



Nursery Curriculum Map 2022 (Ages 2-3)

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Topics	All About Me	Autumn and the celebrations of the season	The Senses	Nursery Rhymes	Growing	Make believe
PRIME AREAS						
Communication and Language						
Listening, Attention, and Understanding Speaking	<p>To be able to enjoy singing, music and toys that make sounds.</p> <p>To be able to listen and respond to a simple instruction.</p> <p>To be able to begin to understand simple instructions like 'give to mummy' or 'stop'.</p> <p>To be able to copy gestures and words.</p> <p>To be able to understand single words in context – 'cup', 'milk', 'daddy'.</p> <p>To be able to understand frequently used words such as 'all gone', 'no' and 'bye-bye'.</p> <p>To be able to use single words during play.</p>	<p>To begin to talk about people and things that are not present.</p> <p>To begin to put 2/3 words together to make a simple sentence e.g. to express a need.</p> <p>To begin to start to say how they are feeling, using words as well as actions.</p> <p>To begin to enjoy laughing and being playful with others.</p> <p>To be able to listen to and enjoy rhythmic patterns in rhymes and stories.</p> <p>To begin to ask simple questions, e.g., 'where is mummy?'</p>	<p>To begin to know some rhymes.</p> <p>To be able to focus on an activity of their own choice.</p> <p>To extend understanding and use of vocabulary.</p> <p>To be able to develop pretend play, e.g., putting the baby to sleep or driving the car to the shops.</p> <p>To be able to confidently put 2/3 words together to make a simple sentence.</p> <p>To be able to frequently ask questions.</p> <p>To be able to listen with interest to adults when they read stories.</p> <p>To be able to identify action words by following simple instructions, e.g., 'can you jump?'</p>	<p>To be able to begin to talk about familiar books.</p> <p>To be able to channel attention singularly and shift to a different task if attention is fully obtained – using child's name to fully focus child.</p> <p>To begin to use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>To begin to develop understanding of simple concepts, fast/slow and big/small using Concept Cat.</p>	<p>To begin to talk about familiar books.</p> <p>To begin to listen to familiar stories with increasing attention and recall.</p> <p>To be able to develop understanding of simple concepts, fast/slow big/small using Concept Cat.</p> <p>To know and understand the use of objects – scissors to cut, pencils to make marks.</p> <p>To be able to use a wider range of vocabulary based on their own experiences</p> <p>To begin to understand more complex sentences, e.g., 'put your toys away and sit on the carpet'.</p> <p>To begin to learn new words rapidly and use them when communicating.</p>	<p>To be able to understand and act on longer sentences, such as, 'make teddy jump' or 'find your coat'.</p> <p>To be able to understand and use simple questions about 'who', 'what' and 'where'.</p> <p>To be able to listen to simple stories and understand what is happening, with the help of the pictures.</p> <p>To know and use language to share feelings, experiences and thoughts.</p>

Personal, Social and Emotional Development

Self-Regulation

Managing Self

Building Relationships

These have been split for extra focus but will be ongoing.

