



Cheeky Monkeys Curriculum

At Cheeky Monkeys we are passionate about each and every child reaching their full potential.

This is facilitated through accessing activities, interactions and opportunities whilst being nurtured through a series of caring, meaningful relationships with their key workers, friends, and the wider community. Children will be offered learning opportunities through play, exploration, direct teaching, and shared pedagogy. Sometimes these activities will be planned in advance and sometimes they may be spur of the moment when a learning opportunity too good to miss may arise. Children are given further opportunity to explore their skills through regular outdoor play, forest school opportunities, sensory room, nursery visitors and local outings. Children are given chance to compound their existing knowledge via regular opportunity to revisit the skills already gained.

Children's starting points will be assessed by gathering information from home and also from what we witness as they are settling here at nursery. We will also familiarise ourselves with each child's likes, dislikes, interests and preferred learning style or schema. Whilst we will acknowledge these, we will also provide opportunity to explore new areas of learning and to provide access to learning that they may not have otherwise encountered. By considering our cultural capital both for individuals, and a locality, we hope to provide for any learning needs that may have otherwise been unmet. British values are at the forefront of our provision in a non-tokenistic manner and are carefully considered through daily practice, routine and activities with staff modelling appropriate positive interactions. Children are treated with equal concern, without bias or stereotypical assumptions being cast, adaptations to our practice will be made to ensure that children are on an equal footing when accessing an activity, whether this be by providing some groundwork with individuals, or by some additional equipment being provided to enable a child to partake completely.

Cheeky Monkeys understand that all children learn at different rates, and in a different order and so we will be sure to tailor our teaching to differentiate for each child's needs whether they are performing above or below a normative range and also with consideration given to those who have EAL or have SEN. We are keen to work in partnership with parents and other professionals when the need arises to ensure that our setting is inclusive for each child's individual requirements and celebratory for all achievements big or small. Our curriculum is designed to be fluid in its approach rather than linear, and some children may move around the suggested age categories in a way which suits them- this is something that the child's key worker will have an awareness of and know what each child is working towards as a target. We are ambitious with our intent and encourage a "have a go" attitude with our children, we celebrate effort and persistence when learning new skills. Sometimes the process is equally as important as the outcome.

To deliver this passionate aim we have developed a curriculum for each age group of the nursery. These are a list of skills and abilities that we aim for children to fulfil by the time they have completed the specific age group – as mentioned above, this may not be applicable to all of our children, but each child will certainly be positively challenged within their appropriate range of skills. The skills are broad and varied and may begin with securely settling away from their main care givers and culminate in school readiness by the time they graduate from our provision. We take so much pride in seeing them leave us with a secure base in readiness to begin their formal education at school.

The curriculum is delivered throughout the day via activities and routines and is complimented by key worker planning. This is an individualised, tailor-made curriculum for each child. This is planned through interactions between a child's parents and their keyworker and based around their current



interests, achievements, and challenges. We can then provide opportunities to meet the child's needs by a design specifically to appeal to their nature. This is completed and recorded via Tapestry, which is accessible to parents to view. Parents are encouraged to log learning from home on here also. All of these observations form a beautiful learning journey throughout their time at nursery, and can then be forwarded, with consent, to their next setting when appropriate.

Feedback about children's development is always available via Tapestry, staff provide daily verbal feedback after a session at nursery, key workers write individual reports, provide information for the 2.5-year check and hold occasional parents' evening. Parents are provided with a copy of our curriculum and informed of their child's keyworker at the start of each new room. Parents are encouraged to chat with their child's key worker whenever appropriate rather than wait for a set appointment as we would rather communicate regularly and timely rather than sporadically throughout the year.

Caring for and educating our children is a team effort, and with interaction playing a vital part in their development.



Cheeky Monkeys and the “3 I’s”!

At Cheeky Monkeys we have a clear and ambitious intention for the children in our care to reach their full potential. To achieve this, we make plans for our provision via the “3 I’s” – Intent, implementation and impact. We are strong believers in reflective practice and continually review, assess and reform our practice to ensure that we are delivering at our highest possible standard. This is documented by means of a SEF (Self-evaluation form) which is a team effort, with contributions from all staff. Via this we can identify what is working well, what can be improved, what can we celebrate and what can we learn from? We are always open to new ideas, new resources and new approaches to learning – we aim to move in-line with current guidance keeping our fingers on the pulse of modern education.

