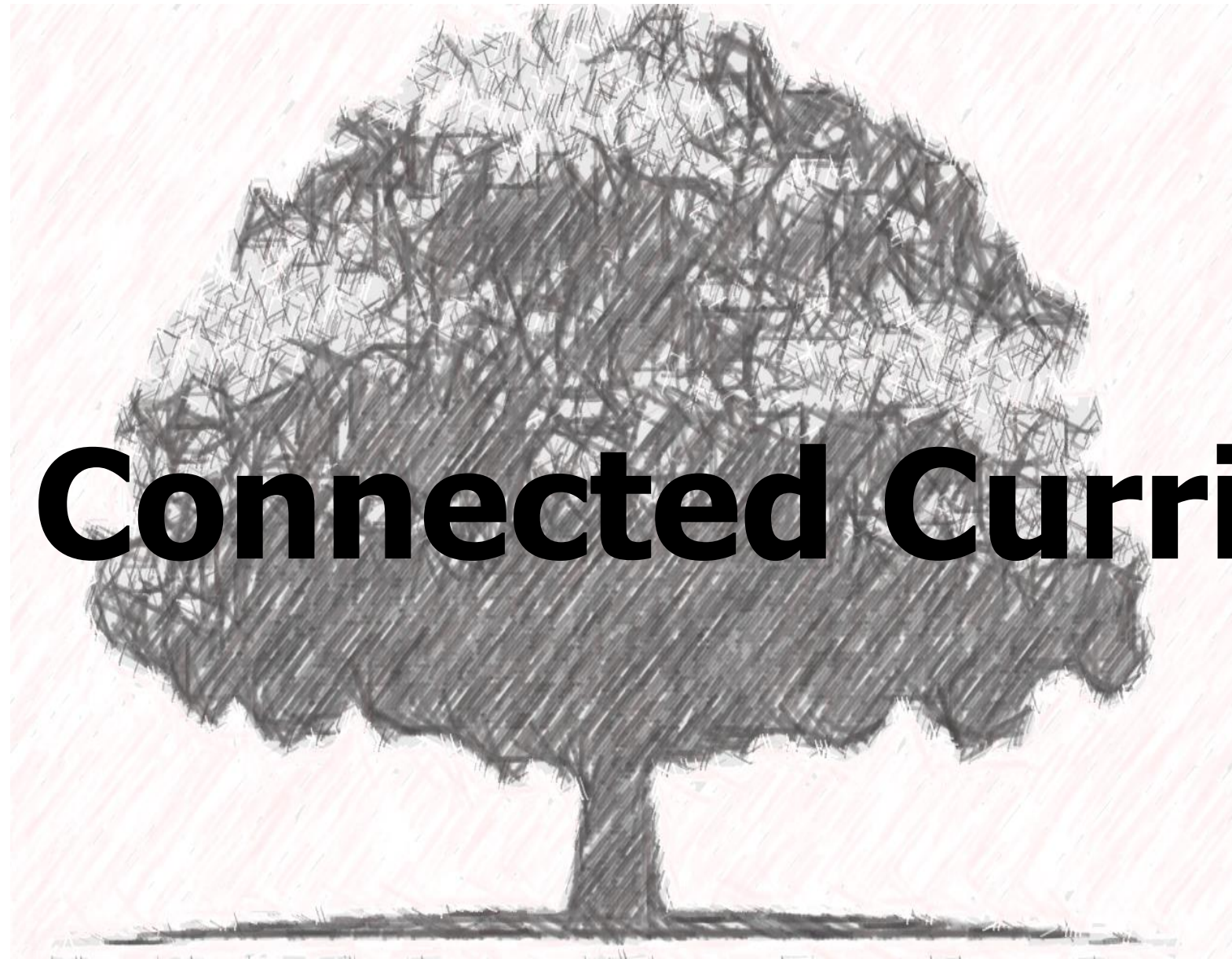


# Kelsall Connected Curriculum



***'A Love for Learning'***

**Kelsall Primary & Nursery School**

**Connected Overview – Acorns**



Cheshire Academies Trust  
*Inspiring hearts and minds*



# **Kelsall Connected Curriculum**

The curriculum at Kelsall Primary and Nursery School developed over a number of years is firmly rooted in and stems directly from our Vision, Mission and Core Values;

## **Our Vision – ‘A Love for Learning’**

**Our Mission – ‘To inspire the highest quality learning in a creative, collaborative environment’**

**Our Core Values – Creativity, Excellence, Curiosity, Aspiration & Respect**

### **Intent**

We want children to develop ‘A Love for Learning’ and a motivating desire to develop as a learner, finding out more about the World they live in and the boundless opportunities that are all around them.