<p>To be able to separate from main carer and begin to adapt to the new school environment.</p> <p>To know that they can be comforted by adults in class and at school.</p> <p>To know that they can approach adults for help.</p> <p>To begin to find ways of managing transitions smoothly, with adult support, e.g., from their parent to their key person.</p> <p>To begin to show a desire to be independent to access the classroom environment.</p> <p>To begin to be aware of school routines, rules and boundaries.</p>	<p>To be able to separate from main carer with support and encouragement from a familiar adult.</p> <p>To be able to begin to express preferences and decisions and be able to try new things and start establishing their autonomy.</p> <p>To be able to begin to feel confident when taken out of their classroom and enjoy exploring new places with their key person.</p> <p>To be able to play with increasing confidence on their own and with other children because they know their key person is nearby and available.</p> <p>To be able to begin toilet training at home and at school.</p>	<p>To be able to separate from main carer independently.</p> <p>To begin to understand the difference between what is right and wrong and to begin to follow the school rules.</p> <p>To be able to develop play with other children.</p> <p>To begin to be able to show 'effortful control', e.g., waiting for a turn and resisting urges to grab or push.</p> <p>To be able to recognise that some actions can hurt or harm others.</p> <p>To begin to know and understand the golden rules; e.g., 'we are kind and helpful, we don't hurt anybody's feelings.</p> <p>To begin to express a range of emotions</p> <p>To begin to show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</p>	<p>To be able to notice differences and similarities between themselves and their peers.</p> <p>To begin to understand different emotions and talk about them through stories and play.</p> <p>To be able to show a sense of autonomy through asserting their ideas and preferences and making choices and decisions</p> <p>To begin to show a growing ability to distract self when upset, e.g., by engaging in a new play activity.</p> <p>To begin to understand and be able to talk about the different factors that support their overall health and wellbeing. Regular physical activity, healthy eating, oral health, sensible amounts of 'screen time', having a good sleep routine and being a safe pedestrian.</p>	<p>To be able to show awareness of the boundaries set, and of behavioural expectations at school and be able to follow them most of the time.</p> <p>To be able to inhibit own actions/behaviours e.g., stop themselves from doing something they shouldn't do.</p> <p>To know and be aware of own feelings and know that some actions and words can hurt others' feelings.</p> <p>To be able to express needs and feelings in appropriate way.</p> <p>To be able to express own preferences and interests.</p> <p>To know they can seek comfort from familiar adults when needed.</p>	<p>To be able to recognise the impact of their choices and behaviours/actions on others and know that some actions and words can hurt others feelings.</p> <p>To be able to talk about their feelings in more elaborated ways, e.g., "I'm sad because..." or "I love it when ...".</p> <p>To be able to develop independence to try to do things by themselves.</p> <p>To be able to take care of toileting needs independently and wash hands afterwards.</p>
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Physical Development

Dance

<p>To begin to be able to join in with warm up exercises, with adult encouragement.</p> <p>To be able to with adult support enact stories through dance including some of the steps the children have learnt up to this point.</p> <p>To know how to stand in a line and show their exercise one at a time.</p>	<p>To be able to join in with warm up exercises with some adult support.</p> <p>To be able to sit with a straight back and use of their legs and feet properly.</p> <p>To be able to enact stories through dance including all the steps the children have learnt up to this point.</p> <p>To be able to perform a sideway galloping movement in pairs with one or two hands held together .</p>	<p>To independently be able to join in with warm-up exercises.</p> <p>To be able to hop on one leg without assistance.</p> <p>To be able to skip confidently.</p> <p>To be able to perform new steps and movements in pairs.</p>
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<p>Gym</p>	<p>To begin to be able to move their bodies in different ways.</p> <p>Big movements (rolling, crawling, walking, jumping, hopping, skipping).</p> <p>To know how and be able to move around safely with some awareness of others and some degree of control.</p>	<p>To be able to climb, balance and jump on small structures in gym and in the playground.</p> <p>To be able to fit themselves into spaces, like tunnels, dens, and large boxes, and move around in them.</p> <p>To be able to climb stairs and apparatus, using alternate feet.</p> <p>To begin to move around safely showing some awareness of others and obstacles.</p>	<p>To be able to play games such as musical statues and musical bumps moving with control and coordination.</p> <p>To be able to move around safely with some awareness of others.</p> <p>To be able to perform a single skill or movement with control.</p>	<p>To be able to travel in a variety of different ways using a wide range of body parts.</p> <p>To be able to use gymnastic apparatus to balance and climb.</p> <p>To be able to link some movements together when performing a small range of skills.</p> <p>To be able to spin, roll and independently use ropes and swings (for example, tyre swings).</p> <p>To be able to use large and small motor skills to do things independently, e.g., attempts to do zips, and pour drinks.</p> <p>To know and be able to discuss some of the changes that occur during exercise.</p>	<p>To be able to kick a stationary ball with either foot.</p> <p>To be able to throw a ball with increasing control.</p> <p>To begin to catch a large ball by using two hands and their chest to trap it.</p> <p>To be able to further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming.</p> <p>To begin to recognise danger and seek support of significant adults for help.</p> <p>To begin to make connections between their movement and the marks they make when holding crayons, chalks or painting with hands and fingers.</p>	<p>To know how to and be able to participate in age-appropriate athletic events.</p> <p>To know and participate in different athletic races and events.</p> <p>To combine different movements with ease.</p> <p>To be able to compete in different races and build resilience when not winning.</p> <p>To be able to skip, hop, stand on one leg and hold a pose for a game, e.g., musical statues.</p> <p>To know and be able to discuss some of the changes that occur during exercise.</p>
<p>Gross Motor Skills</p> <p>Fine Motor Skills</p>	<p>To be able to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>To be able to develop pre-writing skills through mark making (spontaneous scribbles, vertical and horizontal lines, and circles).</p> <p>To be able to develop increased control over their bodies and a desire to communicate through mark making and a recognition of pattern.</p> <p>To be able to experiment with a wide range of small equipment to build hand and finger strength and hand and eye co-ordination.</p> <p>To be able to confidently and safely use a range of large and small apparatus indoors and outside and in a group.</p> <p>To be able to develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: fingers, paint brushes, pencils for drawing, scissors, knives, forks and spoons.</p> <p>To develop overall body-strength, balance, co-ordination and agility.</p> <p>Motor skills to be continually developed through:</p> <ul style="list-style-type: none"> · Climbing · Use large muscle movements to wave flags and streamers, paint and make marks · To be able to begin to sit on a push-along wheeled toy · Going up and down stairs · Riding bikes and tricycles · Carrying heavy items · Nuts and bolts · Pipettes in the water · Jugs in water · Playdough (dough disco) · Tearing paper · Tweezer tub · Funky finger activities · Write dance · Use tools and equipment · Finger puppets · Eating independently with knife and fork · Scissors - sniping paper moving forward · Magic pencil writing · Mark making in sand and glitter · Large paper mark making, drawing and letter formation on the floor, tables and walls · Use of clips, clasps, zips and buttons · Building large construction 					

