

PHEASEY PARK FARM CURRICULUM CONTENT SEPTEMBER 2024

Early Years Centre Baby Room

TERM	C&L	PSED	PD	L	M	UTW	EAD
AUTUMN	<p>Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent.</p> <p>Gaze at faces, copying facial expressions and movements like sticking out their tongue.</p> <p>Make eye contact for longer periods.</p> <p>Watch someone's face as they talk.</p> <p>Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements.</p> <p>Enjoy singing, music and toys that make sounds.</p>	<p>Find ways to calm themselves, through being calmed and comforted by their key person.</p> <p>Establish their sense of self.</p> <p>Express preferences and decisions. They also try new things and start establishing their autonomy.</p> <p>Engage with others through gestures, gaze and talk.</p> <p>Find ways of managing transitions, for example from their parent to their key person.</p>	<p>Enjoy moving when outdoors and inside.</p> <p>Sit without support.</p> <p>Begin to crawl in different ways and directions.</p> <p>Pull themselves upright and bouncing in preparation for walking.</p> <p>Reach out for objects as co-ordination develops.</p> <p>Pass things from one hand to the other.</p> <p>Let go of things and hand them to another person or drop them.</p>	<p>Enjoy songs and rhymes, tuning in and paying attention.</p> <p>Copy finger movements and other gestures.</p>	<p>Combine objects like stacking blocks and cups. Put objects inside others and take them out again.</p>	<p>Repeat actions that have an effect.</p>	<p>Show attention to sounds and music.</p> <p>Respond emotionally and physically to music when it changes.</p> <p>Explore their voices and enjoy making sounds.</p> <p>Explore paint, using fingers and other parts of their bodies.</p>

	<p>Recognise and are calmed by a familiar and friendly voice.</p> <p>Listen and respond to a simple instruction.</p> <p>Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling).</p>						
SPRING	<p>Babble, using sounds like 'baba', 'mamma'.</p> <p>Use gestures like waving and pointing to communicate.</p> <p>Reach or point to something they want while making sounds</p> <p>Copy your gestures and words.</p> <p>Constantly babble and use single words during play.</p> <p>Understand single words in context - 'cup', 'milk', 'daddy'.</p>	<p>Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.</p> <p>Thrive as they develop self-assurance.</p>	<p>Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.</p> <p>Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</p> <p>Clap and stamp to music.</p> <p>Explore different materials and tools.</p>	<p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p>	<p>Take part in finger rhymes with numbers.</p>	<p>Explore materials with different properties.</p>	<p>Move and dance to music.</p> <p>Join in with songs and rhymes, making some sounds.</p> <p>Anticipate phrases and actions in rhymes and songs, like 'Peepo'.</p>
SUMMER	<p>Use intonation, pitch and changing volume when 'talking'.</p>	<p>Play with increasing confidence on their own and with other</p>	<p>Build independently with a range of</p>	<p>Say some of the words in songs and rhymes.</p>	<p>React to changes of amount in a group of up to three items.</p>	<p>Explore natural materials, indoors and outside.</p>	<p>Enjoy and take part in action songs, such</p>

	<p>Understand simple instructions like "give to nanny" or "stop".</p> <p>Recognise and point to objects if asked about them. Understand frequently used words such as 'all gone', 'no' and 'bye-bye'.</p> <p>Generally, focus on an activity of their own choice and find it difficult to be directed by an adult.</p> <p>Listen to other people's talk with interest but can easily be distracted by other things.</p>	<p>children, because they know their key person is nearby and available.</p> <p>Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.</p>	<p>appropriate resources.</p> <p>Begin to walk independently - choosing appropriate props to support at first.</p>				<p>as 'Twinkle, Twinkle Little Star'.</p> <p>Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p>
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