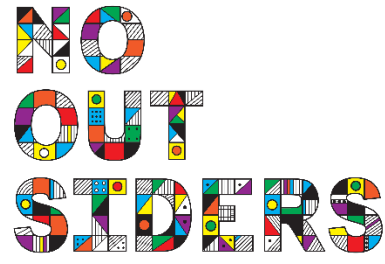
### **Implementation**

At Kelsall, our Connected Curriculum is planned around the development of Knowledge, Skills and Understanding. Our teachers have the freedom to develop innovative and effective approaches to teaching in order to create a curriculum that is tailored to their class and the children's very specific needs. We ensure a curriculum that nurtures fascination and imagination and promotes an appreciation of creativity & individuality. One that also works in strong partnership with parents and carers to ensure high standards, engendering a strong sense of community, where all children and families are key to the delivery of a challenging, inspirational and innovative curriculum. Core knowledge and skills are at the heart of the learning process with the children exploring a wide range of topics, to prepare them for life. There is a strong focus on English, Maths and IT. This includes emphasis on encouraging children to develop their spoken English well and to apply their skills to everyday life.

As a school we encourage personal development – to help children grow up happy and healthy. This develops children’s confidence, enhancing their ability to learn, and helping them to grow up to become responsible adults.

### **Impact**

The impact of our connected curriculum is evident through the monitoring and evaluation cycle, where leaders, in particular subject leads take a holistic view. They reflect on current practice and seek to develop innovative and creative approaches to further enhance the curriculum offer for all children.



EVERYONE IS WELCOME IN OUR SCHOOL.  
*No one is the same, but everyone is equal.*



## Our Early Years Curriculum

**Our Early year's curriculum at Kelsall is designed to provide educational programmes that sit under the 7 areas of learning outlined in the statutory framework. We aim to provide a rich curriculum to support and promote the holistic development of each and every child at Kelsall Primary and Nursery School. We adopt the Pathways to Write methodology to support and promote emerging language and literary skills and this can sometimes further impact other areas of our provision as the children become engaged in exciting opportunities. Our curriculum is flexible to enable us to appropriately meet the needs of the children in our setting. The curriculum map gives examples of this but in reality, the possibilities are endless, it all depends on the children!**


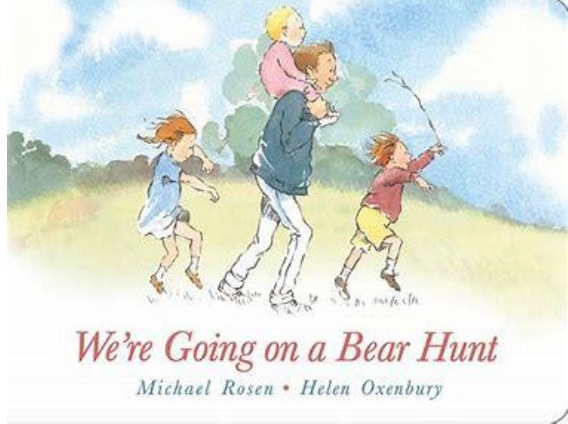
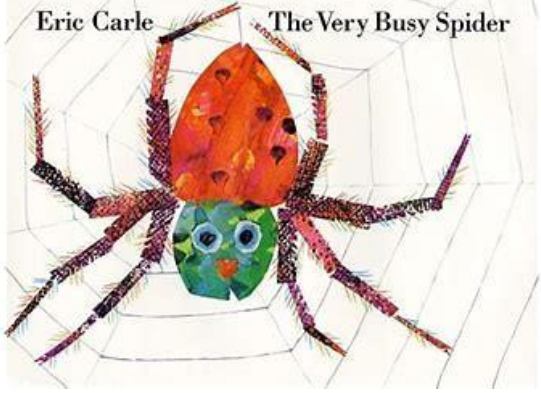
**Our curriculum is creative, adaptable and responsive to the needs, interests and wants of each child in our care to ensure they develop a 'love of learning' at an early age, building firm foundations for future success.**

