

# Two-Year-Old Curriculum

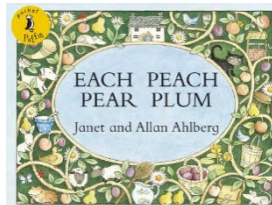
New EYFS Framework 2021

*“Let your light shine.” Matthew 5:16*

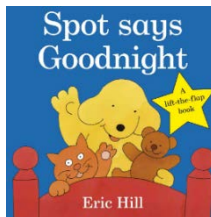
MOG  
and  
Me



Judith Kerr



EACH PEACH  
PEAR PLUM  
Janet and Allan Ahlberg



Spot says  
Goodnight

Eric Hill

*We're Going on a Bear Hunt*

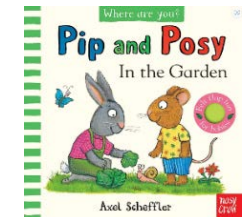
Michael Rosen Helen Oxenbury



Dear Zoo

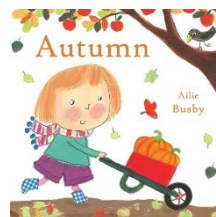


Rod Campbell



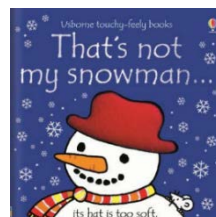
Where are you?  
Pip and Posy  
In the Garden

Axel Scheffler



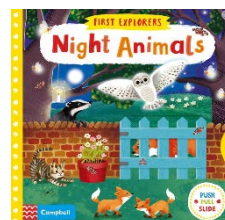
Autumn

Allie  
Busby



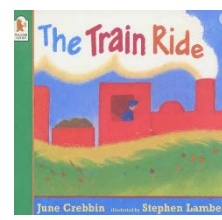
Usborne touchy-feely books  
That's not  
my snowman...

its hat is too soft.



FIRST EXPLORERS  
Night Animals

Campbell



The Train Ride

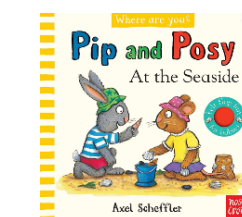
Jane Cribbin Stephen Lambert

Oh Dear!

A lift-the-flap book



Rod Campbell



Where are you?  
Pip and Posy  
At the Seaside

Axel Scheffler

Planning a sequenced curriculum to ensure all children make progress and are ready for the next stage of their education.

# EYFS: Two-Year-Old

# Sequenced Curriculum - 2023 to 2024

New EYFS Framework

**Age Related Expectations** \* Teaching and learning to be differentiated through short term planning, driven by assessment

Consolidation and revisit of key skills, knowledge and understanding through continuous and enhanced provision

