



Nursery (2-3yrs) Long Term Curriculum

2026 - 2027

Learning and Progression Across the Nursery (2-3yrs)Year

How children learn and characteristics of effective learning:

Playing and Exploring

Children investigate, experience possibilities and develop the confidence to have a go.

Active Learning

Children concentrate, keep trying, respond to challenge and enjoy achieving what they set out to do.

Creating and Thinking Critically

Children develop ideas, make connections, choose approaches and review how well they worked.

End of Nursery Aspirations Overview

To become a Confident Communicator who can listen, follow simple instructions, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to talk about ideas and feelings.	To become an Independent Individual who can take off and put on their own coat and shoes, manage their personal needs, know how to keep healthy and look after their teeth and to 'have a go' at new activities.	To become a Fantastic Friend who can be kind, caring and helpful, sharing toys and equipment, following the Nursery Rules to keep everyone safe, showing an awareness that everyone is different.	To become a Funky Finger User who can hold a pencil, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammers) safely and with confidence.
To become a Careful Climber who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways and use a range of equipment.	To become a Remarkable Reader who can show a love for reading, tell their own stories, use the pictures in books to retell familiar stories, recognise and read their own name and names of their friends.	To become a Marvellous Mark Maker who can make marks and talk about what they mean, make marks for different purposes writing labels, lists and birthday cards.	To become a Number Detective who can show a deep understanding of numbers to 5, subitise, compare quantities, create patterns and use positional language.
To become an Excited Explorer who can show curiosity about the world around them, talk about the changes in the seasons, noticing how animals and plants grow vehicles have changed from long ago.	To become a Master of disguises who can pretend to be lots of different characters when engaging in imaginative play with my friends, listening to the ideas of others and taking a lead role in the play.	To become a Magical Musician who can join in with singing and dancing, make up my own songs play a range of percussion instruments in different ways to make different sounds.	To become an Amazing Artist and Architect who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it.

Personal, Social and Emotional Development

Children develop a secure sense of self, positive relationships and the confidence to manage feelings, choices and increasing independence.

Self Regulation	Managing Self	Building Relationships	Health and Self Care
Find ways to calm themselves, through being calmed and comforted by their key person. 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. May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions. Find ways of managing transitions, for example from their parent to their key person. • Be increasingly able to talk about and manage their emotions but may still act rather than talk during periods of frustration. Safely explore emotions beyond their normal range through play and stories. Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feelings. Talk about their feelings in more elaborated ways: "I'm sad because..." or "It makes me happy when ...".	Know their own name, their preferences and interests and is becoming aware of their unique abilities. Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. Show autonomy - through asserting their ideas and making choices and decisions. Experiment with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves. Try new things. Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. Is gradually learning that actions have consequences but not always the consequences the child hopes for. Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.	Engage with others through gestures, gaze and talk. Show some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see. Show empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like. Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety. Enjoy the company of other children and wants to play with them. Choose to play with a child who has a similar interest. Develop friendships with other children.	Feeds self competently. Can hold a cup with two hands and drink well without spilling. Beginning to name body parts. Develop some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support. Develop increasing understanding of and control of bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet. Begin to imitate self-care routines in their play, e.g. give the doll a bath, wipe teddy's face, change baby's nappy. Learn to use the toilet with help, and then independently. Able to help with and increasingly independently put on and take off simple clothing items such as hats, wellington boots, unzip coats. Begins to recognise danger and seeks the support and comfort of significant adults.
Prompting Questions for deeper thinking			
What happened when you did that? How are you feeling? Why did you do that?	What do you like best? Why? Tell me, how are you the same as / different to your friends? What did you try today that you hadn't done before? What did you think?	How is he / she feeling? How could we make them feel better? Tell me, who do you like spending time with, in Nursery? Why? Which people are important to you? Why?	What do we need to do before we eat our snack? Why? Why do we clean our teeth? How do we keep ourselves safe outside in the Nursery garden?

Progression at a glance: From belonging, routines and supported emotional language to self-regulation, collaboration, reflection and confident transition.

Communication and Language

Children learn to listen, understand, converse and explain. Rich talk, stories and play steadily extend vocabulary and the complexity of spoken language.