**We identify that for children to learn effectively, the provision must be tailor-made to the interests, needs and motivations of the children who attend it. We recognise that the uniqueness of children should be celebrated and valued therefore we work closely with families to personalise their nursery experience to make it meaningful, exciting and motivating.**

**Intrinsic motivation is key in enabling children to engage in deep and meaningful learning experiences. When children are displaying high levels of wellbeing and involvement, this is when the magic happens!! We use the Leuven scales to measure levels of wellbeing and involvement to maximise young children's potential and reflect on practice.**

**To be effective in learning, focus is placed on children being ready, willing and able to learn. At the end of children's time in the Early Years at Kelsall, we aim for them to be independent, creative, resilient and autonomous little learners. We place focus on the processes of learning as opposed to heavily placing emphasis on the outcomes and the EYFS considers these qualities through the characteristics of effective learning.**

**The characteristics of effective learning enable practitioners to empower children to have the confidence and self-belief to try new things and master skills during play that develop life-long learning. Concentrating on how children learn by supporting their wellbeing and learning strategies enables them to be more self-reliant, active learners who can exercise control over their own lives. Focussing on how children learn, supports them to develop their emotional and cognitive ability that will give them sufficient knowledge and understanding, that will enable them to have 'control over their lives'. Recognising these characteristics in daily observations ensures that practitioners can plan purposeful play experiences in relation to children's needs and interests to support children to construct positive attitudes to learning that will last a lifetime.**

Subject	Spring Term 1 (4 <sup>th</sup> January – 17 <sup>th</sup> February 2022)	Spring Term 2 (27 <sup>th</sup> February – 31 <sup>st</sup> March 2022)
	 <p><b>“We’re going on a Bear Hunt” by Michael Rosen</b> <b>Additional Texts:</b> Brown Bear, Brown Bear, What do you see? By Bill Martin Jr &amp; Eric Carle Can’t you sleep little Bear? By Martin Waddell My Bare Feet by H J Ray</p>	 <p><b>“The Very Busy Spider” By Eric Carle</b> <b>Additional Texts:</b> Spider Sandwiches by Claire Freedman and Sue Hendra Monster Max’s Shark Spaghetti by Claire Freedman and Sue Hendra Lifesize Creepy Crawlies by Sophy Henn</p> <p><b>Poems:</b> Getting Undressed by Jennifer Tweedie Spring Song by Jean Kenward</p> <p><b>Songs:</b> We went to visit the farm one day Old McDonald had a farm.</p>
<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>• Listens with interest to the noises adults make when they read stories.</li> <li>• Shows interest in play with sounds, songs and rhymes.</li> <li>• Understands who, what, where in simple questions.</li> <li>• Uses language to share feelings, experiences and thoughts.</li> </ul> <ul style="list-style-type: none"> <li>• Listens to familiar stories with increasing attention and recall.</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• Shows understanding of prepositions such as under, on top and behind.</li> <li>• Beginning to understand why and how questions.</li> <li>• Uses talk to explain what is happening and explain what might happen next</li> <li>• Questions why things happen and gives explanations.</li> <li>• Beginning to use word endings.</li> </ul> <p>Links to text; Use a drum when reading the repeated refrains to draw attention to rhythm. Encourage children to join in tapping their knees or with the words. Use other instruments for other parts of the story. (glockenspiel-stumble trip, rain maker-swishy swashy) Ask questions about the story and illustrations. (Who do you think the lady is? What is the little girl carrying? Where could they hide from the bear? Where does the bear live? Why did they run away from the bear? Why have they taken their shoes off? Why is the man carrying the baby on his back?) Discuss how the book made us feel. Did they like the story? Talk about going over, under and through things. Set up games, activities using toys of interest, (railway bridge, balancing beams in the garden, sandcastles) can we go over, under, through. Introduce other prepositions.</p>	<p>24-36 Months: Continue to:</p> <ul style="list-style-type: none"> <li>• Listens with interest to the noises adults make when they read stories.</li> <li>• Shows interest in play with sounds, songs and rhymes.</li> <li>• Understands who, what, where in simple questions.</li> </ul> <p>Also:</p> <ul style="list-style-type: none"> <li>• Identify action words by following simple instructions</li> <li>• Begin to use longer sentences and word endings</li> </ul> <p>36-48 Months: Continue to:</p> <ul style="list-style-type: none"> <li>• Listen to familiar stories with increasing attention and recall.</li> <li>• Join in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> </ul> <p>Also:</p> <ul style="list-style-type: none"> <li>• Able to use language in recalling past experiences.</li> <li>• Use talk to explain what is happening and anticipate what might happen next.</li> <li>• Begin to use a range of tenses.</li> <li>• Beginning to understand why and how questions.</li> <li>• Listens to others one to one or in small groups when conversations interests them.</li> </ul> <p>Links to text: Introduce the story using model animals to enhance-children to experience the story in a number of ways (one to one, during group time, through play, being read to face to face and through an online video) and in different environments. Once children are familiar encourage them to join in with repeated refrains and animal noises.</p> <p>Singing-Using Makaton signs to enhance singing-Old McDonald had a farm, we went to visit a farm</p> <p>Ask questions related to the story-Do you think the spider would want to chase a cat or roll in the mud? Why do the other animals want to do that? Why is the spider so busy? How did the animals feel when the spider didn’t answer them?</p> <p>Ask children about their experiences of going to visit a farm. Encourage parents to send photographs of this to share with the group. Adults to model using past tense and word endings.</p>
<b>Key Language and Vocab to introduce:</b>	Over, Under, Through, Swishy Swashy, Stumble, Squelch Squirch, Splash Splosh, Goggly, Wet, Furry,	Spinning, silky, bleated, grunted, barked, cried, crowed