So – what is our “intent”?

For children to make progress through the curriculum (regardless of individual starting points).

To provide children with individualised targets, inline with their current interests, learning styles and schemas.

To identify when it is appropriate to access support from outside agencies when necessary to ensure that children are accessing specific, targeted help such as SEND Provision, SALT, Paediatricians, nurses – to name a few.

We intend for children to feel safe, secure, loved, heard, appreciated and given every opportunity to be healthy and progress towards school readiness.

To see children and their families on an individual basis rather than a “one rule fits all”.

To close gaps when they become apparent and be aware of individual’s cultural capital and that of the community.

To promote British Values through daily practice.

How will we implement this?

We will get to know our children, on entry, via their parents and their settling in sessions. We will identify their likes, dislikes, interests, preferred learning styles, lived experiences, ethnic requirements, spoken languages and, if relevant, medical needs. We can then identify their “starting points” – their skill set on arrival. We can use this as a base line to begin their journey with us.

We will focus our teaching for the younger years on the prime areas of learning and move onto the specific areas at a later stage when the child is ready.

We will monitor the progress of individual children and identify any areas where progress is not being made, or age-appropriate milestones are not being met. We would then either adapt our practice to meet the child’s needs or begin the process (with parental consent) of requesting the support of outside agencies. We have an allocated SENCO to deliver this.



When planning an activity, we will consider the ambitious targets set for children, their preferred learning style, their preferred group size, their current interests, the opportunity to add new vocabulary, new experiences, any individual requirements and inclusivity.

We provide the opportunity for children to spend valuable time with carers and to form a bond with their keyworkers.

We provide opportunities that may lie unmet outside of nursery.

In terms of health, we provide a varied, nutritious menu and involve the children in it's creation and cooking activities. We teach the children about the origins of food and healthy eating and dental hygiene and the effects of exercise on the body. We have visitors from local dentists to come and talk to the children. We value the time spent outdoors and all of the opportunities this brings.

The children have the freedom to express their views, opinions and choices – we often vote for activities and stories and the pre-school room have a “council”. The children are able to make choices at mealtimes and, when appropriate, serve themselves.

Children are encouraged to learn self help skills through daily practices, such as finding their pegs, putting their coats on, washing their hands and being gently guided through conflict resolution amongst their peers. To learn to show care and compassion towards their friends.

The staff will follow nursery policy and procedure and challenge practice that does not. They will access regular training and apply their learning to their practice and cascade their learning to other staff. Staff contribute to monthly SEF's and have regular appraisals and supervisions.

Nursery access relevant funding to help to meet children's needs – such as, Think2, pre-school funding, EEF, Pupil premium, DAF and SEND inclusion funding.

Nursery have provided a “Helping Hub” for parents to access free items for their children. They can donate items and take items. This is beneficial from a financial and environmental viewpoint.

Staff work in partnership with parents, ensuring that decisions made for children are joint and in the child's best interests.

Children will be safeguarded in our care. Disclosures will be taken seriously and acted upon when necessary. DSL's will engage with social workers when relevant to provide the best opportunity for the success of a family.

We employ a quality and support lead to work outside of ratio to help train staff where needed, to identify any gaps in provision and generally ensure that standards are maintained.



What will the impact be?

Children will be happy, settled, confident, demonstrating knowledge and understanding of their daily routine, with developing social skills and be school ready upon graduating our provision.

All children will make some progress regardless of starting points and / or the presence of additional needs.

Families will have a positive relationship with us and engage in their children's learning.

Tapestry accounts show the children's learning journey throughout nursery and the variety of activities and opportunities provided to them. This can be forwarded to their school to enable new starting points to be made.

Children will have strong, trusted bonds with their key workers, enabling the child to thrive in their care.

Children will form friendships, have the ability to share, take turns, accept help, take on challenges, deal with disappointment and conflict resolution to an amicable end.

Children will be healthy with strong self-help skills, self-care skills and a keen explorative nature.