Listening and Understanding - What will pupils know and be able to do?					
Maintain Concentration	Tuning into Sounds	Following Instructions	Understanding Language Structures	Listening to Stories and Rhymes	Developing Conversation
Single channelled attention; can shift to a different task if attention fully obtained	Recognise and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. Can recognise sounds in the environment. Can identify the difference between the sounds of two instruments e.g. shaker and drum. Can experiment with and distinguish between different voice sounds e.g. wheeeee, whoosh, swish, ouch, aaaaaah	Follow instructions with three key words such as: "Can you wash the doll's face?". Begin to understand more complex sentences, e.g. Put your toys away and then sit on the carpet.	Develop understanding of simple concepts (e.g. fast/slow, good/bad). Understand who, what, where in simple questions (e.g. Who's that? Who can? What's that? Where is?). Show that they understand action words by pointing to the right picture in a book, such as: "Who's running?". Identify action words by following simple instructions, e.g. show me jumping.	Listen with interest to the noises adults make when they read stories. Show interest in playing with sounds, songs and rhymes.	Be able to have a proper conversation, though they may flit around the topic a bit and be difficult to follow at times. Be able to answer questions about 'why' something has happened.

The Opportunities and Experiences document acts as a menu for practitioners to select ideas for how core aspects of learning can be built into provision.

Speaking - What will pupils know and be able to do?				
Speak clearly with an increasing command of English	Uses Language for a range of purposes	Acquire New Vocabulary Quickly	Hold the interest of the Listener	Participate in class and group discussions, performances, role play and simple debate
Develop clearer speech, although they will still have some immaturities such as 'pider' instead of 'spider'(may have problems saying more difficult sounds like 'sh', 'ch', 'th' and 'r'). People who know them can mostly understand them. Link 5 words together. Use a variety of questions (e.g. what, where, who). Use longer sentences (e.g. Mummy go work). Begin to use word endings (e.g. going, cats). Include descriptive language such as words for time (for example, 'now' and 'later'), space (for example, 'over there') and function (for example, they can tell you a sponge is for washing). Use pronouns ('me', 'him', 'she'). Use plurals and prepositions ('in', 'on', 'under') – these may not always be used correctly to start with.	Use language to share feelings, experiences and thoughts. Use language to communicate need / self-maintain. Use language to direct. Can retell a simple past event in correct order (e.g. went down slide, hurt finger). Play more with other children and share things.	Learn new words very rapidly and use them in communicating. Towards their third birthday use around 300 words. Understand at least 500 words.	Use intonation, pitch and changing volume when talking.	Developing imaginative / pretend play: 'making dinner' or 'taking the baby to the shops in the buggy'. Respond in choral situations in class. Increasingly respond to the register. Will sometimes offer their ideas in whole class situations. Increasingly input into smaller group interactions. Can sometimes share simple answers with a talk partner. E.g. yes / no, like / dislike / what's my favourite / which one type answers. Express their opinions e.g. I like / don't like it, No or yes.

Progression at a glance: From attentive listening and simple supported talk to sustained conversation, precise vocabulary and logical, detailed explanation.

RESILIENT • RESOURCEFUL • REFLECTIVE • RESPECTFUL • RESPONSIBLE

Physical Development including Physical Education

Daily movement, fine and gross motor opportunities, outdoor learning and planned PE build strength, coordination, control, confidence, safe participation and independence.