**Personal, Social and Emotional Development**

- Begin to understand more complex feelings such as empathy and concern for people who are close to them.
- Experiments with views of who they are through their play.
- Responds to the feelings of others showing concern and offering comfort.
- Practice skills of assertion, negotiation and compromise and seeks adult support to resolve conflicts with peers.
- Become aware of similarities and differences between themselves and others.
- Talks about how others may be feeling and responds according to their understanding of the other persons needs and wants.

Links to text:

Using the final illustration in the book discuss how the bear feels at the end when the family have closed the door on him. Is he lonely? Who does he live with? How can we make him feel better?

Why do the family shut the door? Are all bears scary?

Re-enact the story-which character are you going to be and why?

Provide lolly stick puppets/characters for the children to re-enact the story.

Adults to use to show how the family could be nice to the bear.

24-36 months:

- Seeks out others to share experiences with and may choose to play with a familiar friend or child who has a similar interest to them.
- Is beginning to cooperate in favourable situations.

For new starters

- Knows their own name, their preferences and interests and is becoming aware of their unique abilities
- Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows
- Is gradually learning that actions have consequences but not always the consequences the child hopes for

36-48 months:

Continue to:

- Practice skills of assertion, negotiation and compromise and seeks adult support to resolve conflicts with peers.
- Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants.

Also:

- Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings
- Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play

Links to text;

Work together/take turns using magnifying glasses to go on a spider web/bug hunt.

Adults to model and assist in turn taking and use sand timers to support this.

Work together to build a bug house/farm using resources and materials of their choice.

**Physical Development**

- Moves in response to music or rhythms played on instruments.
- Begins to understand and choose different ways of moving.
- Holds mark-making tools with thumb and two fingers and begin to show preference for a dominant hand.
- Climbs steps and moves across climbing equipment maintaining balance and stability using hands and body.
- Creates lines and circles to create pictures.

Links to text:

Use instruments to represent noises within the story. March to the beat of the drum during repeated refrains.

Draw a picture of the bear using the description in the book.

Use action and movement to represent parts of the story. Encourage children to retell it using these actions and movements.

Create structures in the garden/woods for children to balance across discussing prepositions used within the story.

