



Curriculum Intent for NEST (0-2 Year-Olds)

Our Aim

- **Support babies and toddlers to develop confidence, curiosity, and a sense of security** in a warm, nurturing environment.
- **Lay the foundations for communication** by tuning in to children's cues, modelling language, and giving time for responses.
- **Build emotional security** through strong, consistent, and sensitive relationships with familiar adults.
- **Encourage early social development** through responsive interactions, gentle turn-taking, and shared experiences.
- **Provide rich sensory and physical experiences** that enable exploration, movement, and problem-solving.
- **Foster a sense of routine and belonging** that helps children feel safe, valued, and ready to explore.

Areas of Learning and Development (Birth to 5 Matters)

We ensure all babies and toddlers experience the seven areas of learning through **responsive care, everyday routines, and play opportunities** that are developmentally appropriate for this age.

Communication and Language

- **Engaging in frequent, warm, back-and-forth interactions** with words, facial expressions, and gestures.
- **Supporting listening and attention** with short, meaningful activities such as songs, rhymes, and naming familiar objects.
- **Responding to babbles, gestures, and emerging words** to encourage confident communication.

Personal, Social and Emotional Development (PSED)

- **Building secure attachments** with consistent and responsive adults who know each child well.
- **Supporting babies and toddlers to express emotions safely** and begin to recognise familiar feelings.
- **Encouraging early social interaction** through observing, mirroring, and parallel play.
- **Promoting independence in self-care**, such as feeding, handwashing with help, and showing awareness of their needs.



Physical Development

- **Supporting movement and coordination** through crawling, rolling, climbing, toddling, and dancing.
- **Encouraging fine motor skills** through grasping, stacking, posting, threading, and painting.
- **Helping children build independence in physical routines**, such as feeding themselves and beginning to dress with help.

Literacy

- **Sharing stories, songs, and rhymes daily** to develop enjoyment and familiarity.
- **Offering opportunities for early mark-making** with safe tools such as chunky crayons, chalk, paint, and natural objects.
- **Encouraging interest in books** through repetition, exploring books independently, and sharing them with adults.

Mathematics

- **Exploring number and quantity** through songs, rhymes, and everyday play.
- **Providing opportunities to fill, empty, sort, and stack** during sensory and construction play.
- **Introducing shape, size, and pattern** through open-ended play materials and real-life experiences.

Understanding the World

- **Encouraging curiosity** through sensory exploration, outdoor play, and observing changes in the environment.
- **Introducing familiar routines, family experiences, and celebrations** to strengthen a sense of belonging.
- **Exploring simple cause and effect** through water play, light, sound, and natural materials.

Expressive Arts and Design

- **Supporting creativity and self-expression** through sensory play, painting, music, and movement.
- **Providing role-play opportunities and everyday objects** to encourage imitation and pretend play.
- **Using songs, dance, puppets, and storytelling** to promote imagination and communication.



How We Teach Throughout the Year

Our curriculum for **0–2-year-olds**, in line with **Birth to 5 Matters**, is flexible, nurturing, and led by secure relationships. We recognise the importance of:

- **Child-led exploration**, where babies and toddlers follow their interests in safe and stimulating spaces.
- **Adult-guided moments**, such as singing, sharing books, and sensory group play.
- **In-the-moment planning**, responding to children's cues, emotions, and emerging skills.
- **Sensory-rich indoor and outdoor environments** that invite curiosity and discovery.
- **Outdoor learning every day**, supporting movement, risk-taking, and connection with nature.

We place **emotional wellbeing, communication, and physical development** at the heart of our practice, laying strong foundations for confident and capable learners.