Staff will be knowledgeable, motivated and happy with good staff retention levels.

Staff will know their key children as individuals ensuring that their specific needs are met.

Strong bonds with outside agencies will allow better communication and therefore the best possible outcomes for the children.

The above information is only a proportion of the things we do day in, day out for the children in our care. We are always at the ready to adapt, diversify and learn new skills if it is in the best interests of our children and their families.



Prime areas of development:

Communication and Language:

Good communication and language skills create the foundations for all other areas of learning. So, here at Cheeky Monkeys we ensure that children from the day they start with us, are provided with opportunities that encourage rich communications between staff and children, and amongst peers. From the start of their journey with us, we believe that communication and language is more than just words beginning with simple gestures, eye contact or even humour. We strive to create a language rich environment throughout our nursery, because as children grow, they begin to become more aware of different words, and sounds in their everyday world. This is done through practitioners modelling the appropriate use of language, to introducing new vocabulary during play. As language and communication skills grow naturally to children through engaging in fun activities, we ensure that we follow children's interests and tailor their nursery day to suit their individual styles.

Physical

Physical development is one of main prime areas of development and underpins all other areas of children's development and learning. We at Cheeky Monkeys believe that children from a young age need whole body physical experiences to support their strength, wellbeing, and coordination. We see gross, fine motor, and later fine manipulative abilities as individual development skills and make it a priority that each child has opportunities to tailor their development and learning to suit both skill sets. Health and self-care are also integral to physical development, and are supported areas of development throughout the nursery, from Cheeky Chimps to the Preschool room.

Personal, social, and emotional

A child's personal, social, and emotional development is fundamental for their cognitive learning, and holds an important part in them being happy and settled within nursery. We believe in the importance of children having strong and supportive relationships with adults to help them to learn about understanding their own personal feelings, as well as those of others. Having strong bonds with their carers supports children with managing their own emotions, having a sense of self, and gives them confidence in their own abilities, as well as enabling them to set themselves simple achievable goals. Here at Cheeky Monkeys adults' model these areas, and guide children to learn how to care for their own bodies, manage personal needs independently, and to co-operate in making friendships and resolving conflict.



Specific areas of development:

Understanding the world

Here at Cheeky Monkeys, we believe that Understanding of the world provides children with a meaningful, and powerful context for learning. It supports them to make sense of the expanding world and their place in it, whilst nurturing their ongoing curiosity. We ensure children have regular contact with the natural world throughout our forest school, which gives them opportunities to learn about nature, and the world around them. Children are also supported by being introduced to the technology they see and use around them, and staff begin to teach the safety of online use. Cultural capital is considered a huge importance to us, so we strive to ensure opportunities are provided to children to introduce them to aspects of the world they haven't experienced yet. Children are also exposed to learning about relevant cultures, beliefs, religions, and communities that relate to children within their nursery class to give them a better understanding of other family dynamics and personal differences. We also believe in the importance of giving children opportunities to have links to their community in which we live.

Mathematics:

We believe in the importance of making mathematical learning fun from the moment children start with us. At Cheeky Monkeys we see the importance of implementing mathematical learning through play and interactive sessions which involves supporting children to develop their own understandings of shape, space, quantity, and number. We know that babies and younger children have a natural interest in quantities and space, and opportunities can be tailored to support their mathematical development from early on. Throughout the nursery, we encourage positive and effective mathematic experiences that involve solving mathematical problems, engaging with songs, stories and games, and seeking patterns. We strive to maximise opportunities for mathematical learning in the nursery daily routines such as children counting cups as they are given out, and using terminology during play such as 'more' or 'less' during play. By the time a child completes their learning journey here at Cheeky Monkeys, they will have been introduced to, and provided with, opportunities to learn the requisite maths concepts and key skills that they will need for early school life.



Literacy:

We believe that early literacy skills are rooted in a child's enjoyable experiences from birth onwards through gestures, talking, singing, reading, playing, and eventually forming letters to write. Here at Cheeky Monkeys, we strive to make literacy learning engaging, purposeful, fun, and creative. We encourage children to take enjoyment from reading and provide them with opportunities to explore language rich books to help to feed their imaginations and to develop their creative skills. From the moment children begin with us in Cheeky Chimps, children are exposed to various other literacy resources such as songs, and opportunities to access mark making materials.