24-36 months

Continue to:

- Begins to understand and choose different ways of moving.

Also:

- May be beginning to show preference for dominant hand and/or leg/foot.
- Turns pages in a book, sometimes several at once.
- Jumps up into the air with both feet leaving the floor and can jump forward a small distance.
- Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet.
- Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots.

For new starters:

- Feeds self competently.
- Can hold a cup with two hands and drink well without spilling.

36-48 months


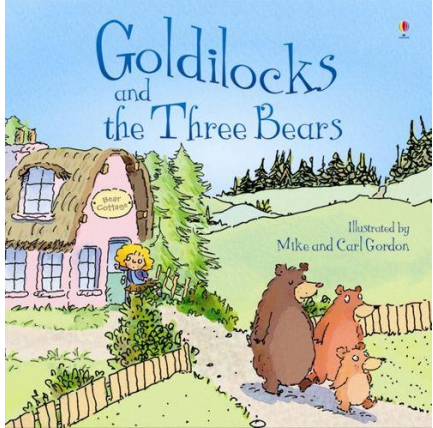
Continue to:

- Climbs steps and moves across climbing equipment maintaining balance and stability using hands and body.
- Creates lines and circles to create pictures.

Also:

- Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons

		<ul style="list-style-type: none"> <li>• Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles.</li> <li>• Can mirror the playful actions or movements of another adult or child.</li> <li>• Observes and can describe in words or actions the effects of physical activity on their bodies.</li> <li>• Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</li> <li>• Dresses with help, e.g. puts arms into open fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom</li> </ul> <p>Links to text:  Use a range of materials to make a bug hotel  Fine motor skills: using pegs for legs, clip onto spiders' body-counting the legs.  Use tweezers to rescue the flies from the giant spider's web.  Threading own spider's web.  Make own spiders web using a range of mark making tools and other craft resources.  Look at patterns and shapes.  Making spiders using playdough-practice pinching, rolling, pushing, squeezing.  Gross motor skills:  Make a giant spiders web in the garden and encourage children to climb, crawl and shuffle through it without touching the rope.  Now Press Play-Minibeast experience and Farm experience.</p>
<b>Home Learning Ideas</b>		<p>Take a visit to the farm and share photos through Tapestry for the children to show and discuss with adults and peers.  On a dewy morning go on a spider web hunt. Count how many you can find.</p>

Subject	Summer Term 1 (17 <sup>th</sup> April – 26 <sup>th</sup> May 2022)	Summer Term 2 (6 <sup>th</sup> June – 21 <sup>st</sup> July)
	 <p data-bbox="961 533 1448 567"><b>'Goldilocks and the Three Bears'</b></p> <p data-bbox="557 604 931 751"><b>Additional Texts:</b> Mr Wolf's Pancakes The Very Hungry Caterpillar Monkey Puzzle</p> <p data-bbox="557 785 676 819"><b>Poems:</b></p> <p data-bbox="557 894 1205 1003"><b>Songs:</b> When Goldilocks went to the house of the bears. There's a tiny caterpillar on a leaf.</p>	
<p data-bbox="83 1041 516 1104"><b>Personal, Social and Emotional Development</b></p>	<p data-bbox="557 1041 759 1075">24-36 months:</p> <ul data-bbox="605 1108 1632 1222" style="list-style-type: none"> <li>• Seeks out others to share experiences with and may choose to play with a familiar friend or child who has a similar interest to them.</li> <li>• Is beginning to cooperate in favourable situations.</li> </ul> <p data-bbox="557 1222 783 1255">For new starters</p> <ul data-bbox="605 1260 1626 1474" style="list-style-type: none"> <li>• Knows their own name, their preferences and interests and is becoming aware of their unique abilities</li> <li>• Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows</li> <li>• Is gradually learning that actions have consequences but not always the consequences the child hopes for</li> </ul> <p data-bbox="557 1528 759 1562">36-48 months:</p> <p data-bbox="557 1566 724 1600">Continue to:</p> <ul data-bbox="605 1604 1632 1927" style="list-style-type: none"> <li>• Practice skills of assertion, negotiation and compromise and seeks adult support to resolve conflicts with peers.</li> <li>• Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants.</li> <li>• Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings</li> <li>• Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play</li> </ul> <p data-bbox="557 1957 736 1990">Links to text:</p> <p data-bbox="557 1995 1632 2058">-Porridge tasting-discuss who does and doesn't like porridge and what we like to have on top of our porridge. How are we different/similar. Are there more or less</p>	

