Little Brambles

Growing and nurturing early learners

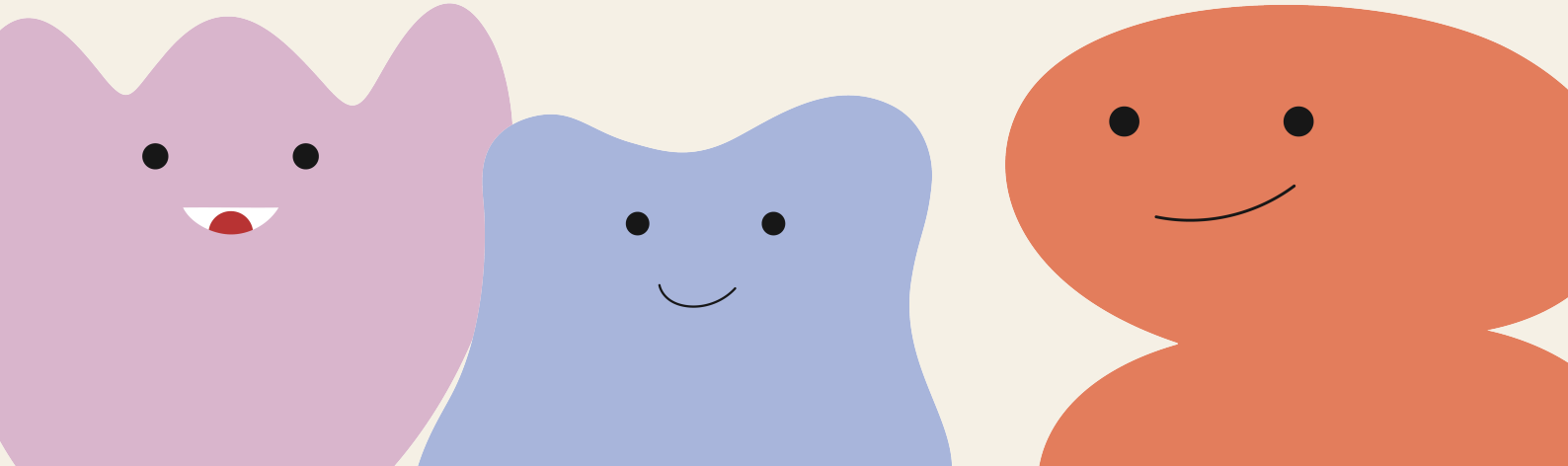
THE LITTLE BRAMBLES

Living Curriculum

Growing capable, confident and curious children through real life

Cherry Olive Willow Maple Blossom Oak

Jacob's Promise · Our Five Foundations · Our Rooms



AT THE HEART OF LITTLE BRAMBLES

Jacob's Promise

> "To give every child the confidence to explore, the freedom to be curious, the encouragement to become independent and a place where they feel safe enough to simply be themselves."

We wanted to create the nursery we would choose for our own child; that became our benchmark for every decision we made.

Our Five Foundations

1. I am safe and deeply known.
2. I am trusted to try.
3. I can do meaningful things for myself.
4. My questions and ideas matter.
5. I belong to and care for my community and natural world.

The EYFS is woven throughout. Age ranges guide us; relationships, development and readiness guide each child's journey.

OUR ROOM JOURNEY

Cherry 3 0-12 months	**Olive** 4 12-16 months	**Willow** 5 16-24 months
Maple 6 2-3 years	**Blossom** 7 3-4 years	**Oak** 8 Confident four-year-olds

Cherry Room

0-12 months

Secure beginnings, connection and sensory discovery

What We Want for Our Children

- Build secure, responsive relationships and a strong sense of belonging.
- Communicate needs through gaze, gesture, sound and early words.
- Explore movement freely and develop growing body confidence.
- Discover the world safely through the senses.

Real Life & Natural Experiences

- Explore wood, fabric, water, light, shadow and other safe natural treasures.
- Enjoy floor-based movement, reaching, rolling, crawling and supported climbing.
- Experience fresh air, weather, songs, stories and unhurried face-to-face talk.
- Participate in calm care routines and discover tastes and textures at mealtimes.

The Adult's Role

- Respond warmly and consistently to each child's cues.
- Follow home rhythms wherever possible and protect restful, safe sleep.
- Narrate care gently, pause for responses and allow uninterrupted exploration.

Signs of Growth

- Reaches for a familiar adult and settles with support.
- Shows interest, anticipation and preferences.
- Persists with movement and exploration.
- Begins to initiate sounds, gestures and shared attention.

Olive Room

12-16 months

The secure explorer

What We Want for Our Children

- Move with increasing confidence and purpose.
- Use sounds, gestures and emerging words to be understood.
- Make simple choices and take first steps in self-care.
- Explore cause, effect and everyday routines.