Gross Motor Skills			
Negotiate space and obstacles safely Spatial awareness	Developing strength, balance and coordination	Move energetically	
Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them (proprioception). Move around both the indoor and outdoor space without bumping into objects or other people (proprioception). Ride around simple objects on trikes and in ride ons beginning to steer, e.g. Little Tikes cars / wiggle cars. Beginning to move around safely on scooter board / floor surfer.	Start to use stairs independently. Enjoy starting to kick, throw and catch balls. Balance on simple objects that are close to the ground (vestibular sense). Build independently with a range of appropriate resources. Ask for help if an object is too large or heavy for them. Hold themselves up without lying or slouching when sitting on the carpet or on a chair (vestibular sense / proprioception). Can sit still for short periods of time without wriggling, rocking, tapping (vestibular sense / proprioception). Developing bilateral integration. Can cross the midline, e.g. when reaching for a toy.	Can walk, run, jump and climb. Is beginning to learn to swim. Is active for at least 180 minutes per day (UK Chief Medical Officer's Physical activity guidelines).	
Prompting Questions for deeper thinking			
Can you show me how you can fit yourself into that box? What shape do you need to make your body? Show me how you use the ride on car. Which parts of your body do you need to use?	Tell me, which parts of your body are you using to balance on the stepping-stone? Can you pass me the xxx only using xxx hand? What are you building? Why did you choose the xxx to build with?	Show me how you can run / jump / climb. What does your body feel like when you have been running? Do you like walking, running, jumping or climbing best? Why?	
Fine Motor Skills			
Pencil Grip (CUSP Early Foundations Writing Link)	Tools and fixings CUSP Early Foundations EAD Art and Design Technology Focus Link)	Drawing CUSP Early Foundations EAD Art and Design Technology Focus Link)	Sculpting CUSP Early Foundations EAD Art and Design Technology Focus Link)
Use a combination of large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Develop manipulation and control. For example, tearing, making marks on and printing on different types of paper. Explore different materials and tools. For example, grasp, hold and explore objects and materials like clay, finger paint, spoons, brushes, shells. Use digital pronate grasp (may already use static tripod grip).	Begin to use scissors and Sellotape cutters accurately. Use basic fixings e.g. PVA glue, Prittstick, masking tape and Sellotape (but may still get tangled).	Start to make marks intentionally using a range of media, e.g. chalk, paint, water, sand. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Form the first pre-writing shapes accurately.	Begin to sculpt using playdough (link to fine motor). Talk about what they have made with playdough using simple language, e.g. cake, sausages.
Prompting Questions for deeper thinking			
What marks can you make with xxx? Can you draw a circle? (Notice accuracy of start point and direction.) Tell me, what is the best way to do up this zip? Can you use the spoon to scoop the xxx?	Can you explain / show me how to use the scissors? How can we stop the tape from getting tangled? How can we stick them together? What shall we use?	Tell me about your drawing / picture. Can you tell me about what you have done? What did you use to draw xxx? Can you show me how to do that?	Can you make an xx with the dough? What shape will it be? What will it have on it? What have you made? I like the way you have xxx how did you do this? What does the dough feel like?

Progression at a glance: From safe movement, developing coordination and supported tool use to fluent physical skills, fine-motor control, independence, teamwork and confident participation.

Focused Texts – Key Themes					
AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
All About Me	Celebrations	Traditional Tales	Animals	Growing	People Who Help Us
The names of the areas of provision in their nursery, e.g. sandpit, paint and what an ambulance is.	The names of different family members. Know some different homes, places and ways to travel, that it is ok to make different choices from their friends.	The difference between right and wrong. That some simple phrases from the story and use them to join in.	Some new animal names and some characteristics of different animals	The names of Plants. Parts of a plant Naming trees in our school grounds	What a doctor is and some of the things they do and about medicine safety.
That all people are different. That we should be kind to other people and include everyone.	What a skeleton is and how to keep safe in the dark.	All or most of the words and actions for eg: Humpty Dumpty. The meaning of most of the words in both nursery rhymes	Names of animals that live in a forest. What a healthy snack is that sometimes you feel cross when you are hungry.	That vegetables are good for you. That some vegetables grow in the ground. That you have to try new things to decide whether you like them or not.	The different places you find water and the different uses for water.
Some of the things that make them who they are. That their eye and hair colour and whether their hair is straight or curly.	What a witch is and some of the things they get up to. That problems don't always get solved at the end of a story.	That it is important to believe in yourself. That some things will be hard but we shouldn't give up.	That animals live in different places and some things we can do to look after the planet.	How things change as they grow.	Why people need people and how to share and why it is important.
What kindness is. That there are some ways to be kind and some things they could share..	Why owls usually come out at night and name some simple differences between day and night.	That people get angry / upset for lots of different reasons That it is okay to get angry / upset. That you should say sorry if you upset someone	What lonely and lost mean That penguins live in the South Pole.	That everyone has good and bad days / times. What a worry is and that friends can help us.	What an inventor is and why we need inventors.
That people's homes are different. That people do different things in their homes. What a worry is / be able to talk about / name some worries.	Christmas celebrations	Celebrations – Chinese New Year 2			Visit from Emergency Services in School

Progression at a glance: From recognising sounds and meaningful mark making to enjoying of reading to comprehension recall.

Progression at a glance: From noticing small quantities and counting accurately to selecting representations, spotting relationships and explaining mathematical reasoning.