<u>September</u>	<u>Nest</u>	<u>Activities</u>
<u>Overview</u>	<u>All About Me</u>	Babies and toddlers explore themselves and the people around them. Through mirrors, family photos, and simple songs, they begin to recognise their own face, body parts, and familiar voices. Gentle play encourages bonding, early communication, and confidence in new surroundings.
<u>Week 1</u>	Settling in. Me and my family	CL: Sing simple "Hello [Name]" song with gestures (wave, clap). Show laminated family photos during circle time; encourage pointing or smiling at familiar faces. PD: Soft play mats with crawl tunnels, low steps, cushions to roll over. Adult support for babies learning to sit, stand, or walk. PSED: Gentle bonding activities with key person—cuddles, peekaboo, comforting routines. Comfort toys from home for settling. L: Read short, repetitive family-themed board books like <i>Owl Babies</i> or <i>Guess How Much I Love You</i> . Use soft toys as props. M: Point to and count "1, 2" people in photos (adults say numbers). Offer dolls in different sizes for simple holding and exploration. UW: Baby-safe mirrors for self-recognition; talk about hair, eyes, and smiles. EAD: Create a handprint or footprint family "tree" (adult-led painting). Babies can explore paint texture in trays.
<u>Week 2</u>	My Body	CL: Sing "Head, Shoulders, Knees, and Toes" slowly with babies; help them touch each part. PD: Large soft blocks for crawling over, tummy time with toys just out of reach, gentle stretching games. PSED: Practise handwashing together (adult-guided), explore water play with small cups and cloths. L: Read <i>From Head to Toe</i> by Eric Carle with actions—help babies clap, stomp, or nod. M: Count fingers and toes during nappy changes or songs. UW: Look in mirrors; gently name body parts as children touch them. EAD: Paint hands and feet to make prints; for non-paint days, use textured sponges for sensory stamping.
<u>Week 3</u>	My Feelings	CL: Use soft puppets to show "happy," "sad," "tired"—model simple emotion words. PD: Movement play—bounce when "happy," sway when "tired" to music. PSED: Provide comfort objects, model gentle touches, acknowledge feelings ("You're sad, you want a cuddle"). L: Read <i>Baby Happy Baby Sad</i> by Leslie Patricelli—pause to point at faces. M: Sort big/small happy faces (adult-led). UW: Show real photos of children smiling or frowning—talk about what they see. EAD: Make a simple "faces" collage using pre-cut circles and stickers. Babies can stick or explore materials.
<u>Week 4</u>	My Home	CL: Talk about familiar objects from home—show toy kitchen, bath, bed; name items simply. PD: Build with large foam blocks to make "houses" for toys. Babies can crawl through "doorways." PSED: Use role play corner for gentle play—put dolls to bed, feed soft toys. L: Share <i>Maisy's House</i> (board book) or <i>Spot's Home</i> —use flaps to reveal surprises. M: Count items in the home corner—1, 2 cups—using real objects. UW: Show laminated photos of different houses—point, tap, name "house," "door." EAD: Stick large pre-cut shapes on paper to "build" a house. Older toddlers can glue and draw windows.

<u>October</u>	<u>Nest</u>	<u>Activities</u>
<u>Overview</u>	<u>Autumn and Harvest</u>	Children experience the sights, textures, and smells of autumn. They explore leaves, pumpkins, and seasonal fruits through touch, taste, and smell. Simple songs, outdoor walks, and sensory baskets help them notice changes in nature and build new words.
<u>Week 1</u>	Autumn Leaves	CL: Sing "Autumn Leaves Are Falling Down" using scarves or real leaves. Use simple words: "leaf," "fall," "red." PD: Crawl or toddle through a leaf sensory tray (real or fabric leaves). Encourage picking up and dropping leaves. PSSED: Share leaves between friends – model "your turn, my turn." L: Read <i>Leaves</i> by David Ezra Stein or other simple autumn picture books. Point to and name colours. M: Sort leaves into "big" and "small" baskets. Count "1, 2" with the big ones. UW: Feel different textures – crunchy, soft, smooth. Talk about weather changes ("It's windy!"). EAD: Leaf printing with paint, pressing leaves onto paper to make marks.
<u>Week 2</u>	Pumpkin and Harvest	CL: Explore pumpkin with words like "big," "orange," "round." PD: Roll large pumpkins across the floor, push and pull in pairs. PSSED: Take turns scooping seeds from a pumpkin sensory tray. L: Read <i>Pumpkin, Pumpkin</i> by Jeanne Titherington or similar simple harvest stories. M: Compare "big" and "small" pumpkins, count 1–3 together. UW: Explore pumpkin inside – seeds, stringy flesh, smell. EAD: Finger paint a large paper pumpkin using orange paint.
<u>Week 3</u>	Forest Animals	CL: Name animals with soft toys: "fox," "owl," "hedgehog." Model animal sounds. PD: Crawl/toddle in an "animal trail" obstacle course (tunnel = fox den, mat = log). PSSED: Share and pass soft animal toys between children. L: Read <i>That's Not My Fox</i> or other touch-and-feel forest animal books. M: Match toy animals to simple picture cards. Count "1 fox, 2 owls." UW: Talk about where animals live (in trees, burrows). EAD: Make animal footprint paintings using toy animal feet dipped in paint.
<u>Week 4</u>	Apples and Baking	CL: Use words "apple," "red," "slice," during apple tasting. PD: Stir a big bowl while pretending to bake. Encourage scooping and pouring. PSSED: Share apple slices at snack time. Encourage "please" and "thank you." L: Read <i>Ten Red Apples</i> by Pat Hutchins or similar simple apple books. M: Count apples in a basket together – "1, 2, 3." UW: Explore apple smells and textures, notice seeds inside. EAD: Apple printing with red and green paint.

