



## 2-3year old's Curriculum Overview



When planning for the children in Nursery we take their needs and interests into account. Therefore, this overview may be adapted as the year progresses.

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Possible Story Stimulus	<p>We are all different – Twinkl</p> <p>Dear Zoo-Rod Campbell</p> <p>That's Not my Baby- Rachel Wells</p> <p>Owl Babies – Martin Waddell</p> <p>I like to be kind – Marie Paruit</p>	<p>We're going on a bear hunt – Michael Rosen</p> <p>Dear Santa – Rod Campbell</p> <p>That's not my... - Rachel Wells</p> <p>Peppa's Christmas</p> <p>Maisy's Christmas Eve Lucy Cousins</p> <p>Meg's Christmas- Jan Pienkowski &amp; David Walser</p>	<p>Peppa's Chinese New Year</p> <p>Don't call me Sweet – Smriti Prasad-Halls</p> <p>All are Welcome – Alexandra Penfold</p> <p>People who help us collection Nancy Dickman</p>	<p>Rosie's Walk – Pat Hutchins</p> <p>Shark in the Park – Nick Sharratt</p> <p>The Very Hungry Caterpillar – Eric Carle</p>	<p>Toddle Walk- Julia Donalson</p> <p>Splish Splash Ducks- Lucy Cousins</p> <p>Summer Ailie Busby</p>	<p>I Love Dada with the Very Hungry Caterpillar- Eric Carle</p> <p>I Love My Daddy- Giles Andreae</p> <p>Teddy Picnic- Georgie Birkett</p>
Enrichments/ Cultural Capital	<ul style="list-style-type: none"> <li>Autumn – focusing on the weather</li> <li>Halloween</li> <li>Bonfire Night</li> </ul>	<ul style="list-style-type: none"> <li>Bonfire Night</li> <li>Diwali</li> <li>Remembrance Day</li> <li>Children in Need</li> <li>Christmas and New Year</li> </ul>	<ul style="list-style-type: none"> <li>Winter</li> <li>Valentines Day</li> <li>Chinese New Year</li> <li>Pancake Day</li> <li>Visitors to come in for example, Police Officers, Dentists</li> </ul>	<ul style="list-style-type: none"> <li>Spring</li> <li>Mothers Day</li> <li>Easter</li> <li>Parent/Carer planting stay and play</li> <li>World Book Day</li> </ul>	<ul style="list-style-type: none"> <li>Summer</li> <li>Welly Walk – signs of Summer</li> <li>St George's Day</li> </ul>	<ul style="list-style-type: none"> <li>Fathers Day</li> <li>Picnic</li> <li>Safety in the sun</li> </ul>
Communication and Language	<ul style="list-style-type: none"> <li>Use WellComm to assess and group children who require additional support and intervention across the whole year.</li> <li>Use VERVE with children identified as requiring additional support with Speech, Language and Communication Needs (SLCN).</li> <li>Use Makaton signs and Widget symbols to support the communication, language and engagement levels of all children.</li> <li>Label Continuous Provision using images, Widget symbols, and text for consistency.</li> <li>Use First 100 Words to support and track children who require additional support with early vocabulary development, including children who are learning English as an Additional Language (EAL).</li> </ul>					