Literacy						
	AUTUMN		SPRING		SUMMER	
Topic Theme	All About Me	Celebrations	Traditional Tales	Animals	Growing	People Who Help Us
Word reading, decoding and fluency						
Phonics (Games/Activities Within Play)	Environmental sounds	Instrumental Sounds	Body Percussion	Rhyme & Rhythm	Alliteration	Voice Sounds Oral Blending
Tuning into sounds	Recognise and respond to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.		Can recognise sounds in the environment. Can identify the difference between the sounds of two instruments, e.g. shaker and drum		Can experiment with and distinguish between different voice sounds, e.g. wheeeee, whoosh, swish, ouch, aaaaaaah!	
Fluency	Joins in with fluency opportunities, e.g. echo reading / copy my voice opportunities, learning the pace, intonation and expression of different stories and rhymes.					
Comprehension						
Paying attention to print	Notice some print, such as the first letter of their name, a bus or door number.		Begin to recognise familiar logos from children's popular culture, commercial print or icons for apps.		Begin to understand that print has meaning.	
Enjoyment and engagement with books and reading	Enjoy rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes. Sing songs and say rhymes independently.		Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. Have favourite books (stories and non-fiction) and seek them out, to share with an adult, with another child, or to look at alone		Has some favourite rhymes, songs, poems or jingles. Repeat words and phrases from familiar stories. Develop play around favourite stories using props.	
Demonstrate understanding of what has been read to them by retelling stories and narratives	Begins to be aware of the way stories are structured, and to tell own stories.		Talks about events and principal characters in stories		Can report when talking about stories	Is beginning to reason logically when talking about stories.
Anticipate –key events in stories	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Is beginning to predict when reading stories, e.g. suggest how a story might end.					
Use and understand recently introduced vocabulary	During discussions about stories, non-fiction, rhymes and poems and during role-play Begin to use story language in imaginative play Uses words they have heard in conversations about stories					
Vocabulary Development	Build up vocabulary that reflects the breadth of their experiences. Understand at least 1000 words. Is beginning to connect words, e.g. animal words, words for body parts, words related to the home / garden.					
Listening to stories and rhymes	Listen to familiar stories with increasing attention and recall. Join in with repeated refrains and anticipate key events and phrases in rhymes and stories					

Mathematics

Mastering Number and White Rose shape, space and measure develop fluency, spatial reasoning and a deep understanding of number through practical exploration.

Termly Theme focus Overview												
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn Term	Comparison 1		Shape, space and measure 1		Pattern 1		Counting 1		Counting 2		Subitizing 1	
Spring Term	Pattern 2		Shape, space and measure 2		Subitising 2		Counting 3		Shape, space and measure 3		Pattern 3	
Summer Term	Counting 4		Shape, space and measure 4		Subitising 3		Comparison 2		Pattern 4		Shape, space and measure 5	

Curriculum following White Rose Maths Scheme.

DEVELOPMENT MATTERS LINKS (Birth to 3 yrs / 3 – 4 Years where appropriate – See Kingfishers LTP)

