



CURRICULUM INTENT

By the end of their time in our Baby Room, we want our two-year-olds to...

PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT:

- build relationships with secure adults and their peers
- play independently alongside others
- be able to make choices and begin to express their preferences
- follow and engage in our familiar daily routines
- be supported by a secure adult to co-regulate emotions
- have growing confidence and independence

COMMUNICATION AND LANGUAGE:

- know a few familiar nursery rhymes/songs and join in with some actions
- have a growing vocabulary of at least 50 words
- be beginning to combine two words
- using communication with purpose to express needs and preferences

PHYSICAL DEVELOPMENT:

- be walking confidently
- climb and negotiate age-appropriate physical challenges confidently
- using a fork/spoon with increasing control
- mark making using a variety of media

SPECIFIC AREAS:

- show an interest in books
- explore puzzles, problem solving activities, beginning to sort and match
- explore cause and effect
- explore a variety of sensory experiences and different textures
- begin to follow simple, age-appropriate instructions

Overall, we want our children to be happy, secure, curious and resilient learners who are keen to explore new experiences.



CURRICULUM IMPLEMENTATION

During their time in our Baby Room, our children will be supported to learn and develop through...

- a nurturing environment
- the strong bonds and attachments we build with our children
- high quality interactions and language rich experiences with skilled practitioners
- effective and well-established routines, during which children can learn through everyday moments
- a variety of open-ended play opportunities both indoors and outdoors
- a variety of real-world experiences including trips into nature and walks to the local shops
- varied sensory experiences
- the modelling of high-quality language
- an excellent knowledge of our children's individual needs
- ongoing formative assessment which informs next steps
- planned activities with the individual child in mind alongside 'in the moment' activities to respond to children's interests and capture teachable moments as they happen
- effective parental relationships, recognising parents as our children's primary caregiver and educator
- allowing our children time to explore and to repeat activities in order to embed skills and knowledge
- ensuring our resources are planned for carefully with the progression of children's skills in mind
- allowing our children to experience consequences positively and to take risks in their play and experiences to develop their resilience and 'can do' attitude
- develop a growing sense of independence as they communicate, and are supported to meet, their needs by a secure adult
- a flexible approach to meet the needs of our children and families
- model behaviour with positive reinforcement



CURRICULUM IMPACT

We will know that our intended learning outcomes, skills and experiences have been implemented effectively as children in our Baby Room will...

- demonstrate an awareness of the daily routines
- demonstrate that they have established and trusting relationships with their key person and other secure adults within the room
- demonstrate emerging relationships with their peers
- engage with the activities and open-ended play opportunities provided
- begin to communicate their needs and wants with their secure adults
- demonstrate a growing vocabulary and use of emerging language to communicate with purpose
- make choices
- show curiosity
- show excitement
- have a go at new experiences or challenge themselves within familiar experiences
- be showing progress from their individual starting points
- be increasingly confident
- be increasingly independent
- be increasingly resilient
- be well prepared to take the next step on their learning journey and manage their transitions successfully (with considered preparation and support from secure adults)