<u>November</u>	<u>Nest</u>	<u>Activities</u>
<u>Overview</u>	<u>Light and Dark</u>	Through exploring torches, soft lights, and dark spaces, children begin to notice differences between light and dark. They enjoy sensory play with glowing toys, shadow movement, and soft story times. Celebrations like Diwali and Bonfire Night bring colourful, visual experiences.
<u>Week 1</u>	Diwali-Festival of Lights	CL: Use simple words: "light," "dark," "fireworks." Sing "Twinkle Twinkle Little Star." PD: Explore movement with scarves or ribbons like flickering flames. Gentle waving and reaching up. PSED: Use lamps or battery tealights safely to explore light and dark areas with adult supervision. L: Read short board books about light and dark or simple Diwali picture books. M: Count shiny, sparkly objects like sequins or glitter stars. UW: Look at colourful rangoli patterns or photos; talk about colours and shapes. EAD: Create simple sparkly art with glitter glue on black paper.
<u>Week 2</u>	Shadows and Night	CL: Say "shadow," "dark," "light." Play shadow games using hands or puppets. PD: Make shadow shapes on the wall with hands and bodies, encourage babies to reach out. PSED: Use a soft blanket "tent" to create a cozy dark space for quiet time. L: Read <i>Goodnight Moon</i> or other calming night books. M: Count shadow hand shapes ("1, 2, 3"). UW: Explore cause and effect by shining torches on different objects and walls. EAD: Paint with black and white paint, exploring contrast.
<u>Week 3</u>	Fireworks and Bonfire Night	CL: Use sounds words like "pop," "bang," "crackle." Sing simple rhymes about fireworks. PD: Move like fireworks — jump up, spin gently, stretch arms wide. PSED: Discuss safe ways to enjoy fireworks (from adults). Model calm behaviour during loud noises. L: Read simple picture books with bright colours and firework pictures. M: Count fireworks shapes or sparkly pom-poms. UW: Talk about night time safety; explore safe "firework" crafts. EAD: Create firework art with finger paints and glitter.
<u>Week 4</u>	Owls and Nocturnal Animals	CL: Name animals: "owl," "bat," "hedgehog." Use hoot sounds for fun. PD: Crawl and flap like owls and bats. Practice quiet walking. PSED: Use soft animal toys for gentle pretend play and sharing. L: Read <i>Owl Babies</i> or other animal board books. M: Match animal toys to pictures; count "1 owl, 2 bats." UW: Talk about animals awake at night vs day. EAD: Make owl masks with paper plates and feathers.



<u>December</u>	<u>Nest</u>	<u>Activities</u>
<u>Overview</u>	<u>Winter Celebration</u>	Children explore cold weather through sensory play with ice, snow, and winter textures. Festive music, decorations, and role play introduce them to winter celebrations like Christmas and Hanukkah. These activities nurture curiosity, fine motor skills, and shared joy.
<u>Week 1</u>	Winter Weather	CL: Use words like "cold," "snow," "wind." Sing "Frosty the Snowman" with actions. PD: Explore texture play with fake snow (shaving foam or cotton balls). Encourage squishing and patting. PSED: Practice dressing-up with hats and mittens — adults assist with putting on/taking off. L: Read simple board books about snow or winter, e.g., <i>Snow</i> by Uri Shulevitz. M: Count cotton balls or snowflakes during sensory play. UW: Talk about how weather changes outside — show photos or videos of snow and ice. EAD: Finger paint snow scenes with white and blue paint on dark paper.
<u>Week 2</u>	Hanukkah	CL: Say simple words: "light," "candles," "spin." PD: Spin dreidels gently with adult help. PSED: Share shiny materials like tinsel or blue-and-white scarves. Practice gentle touching. L: Read simple Hanukkah board books or show pictures of menorahs. M: Count candles on a toy menorah (1 to 8). UW: Explore light from battery candles or flashlights safely. EAD: Create simple candle crafts with paper and stickers.
<u>Week 3</u>	Christmas	CL: Use festive words like "tree," "star," "gift." Sing simple Christmas songs. PD: Dance and move to Christmas music — jump, sway, clap hands. PSED: Share and open wrapped boxes with adult help. Practice "please" and "thank you." L: Read board books about Christmas (e.g., <i>Dear Santa</i>). M: Count baubles on a toy tree or pictures (1, 2, 3). UW: Explore Christmas decorations — touch tinsel, feel pinecones. EAD: Make handprint Christmas trees with green paint and stickers.
<u>Week 4</u>	Closed	