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS Theme</b>	Me and My Family	Once Upon a Time	Starry Night	Journeys	Amazing Animals	In the Garden/On the Beach
<b>Planning around quality texts:</b>	 <p>MOG and Me Judith Kerr</p>	 <p>EACH PEACH PEAR PLUM Janet and Allan Ahlberg</p>	 <p>Spot says Goodnight Eric Hill</p>	 <p>We're Going on a Bear Hunt Michael Rosen Helen Oxenbury</p>	 <p>Dear Zoo Rod Campbell</p>	 <p>Pip and Posy In the Garden Axel Scheffler</p>
	 <p>Autumn Allie Busby</p>	 <p>That's not my snowman... its hat is too soft.</p>	 <p>Night Animals Jane Yolen</p>	 <p>The Train Ride Jane Crobbin Stephen Lambert</p>	 <p>Oh Dear! A lift-the-flap book Rod Campbell</p>	 <p>Pip and Posy At the Seaside Axel Scheffler</p>
<b>Possible linked texts:</b>	<ul style="list-style-type: none"> <li>- Spot and Friends</li> <li>- Where's Spot?</li> <li>- Love Makes a Family</li> <li>- I Love my Mummy /Daddy/mummies/daddies</li> <li>- All the Cats/Dogs</li> <li>- Feelings</li> <li>- how to say hello</li> <li>- Amazing Me!</li> <li>- The Nose, Toes and Tummy Book</li> <li>- Autumn</li> <li>- We planted a pumpkin</li> <li>-That's not my hedgehog/squirrel...</li> </ul>	<ul style="list-style-type: none"> <li>- Goldilocks and the Three Bears</li> <li>- Rock-a-bye Rumpus</li> <li>- Orange Pear Apple Bear</li> <li>- Bear and Hare: Where's Bear?</li> <li>- Rabbit in the Snow</li> <li>- That's not my snowman/reindeer...</li> <li>- Winter</li> </ul>	<ul style="list-style-type: none"> <li>- Goodnight Moon</li> <li>- That's not my badger...</li> <li>- Oliver's Wood</li> <li>- That's not my rocket...</li> </ul>	<ul style="list-style-type: none"> <li>- I Went Walking</li> <li>- National Trust: ABC A walk in the countryside</li> <li>- That's not my train/plane/tractor...</li> <li>-Trucks and Diggers</li> <li>- Chug, Chug Tractor</li> <li>- Things that go</li> <li>- Poppy and Sam's: Noisy Train</li> <li>- Spring</li> <li>- Puddle Playtime</li> </ul>	<ul style="list-style-type: none"> <li>- Farm 123</li> <li>- Who's at the Zoo?</li> <li>- Mine!</li> <li>- That's not my tiger/monkey...</li> <li>- Roarr! Sound book</li> <li>- I Love Animals</li> <li>- On the farm (pull and slide)</li> <li>- Poppy and Sam's Farm animal sounds</li> <li>Who's hiding on safari?</li> </ul>	<ul style="list-style-type: none"> <li>- National Trust: Seaside</li> <li>-Summer</li> <li>-That's not my pirate...</li> <li>- That's not my bee...</li> <li>- Usborne peep inside: The Garden</li> </ul>

<b>Linked rhymes:</b>	Head, Shoulders, Knees and Toes  If You're Happy and You Know It...	Humpty Dumpty Ring- a-Ring o' Roses Rock a-bye, baby	Twinkle Twinkle Little Star Three in the Bed	Row Row Row Your Boat Seesaw Margery Daw The bear went over the mountain The wheels on the bus	Five Little Monkeys Old MacDonald Five Little Ducks Baa Baa Black Sheep	Incy Wincy Spider Speckled frogs A sailor went to sea, sea, sea
<b>Enrichments</b> Visitors / trips	Visitors / Visits /Videos <ul style="list-style-type: none"> <li>Stay and Play</li> <li>Pets</li> </ul>	Visitors / Visits / Videos <ul style="list-style-type: none"> <li>Stay and Play</li> <li>Nursery Rhyme Week</li> <li>Reindeer</li> <li>Father Christmas</li> </ul>	Visitors / Visits / Videos <ul style="list-style-type: none"> <li>Stay and Play</li> <li>Storytellers Week</li> <li>Winter Walk</li> </ul>	Visitors /Visits / Videos <ul style="list-style-type: none"> <li>Stay and Play</li> <li>Spring Walk</li> </ul>	Visitors / Visits /Videos <ul style="list-style-type: none"> <li>Stay and Play</li> </ul>	Visitors / Visits /Videos <ul style="list-style-type: none"> <li>Stay and Play</li> <li>Beach day</li> <li>Forest school</li> </ul>

<b>Celebrations / Festivals / Special Events</b>	<ul style="list-style-type: none"> <li>Birthdays</li> <li>Autumn</li> <li>Harvest Festival</li> </ul>	<ul style="list-style-type: none"> <li>Nursery Rhyme week</li> <li>Hannukah</li> <li>Bonfire Night</li> <li>Anti-Bullying Week</li> <li>Diwali</li> <li>Christmas</li> </ul>	<ul style="list-style-type: none"> <li>National Storytelling Week</li> <li>Chinese New Year</li> <li>Shrove Tuesday</li> </ul>	<ul style="list-style-type: none"> <li>World Book Day</li> <li>Mother's Day</li> <li>British Science Week</li> <li>Easter</li> </ul>	<ul style="list-style-type: none"> <li>Mental Health Awareness Week</li> </ul>	<ul style="list-style-type: none"> <li>Father's Day</li> <li>Health and Wellbeing Week</li> </ul>
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<b>LEARNING OUTCOMES KEY:</b>	<b>Learning Outcomes 1</b> 24 - 28 months	<b>Learning Outcomes 2</b> 29 – 32 months	<b>Learning Outcomes 3</b> 33 – 36 months
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## COMMUNICATION & LANGUAGE: □ Listening, Attention & Understanding □ Speaking