	<p>children that like it than don't?          -Retell the story by acting it out.</p>	
<b>Communication and Language</b>	<p>24-36 Months:          Continue to:</p> <ul style="list-style-type: none"> <li>Shows interest in play with sounds, songs and rhymes.</li> <li>Understands who, what, where in simple questions.</li> <li>Identify action words by following simple instructions</li> <li>Begin to use longer sentences and word endings</li> </ul> <p>Also:</p> <ul style="list-style-type: none"> <li>Developing understanding of simple concepts (good/bad, hot/cold)</li> <li>Uses language to share feelings, experiences and thoughts.</li> <li>Learns new words very rapidly and is able to use them in communicating.</li> </ul> <p>36-48 Months:          Continue to:</p> <ul style="list-style-type: none"> <li>Listen to familiar stories with increasing attention and recall.</li> <li>Anticipates key events and phrases in rhymes and stories.</li> <li>Use talk to explain what is happening and anticipate what might happen next.</li> <li>Begin to use a range of tenses.</li> <li>Beginning to understand why and how questions.</li> <li>Listens to others one to one or in small groups when conversations interests them.</li> </ul> <p>Also:</p> <ul style="list-style-type: none"> <li>Can retell a simple past event in correct order.</li> <li>Questions why things happen and gives explanations.</li> <li>Uses talk in pretending that objects stand for something else in their play.</li> </ul> <p>Links to text:          -Use poem to identify rhyming words-can you think of any other words that rhyme?          -Who went into the three bears' house? Where did the three bears go? What did goldilocks do in the house? Why didn't goldilocks listen to her mummy?          -Retell the story using pictures from the story for support.          -Use a variety of objects and resources to recreate the three bears' house, including 3 bowls of porridge, 3 chairs and 3 beds.</p>	
<b>Key Language and Vocab to introduce:</b>	Great big, medium-sized, tiny, delicious	
<b>Physical Development</b>	<p>24-36 months          Continue to:</p> <ul style="list-style-type: none"> <li>May be beginning to show preference for dominant hand and/or leg/foot.</li> <li>Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet.</li> </ul> <p>Also:</p> <ul style="list-style-type: none"> <li>Sits comfortably on a chair with both feet on the ground.</li> <li>Moves in response to music or rhythms played on instruments such as drum or shakers.</li> <li>Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, hammers, jugs and mark making tools.</li> <li>Holds mark making tools with thumb and all fingers.</li> </ul> <p>For new starters:</p>	



- Feeds self competently.
- Can hold a cup with two hands and drink well without spilling.

36-48 months

Continue to:

- Climbs steps and moves across climbing equipment maintaining balance and stability using hands and body.
- Creates lines and circles to create pictures.
- Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles.
- Can mirror the playful actions or movements of another adult or child.
- Observes and can describe in words or actions the effects of physical activity on their bodies.
- Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.

Alos:

- Can name and identify different parts of the body.
- Willing to try a range of different textures and tastes and express a preference.
- Observes and controls the breath. Able to take a deep breath, scrunching and releasing the breath.

Links to text:

- Use tweezers to sort compare bears into different sized bowls.
- Porridge oats in the tuff tray-scooping/filling/pouring/emptying with a variety of sized spoons.
- Use musical instruments with the songs to encourage movement and co-ordination. Use different instruments for the different stages of the caterpillar song.
- Name, identify and colour in different parts of the bears body.
- Tasting porridge with a range of different toppings.

**Mathematics**

Links to text:

- Can you place the compare bear into the matching size bowl using the tweezers?
- Measuring height of the bears-How many cubes/blocks high is each bear? How tall are you? Who is the tallest/smallest?

**Home Learning Ideas:**

Send a picture of you making and eating porridge at home with your favourite topping. What do other people in your house like to put on top of their porridge?