SPECIFIC AREAS

Mathematics

Number Numerical Patterns

(These have been split for extra focus but will be revisiting throughout the year in a maths rich continuous provision and progression will be determined by assessment)

<p>To begin to join in with number rhymes.</p> <p>To say what is different and what is the same.</p> <p>To begin to learn some mathematical language e.g. some numbers in nursery rhymes, big, small.</p> <p>To begin to experiment with capacity in the sand and water tray e.g. filling and emptying.</p> <p>To be able to put objects inside others and take them out again.</p>	<p>To be able to combine objects such as stacking blocks and cups.</p> <p>To be able to build with a range of resources.</p> <p>To be able to complete inset puzzles.</p> <p>To begin to categorise objects according to properties such as colour, shape or size.</p> <p>To begin to recite number names in sequence.</p> <p>To be able to take part in finger rhymes with numbers.</p> <p>To be able to say some number names randomly.</p>	<p>To begin to count in order - '1-2-3-4.'</p> <p>To begin to recite some number names in sequence.</p> <p>To begin to recite numbers past 5.</p> <p>To begin to represent numbers on fingers up to 5.</p> <p>To begin to recognise numerals of personal significance.</p> <p>To begin to use language of size e.g., big/little.</p> <p>To begin to talk about the shapes of everyday objects, e.g., 'round' and 'tall'.</p> <p>To use some language of quantities, e.g., 'more' and 'a lot'.</p>	<p>To be able to count in order - '1-2-3-4.'</p> <p>To be able to recite some number names in sequence.</p> <p>To be able to recite numbers past 5.</p> <p>To be able to represent numbers on fingers up to 5.</p> <p>To begin to count using one-to-one correspondence.</p> <p>To be able to recognise numerals 0-5.</p> <p>To begin to make comparisons between quantities (identifying more/less/the same).</p> <p>To be able to select a small number of objects from a group, e.g., 'give me one', 'give me two'.</p> <p>To begin to name and recognise 2D shapes.</p> <p>To begin to be more aware of timetables and routines anticipating specific time-based events such as playtime mealtimes and home time.</p>	<p>To begin to recite numbers in order to 10.</p> <p>To be able to count using one-to-one correspondence.</p> <p>To be able to recognise numerals 0-5 and begin to recognise numerals 6-10.</p> <p>To be able to recognise groups of up to 3 objects, without having to count them individually (subitising).</p> <p>To be able to recite numbers past 5.</p> <p>To know that the last number counted is the total (cardinal principle).</p> <p>To begin to experiment with their own symbols and marks as well as numerals.</p> <p>To be able to select a small number of objects from a group when asked.</p> <p>To be able to compare amounts, saying 'lots', 'more' or 'same'.</p> <p>To begin to use positional language.</p>	<p>To be able to use positional language.</p> <p>To be able to make comparisons between objects relating to size, length, weight, and capacity</p> <p>To be able to select shapes appropriately; e.g., flat surfaces for building, a triangular prism for a roof etc.</p> <p>To be able to combine shapes to make new ones.</p> <p>To be able to talk about and identify the patterns around them; e.g., stripes on clothes, designs on rugs and wallpaper. Use informal language such as 'pointy', 'spotty', 'blobs' etc.</p> <p>To be able to compare sizes, weights etc. using gesture and language, 'big/small', 'high/low', 'tall/short', 'heavy/light'</p> <p>To be able to recognise numerals 0-5 then 0-10.</p> <p>To be able to count orally 0-10.</p> <p>To be able to count using one-to-one correspondence</p> <p>To be able to subitise some small amounts.</p>
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Literacy