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<u>January</u>	<u>Nest</u>	<u>Activities</u>
<u>Overview</u>	<u>Winter Wonderland</u>	Babies and toddlers explore snow, ice, and the animals that live in cold places. They play with warm clothes in dressing-up baskets, feel different fabrics, and explore warm and cold temperatures safely. Songs, books, and sensory tubs help them understand wintertime.
<u>Week 1</u>	Closed	Closed
<u>Week 2</u>	Arctic Animals	CL: Name animals: "polar bear," "seal," "penguin." Use simple animal sounds. PD: Crawl like a seal or waddle like a penguin. Use soft animal toys for movement inspiration. PSED: Share soft animal toys during play. Encourage gentle touch. L: Read <i>Polar Bear, Polar Bear, What Do You Hear?</i> (shortened). M: Match animal toys to pictures, count 1–3. UW: Talk about where arctic animals live (cold places). EAD: Make animal footprints with paint and paper.
<u>Week 3</u>	Warm Clothes	CL: Use words: "hat," "coat," "mittens." Sing "Put on Your Coat." PD: Practice putting on/taking off hats, scarves, and mittens with adult help. PSED: Talk about feeling warm and cozy. Encourage gentle care of clothes. L: Read simple books about getting dressed for winter. M: Count buttons or zips on clothes. UW: Explore different fabrics – soft wool, fleece, cotton. EAD: Create a collage of warm clothes pictures and fabric swatches.
<u>Week 4</u>	Cold Weather Cooking	CL: Say words: "mix," "stir," "cold." Use simple cooking-related songs. PD: Practice stirring pretend bowls with wooden spoons. PSED: Share pretend food and utensils during play. L: Read simple cooking or food books with pictures. M: Count spoonfuls or cups used in pretend cooking. UW: Explore cold foods/textures (e.g., chilled fruit, yogurt). EAD: Make simple "pretend food" crafts using playdough or paper.



<u>February</u>	<u>Nest</u>	<u>Activities</u>
<u>Overview</u>	<u>Feelings and Friendships</u>	Through gentle play, turn-taking games, and cuddles, children begin to recognise feelings in themselves and others. Simple stories, songs, and role play help develop early empathy and friendship skills.
<u>Week 1</u>	Happy and Sad	CL: Use simple words like "happy," "sad." Sing songs expressing feelings (e.g., "If You're Happy and You Know It"). PD: Movement games to show feelings — jump when happy, slow movements when sad. PSSED: Use puppets or dolls to model emotions. Comfort and reassure when exploring sad feelings. L: Read books like <i>The Feelings Book</i> with simple pictures and emotions. M: Match happy and sad faces using cards or toys. UW: Talk about what makes us happy or sad. EAD: Make simple happy/sad face collages with paper and crayons.
<u>Week 2</u>	Love and Kindness	CL: Use words "love," "hug," "kind." Sing gentle songs about kindness. PD: Gentle hugs and hand squeezes with adults and peers. PSSED: Practice sharing toys and taking turns with adult support. L: Read stories about kindness and caring, e.g., <i>Llama Llama Time to Share</i> . M: Count hugs or kind gestures during play. UW: Talk about ways to be kind at nursery and at home. EAD: Create heart-shaped crafts with paint or collage materials.
<u>Week 3</u>	Sharing	CL: Use words like "share," "mine," "yours." Repeat during playtimes. PD: Practice giving and receiving toys with peers or adults. PSSED: Model and encourage sharing behaviors. Praise gentle play. L: Read board books about sharing, e.g., <i>Sharing Time</i> . M: Count how many toys are shared during play. UW: Talk about why sharing helps us make friends. EAD: Create simple "sharing" friendship bracelets or paper chains.
<u>Week 4</u>	Pets and Caring	CL: Name common pets: "dog," "cat," "fish." Use pet sounds and simple sentences. PD: Pretend to feed or groom soft animal toys. PSSED: Discuss caring for pets and gentle touch. L: Read pet-themed board books like <i>Dear Zoo</i> . M: Match pet toys to pictures; count the number of pets. UW: Talk about how to care for pets at home. EAD: Make pet masks or simple animal crafts with paper and stickers.