Real Life & Natural Experiences

- Choose and carry resources, post, fill, empty, stack and transport.
- Practise using an open cup and spoon with patient support.
- Help wipe a table, place items in a basket and return familiar resources.
- Explore grass, leaves, herbs, mud, water and changing weather.

The Adult's Role

- Stay close enough for security while allowing safe distance to explore.
- Offer two meaningful choices and enough time to respond.
- Model simple language and demonstrate rather than doing everything for the child.

Signs of Growth

- Moves away to explore and returns for reassurance.
- Makes choices and communicates clear intentions.
- Attempts familiar routines independently.
- Repeats actions to test what happens.

Willow Room

16-24 months

Growing independence, language and determination

What We Want for Our Children

- Develop a strong ‘I can try’ attitude.
- Build vocabulary through real conversations and shared experiences.
- Manage feelings with calm, trusted support.
- Strengthen coordination, balance and safe physical confidence.

Real Life & Natural Experiences

- Pour drinks, wash hands, find belongings and help with shoes and coats.
- Prepare simple snacks by spreading, mixing, peeling or serving.
- Carry, collect, sort and transport real objects with purpose.
- Climb, balance, dig, splash and investigate outdoors in all seasons.

The Adult’s Role

- Break routines into achievable steps and celebrate effort.
- Name feelings, hold boundaries kindly and co-regulate.
- Allow repetition, manageable frustration and time to solve small problems.

Signs of Growth

- Says or shows ‘me do it’ and persists with support.
- Uses a growing range of words and joins familiar phrases.
- Begins to wait, take turns and recover from disappointment.
- Recognises everyday risks and responds to simple safety cues.

Maple Room

2-3 years

Doing meaningful things for myself

What We Want for Our Children

- Become increasingly capable in personal care and daily routines.
- Express ideas, questions and feelings with growing confidence.
- Play alongside and with others, beginning to negotiate.
- Assess manageable challenge and seek help when it is needed.

Real Life & Natural Experiences

- Set the table, serve food, clear dishes and care for the room together.
- Plant, water, harvest and prepare simple seasonal foods.
- Use real child-sized brushes, jugs, tongs and supervised tools.
- Build obstacle routes, dens and structures using open-ended natural materials.

The Adult's Role

- Trust children with authentic responsibility and clear safety boundaries.
- Ask thoughtful questions without interrupting sustained play.
- Coach conflict and problem-solving instead of immediately fixing it.

Signs of Growth

- Completes parts of self care with decreasing support.
- Explains an idea and adapts it after trying.
- Contributes to shared routines and notices others' needs.
- Approaches challenge with care, confidence and persistence.

Blossom Room

3-4 years

Confidence, creativity and belonging

What We Want for Our Children

- Feel confident moving between people, spaces and experiences.
- Develop friendships, empathy and a valued place in the group.
- Sustain imaginative play, creativity and lines of enquiry.
- Take increasing responsibility for choices, belongings and shared spaces.

Real Life & Natural Experiences

- Flow between Blossom, Oak and outdoor learning according to interests and needs.
- Create recipes, prepare food, organise cafés, shops and other real-life role play.
- Grow, observe and document plants, insects, weather and seasonal change.
- Plan collaborative art, building and storytelling projects using open-ended materials.

The Adult's Role

- Notice the intention behind play and provide time, vocabulary and resources to deepen it.
- Support children to enter play, negotiate ideas and repair relationships.
- Keep indoor-outdoor access purposeful, inclusive and safely supervised.

Signs of Growth

- Moves confidently between connected learning spaces.
- Develops and sustains an idea with others.
- Explains choices, listens and negotiates.
- Cares for materials, living things and the shared environment.

Blossom and Oak: two connected rooms · one preschool community

Oak Room

Confident four-year-olds

Capable, resilient and ready for the wider world

What We Want for Our Children

- Think deeply, solve problems and persist when plans change.
- Communicate confidently, listen to others and contribute to a group.
- Manage personal needs and take genuine responsibility.
- Develop the emotional, physical and practical capabilities needed for school and life.

Real Life & Natural Experiences

- Plan and complete longer projects: design, build, review and improve.
- Cook, measure, follow sequences and use supervised real tools safely.
- Take meaningful roles such as garden helper, table host or resource steward.
- Connect with the local community and share skills with younger children.

The Adult's Role

- Teach safe tool use and sensible risk assessment explicitly.
- Invite children to predict, explain, test and reflect.
- Prepare for school through independence and relationships - not worksheets or rushed formality.

Signs of Growth

- Organises belongings and manages routines with confidence.
- Keeps trying, changes strategy and asks purposeful questions.
- Acts responsibly when trusted with a role.
- Approaches transition with curiosity, self-belief and a secure sense of belonging.

Indoors and outdoors are equally valued places to think, create and grow