**Educational Programme:** The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

### Learning Outcomes 1

### Learning Outcomes 2

### Learning Outcomes 3

## Learning Priorities: [Linked to Development Matters 2021](#)

### Listening, Attention and Understanding

- Listen to and **begin to** join in with rhythmic activities
  - ⇒ Responding to actions / words
- **Begin to** listen to and enjoy short stories (with clear illustrations / use of props)
  - ⇒ Read 1:1 (book share) / small Key Person group
- **Begin to** listen with interest to the noises adults make then they read stories
  - \* Also see Literacy / Reading
- Recognise and respond to some familiar sounds
- Pay attention when someone is talking 1:1
  - ⇒ Respond to name
  - ⇒ Show interest in others as they talk
  - ⇒ Watch someone's face / mouth when they are talking
  - ⇒ Respond to gestures, actions, words
- Develop understanding of vocabulary linked to daily experiences
  - ⇒ Gestures/actions: reach / point / collect
- Listen with interest to the noises adults make then they read stories and make story links
- Listen and respond to a simple instruction with gestures
  - ⇒ Linked to familiar routine / experience
  - ⇒ As part of Key Person group
- Understand and respond to 'who' and 'what' questions

### Speaking

- **Begin to** join in with rhyme and song time
  - ⇒ Repeat - words / phrases
- **Begin to** extend vocabulary, repeating some heard words
- String two / three words together
  - ⇒ To share simple feelings / needs within the daily routine
  - ⇒ Within pretend play
- **Begin to** develop conversation 1:1

### Listening, Attention and Understanding

- Listen to and join in with rhythmic activities in KP group
  - ⇒ **Begin to** match actions to words
- Listen to and enjoy short stories (with clear illustrations / use of props)
  - ⇒ Read 1:1 (book share) / small Key Person group
- Listen with interest to the noises adults make then they read stories and **begin to** make story links
- Recognise and respond to some new sounds
- Pay attention when someone is talking 1:1 / Key Person group
  - ⇒ Respond to gestures / actions / words / simple sentences
- Develop understanding of vocabulary linked to daily experiences
  - ⇒ Reach / point / collect
- Listen and respond to a simple instruction with two key words
  - ⇒ Linked to familiar and some new experiences
- Continue to understand and response to 'who' and 'what' questions
- **Begin to** understand and respond to 'where' questions

### Speaking

- Join in with rhyme and song time
  - ⇒ Repeat - words / phrases / simple sentences
  - ⇒ Identify missing words at the end of sentences
- **Begin to** use a wider range of vocabulary
  - ⇒ Linked to: □ daily routine □ interests
- String three / four words together
  - ⇒ To share simple feelings / needs within the daily routine
  - ⇒ Within pretend play
- **Continue to** develop conversation 1:1
- **Continue to** develop enunciation of speech sounds – p / b / m / w
- **Begin to** use pronouns – *me / him / she*
- **Begin to** use prepositions – *in / on*
- **Begin to** use some plurals

### Listening, Attention and Understanding

- Listen to and join in with an increasing range of rhythmic activities
  - ⇒ Match actions to words
- Listen to and enjoy short stories (with clear illustrations / use of props)
  - ⇒ Read 1:1 (book share) / small Key Person group
- Listen with interest to the noises adults make then they read stories and make story links
- Recognise and respond to an increasing range of sounds
- Pay increasing attention when someone is talking in KP group
  - ⇒ Respond to gestures / actions / words / longer sentences
- Develop vocabulary linked to daily experiences
  - ⇒ Point / collect
- Identify a range of familiar objects
- Listen and respond to a simple instruction with three key words
  - ⇒ Linked to familiar and some new experiences
- Understand simple questions about 'who', 'what' and 'where' and respond.
- Understand and act on longer sentences e.g. 'make teddy jump' and 'find your coat'

### Speaking

- Join in with rhyme and song time
  - ⇒ Repeat - words / phrases / simple sentences
  - ⇒ Identify missing words at the end of sentences
- **Continue to** use a wider range of vocabulary
  - ⇒ Linked to: □ daily routine □ interests
- String four / five words together
  - ⇒ To share simple feelings / needs within the daily routine
  - ⇒ Within pretend play / share experiences
- Develop conversation 1:1
- Develop enunciation of speech sounds – p / b / m / w
- Use pronouns – *me / him / she*
- Use prepositions – *in / on / under*
- Use some plurals

## PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT: □ Self-Regulation □ Managing Self □ Building Relationships

**Educational Programme:** Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

### Learning Outcomes 1

### Learning Outcomes 2

### Learning Outcomes 3

#### Learning Priorities: [Linked to Development Matters 2020](#)

#### Self-Regulation

- **Begin** to become familiar with the routine
  - ⇒ When separating from main care giver
- **Begin** to find ways to calm themselves
  - ⇒ Seek comfort from comfort object, key person
- Explores behaviour boundaries within the setting
  - ⇒ Linked to: Daily routine / relationships with others
- **Begin** to manage transitions with support of their Key Person
  - ⇒ moving from provision to small Key Person group time
  - ⇒ moving from indoors to outdoors

#### Managing Self

- **Begins** to show preferences
  - ⇒ Taste / food choices / toys
- **Begin** to try new things with support from key person
  - ⇒ New activities – in provision / at group times
- Has some understanding that their actions cause effect on others e.g. clapping hands

#### Building Relationships

- **Begin** to become aware of their own and others physical features
  - ⇒ Pointing to nose, eyes, mouth, head, hands, hair, fingers, toes
- **Begin** to explore the setting, with a Key Person nearby
- **Begin** to develop a relationship with their Key Person
- Play alongside others, knowing that their Key Person is close by

#### Self-Regulation

- **Begin** to separate from main care giver
- Show increasing ability to calm themselves, sometimes with support from Key Person
- With support, begin to name some emotions .... *happy / sad*
- Explores behaviour boundaries within the setting
  - ⇒ Linked to: Participation in daily routines / relationships with others
- **Continue** to manage transitions with support of their key person
  - ⇒ moving from provision to small KP group time
  - ⇒ moving from indoors to outdoors

#### Managing Self

- Begin to enjoy a wider range of activities and experiences with support from their Key Person
- Begin to participate in self-care routines with support from Key Person
  - ⇒ Toileting – pulling up clothes, washing hands
  - ⇒ Putting on coat / wellies
- Become more confident and independent in the setting, moving away from their Key Person to explore
- **Begin** to develop a growing sense of self and share preferences with a familiar adult
  - ⇒ Through likes / dislikes / choices e.g. at snack time, in provision

#### Building Relationships

- **Begin** to notice and comment on some differences between themselves and others such as hair, gender etc.
- **Begin** to play with others with the support from a Key Person
  - ⇒ Sharing
  - ⇒ Taking turns
- Engage with others through gestures/ talk, sometimes with support from a Key Person.

#### Self-Regulation

- Begin to separate from main carer with support and encouragement from a key person.
- *Show 'effortful control'*
  - ⇒ **With support** follow the daily routine/play with others, sharing resources / taking turns
- Share and express feelings, interests and preferences
- **Begin** to show awareness of how others might be feeling
  - ⇒ Offer comfort to a child who is upset / laugh with others
  - Identify feelings of main characters in texts, looking carefully at illustrations
- **Begin** to recognise that some actions can hurt the feelings of others
  - ⇒ Identify action that made someone else upset
- **With support begin to** find solutions to some conflicts
  - ⇒ Sharing resources / taking turns e.g. bike track

#### Managing Self

- Feel confident when taken out into new environments e.g. the wider school grounds, school nursery
- Become increasingly independent with a range of self-care routines
  - ⇒ Toileting/putting on own coat / wellies/show increased independence in the setting and when following routines/self-registration/selecting own activity in provision
- Develop a growing sense of self and the confidence to express preferences
- Seek comfort from familiar adults when needed.
  - ⇒ Through likes / dislikes / choices – at snack time
  - ⇒ Making own decisions and having own ideas - in provision, at group times
- Express a growing sense of will and determination, which may result in feelings of anger and frustration, which are difficult to handle (e.g. may have tantrums).

- Respond to a few appropriate boundaries, with encouragement and support.

#### Building Relationships

- Play alongside others
- Play with increased confidence by themselves and with others
- Have a secure relationship with Key Person
- **Begin** to develop friendships with other children
- Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities.
- Show affection and concern for people who are special to me.