Autumn 1			Spring 1			Summer 1		
Comparison 1 More than, fewer than, same	Shape, space and measure 1 Explore and build	Pattern 1 Explore repeats	Pattern 2 – Join in with repeats	Shape, space and measure 2 – Explore position and space	Subitizing 2 – Show me 1, 2, 3	Counting 4 – Take and give 1, 2, 3	Shape, space and measure 4 – Match, talk, push and pull	Subitizing 3 – Talk about dots
Collect objects to compare amounts Make simple comparisons of amounts Look for collections of large and small amounts	Explore and play with shapes Show interest in simple differences between shapes Put shapes and blocks into position	Listen to repeats in songs and stories Start to join in with repeats Start to join in with repeats from stories	Join in with repeated actions in songs Join in with repeats in songs and stories Sing some refrains independently	Respond to simple language of position Arrange blocks in a chosen position Select shapes for a space	Copy fingers to show 1 Copy fingers to show 2 Copy fingers to show 3	Choose a group to count Take out 2 from a group Take out 3 from a group Give others 2 items Give others 3 items Count 3 objects with one-to-one correspondence	Match simple shapes Push some shapes and blocks together Make simple arrangements	Become familiar with dot patterns Say when there is 1 dot Say when there are 2 dots Say when there are 3 dots
Autumn 2			Spring 2			Summer 2		
Counting 1 Hear and say number names	Counting 2 Begin to order number names	Subitizing 1 I see 1, 2, 3	Counting 3 – Move and label 1, 2, 3	Shape, space and measure 3 – Explore position	Pattern 3 – Explore own first patterns	Comparison 2 – Compare and sort collections	Pattern 4 – Lead on own repeats	Shape, space and measure 5 – Starting to puzzle
Hear some number names Join in saying some number names Model saying number names in order	Model saying 1, 2 and 3 in play Copy the sequence of 1, 2 and 3 Copy fingers to represent 1, 2 and 3	Notice images in books Respond to "I see 1, 2, 3" Recognise "I see 1, 2, 3"	Make actions when saying counting words Move fingers when saying counting words Count out up to 3 objects from rhymes	Explore shape resources Explore more complex inset jigsaws Talk about simple positions	Explain simple pattern arrangements Make roads and bridges with intent Choose blocks to copy simple creations	Notice when two collections are the same Make collections of small objects the same Make collections of large objects the same Recognise two collections are the same using large and small objects	Join in fully with sequences and songs Sing rhymes independently Copy art-based simple patterns	Complete shape-match puzzles Complete simple jigsaws Match objects to pictures

Understanding the World including Computing

First-hand experiences help children investigate people, places, nature, culture, technology and change. Technology and computing are developed purposefully within this wider exploration.

Key Tasks Overview					
Autumn Term		Spring Term		Summer Term	
All About Me	Celebrations	Traditional Tales	Animals	Growing	People Who Help Us
Locational Knowledge	People and Communities,	Geographical Skills and Fieldwork	Seasonal changes and weather	Geographical Skills and Fieldwork	Seasonal changes and weather
Place Knowledge	Seasonal Changes	People and Communities,	Environmental Changes	Plants	Forces & How Things Work
Animals Including Humans	Their Families	Everyday Materials	Enquiry	People and Communities,	Significant people / events locally
Changes within living memory		Understanding the past through story		Chronology	

Geography Links		RE Links		
Locational Knowledge	Place Knowledge	Seasonal changes and weather	Geographical Skills and Fieldwork	People and Communities, including different religious and cultural communities
Name and locate areas around nursery and grounds and recognise features. Name the nursery and nursery group they belong to. Name the different areas in the nursery. Name some features in the nursery.	Explore and respond to different natural phenomena in their setting and on trips. Enjoy playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake. Begin to name some human and physical features, e.g. park, river, street, sea. Learn that they have similarities and differences that connect them to, and distinguish them from, others, e.g. similar and different	Observe the weather through first hand experiences. Name simple weather types, e.g. rain, snow, sun, wind. Know the difference between hot and cold, wet and dry	Describe what they see in their immediate school environment / local community using simple language, e.g. tree, house, shop, pond, river, road, flats, park. Begin to remember their way around familiar environments. Respond to some spatial and positional language. Explore how things look from different viewpoints including things that are near or far away.	Make connections between the features of their family and other families. Notice differences between people. In pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird.
Prompting Questions for deeper thinking				
Tell me, what are the important areas in our Nursery? Can you show me and tell me their names? What can you see in the outside area around our Nursery? Where do you visit with your parents / carer?	How many different places and uses for water can you name? ... (linked to Hey, Water!) Let me start ... shower... Tell me, what shall we put in our park? hat is your home like? Does everyone live in the same sort of house?	Let's go outside; what is the weather like today? what do we need to wear? Tell me, which of these clothes do we need for hot weather and which do we need for cold weather? Tell me, how do we get water? (linked to Hey, Water!)	What did you see on your way to school / in these photos? What can you see in the outside area around our nursery? Which photos do you recognise? Tell me about them.	Tell me about your family. What are you and your family doing in this photo? How are families the same? How can they be different? (looking at photos)
Key Vocabulary				
nursery, classroom, outside, toilets, cloakroom	park, shop, garage, road, same, different	rain, snow, sun, wind, wet, dry, hot, cold	field, playground, garden, trim trail, pond, shed	field, playground, garden, trim trail, pond, shed