Comprehension Work Reading Writing

To be able to join in with songs and rhymes about themselves and their body parts copying sounds, rhythms, tunes and tempo.

To be able to copy finger movements and other gestures.

To be able to enjoy songs and rhymes tuning in and paying attention.

To begin to pay attention and respond to the pictures or words in stories and activities about themselves and their family.

To begin to enjoy sharing books with an adult.

To begin to enjoy painting and drawing freely and completing activities from different celebrations.

To be able to enjoy rhythmic and musical activity with percussion, songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes from around the world.

To be able to sing songs and say rhymes independently, e.g., singing whilst playing

To know and have favourite books and seek them out, to share with an adult.

To begin to join in repeating words and phrases from familiar stories.

To be able to enjoy drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.

To sing some of the words in songs and rhymes.

To begin to engage phase 1 phonics activities, sound discrimination rhythm and rhyme.

To be able to join in with songs and rhymes, copying sounds, such as loud, quiet, fast and slow, using instruments.

To be able to add some marks to their drawings, which they give meaning to, e.g., 'That says mummy'.

To be able to develop play around favourite stories using props.

To be able to ask questions about their favourite books.

To make comments and shares their own ideas.

To be able to enjoy drawing freely.

To be able to develop play around favourite stories using props.

To begin to join in with conversations about stories and learn new vocabulary.

To be able to pay attention and respond to the pictures or the words from stories.

To be able to repeat words and phrases from familiar stories.

To be able to notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.

To be able to sing songs and say rhymes independently, e.g., singing whilst playing.

To know and have favourite books and seek them out, to share with an adult, with another child, or independently.

To be able to make marks on their picture to stand for their name.

Understanding the World

People, Culture and Communities Past and Present The Natural World

To begin to notice difference between themselves and others.

To be able to repeat actions that have an effect e.g. copying an adult.

To begin to explore natural materials, indoors and outside.

To be able to notice differences between people.

To begin to learn about different celebrations.

To be able to join in with art and music activities for different celebrations that occur during the Autumn term.

To be able to make a comment or talk about the differences between materials and changes they notice, e.g., snow, ice melting.

To be able to use all their senses in hands-on exploration of natural materials.

To be able show respect for the natural world.

To be able to explore materials with different properties.

To be able to explore collections of materials with similar and/or different properties.

To be able to explore and respond to different natural phenomena in their setting and on trips.