## PHYSICAL DEVELOPMENT: □ Gross Motor Skills □ Fine Motor Skills

**Educational Programme:** Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

### Learning Outcomes 1

### Learning Outcomes 2

### Learning Outcomes 3

## Learning Priorities: [Linked to Development Matters 2020](#)

### Gross Motor Skills

- Develop control of large-scale movements e.g. walking, running and jumping
- Push, pull, lift and transports objects, moving them around with intent
- **Begin** to ride a tricycle without pedals, pushing themselves along to develop core muscle strength
- **Begin** to roll and kick a ball
- **Begin** to manipulate objects using hands singularly and together
  - ⇒ Squeezing water out of a sponge
- Clap and stamp to music.

### Fine Motor Skills

- Points with finger to draw attention to something / someone
- **Begin** to participate in finger and action songs / games, imitating movements and anticipating actions
- Enjoys sensory experience of making marks in:
  - ⇒ Mud, sand, paste, paint etc.
- **Begin** to explore different tools and materials
  - ⇒ Spoons / scoops for mixing
  - ⇒ Pouring / filling containers
- **Begin** to develop independence e.g. when feeding themselves/washing hands with support
- **Begin** to build with a range of appropriate resources
  - ⇒ Duplo/wooden building blocks

### Gross Motor Skills

- Continue to develop control over large scale movements e.g. walking, running and jumping
- Continue to change position with little effort
  - ⇒ Standing to squatting / sitting
- **Begin** to build with large apparatus e.g. crates, bricks
- **Begin** to develop climbing skills on climbing frame
- Ride a tricycle without pedals, pushing themselves along to develop core muscle strength
- Develop ball skills
  - ⇒ Rolling/kicking/throwing a large ball
- **Begin** to develop control in large scale movements e.g. waving, digging, brushing, rolling, crawling, kicking

### Fine Motor Skills

- **Continue** to participate in finger and action songs / games, imitating movements and anticipating actions with increased confidence
- **Begin** to make a connection between their movements and marks that they make
  - ⇒ Using chunky chalks and crayons/paintbrushes/water etc.
- **Begin** to manipulate and develop control over different tools
  - ⇒ Paintbrushes, rolling pins in dough, spoons / scoops for mixing, pouring / filling containers
- **Begin** to use the toilet with help e.g. pulling up / down clothing
- **Continue** to build with a range of appropriate resources
  - ⇒ Duplo/wooden building blocks

### Gross Motor Skills

- **Continue** to develop movement skills of walking and running
  - ⇒ Negotiating space
- **Begin** to adapt speed / direction to avoid obstacles
- **Continue** to develop climbing skills
  - ⇒ Use stairs using alternate feet
- **With support** explore climbing frame
- **Continue** to develop balancing skills ... *balance*
  - ⇒ Complete low level obstacle courses/walk up / down a ramp/stand still/stand on one leg
- **Begin** to learn to hop
- **Continue** to develop riding skills – scooter / pedalling trike / balance bike
  - ⇒ Use bike track: □ following track/stop / start
- **Continue** to develop ball skills
  - ⇒ Rolling (partner / circle games)/kicking
- **Begin** to use large-muscle movements to
  - ⇒ Wave flags and streamers (top to bottom / anti-clockwise)
- Build independently with a range of resources e.g. giant blocks, tyres, bricks, crates
- Paint and make marks (top to bottom / anti-clockwise)

### Fine Motor Skills

- **Begin** to show a preference for a dominant hand
- **Begin** to learn to use a knife and fork
- Use *some* one-handed tools and equipment
  - ⇒ Across provision: □ Pouring / filling □ Stirring / mixing □ Rolling □ Painting / Drawing / mark making ...
- **Begin** to develop a comfortable grip when using pencils / pen
  - ⇒ Model and encourage a tripod grip
- Use small motor skills to do things with increasing independence
  - ⇒ Zips/buttons/pour drinks/put on own wellies/turn pages of a book
- **Begin** to use the toilet, sometimes with support
- Show an increasing desire to be independent e.g. *dress / undress, feeding themselves*