Expressive arts and design:

Expressive arts and design is our favourite developmental area here at Cheeky Monkeys, as it allows the children to learn through the most fun ways, giving them freedom to express themselves, be imaginative, creative, and have opportunities to get messy. Children from a young age communicate and express themselves through movement, music, and wider materials, and we ensure that these tools and medias are available to each and every child within the nursery. We are strong believers that expressive arts and design fosters imagination, curiosity, and cognition whilst providing children with opportunities to improvise and engage in sustained thinking. Staff within each room encourage children to involve themselves in role-play activities, as well as singing, dancing, and storytelling.

The following summary of ages, stages, and learning and development statements are a guide to normative development and is not intended as an exhaustive list of skills.



Cheeky Chimps (Birth to 18 months)

In Cheeky Chimps we strive to give children the best possible start in life throughout their nursery journey. From the moment they start with us, encouragement is given to develop the three prime areas of development, ensuring all learning opportunities link to children's current interests and abilities. We focus on a developing a child's core strength to encourage rolling over, sitting up, and standing; creating bonds between staff and children to introduce social skills; and input simple sounds and words throughout play to encourage communication.

Communication and Language

- ❖ Can recognise and turn head for familiar noises, and is startled by loud noise.
- ❖ Can reach out and point to objects.
- ❖ Waves in context such as 'bye bye'.
- ❖ Begins to use manners when prompted, such as 'ta'.
- ❖ Understands simple words such as 'Teddy' or 'Milk'.
- ❖ Can babble, experimenting with tone and volume, and use some simple words such as 'dog'.
- ❖ Understands some simple instructions.
- ❖ Can smile appropriately.
- ❖ Communicates feelings such as happiness, frustration, fear, and dislike.

Personal, social, and emotional

- ❖ Shows trust in familiar adults.
- ❖ Seeks to engage with others via a gaze or babble.
- ❖ Can predict familiar care giving routines.
- ❖ Takes some interest in others around them.
- ❖ Expresses joy in enjoyable activities.
- ❖ Takes enjoyment from humorous play.
- ❖ Can find ways to self-calm, seeking comfort from familiar adult.
- ❖ Begins to express a preference.
- ❖ Tolerates others within their play space.
- ❖ Expresses a range of emotions.

Physical

- ❖ Can crawl in different directions.
- ❖ Gradually gains control of body with movements such as waving, kicking and rocking.
- ❖ Passes objects from one hand to another.
- ❖ Can lift head whilst laying on front.
- ❖ Begins to take steps with support, building up to independence walking.
- ❖ Pulls self to stand.
- ❖ Explores spaces such as tents and tunnels.
- ❖ Can roll over and back again.



Little Lemurs (18 months to 2 years)

By the time a child reaches Little Lemurs, they usually have been introduced to the basic foundations allowing them to communicate therefore opening the pathway for staff to begin introducing more complex words and phrases; create bonds with adults therefore enabling them to begin to form bonds with other children; and have developed core strength to introduce exploring using both their fine and gross motor skills.

Communication and Language

- ❖ Takes an interest in others as they talk.
- ❖ Tries to communicate with more complex words.
- ❖ Asks simple questions such as 'more?'
- ❖ Begins to join two words together.
- ❖ Shows awareness of those around them, and occasionally initiates verbal communication.
- ❖ Repeats gestures or words heard from others.
- ❖ Takes part in serve and return activities such as clapping, and ball rolling.
- ❖ Understands simple questions such as 'where is....?'
- ❖ Begins to join in with familiar songs such as twinkle twinkle little star.

Personal, social and emotional

- ❖ Begins to develop self-assurance
- ❖ Engages with others through talking and gestures.
- ❖ Begins to form friendships with familiar children.
- ❖ Plays with increasing confidence independently.
- ❖ Begins to make decisions
- ❖ Establishes a sense of self.
- ❖ Feels secure and confident when exploring the local community.
- ❖ Uses gestures or words to make needs known.

