

Busy Bees International Nursery

Curriculum

2023/2024



Philosophy

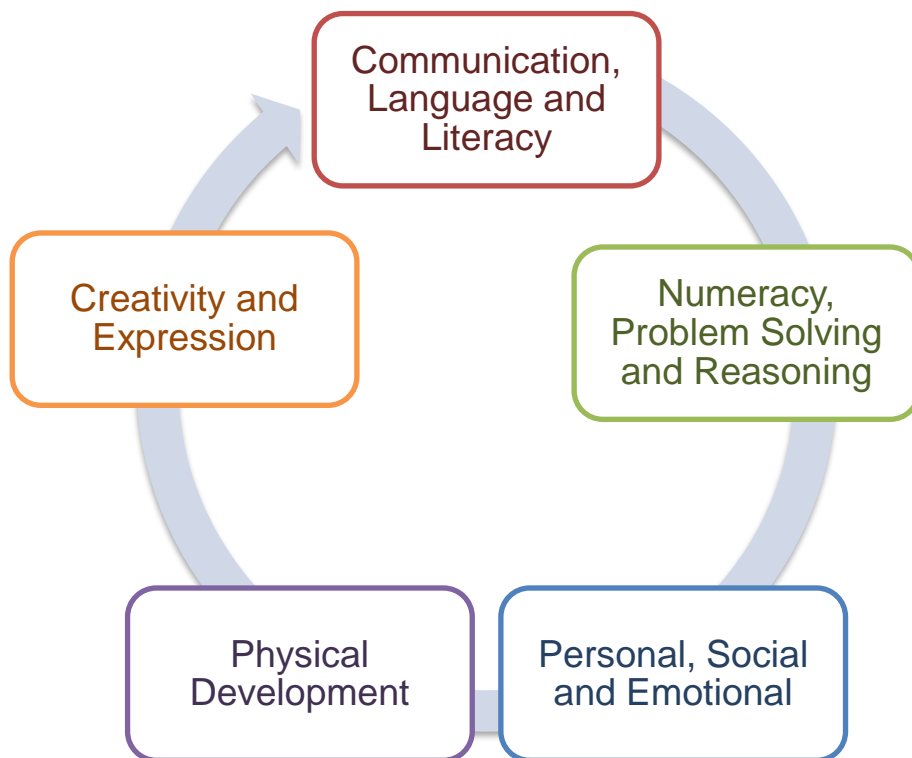
At Busy Bees International Nursery, we believe in:

- Developing socially and emotionally competent children
- Respecting and valuing children as individuals
- Allowing children to take ownership of their learning
- Teachers as facilitators of learning
- Providing opportunities for investigative learning and hands on experiences
- Preparing meaningful, relevant and connected learning experiences
- Giving children opportunities for free play
- The value of mixed age/ability student groupings

The Curriculum

Busy Bees believes continuity and context when teaching various curriculum areas is of utmost importance. Rather than separating learning experiences into areas such as Mathematics and English, learning should cross subject boundaries and be taught in a context that is relevant to the child. Therefore, we offer an integrated curriculum, where children cover all curriculum areas through their project work, based on one particular topic where numeracy and language are integrated into everyday experiences.

The Busy Bees curriculum has five areas of skill development:



Communication, Language and Literacy

As an international nursery, children enter our groups with varying levels of language ability and English knowledge. We believe that it is essential to work with children to acquire the English language as quickly as possible, in a relaxed and friendly environment through play and social interactions. We do this through daily language circles, singing, dramatic play, group conversations, reading, storytelling and small group activities.