History Links					
Changes within living memory	Their families	Understanding the past through story	Enquiry (interpretation, comparison, similarities and differences)	Chronology	Significant people / events locally
Show interest in photographs of themselves and other familiar people and objects. Begin to match adult and baby animals. Observe changes in the weather and in their environment.	Have a sense of own immediate family and relations and pets. In pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird. Notice differences between people	Learn about changes in living memory through stories about babies and young children.	Comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. Learn that they have similarities and differences that connect them to, and distinguish them from, others.	Retell a simple past event directly related to them in correct order, e.g., went on swings, hurt knee. Begin to anticipate times of the day such as mealtimes or home time. Begin to know the days of the week (e.g. through song) and the word today. Begin to understand some talk about the immediate past and future.	Enjoy playing with small world reconstructions, remembering and building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake. Talk about people who are significant in their lives. Know about one famous explorer (linked to structured story time).
Prompting Questions for deeper thinking					
Tell me, who is in this photo / what is happening here? Can you match the baby animals to their parents? Do they look the same? What has changed outside? What happened?	Tell me about your family. What are you and your family doing in this photo? How are families the same? How can they be different? (looking at photos)	Tell me, what do you know about xxx explorer? What is happening in this picture in the book? (Show First Heroes Explorer Book.) Let's read Nursery? Not today! How is Alby different from Rosa? How are you different from babies?	How are you the same / different from your friends? How is your family the same / different from your friend's family? What questions shall we ask each other about our homes / toys / families?	Can you tell me what happened? How did that make you feel? Tell me, what do you think we are going to do next (linked to familiar routines / visual timetables)? Can you remember what you did when you weren't at school (last night / at the weekend)?	Tell me, what do you know about xxx explorer? What is happening in this picture in the book? (Show My First Heroes Explorer book.) Who is this? (Show photo of significant person.) What do they do / help you with?
Key Vocabulary					
order, change(d), grow(th), season, die (plants)	family, same, different, pretend, sibling names, mum(my), dad(dy), brother, sister	baby, big, little, change, same, different	same, different, place, live	day, night, morning, afternoon, today, days of the week	baby, people, simple place names, e.g. garage, shop, farm

Science Links		Working Scientifically	Chemistry	Physics	Biology
Animals including Humans	Seasonal Changes	Everyday Materials	Environmental Changes	Plants	Forces & How Things Work
Talk about some of the things they have observed such as people and animals. Name facial features on humans and know what they have on their bodies, e.g. arms, legs, body, feet, toes, hands, fingers. Know how they are similar and different to their friends, e.g. eye colour / hair colour. Name some more familiar animals, e.g. farm and domestic animals. Name human and animal excretions, e.g. poo, wee, sick	Observe the weather through first hand experiences. Name simple weather types, e.g. rain, snow, sun, wind. Know the difference between hot and cold, wet and dry.	Talk about some of the things they have observed such as natural and found objects. Explore natural materials, indoors and outside. Manipulate and play with different materials, e.g. dough, shaving foam, sand.	Play with small world reconstructions, building on firsthand experiences of the natural world e.g. visiting farms, walking by a river or lake, visiting the seaside. Begin to understand that places are different and have different things in them.	Talk about some of the things they have observed such as plants / trees. Notice features of plants. Know that plants grow. Know that plants often grow in the ground or in pots.	Repeat actions that have an effect, e.g. splashing in water, handprints in sand, building and knocking over towers.
Prompting Questions for deeper thinking					
Tell me, which animal have you got there? Can you tell me about faces / your face? How is your face the same as / different from my face?	Let's go outside. What is the weather like today? What do we need to wear? Tell me, which of these clothes do we need for hot weather and which do we need for cold weather? Tell me, how do we get water?	Tell me, what have you used in your transient art / to make your model? What did you find outside? Can you tell me about it? How does the sand feel? What happens when we put water in the sand?	What is Oliver's Grandad's garden like? Have you got a garden / ever visited a garden? Who has been to the seaside / to a farm? What did you see there? What is our local park like?	What can you see on this plant? Can you spot plants and trees in our school / nursery? Where do plants usually grow? How do you know / show me? Where did Oliver's plants come from?	Tell me, what is happening to the sand? What happens when I drop the pebbles into the water? How tall can you make your tower before it falls over?
Key Vocabulary					
eyes, ears, nose, mouth, hair, arms, hands, fingers, legs, feet, toes, same, different, (some animal names), poo, wee, sick	rain, snow, sun, wind, wet, dry, hot, cold	wood (twigs / sticks), leaves, soil, dough,	garden, farm, seaside, park, river, lake	plant, tree, grass, leaves, twig / stick, ground, grow	splash, print, mark, build, knock down