**LITERACY:** □ Reading - Comprehension □ Reading - Word Reading □ Writing

**Educational Programme:** It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

**Learning Outcomes 1**

**Learning Outcomes 2**

**Learning Outcomes 3**

**Learning Priorities: [Linked to Development Matters 20210](#)**

*\* See EY2P Literacy Long Term Plans*

**Phase 1 Phonics / Reading**

- **Begin** to join in with some simple songs and nursery rhymes, copying sounds / actions
- Sometimes responds to sounds in the environment, tuning in and paying attention
  - ⇒ Sirens, bin wagon, trains, birds etc.
- Shows an interest in sounds made by banging / tapping a familiar object / simple instrument
- Show an interest and pay attention to songs and rhymes
- **Begin** to copy finger movements and other gestures
- Taps /stamps to simple rhythms in familiar songs / rhymes
- **Begin** to be interested in books and rhymes
  - ⇒ Using a variety of picture books / books with flaps / books with sound effects

**Writing**

- Begin to manipulate and develop control over different tools
- **Begin** to enjoy drawing freely using a palmer grasp (PD link)
- Enjoy sensory experiences of making marks in:
  - ⇒ Mud
  - ⇒ Damp sand
  - ⇒ Paste
  - ⇒ Paint

**Phase 1 Phonics / Reading**

- Enjoys and participates in some simple rhymes and songs
  - ⇒ Using actions / props for support
  - ⇒ Saying some words
- **Continue** to be interested in books and rhymes and may have some favourites
  - ⇒ Using a variety of picture books / books with flaps / books with sound effects
- **Begin** to join in with some sounds / words from familiar stories
- **Begins** to handle books with interest
  - ⇒ Following children's interests / themes
- **Begin** to look at books alone or seek out an adult or another child
- Begin to develop play around favourite stories, using props
- **Begin** to notice some print around them

**Writing**

- Makes a connection between their movements and the marks that they make through varied, multi-sensory learning opportunities
- **Begin** to draw some circles and vertical and horizontal lines
- **Begin** to talk about their marks and drawings and what they represent

**Phase 1 Phonics / Reading**

- **Continue** to enjoy and participate in Nursery Rhymes
  - ⇒ Can recite Nursery Rhymes
  - ⇒ Copies sounds, rhythms, tune and tempo
  - ⇒ Joins in with actions
  - ⇒ Sings some songs and rhymes independently e.g. whilst playing
- **Continue** to handle books with interest
- Enjoy sharing books with an adult
  - ⇒ ask questions about the book,
  - ⇒ repeat words and phrases from familiar stories
  - ⇒ Pay attention to and respond to the pictures and words
- Continue to develop play around favourite stories, using props
- Notice some print, such as the first letter of their name
- Listens to different sounds with interest (Phase 1: aspects 1-3)
  - ⇒ Environmental
  - ⇒ Instrumental
  - ⇒ Body percussion

**Writing**

- Enjoys drawing freely, pencil grip begins to develop
- Makes a connection between their movements and the marks that they make
- **Begin** to add some marks to their drawings, which they give meaning to e.g., 'that says mummy'
- **Begin** to make marks on a picture to represent their name
- Develop control when drawing circles and lines

## MATHEMATICS: □ Numerical Pattern □ Number

**Educational Programme:** Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

### Learning Outcomes 1

### Learning Outcomes 2

### Learning Outcomes 3

## Learning Priorities: [Linked to Development Matters 2020](#)

### Numerical Pattern / Number

- **Begin** to have an awareness of number names through their enjoyment of action rhymes / songs that relate to numbers
- **Begin** to take part in finger rhymes with numbers
- **Begin** to use some number names in play situations
- Explore heuristic play
  - ⇒ putting objects inside others and containers and taking them out again

### Shape, Space & Measure

- **Begin** to stack objects on a flat surface
  - ⇒ Blocks / boxes
- **Begin** to attempt to match shapes with spaces
  - ⇒ On inset puzzles
- **Begin** to become familiar with some parts of the daily routine
- **Begin** to become familiar with songs / stories with repeated actions
- **Begin** to enjoy filling and emptying containers
  - ⇒ Water / sand tray
- Build with a range of resources
  - ⇒ Different sized and shaped blocks

### Numerical Pattern / Number

- Enjoy joining in with number rhymes, using fingers
- **Continue** to develop an awareness of number names through rhymes / songs
- Play freely with loose parts
  - ⇒ Grouping items
- **Begin** to respond to words like 'lots' and 'more'
- **Begin** to count in everyday contexts, sometimes skipping numbers