	1-2 Year Olds (Phase One)	2-3 Year Olds (Phase Two)
Listening	1.0 Follows one-step directions 1.1 Understands "No" e.g. child stops briefly or pauses when it is said 1.2 Follows directions when given with both gesture and words e.g. child gives the teacher a toy when a hand is held out and "Please give me the toy" is said	2.0 Follows one-step directions 2.1 Follows two-step directions 2.2 Listens to other children and adults during social activities and play
Speaking	1.0 Says a few words 1.1 Calls a parent or guardian "Mama" or "Dada" or another special name 1.2 Begins to use one-to-two-word sentences e.g. "want milk"	2.0 Speaks so that others can usually understand 2.1 Verbalises needs e.g. "toilet" or "drink" 2.2 Answers simple questions 2.3 Uses two or three words together 2.4 Repeats parts of songs, rhymes, stories & finger plays 2.5 Names familiar toys, people and objects 2.6 Names common objects in pictures 2.7 Identifies people by gender 2.8 Answers questions with detail 2.9 Describes what is happening in a picture
Reading	1.0 Turns pages of book, two to three pages at a time 1.1 Looks at books independently 1.2 Points to pictures in a book	2.0 Holds book correctly 2.1 Turns one page at a time 2.2 Turns pages from front to back 2.3 Pretends to read a book 2.4 Looks at books independently 2.5 Points to pictures in a book 2.6 Talks about a story or a book 2.7 Participates in story time 2.9 Asks teacher to read a story
Writing	NA	2.0 Uses crayons, pencils or markers to scribble 2.1 Uses crayons, pencils or markers to 'write' 2.4 Copies name
Phonics	NA	2.0 Recognizes some familiar sounds and letters e.g. the first letter in their name 2.1 With teacher assistance chant, sing or recite some of the alphabet

Numeracy, Problem Solving and Reasoning

At Busy Bees we believe that numbers, counting and mathematical processes should be introduced as early as possible, and infiltrate all aspects of a child's life. Through the use of mathematic and sensorial materials that are constantly available, as well as games, songs and learning centres, children are given the opportunity to explore and learn the properties of mathematics. We recognize that the learning of numbers and mathematics does not only occur within a structured setting and therefore encourage the exploration and manipulation of numbers and mathematical concepts spontaneously in all areas of preschool life.

	1-2 Year Olds (Phase One)	2-3 Year Olds (Phase Two)
Numbers	1.0 Understand that numbers mean "how many" e.g. showing the teacher how old they are by using their fingers 1.1 Take part in finger rhymes with numbers	2.0 Uses some number names accurately in play 2.1 Uses some number names and number language spontaneously 2.2 Selects the correct numeral to represent 1-5 2.3 Begins to represent numbers using fingers, marks on paper or pictures 2.4 Match sets of objects to numerals that represent the number of objects 1-5
Counting	1.0 Counts two items	2.0 Imitates counting using number names 2.1 Counts two items 2.2 Counts more than two items 2.3 One to one matches when counting objects 2.4 Counts to ten by memory
Shapes and Patterns	1.0 Match basic shapes e.g. triangle to triangle, circle to circle	2.0 Recognises and identifies some shapes e.g. triangle, square and circle
Measurement	1.0 Explore measurement by filling and emptying containers	2.0 Compare two objects to identify size, weight, height, length e.g. stand next to a friend to see who is taller 2.1 Uses appropriate vocabulary when making measurements e.g. big, small 2.2 Distinguishes between big and little 2.3 Groups items together by size 2.4 Stacks three rings by size
Time	NA	2.0 Knows that different activities go on at different times of the day e.g. breakfast is eaten in the morning 2.1 Understands the idea of waiting for someone else to go first 2.2 Places three pictured events in sequential order
Mathematical Language and Processes	NA	2.0 Sorts objects by single attribute e.g. all red cars in one group 2.1 Places objects in, on, beside or under 2.2 Attempts to use vocabulary for location during play activities e.g. far, close

Personal, Social and Emotional

It is our firm belief that children must feel safe, secure and comfortable within an environment for any learning to occur, and this is our primary concern at Busy Bees. We maintain a positive, supportive and encouraging environment at Busy Bees, regularly employing positive reinforcement to guide the development of the children in our care. We encourage our children to become independent and thoughtful individuals by frequently giving them the opportunity to share their thoughts and ideas, make choices, and attempt tasks on their own or with the help of a friend. We promote conflict resolution and problem solving with children during their daily interactions, and encourage children to take responsibility for their actions, helping them to become well-adjusted adults in the future.