<u>March</u>	<u>Nest</u>	<u>Activities</u>
<u>Overview</u>	<u>Growing and Life Cycles</u>	Children explore the world of plants, insects, and animals through sensory play. They plant seeds, watch caterpillars grow, and explore water play with toy frogs. Hands-on exploration helps them notice change over time.
<u>Week 1</u>	Plants and Seeds	CL: Say simple words: "plant," "seed," "grow." Use songs like "The Green Grass Grows All Around." PD: Practice digging in soil or sensory bins with seeds. Encourage grasping and dropping seeds. PSED: Explore caring for plants with adult help (watering). Talk gently about growth. L: Read board books about seeds and plants, e.g., <i>Planting a Seed</i> . M: Count seeds during play or planting (1, 2, 3). UW: Explore textures of soil, seeds, and leaves. EAD: Finger paint or stamp leaves and seed shapes on paper.
<u>Week 2</u>	The Very Hungry Caterpillar	CL: Use simple words: "caterpillar," "eat," "butterfly." Sing the caterpillar song. PD: Crawl like a caterpillar, stretch like a butterfly. PSED: Share toy caterpillars or butterflies during playtime. Encourage gentle touch. L: Read <i>The Very Hungry Caterpillar</i> board book. M: Count pieces of "food" or toy fruit (1 apple, 2 pears). UW: Talk about caterpillar growth and changes. EAD: Create caterpillar crafts with pom-poms or paper circles.
<u>Week 3</u>	Frog Life Cycle	CL: Say words like "frog," "egg," "tadpole." Use simple songs about frogs. PD: Jump and hop like frogs. Practice balancing on one foot. PSED: Share frog toys and encourage gentle handling. L: Read board books about frogs or tadpoles. M: Count frog eggs or toy frogs. UW: Talk about how frogs grow from eggs to tadpoles to frogs. EAD: Make frog masks or use green finger paint to create frog prints.
<u>Week 4</u>	Celebration of Life Cycles	CL: Use the words "grow," "change," "life." Sing songs about nature and growth. PD: Move like different animals and plants seen earlier (crawl, hop, flutter). PSED: Share favourite life cycle toys or books. Encourage turn-taking. L: Look at pictures of different animals and plants, recap stories. M: Count animals or plants during group play. UW: Talk simply about changes in nature and ourselves. EAD: Create a group collage showing the life cycles learned using photos and craft materials.



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<u>April</u>	<u>Nest</u>	<u>Activities</u>
<u>Overview</u>	<u>Spring and New Life</u>	Babies and toddlers enjoy outdoor walks to spot flowers, birds, and other signs of spring. They explore textures of grass, petals, and soil, and enjoy songs and stories about baby animals and growing plants.
<u>Week 1</u>	Easter	CL: Say simple words like "egg," "bunny," "hop." Sing "Hop, Hop, Bunny." PD: Encourage hopping movements and gentle rolling of soft balls (eggs). PSED: Explore gentle touching and sharing of soft bunny toys. L: Read simple Easter board books or look at pictures of eggs and bunnies. M: Count colorful eggs or soft balls (1, 2, 3). UW: Talk about new life symbols like eggs and baby animals. EAD: Make handprint bunny crafts with paint.
<u>Week 2</u>	Baby Animals	CL: Name baby animals: "chick," "lamb," "calf." Use animal sounds and gestures. PD: Pretend to waddle like chicks or jump like lambs. PSED: Practice gentle touch with animal soft toys. L: Read board books about baby animals. M: Count baby animal toys or pictures. UW: Talk simply about how baby animals grow. EAD: Create simple animal face masks with paper and stickers.
<u>Week 3</u>	Gardens and Beasts	CL: Use words: "bug," "worm," "flower." Sing "Incy Wincy Spider." PD: Crawl and explore like bugs, use fine motor skills to pick up small objects. PSED: Share garden toys and explore together gently. L: Read books about bugs and gardens. M: Count bugs or flowers in sensory bins. UW: Explore garden textures—soil, leaves, petals. EAD: Make leaf rubbings or bug collages with natural materials.
<u>Week 4</u>	Bird Watching	CL: Say bird names or sounds: "tweet," "chirp." Sing simple bird songs. PD: Practice reaching and stretching to "fly" like birds. PSED: Share binoculars or bird toys and take turns. L: Look at bird picture books or photos. M: Count feathers or bird toys. UW: Talk about birds visiting gardens and what they eat. EAD: Create feather prints with paint or make bird feeders with adult help.



