number day  
3/9<sup>th</sup> - Children mental health week  
4/10<sup>th</sup> - Winter Olympics  
11<sup>th</sup> - International Day of Women & Girls in Science  
17<sup>th</sup> Pancake Day  
17<sup>th</sup> Random Acts of Kindness Day  
21<sup>st</sup> - Real bread week

### MAR

1<sup>st</sup> - St. David's Day  
3<sup>rd</sup> World Wildlife Day  
6<sup>th</sup> - World book day  
8<sup>th</sup> - International Women's Day  
15<sup>th</sup> - Mothers Day  
17<sup>th</sup> - St Patrick's Day  
18<sup>th</sup> - Global Recycling Day  
21<sup>st</sup> - International Forest Day  
21<sup>st</sup> - Single Parents Day  
20<sup>th</sup> - Comic Relief  
28<sup>th</sup> - Earth Hour

### APR

*Easter hol*

1<sup>st</sup> - April Fools Day  
2<sup>nd</sup> - World Autism Awareness Day  
2<sup>nd</sup> - International children's book day  
5<sup>th</sup> - Easter  
11<sup>th</sup> - National Pet Day  
22<sup>nd</sup> - Earth Day  
23<sup>rd</sup> - St. Georges Day  
25<sup>th</sup> - Purple up day  
29<sup>th</sup> - International Dance Day

### MAY

*Half term*

3<sup>rd</sup> - World Laughter Day  
5<sup>th</sup> - Bank holiday  
4/10<sup>th</sup> - Screen Free Week  
4/10<sup>th</sup> - Sun Awareness Week  
8<sup>th</sup> - VE Day  
15<sup>th</sup> - International Day of Families  
17/18<sup>th</sup> - World baking day  
18<sup>th</sup> - Walk to school week  
20<sup>th</sup> - World Bee Day  
23<sup>rd</sup> - World Turtle Day  
30<sup>th</sup> - National creativity day

### JUN

3<sup>rd</sup> - World Bicycle Day  
5<sup>th</sup> - World Environment Day  
7<sup>th</sup> - World food safety day  
8<sup>th</sup> - World Ocean Day  
10/14<sup>th</sup> - Healthy Eating Week  
11<sup>th</sup> - International Day of Play  
21<sup>st</sup> - Fathers Day  
18<sup>th</sup> - International picnic day  
20<sup>th</sup> - Kings Official Birthday  
21<sup>st</sup> - International yoga day  
27<sup>th</sup> June - Armed forces day  
29<sup>th</sup> - International mud day

### JUL

*Summer hol*

14<sup>th</sup> - Shark Awareness Day  
16<sup>th</sup> - World snake day  
29<sup>th</sup> - International Tiger Day  
30<sup>th</sup> - International friendship day

### AUG

*Summer hol*

4<sup>th</sup> - Owl Awareness Day  
12<sup>th</sup> - World Elephant Day



# Our curriculum overview

## Must Do's

**SEP**

**OCT**

*Half term*

1<sup>st</sup> October - Band

October Music with Su & SJS

Half term Pumpkin soup/ Halloween

**NOV**

11<sup>th</sup> Remembrance day

14<sup>th</sup> - Children in need

**DEC**

3rd - Story with the Padre

10<sup>th</sup> - Christmas Forest school Stay & Play

12<sup>th</sup> - Christmas Jumper Day

17<sup>th</sup> - Christmas Lunch

**JAN**

15<sup>th</sup> - Medical/Dental Service Visit with SJS support

**FEB**

*Half term*

2<sup>nd</sup> - Ukulele Day- with SJS

6<sup>th</sup> - Children mental health day- celebrate in own rooms- spa/relax/yoga!

12/13<sup>th</sup> Pancake Day-Forest school with Emma (SJS support. )

**MAR**

6<sup>th</sup> - World book day

13<sup>th</sup> - Mothers Day- stay and play

20<sup>th</sup> - Comic Relief

25<sup>th</sup> Zoo

**APR**

*Easter hol*

15<sup>th</sup> - Purple up day

29<sup>th</sup> - International Dance Day

Sports Day - Date TBC

**MAY**

*Half term*

8<sup>th</sup> - VE Day

11/18<sup>th</sup> - World baking day

27<sup>th</sup> World Turtle Day- beach trip/ turtle talk

**JUN**

Week starting 1<sup>st</sup> June bike safety- Community Police to support

18<sup>th</sup> - Fathers day Picnic - with a nod to the kings birthday

26<sup>th</sup> June - Armed forces day School transitions

**JUL**

*Summer hol*

8<sup>th</sup> July 84SQN

Week starting 13<sup>th</sup> July water week.

Bluebells and Poppies transitions

**AUG**

*Summer hol*



## Additional

- Weekly Friday letter to parents
- Weekly observation per child on Family
- All families receive home visit & free settling in session.



# Parent Partnership Yearly event 2025/26 PLANNER

## SEP

- 3<sup>rd</sup> - Buttercups and Daisies start the Autumn term
- 3<sup>rd</sup> - Poppies stay and play
- 4<sup>th</sup> - Poppies children start the Autumn term

## OCT

Parent-Teacher meetings for Daisies : 15<sup>th</sup> to 23<sup>rd</sup> October.

## NOV

Parent-Teacher meetings for Buttercups: W/C 3<sup>rd</sup>  
Poppies: W/C 10<sup>th</sup>

## DEC

3<sup>rd</sup> - Forest School Stay and Play  
Buttercups and Daisies  
1500-1545  
Bluebells and Poppies  
1615-1700

## JAN

## FEB

Parent-Teacher meetings  
Buttercups: W/C 23<sup>rd</sup>

## MAR

Parent-Teacher meetings  
Daisies: W/C 2<sup>nd</sup>  
Bluebells: W/C 9<sup>th</sup>  
Poppies: W/C 16<sup>th</sup>  
13<sup>th</sup> - Mother's Day Stay and Play

## APR

Sports day  
Bluebells and Poppies  
Happy Valley  
Date TBC

## MAY

## JUN

Parent-Teacher meetings  
Buttercups: W/C 1<sup>st</sup> June  
Daisies: W/C 8<sup>th</sup> June  
Bluebells: W/C 15<sup>th</sup> June  
Poppies: W/C 22<sup>nd</sup> June  
18<sup>th</sup> - Father's Day Picnic

## JUL

Poppies Graduation  
15<sup>th</sup> July

## AUG