Expressive Arts and Design including Music

Children explore, practise and refine ways to communicate ideas through art, design, imaginative play and music, using a broad range of materials, sounds and techniques

Expressive Art and Design					
Autumn Term		Spring Term		Summer Term	
All About Me	Celebrations	Traditional Tales	Animals	Growing	People Who Help Us
To be able to join in with dancing and ring games. To be able to respond to sound with body movement. To be able to show attention to sounds and music.	To know and identify percussion instruments e.g., drums, woodblocks, triangles, bells. To be able to begin to build an awareness of sound being loud or soft. To be able to explore their voices and enjoy making sounds.	To be able to achieve one or two lines from a familiar song. To be able to recognise rhythmic changes for skipping, marching, hopping, jumping.	To be able to begin to build up and act out a repertoire of different role play experiences e.g., shop, vet, doctors. To be able to s sounds by banging, shaking, tapping or blowing. To be able to explore sound through singing, movement and instrumental work.	To know an initial repertoire of simple songs. To be able to play a short percussion piece with a rhythmic feel. To be able to move to music with a rhythmic feel.	To be able to explore a range of sound-makers and instruments and play them in different ways

Link to Whole School Music Scheme

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
This is Me	Let's Be Friends	I've Got Feelings	Animal Tea Party	Let's Jam!	Travel and Movement

Using voices	Playing Instruments	Listening and Concentrating	Experimenting with sound	Response, discussion and evaluation	Dance using simple movement patterns.	Adapt, create and sustain a range of roles	Improvise, devise and script drama
Explore their voices and enjoy making sounds. Join in with songs and rhymes, making some sounds. Enjoy and take part in action songs, such as Twinkle, Twinkle Little Star	Make rhythmical and repetitive sounds. Explore a range of sound makers and instruments and play them in different ways. Explore loud and quiet.	Show interest in playing with and joining in with sounds, songs and rhymes. Pay attention to sounds and music.	Make rhythmical and repetitive sounds. Experiment with voice sounds. Explore the sounds things make in their environment, e.g. twigs on railings.	Begin to describe sounds and music imaginatively, e.g. scary music. Respond emotionally and physically to music when it changes, using their bodies and facial expressions.	Create movement in response to music. Use movement to express feelings.	Notice what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously. Talk about different characters they know. Begin to take part in simple pretend play, e.g. family members in domestic role play.	Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to their ear and pretends it's a phone. Enact some experiences from home, e.g. making food in role play / mud kitchen. Begin to assign imaginative meaning to their small world play.

Prompting Questions for deeper thinking							
How many different sounds can you make with your voice? What would be a good sound to use here? What actions can you think of to go with this song?	How many ways can you show me to play this instrument? Can you tell me about the different sounds this instrument can make? Can you show me how to play loudly / quietly?	Tell me, which sounds can you hear in our classroom / outside today? What is your favourite sound in our song / story today?	Tell me, which sounds can you hear in our classroom / outside today? What different sounds can you make with the xxx on the xxx? Can you use your voice to make a sound like a ...?	What does this music sound like? Why do you like this music? Show me how you feel about this music using your body / face.	What movement can we do to show what is happening in this music / song / action song? How can we move our bodies to show that we are sad / happy / angry / excited?	Tell me, what do you know about xxx? Who do you like best: Humpty Dumpty or Incy Wincy Spider? Why? What shall we have for breakfast today (role play)? How shall we make it?	Can you lay the table? What are you making for dinner? Can I help? What shall I do? Tell me ... what is this here? (point) Tell me ... what is happening in this part?
Key Vocabulary							
voice, song, sing, sound, action	loud, quiet, bang, tap, shake	sound, music, listen, hear (and simple words to describe sounds: bang, tap, shake, loud, quiet)	shake, tap, ring, bang, explore	loud, quiet, scary, happy, fast, slow	stop, move, listen, actions, music	notice, copy, talk, pretend	pretend, listen, tell, built, made

Suggested 2 Year Old Focus Texts (not exhaustive)

				
				