Physical

- ❖ Begins to adjust their speed and direction to avoid objects when moving around.
- ❖ Gains confidence in handling smaller objects such as inset puzzles.
- ❖ Rides on some larger play equipment such as scooters and trikes.
- ❖ Can walk, run, or climb independently and begins to use stairs.
- ❖ Shows some interest in dressing and undressing self.
- ❖ Begins to manipulate mark making materials such as paint brushes and chalk.
- ❖ Moves freely to music.
- ❖ Builds independently with a range of resources.



Mini Monkeys (2-3 years)

When a child reaches the Mini Monkey room, the four specific areas of development are introduced to a child's learning journey alongside the prime areas. As well as already being given opportunities to gain the foundations to engage in basic communication, explore their environment with both fine and gross motor skills, and beginning to recognise their own wants and feelings; children will begin to progress with their literacy skills through mark making medias and books; their understanding of the world around them; their mathematical skills through numbers and shapes and their ability to express themselves through dancing, singing, and creative medias.

Communication and Language

- ❖ Sings some familiar songs with some accuracy.
- ❖ Can understand simple questions and instructions.
- ❖ Takes some interest in stories using pictures to describe what is happening.
- ❖ Begins the art of conversation, sometimes jumping from topic to topic.
- ❖ Can understand appropriate answers to questions, such as 'how many?' needs a numerical answer.
- ❖ Puts 2/3 words together to form shorter sentences.
- ❖ Has some control over the tone and volume of their voice.
- ❖ Can describe and discuss their play.
- ❖ Begins to discuss feelings.

Physical

- ❖ Can drink from a one handled cup.
- ❖ Uses equipment such as tricycles and scooters with some support.
- ❖ Can use steps independently.
- ❖ Begins to control bodily functions and toilet train with support.
- ❖ Uses some fine manipulative tools such as pincers with some skill.
- ❖ Attempts to put arms in own coat.
- ❖ Begins to handle tools such as cutlery with skill.
- ❖ Has some awareness of self-care such as wiping own nose or brushing own teeth.
- ❖ Can move freely in a variety of ways.
- ❖ Gains confidence in mark making tools such as crayons or chalks.

Personal, social, and emotional

- ❖ Begins to recognise bodily functions as feeling wet or soiled.
- ❖ Understands that their own actions can affect others.
- ❖ Is aware of own physical features.
- ❖ Uses simple manners such as please and thank you.
- ❖ Begins to build friendships.
- ❖ Shows an understanding of own need such as feeling tired and needing a sleep.
- ❖ Can ask simple questions about different features such as skin or hair colour.
- ❖ Seeks independence.
- ❖ Begins to become aware of consequences.



Understanding of the world

- ❖ Takes an interest in features of the natural world such as weather.
- ❖ Has some awareness of dangers.
- ❖ Explores a variety of materials with different properties.
- ❖ Begins to notice differences and similarities between people in the community.
- ❖ Begins to predict what will happen next, such as the daily routine at nursery.
- ❖ Enjoys spending time exploring the natural environment.
- ❖ Understands representation such as a block being a phone.

Mathematics

- ❖ Explores a range of inset puzzles
- ❖ Uses resources such as cups and blocks to move and stack into structures.
- ❖ Begins to compare sizes.
- ❖ Will take part in number rhymes.
- ❖ Begins to use some number names in a sequence.
- ❖ Reacts to changes in a small number of objects.
- ❖ Begins to take note of, and copy some patterns.

Literacy

- ❖ Will join in with songs and rhymes.
- ❖ Can comment and ask questions about what they see in books.
- ❖ Begins to have favourite books, and can recite some familiar phrases.
- ❖ Enjoys drawing freely with a variety of media.
- ❖ Takes an interest in books both independently, and when a part of a small group.
- ❖ Can give meaning to some marks that they have created.

Expressive arts and design

- ❖ Enjoys dancing to music.
- ❖ Can make simple models that express own ideas.
- ❖ Joins in with songs and rhymes, exploring musical instruments.
- ❖ Explores various creative medias.
- ❖ Can use own imagination when deciding what to do with different materials.
- ❖ Explores representation within roleplay.