	1-2 Year Olds (Phase One)	2-3 Year Olds (Phase Two)
Identity	1.0 Identifies self by first name 1.1 States age or signals age by using fingers 1.2 Identifies self by gender 1.3 Identifies self in mirror or picture 1.4 Points to familiar people when named e.g. points at mother when asked "where is your Mom?"	2.0 Identifies self by first name 2.1 Identifies self by first and last name 2.2 States age 2.3 Identifies self by gender 2.4 Identifies self in mirror or picture 2.5 Names familiar people 2.6 Values own property and names personal Belongings 2.7 Points to six body parts when named
Attitudes	1.0 Seeks comfort when upset, tired or afraid 1.1 Shows curiosity and interest in surroundings 1.2 Begins to cooperate with others when playing 1.3 Helps the teacher to dress them e.g. pushing an arm through a sleeve or lifting their foot up when putting on shoes	2.0 Separates from family member without undue stress 2.1 Shows curiosity and interest in surroundings 2.2 Works or plays independently 2.3 Accepts a compromise suggested by another 2.4 Encourages peers to be successful
Behaviours	1.0 Expresses a wide range of emotions 1.1 Helps to put things away and tidy up 1.2 Follows classroom routines 1.3 Repeats actions that lead to interesting results e.g. banging spoon on a saucepan 1.4 Looks for things that child has seen the teacher hide e.g. a toy underneath a blanket	2.0 Expresses a wide range of emotions 2.1 Imitates the actions of adults 2.2 Imitates the play of other children 2.3 Helps to put things away and tidy up 2.5 Follows classroom routines 2.6 Puts on and removes coat unassisted
Interactions	1.0 Assists others in distress by patting, making sympathetic noises or offering material objects 1.1 Shows affection to adults and children alike 1.2 Shares toys and takes turns with prompting 1.3 Reciprocal imitation of another toddler e.g. imitating actions 1.4 Waves hello or goodbye 1.5 Displays gestures such nodding head or shaking head in response to questions	2.0 Works or plays independently 2.1 Works or plays with another child 2.2 Maintains a friendship with another child 2.3 Shows affection or concern for others 2.4 Shares toys or takes turns without prompting 2.5 Indicates awareness of people having different feelings about a situation 2.6 Recognises the needs or desires of another
Self-Control	NA	2.0 Understands what is right and wrong

Physical Development

Physical activity is fundamental to the well-rounded development of every child and should form a significant and important part of every child's day. Physical activity does not only benefit children in their physical development but also helps to develop their social and emotional skills. At Busy Bees we believe that daily exercise and physical movement is essential to the overall learning outcomes for children. Children are provided with opportunities for outdoor play, sports, drama and dance, morning fitness and forest walks. These activities not only expose children to new and regular physical experiences but also help to encourage their participation in and enjoyment of physical activity.

	1-2 Year Olds (Phase One)	2-3 Year Olds (Phase Two)
Health, Hygiene and Fitness	1.0 Feeds self 1.1 Tries to use a fork or spoon when eating 1.2 Wipes mouth and face after eating with teacher support and prompting 1.3 Washes hands with teacher support and prompting e.g. puts hands out for teacher to wash them 1.4 Lifts and drinks from a cup and re-places it back on table	2.0 Distinguishes between edible and inedible object 2.1 Participates in self care such as feeding self, resting when tired, personal hygiene (washing hands) and getting dressed with adult support and prompting 2.2 Distinguishes between healthy and unhealthy foods
Physical Attitudes	N/A	2.0 Joins in circle games and activities 2.1 Demonstrates appropriate behavior to respect self and others in physical activities with support 2.2 With prompting and support, practices safety procedures by responding appropriately to harmful or unsafe situations
Gross Motor Skills	1.0 Takes two to three steps without support 1.1 Walks by either holding onto furniture or independently 1.2 Climbs onto and off of objects with or without teacher support 1.3 Stands up without support e.g. legs wide and hands up for balance 1.4 Squats to pick up an object 1.5 Crawls or walks up stairs with or without teacher support 1.6 Throws a ball or small object 1.7 Rolls a large ball, using both hands	2.0 Throws a ball at least 0.5m 2.1 Catches a rolled ball and rolls it forward 2.2 Jumps three times with both feet 2.3 Claps with music 2.4 Walks on tiptoes 2.5 Walks upstairs alone (both feet on each step) 2.6 Walks downstairs alone (both feet on each step) 2.7 Hops on one foot five or more times 2.8 Gallops 2.9 Skips 2.10 Climbs up and down play equipment 2.11 Balances
Fine Motor Skills	1.0 Scribbles with thick crayons held in fist 1.1 Uses training scissors with teacher support 1.2 Stacks at least two objects like blocks and knocks them over 1.3 Manipulates objects e.g. puts them in mouth, shakes or bangs objects 1.4 Picks things up with thumb and pointer finger e.g. small pieces of food	2.0 Uses scissors with one hand to cut paper 2.1 Draws a horizontal line 2.2 Builds a six-block tower 2.3 Rolls, pounds and squeezes play dough 2.4 Colours with a large crayon 2.5 Strings five large beads 2.6 Tears paper 2.7 Paints with a paint brush 2.8 Applies glue and pastes pieces of paper 2.9 Places large puzzle pieces in appropriate places (6 piece)

Creativity and Expression

Busy Bees promotes a healthy balance of structured learning with free play and creative activities. We understand the importance of a varied educational program for the growth and development of children, and our schedule is structured so that children experience a range of activities throughout the day and week. As well as project work, children have the opportunity to participate in arts and crafts, construction, baking, science, dance, drama and sports activities.