### Shape, Space & Measure

- **Continue** to explore shape and spaces
  - ⇒ Complete Simple jigsaw and inset puzzles
- **Begin** to show an interest in objects of varying sizes in meaningful contexts
  - ⇒ Big / little versions of objects to compare
- Enjoys and becomes familiar with the daily routine
- **Continue** to become familiar with the repeated actions on familiar stories / songs
- **Continue** to explore filling and emptying containers
  - ⇒ Water / sand tray
  - (Containers of varying shapes and sizes)

### Numerical Pattern / Number

- **Begin** to notice, identify, and talk about patterns around them
  - ⇒ Clothing/ in nature / the environment
- **Join** in with number songs / rhymes with props and actions to support
- Count in everyday contexts, saying some number names in sequence
- Compare amounts saying 'lots', 'more' or the 'same'
- React to changes in amount of a group of up to 3 items
- **Begin** to categorise objects e.g. putting all the teddy bears together or teddies and cars in separate piles.

### Shape, Space & Measure

- Fit shapes into spaces on inset boards or jigsaw puzzles, sometimes successfully
- Use blocks to create my own simple structures and arrangements.
- **Begin** to make comparison between objects using some appropriate vocabulary
  - ⇒ Size – big / small/bigger/little/smaller/heavy/tall
- **Begin** to understand simple language within the daily routine
  - ⇒ In / on / under
  - ⇒ 'Now'
- **Continue** to explore filling and emptying containers
  - ⇒ Water / sand tray
  - ⇒ Containers of varying shapes and sizes
- **Begin** to show interest in shapes in the environment
- **Begin** to join in with the repeated actions in familiar stories / songs
- **Begin** to initiate and continue repeated actions



**UNDERSTANDING THE WORLD** □ Past and Present (KS1: History) □ People, Culture & Communities (KS1: R.E / Geography) □ Natural World (KS1: Geography / Science)

**Educational Programme:** Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

**Learning Outcomes 1**

**Learning Outcomes 2**

**Learning Outcomes 3**

**Learning Priorities: Linked to Development Matters 2020**

**Past and Present**

- **Begin** to repeat actions that have an effect

**People, Culture & Communities**

- **Begin** to name some body parts ....*head / arm / leg / fingers / toes / hair*
- **Begin** to demonstrate their awareness of their family
  - ⇒ Domestic role play
- Recognises the key people in their life
- Has a developing sense of belonging to their family
- **Begin** to have a sense of belonging in Nursery
  - ⇒ Key Person

**Natural World**

- Explore a room / space with interest
  - ⇒ Looking / exploring objects
- Enjoys combining objects
  - ⇒ Banging two objects
  - ⇒ Placing objects into containers
- **Begin** to explore natural resources indoors and outdoors
  - ⇒ Conkers / pinecones / autumn leaves
  - ⇒ Building / stacking
  - ⇒ Sorting
  - ⇒ Collecting sticks / leaves / stones

**Past and Present**

- **Continue** to repeat actions that have an effect

**People, Culture & Communities**

- Name an extended range of body parts....*eyes / mouth / nose / ears / hand / foot*
- Demonstrate awareness and talk about key members of their family
  - ⇒ **Continue** to develop a sense of belonging in Nursery/ Key Person/Key group

**Natural World**

- **Begin** to talk about what they see using simple vocabulary
  - ⇒ Minibeasts / trees / birds
  - ⇒ Weather ... *rain / sun*
  - ⇒ Water ...*wet / dry*
- **Begin** to explore how things in the immediate environment work
  - ⇒ Toy / sensory book/ new resource /natural resources
- **Continue** to explore natural resources indoors and outdoors
  - ⇒ Changing leaves / plants
  - ⇒ Pebbles, shells etc.
  - ⇒ Fruits at Snack time ..... *banana / apple / orange*
- **Begin** to comment on natural resources
- **Begin** to explore materials with different properties

**Past and Present**

- Repeat actions that have an effect

**People, Culture & Communities**

- **Begin** to notice some differences between people
  - ⇒ Themselves / others
  - ⇒ Eye colour / hair colour etc
- Has a strong sense of belonging to their family and Nursery
  - ⇒ Family members
  - ⇒ Key Person
  - ⇒ Other children
- **Continue** to make connections between the features of their family and other families
  - ⇒ Role play
  - ⇒ Small world