To be able to learn about growth and change e.g. to plant seeds and care for growing plants.

To be able to talk about how they have grown.

To be able to talk about some life cycles of farm animals.

To be able to explore how things work.

To be able to talk about what they see, using a wide vocabulary.

To be able to make connections between the features of their family and other families.

To be able to notice and celebrate differences between people.

To be able to explore and respond to different natural phenomena in their setting and on trips.

To be able to show interest in different occupations through role play i.e., doctors, postman, refuse collectors.

Expressive Arts and Design

<p>Music</p>	<p>To be able to join in with dancing and ring games with support.</p> <p>To be able to respond to sound with body movement.</p> <p>To know and identify percussion instruments e.g., drums, woodblocks, triangles, bells.</p> <p>To begin to learn rhythm through dance.</p> <p>To be able to join in with simple songs from around the world.</p> <p>To begin to build an awareness of sound being loud or soft.</p> <p>To be able to explore their voices and enjoy making sounds.</p>	<p>To be able to achieve one or two lines from a familiar song.</p> <p>To be able to recognise rhythmic changes for skipping, marching, hopping, jumping.</p> <p>To be able to participate in group action songs.</p> <p>To be able to recognise different percussion instruments from listening, not seeing.</p> <p>To be able to explore their voices and enjoy making sounds (loud, quiet, fast, slow).</p> <p>To be able to make sounds by banging, shaking, tapping or blowing.</p>	<p>To be able to explore sound through singing, movement and instrumental work.</p> <p>To know an initial repertoire of simple songs.</p> <p>To be able to play a short percussion piece with a rhythmic feel.</p> <p>To be able to move to music with a rhythmic feel.</p> <p>To be able to explore a range of sound-makers and instruments and play them in different ways.</p> <p>To be able to enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</p>
<p>Creating with Materials and Being Imaginative</p>	<p>To be able to show attention to sounds and music.</p> <p>To be able to explore different materials, using all their senses to investigate them.</p> <p>To begin to make marks intentionally.</p> <p>To be able to explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>To be able to copy adult movements in response to music.</p> <p>To begin to make-believe by recreating experiences that are familiar to them, e.g., home corner.</p>	<p>To begin to make simple models which express their ideas.</p> <p>To be able to make marks intentionally and with meaning.</p> <p>To be able to freely explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</p> <p>To be able to explore different materials, using all their senses to investigate them.</p> <p>To be able to join in with songs and rhymes, making some sounds.</p> <p>To begin to use their imagination as they consider what they can do with different materials.</p> <p>To be able to manipulate and play with different materials using various tools like scissors, cutters, hammers.</p> <p>To begin to build up and act out a repertoire of different role play experiences e.g., shop, vet, doctors.</p> <p>To begin to use representation to communicate, e.g., drawing a line and saying, 'That's me'.</p>	<p>To be able to use their imagination as they consider what they can do with different materials.</p> <p>To be able to make simple models which express their ideas.</p> <p>To begin to develop pretend play, pretending that one object represents another, e.g., a child holds a wooden block to her ear and pretends it's a phone.</p> <p>To be able to express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p> <p>To be able to make simple models which express their ideas, i.e., junk modelling, loose parts.</p> <p>To begin to develop their own ideas and then decide which materials to use to express them.</p> <p>To be able to explore colour and colour-mixing.</p> <p>To be able to respond emotionally and physically to music when it changes.</p> <p>To make rhythmical and repetitive sounds.</p> <p>To be able to use small world objects in make-believe play.</p> <p>To begin to build stories around toys, e.g., farm animals needing rescue from an armchair 'cliff'.</p>
<p>ICT</p>			
<p>ICT</p>	<p>To be able to show interest in toys with buttons, flaps and simple mechanisms and begin to learn to operate them.</p>	<p>To be able to operate mechanical toys, e.g., turn the knob on a wind-up toy or pull back on a friction car.</p>	<p>To be able to show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</p> <p>To begin to acquire basic skills in turning on and operating some ICT equipment.</p>