<u>May</u>	<u>Nest</u>	<u>Activities</u>
<u>Overview</u>	<u>Our Planet and Nature</u>	Children begin to experience the natural world by exploring water, sand, leaves, and stones. They enjoy simple recycling activities like sorting objects and playing with reused materials, fostering early care for their environment.
<u>Week 1</u>	Earth Day-Recycle and Reuse	CL: Say simple words like “trash,” “reuse,” “bin.” Sing recycling songs with actions. PD: Practice sorting soft objects into bins or boxes. PSED: Encourage sharing during tidy-up times. Talk about caring for our planet. L: Read board books about recycling and taking care of Earth. M: Count recyclable items during play (1, 2, 3). UW: Explore different materials (paper, plastic, fabric) for recycling. EAD: Make simple collages from recycled scraps (paper, fabric).
<u>Week 2</u>	Water and the Ocean	CL: Use words “water,” “fish,” “boat.” Sing splashy water songs. PD: Splash and pour water in sensory trays or tubs. PSED: Explore sharing water toys and taking turns. L: Read board books about the ocean and sea creatures. M: Count floating toys or shells. UW: Talk about water properties (wet, cold) and ocean animals. EAD: Paint ocean scenes with blue and green paints or finger paints.
<u>Week 3</u>	Trees	CL: Say words like “tree,” “leaf,” “branch.” Sing songs about trees. PD: Collect and explore leaves and sticks outdoors or in sensory trays. PSED: Encourage gentle touching and sharing of natural objects. L: Read simple books about trees and forests. M: Count leaves or pinecones. UW: Talk about trees growing and animals living in forests. EAD: Make leaf prints or stick collages with natural materials.
<u>Week 4</u>	Weather Watch	CL: Use weather words: “sun,” “rain,” “wind.” Sing weather songs. PD: Use scarves to move like wind, stomp feet for rain. PSED: Talk about how weather changes and how we dress for it. L: Read books about weather and seasons. M: Count weather symbols in pictures or cards. UW: Explore weather sensory play—water spray for rain, fans for wind. EAD: Create sun and cloud crafts with cotton and paper.



<u>June</u>	<u>Nest</u>	<u>Activities</u>
<u>Overview</u>	<u>Animals Around the World</u>	Through songs, books, and toys, children learn about animals from farms, jungles, oceans, and deserts. They explore animal sounds, movements, and textures through play and sensory materials.
<u>Week 1</u>	African Animals	CL: Say names like "monkey," "parrot," "snake." Use animal sounds and movements. PD: Pretend to swing like monkeys, flap arms like parrots. PSED: Share animal toys and play gently. L: Read jungle animal board books. M: Count jungle animal toys or pictures. UW: Talk about jungle habitats and animal sounds. EAD: Make animal masks or simple paper snakes.
<u>Week 2</u>	Rainforest Animals	CL: Use words like "polar bear," "seal," "snow." Sing chilly animal songs. PD: Crawl slowly like seals, waddle like polar bears. PSED: Practice gentle play with animal toys. L: Read simple books about Arctic animals. M: Count animal figures or pictures. UW: Talk about cold habitats and animal fur. EAD: Make white cotton ball polar bears or snowflake art.
<u>Week 3</u>	Arctic and Antarctic Animals	CL: Say "cow," "pig," "chicken." Imitate animal sounds. PD: March like chickens, stomp like pigs. PSED: Share animal figures and take turns. L: Read farm animal books. M: Count farm animals in play. UW: Talk about farm life and animal sounds. EAD: Create handprint farm animals with paint.
<u>Week 4</u>	Australian Animals	CL: Use words "lion," "elephant," "giraffe." Use animal sounds and movements. PD: Stomp like elephants, stretch necks like giraffes. PSED: Practice sharing safari toys. L: Read safari animal picture books. M: Count safari animal toys or pictures. UW: Talk about Africa and animal characteristics. EAD: Make animal spot or stripe patterns with paint.