Preschool (3 years to starting school)

In the Preschool room we strive to get all children school ready during their time with us. We introduce key life skills which help to encourage self-confidence, the formation of numbers and letters which supports a child's mathematical and literacy skills and communicating using more complex words and phrases. Children are introduced to more specific learning experiences throughout their nursery day, which are tailored to each child's individual interests and abilities.

Communication and Language

- ❖ Can describe an event in detail.
- ❖ Is able to communicate own wants and needs.
- ❖ Can use a variety of simple and more complex sentences
- ❖ Asks questions such as 'why?', 'when?', 'where?', and 'what?'.
- ❖ Can hold a conversation following a theme/topic.
- ❖ Engages in adult led story times, answering questions and taking an interest.
- ❖ Listens to others, and take turns when speaking and listening.
- ❖ Can understand/use past, present, and future tenses.

Physical

- ❖ Shows good posture when sitting at a table, or on the floor.
- ❖ Uses all available space to move when exploring, avoiding obstacles and other people.
- ❖ Will work with others to move larger equipment.
- ❖ Makes an attempt to dress and undress with minimal support.
- ❖ Shows a preference for a dominant hand.
- ❖ Can confidently hold and use mark making materials.
- ❖ Is able to pass objects across their whole body.
- ❖ Can use tools such as pouring jugs and scissors.
- ❖ Attempts to throw and catch a ball.
- ❖ Can use the toilet independently.

Personal, social and emotional

- ❖ Begins to form some strong friendships.
- ❖ Plays with one or more children, working together to build on their ideas.
- ❖ Can show respect for others and use simple manners.
- ❖ Talks confidently about home life, and own cultures and traditions.
- ❖ Begins to learn to compromise, and take turns with others.
- ❖ Shows resilience when facing a challenge.
- ❖ Finds resolutions to disagreements with support.
- ❖ Begins to see themselves as part of the local community.
- ❖ Makes healthy choices regarding food and drink with support.
- ❖ Takes an interest in the community.
- ❖ Can remember simple rules.
- ❖ Has an awareness of own feelings.
- ❖ Begins to develop confidence in social situations.
- ❖ Has some understanding of keeping safe online.



Understanding the world

- ❖ Explores a range of natural materials.
- ❖ Begins to celebrate the differences in people.
- ❖ Takes an interest, and explores how things work.
- ❖ Has some awareness of different countries and the differences as seen in photographs.
- ❖ Begins to make sense of own life story, and that they are a part of a family.
- ❖ Takes an interest in different occupations.
- ❖ Begins to investigate different forces.
- ❖ Takes enjoyment in discussing family and other familiar people.

Mathematics

- ❖ Can recite numbers past 5.
- ❖ Uses language such as 'more' or 'less than'.
- ❖ Understands simple positional language.
- ❖ Can select shapes for purpose, and begin to experiment combining them.
- ❖ Begins to describe pattern, and is able to carry on a simple sequence.
- ❖ Can discuss differences and similarities between objects relating to size, length, weight, and capacity.
- ❖ Understands that the last number used whilst counting is the total.
- ❖ Experiments in forming numerals as well as own symbols and marks.
- ❖ Can touch count items, using one number for each item in an order.
- ❖ Talks about both 2D and 3D shapes and begins to describe their features.

Literacy

- ❖ Makes an attempt at writing some or all of the letters of their name.
- ❖ Can identify and carry on a rhyming string
- ❖ Is able to clap or count out syllables in a word.
- ❖ Can use marks to represent print, for example 'I am writing a shopping list'.
- ❖ Adds new words to their vocabulary by learning them through a story.
- ❖ Recognises the initial sounds in some words.
- ❖ Shows an understanding of how English print works.

Expressive arts and design

- ❖ Engages in simple pretend play.
- ❖ Uses drawing to represent ideas such as noise and movement.
- ❖ Explores and combines different materials to achieve a planned effect.
- ❖ Can explore colour mixing.
- ❖ Begins to develop complex stories during small world play.
- ❖ Can draw with increasing detail such as a face with a circle, and most facial features.
- ❖ Expresses own thoughts and feelings.
- ❖ Explores and plays with the pitch, tone, and melody of various songs.