	1-2 Year Olds (Phase One)	2-3 Year Olds (Phase Two)
Visual Arts	1.0 Explores paint, using fingers and other parts of body as well as with brushes and other tools	2.0 Draws a person (face only) 2.1 Matches two colour samples 2.2 Creates original art e.g. drawings, paintings and colouring using a variety of tools and materials 2.3 Describes own art work
Imaginative Play	1.0 Mimics household activities e.g. bathing baby, sweeping floor 1.1 Imitates characteristics of animals e.g. the sounds they make	2.0 Pretends one item is another e.g. a block is a car 2.1 Imitates roles e.g. mother, baby, doctor as observed in own life experiences 2.2 Make up new roles from own experiences and/or familiar stories
Music and Dance	1.0 Enjoys music and songs 1.2 Dances in place to music 1.3 Does some actions in response to action songs	2.0 Create sounds and rhythms using voice, body and instruments with support 2.1 Begin to sing a variety of short songs 2.2 Listen actively and respond to short musical works 2.3 Identify fast and slow tempos with support 2.4 Create simple moves such as twirl, shake and turn around in response to music 2.5 Respond rhythmically to different types of music e.g. slow and sad
Imagination, Creativity and Expression	NA	2.0 Describes their feelings in response to music or art when prompted 2.1 Comment on another child's art and ask questions about it independently or in response to teacher prompts

Project-Based Learning

Project-based learning is a pedagogy that states children learn best by experiencing and solving real-world problems. It provides children with more control over their learning, opportunities for collaboration in pairs or groups and enables children to use their knowledge, experiences and skills to attempt realistic problems as they would be solved in the real world. The role of the teacher in this model is to serve more as a coach or facilitator of inquiry and reflection rather than imparting knowledge. Project-based learning increases long-term retention of content, improves problem-solving and collaboration skills and improves students' attitudes towards learning. At Busy Bees we believe that children learn most effectively by doing – through a hands on approach to learning with the use of concrete experiences and materials. Similarly, exploration is vital to young children's learning as it allows them to draw their own conclusions and definitions about the world around them.

At Busy Bees we cover four projects in one school year. Projects will integrate the five areas of skill development from the curriculum (Communication, Language and Literacy; Numeracy, Problem Solving and Reasoning; Personal, Social and Emotional; Physical development and Creativity and Expression) as well as providing children with opportunities to develop their conceptual understandings of the project being covered.

Project Outline for 2022/2023

	Semester One Project One	Semester One Project Two	Semester Two Project Three	Semester Two Project Four
Date				
Project Title	All About Me	The Five Senses	Food	The Ocean
Conceptual Understanding	Increasing personal awareness of our personal characteristics and those of others allows our self-identity to develop	How the five senses help us to discover our surroundings and decide whether to enjoy or not enjoy an experience: our eyes help us see, our ears let us hear, our hands help us feel, our noses let us smell, and our tongues help us taste things	Good nutrition plays a major role in building a healthy body and immunity in children. Education about food and exploration of food is vital for children and their learning	The Ocean is a vast habitat full of living things
An inquiry into...	<ul style="list-style-type: none"> My name, age and gender My body and body parts names My feelings and emotions My characteristics (hair colour, eye colour etc.) My family My home My favourite things (toys, colours, food) 	<ul style="list-style-type: none"> Taste (salty, sweet, sour) Touch (fluffy, hard, soft, cold, warm, wet, dry) Hear (loud, soft, fast, slow) See (colours, shapes) Smell 	<ul style="list-style-type: none"> Fruit Vegetables Growing fruits and vegetables and where they come from (trees, plants, the ground) Cooking Baking Meal times (breakfast, snack, lunch, supper) Food groups 	<ul style="list-style-type: none"> Ocean animals and ocean life The ocean is a saltwater habitat
Skill Development Focus	Creativity and Expression and Personal, Social and Emotional	Numeracy, Problem Solving and Reasoning	Communication, Language and Literacy	Physical Development