	<ul style="list-style-type: none"> <li>• Make themselves understood and start to say how they are feeling, using words as well as actions</li> <li>• Start to develop conversation, often jumping from topic to topic</li> <li>• Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'</li> <li>• Use the speech sounds p, b, m, w</li> <li>• Listen to simple stories and understand what is happening, with the help of the pictures</li> <li>• Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'</li> <li>• Understand and act on longer sentences like 'make teddy jump' or 'find your coat'</li> <li>• Understand simple questions about 'who', 'what' and 'where' (but generally not 'why')</li> </ul>
Literacy	<ul style="list-style-type: none"> <li>• Say some of the words in songs and rhymes.</li> <li>• Copy finger movements and other gestures.</li> <li>• Sing songs and say rhymes independently, for example, singing whilst playing.</li> <li>• Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</li> <li>• Repeat words and phrases from familiar stories.</li> <li>• Ask questions about the book. Make comments and shares their own ideas.</li> <li>• Develop play around favourite stories using props.</li> <li>• Enjoy drawing freely.</li> <li>• Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</li> <li>• Make marks on their picture to stand for their name.</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>• Compare amounts, saying 'lots', 'more' or 'same'.</li> <li>• Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</li> <li>• Count in everyday contexts, sometimes skipping numbers – '1-2-3-5'.</li> <li>• Climb and squeeze themselves into different types of spaces.</li> <li>• Build with a range of resources.</li> <li>• Complete inset puzzles.</li> <li>• Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.</li> <li>• Notice patterns and arrange things in patterns.</li> </ul>
Physical Development	<ul style="list-style-type: none"> <li>• Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</li> <li>• Enjoy starting to kick, throw and catch balls.</li> <li>• Build independently with a range of appropriate resources</li> </ul>
Understanding the World	<ul style="list-style-type: none"> <li>• Explore and respond to different natural phenomena in their setting and on trips.</li> <li>• Make connections between the features of their family and other families.</li> <li>• Notice differences between people.</li> </ul>
Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Join in with songs and rhymes, making some sounds.</li> <li>• Make rhythmical and repetitive sounds.</li> </ul>

	<ul style="list-style-type: none"> <li>• Explore a range of sound makers and instruments and play them in different ways</li> <li>• Notice patterns with strong contrasts and be attracted by patterns resembling the human face.</li> <li>• Start to make marks intentionally.</li> <li>• Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.</li> <li>• Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</li> <li>• Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.</li> <li>• Explore different materials, using all their senses to investigate them.</li> <li>• Manipulate and play with different materials.</li> <li>• Use their imagination as they consider what they can do with different materials.</li> <li>• Make simple models which express their ideas.</li> </ul>		
Personal, Social and Emotional	<ul style="list-style-type: none"> <li>• Express preferences and decisions. They also try new things and start establishing their autonomy.</li> <li>• Engage with others through gestures, gaze and talk.</li> <li>• Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.</li> <li>• Find ways of managing transitions, for example from their parent to their key person.</li> <li>• Thrive as they develop self-assurance.</li> <li>• Feel strong enough to express a range of emotions.</li> <li>• Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.</li> <li>• Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</li> <li>• Be increasingly able to talk about and manage their emotions.</li> <li>• Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.</li> <li>• Develop friendships with other children</li> <li>• Safely explore emotions beyond their normal range through play and stories.</li> <li>• Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".</li> <li>• Learn to use the toilet with help, and then independently.</li> </ul>		
British Values	<p><b><u>Democracy</u></b> Choice boards, choose own stories, turn taking, identifying emotions</p> <p><b><u>Rule of Law</u></b> Children involved in creating rules and behaviour expectations, visitors</p> <p><b><u>Individual Liberty</u></b> Risk taking, offering a range of experiences, development of a pupil council</p> <p><b><u>Mutual Respect</u></b> Nursery Rules, Academy Ethos Statement, Stonewall, E-Safety, Well-being throughout the curriculum.</p>	<p><b><u>Democracy</u></b> Choice boards, choose own stories, turn taking, identifying emotions</p> <p><b><u>Rule of Law</u></b> Children involved in creating rules and behaviour expectations, visitors</p> <p><b><u>Individual Liberty</u></b> Risk taking, offering a range of experiences, development of a pupil council</p> <p><b><u>Mutual Respect</u></b> Nursery Rules, Academy Ethos Statement,</p>	<p><b><u>Democracy</u></b> Choice boards, choose own stories, turn taking, identifying emotions</p> <p><b><u>Rule of Law</u></b> Children involved in creating rules and behaviour expectations, visitors</p> <p><b><u>Individual Liberty</u></b> Risk taking, offering a range of experiences, development of a pupil council</p> <p><b><u>Mutual Respect</u></b> Nursery Rules, Academy Ethos Statement,</p>

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