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Childcare

<u>July</u>	<u>Nest</u>	<u>Suggested Activities</u>
<u>Overview</u>	<u>Summer and Travel</u>	Children enjoy sand and water play, summer-themed songs, and exploring holiday role play items like hats, bags, and sunglasses. These activities support language, movement, and sensory exploration.
<u>Week 1</u>	The Seaside	CL: Say words like "sand," "shell," "sea." Sing seaside songs (e.g., "Row, Row, Row Your Boat"). PD: Play with sand and water tubs; encourage scooping and pouring. PSED: Share seaside toys and explore textures together. L: Read board books about the beach and sea creatures. M: Count shells or scoops of sand. UW: Explore shells, water, and sand textures. EAD: Make shell collages using glue and paper.
<u>Week 2</u>	Holidays	CL: Use the words "car," "plane," "bag." Sing "The Wheels on the Bus." PD: Pretend to pack and unpack small bags with toys. PSED: Share photos or toys from holidays. L: Read simple holiday-themed board books. M: Sort holiday clothes or toys by colour or size. UW: Look at pictures of places and talk about travel. EAD: Create travel collages with paper, stickers, and scraps.
<u>Week 3</u>	Transport	CL: Name transport types: "car," "train," "boat." Use vehicle sounds. PD: Push toy cars or wagons; crawl or walk pretending to drive. PSED: Take turns playing with vehicles. L: Read transport board books. M: Count wheels on toy vehicles. UW: Talk about different ways to travel. EAD: Make simple vehicle crafts with paper and crayons.
<u>Week 4</u>	Summer Picnic and Play Transition	CL: Sing simple picnic songs. Talk about food names. PD: Encourage outdoor play and movement games. PSED: Practice sharing food toys and saying goodbye gently. L: Read books about picnics and summer. M: Count pieces of toy food. UW: Talk about summer weather and play. EAD: Make party hats or simple decorations with paper and stickers.

<u>August</u>	<u>Nest</u>	<u>Suggested Activities</u>
<u>Overview</u>	<u>Review and Celebrate</u>	To wrap up the year, children reflect on their learning and friendships. Activities include memory books, favourite games, and a celebration with families. This supports transitions to school or the next stage in their learning journey and helps build a sense of achievement, identity, and closure.
<u>Week 1</u>	Favourite Activities	CL: Say familiar words like "sand," "shell," "ball." Sing favourite songs from the year. PD: Play with sand trays and water splashing. Simple ball rolling games. PSED: Play alongside peers, share favourite toys gently. L: Look at favourite storybooks from the year, encourage pointing and naming. M: Fill and empty buckets with sand or water. UW: Explore shells and natural objects collected during the year. EAD: Make shell or nature collages with glue and paper.
<u>Week 2</u>	Memory Books	CL: Use words like "bye-bye," "car," "plane." Say simple phrases from memory books. PD: Pretend packing toys or clothes into bags. PSED: Share photos or drawings of holidays and family times. L: Look at simple holiday storybooks or family photo books. M: Sort toys or clothes by colour or size. UW: Look at maps, photos of places visited or favourite spots. EAD: Create travel collages with paper, stickers, and photos.
<u>Week 3</u>	Family Week	CL: Name family members with photos or dolls. Sing "Family" songs. PD: Pass around family photos or dolls for sharing. PSED: Group sharing about family routines and special people. L: Read family picture books. M: Match family member photos or dolls by size or order. UW: Explore family traditions and routines. EAD: Make family handprint collages with paint.
<u>Week 4</u>	End of Year Party & Transition	CL: Sing simple party songs and goodbye songs. PD: Dance, clap hands, and move to music. PSED: Practice saying goodbye to peers and adults gently. L: Storytime about moving up or changes coming. M: Play simple counting games with party items (e.g., balloons). UW: Talk about upcoming changes and new experiences. EAD: Make party hats or decorate celebration banners with stickers and paper.