**Natural World**

- **Continue** to talk about what they see using simple vocabulary
  - ⇒ Minibeasts / trees / birds .... *Spider / snail / fly / worm*
  - ⇒ Animals ... *cat / dog / simple farm animals*
- **Continue** to explore materials with different properties and comment on what they see
- Explore and talk about natural materials and resources
  - ⇒ Flowers
- Explore and respond to different natural phenomena in their setting and trips
  - ⇒ Different types of weather *rain / sun / puddle / wet / dry / windy / hot / cold*
  - ⇒ Observing and caring for living things

## EXPRESSIVE ARTS & DESIGN: □ Creating with Materials □ Being Imaginative & Expressive

**Educational Programme:** The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

### Learning Outcomes 1

### Learning Outcomes 2

### Learning Outcomes 3

## Learning Priorities: **Linked to Development Matters 2020**

### Creating with Materials

- **Begin** to explore different materials / tools through multi-sensory learning experiences
  - ⇒ Messy Play e.g. chunky chalks / chunky paintbrushes/sand/gloop etc.
- **Begin** to explore a wide range of collage materials
  - ⇒ **Begin** to attach with glue stick

### Being Imaginative & Expressive

- **Begin** to engage in some pretend play
  - ⇒ Home corner
- Enjoy listening to simple songs / rhymes
  - ⇒ See actions for support
- Use their voice to create sounds
  - ⇒ Animal sounds in rhymes / songs
  - ⇒ Loud / quiet
- Responds to the world around them
  - ⇒ Sounds / movement / people / objects / sensations / their own emotions
- Explore the sounds of different instruments
  - ⇒ Shake, bang
- **Begin** to make movements to songs

### Creating with Materials

- **Begin** to create lines / circles
- **Continue** to explore and experiment with different materials / tools through multi-sensory learning experiences
  - ⇒ Paints / gloop / dough
  - ⇒ Safety / age appropriate scissors – *supported by an adult*
- Paint using a range of resources
  - ⇒ Hands / feet
  - ⇒ Printing – *cars, tyres*
- **Begin** to explore using tools to make different marks
  - ⇒ Lines, circles
  - ⇒ chunky paint brushes / chalks / egg crayons / rolling pins / cutters
- Explore a wide range of collage materials
  - ⇒ Attach with glue stick

### Being Imaginative & Expressive

- **Continue** to engage in some pretend play
  - ⇒ Small world/ home corner
- **Begin** to learn simple nursery rhymes
- **Continue** to respond to and engage with the world around them
  - ⇒ Sounds / movement / people / objects / sensations / emotions
- **Begin** to make some different sounds with instruments
  - ⇒ Shake / bang / tap
- Make movements to music
  - ⇒ With their body
  - ⇒ Exploring ribbons and streamers
- Explore making sounds with their body
  - ⇒ Clap / tap / stamp

### Creating with Materials

- **Continue** to create lines / circles
  - ⇒ Using a range of different media - *chunky markers / colouring pencils / chunky chalks / crayons*
- **Continue** to explore different ways of painting
  - ⇒ Hands / fingers
  - ⇒ Sponges / loose parts / fruit
  - ⇒ Variety of brush sizes
- **Begin** to create enclosed shapes to represent self
  - ⇒ Body / face... *lines / circles*
  - ⇒ Using a range of different media
- **Begin** to make snips in paper using safety scissors
- **Begin** to give meaning to drawings / marks
- Explore a wider variety of collage materials

### Being Imaginative & Expressive

- Engage in simple pretend play
  - ⇒ Home corner/small World
- Make models using imagination
  - ⇒ Construction
  - ⇒ Small World
- **Begin** to listen with increased attention to different sounds
  - ⇒ Using body parts.... Clap / stamp
- **Continue** to sing a nursery rhyme
- **Begin** to play some simple instruments with increasing control
  - ⇒ Loud / quiet
- **Begin** to make repeated sounds with their body
  - ⇒ Clap / tap / stamp
- Make movements in response to music

Calendar of Key School Events	Sept:	Oct:	Nov:	Dec:	Jan:	Feb:	Mar:	Apr:	May:	June:	July:

**EVALUATION:**

<p><b>AUTUMN TERM:</b></p>
<p><b>SPRING TERM:</b></p>
<p><b>SUMMER TERM:</b></p>