



2YO Nursery Curriculum Map 2024/2025

	Autumn	Spring	Summer
Communication & Language	<p align="center">All About Me Autumn</p> <p>Listening and Attention/Understanding/Speaking 'Give Me 5' Nativity (oracy/performance) Every Child a Talker Daily Talking Hot Spots Tiered Vocabulary Listening and joining in with super simple songs (this is me) Talking about different concepts e.g. who's taller/bigger Discussing facial features, creating discussions and similarities</p> <p>Reading Questioning Finger Rhymes Talking Time Activities 'Over and Over' Reading Project Non-fiction work – instructions Listen to stories with increasing attention and recall Understand that print carries meaning Introduction of our 'Sharing Library'</p>	<p align="center">Nursery Rhymes Our World</p> <p>Listening and Attention/Understanding/Speaking Give Me 5' Verbal recounts of a visit they have made or from a visitor Talk about our favourite nursery rhymes and why Share interests and favourites in a group Encourage children to speak during circle time Talk about learning new rhymes and introduce them to the children Talk about different places they have been in the world Talk about other cultures around the world and similarities and difference between Whinney Banks and other places in the world</p> <p>Reading Introduce maps of the world for exploration Finger Rhymes Creating curiosity</p>	<p align="center">My Garden People Who Help Us</p> <p>Listening and Attention, Understanding/Speaking Expressing Opinion To talk about the effects of our mark making To introduce bug sounds game to encourage participation and listening skills To discuss people who help us and there profession Creating curiosity Talk about their gardens and what they have growing Talk about any children who help parents or grandparents to grow things in the garden – what do you grow? Talk about different places they have been in the world Look at how they got there, why they went Talk about other cultures around the world and similarities and difference</p>

Retell stories that are familiar such as favourites and stories that include rhymes

Writing
 Opportunities for mark making activities, patterns, in sand, in shaving foam, with chalk, with paint, on large paper and mark making assessment
 ‘Squiggle Whilst you Wiggle’
 Self-portrait and name writing assessment
 Mark making in a card for someone special, showing preference for dominant hand
 Mark making on facial features

Stories
 My Mum
 My Dad
 Ten little fingers ten little toes
 Autumn
 The leaf thief
 Were going on a bear hunt
Wind the bobbin up

You’re not so scary Sid!
 Whatever next
 Sharing a shell
 Shark in the park
 Little red riding hood
 The crunching munching caterpillar
 Bing and the toilet train
 Spot bakes cakes
 Fox’s socks
Row Row Row Your Boat

Non-Fiction
 Autumn
 Easter Story

Retell stories that are familiar such as favourites and stories that include rhymes
 Story bags – children to take turns to take the bag
 Non-fiction work related to colour and rhyme
 Retell a familiar story orally
 Sequencing – beginning, middle and end of stories
 Sharing library
 ‘Over & Over Reading Project’

Writing
 ‘Squiggle Whilst you Wiggle’
 Mark Making Activities
 Opportunities for mark making
 Enjoys the sensory experience of making marks
 Exploring with mark making on planet templates

Stories

Goldilocks and the three bears
 The three little pigs
 The Gingerbread Man
 The Gruffalo
 The Toothbrushing Badge
 Meg and Mog
 Incy Wincey Spider
 The Very Lazy Ldybird

The wheels on the Bus

Dear Zoo
 Busters Farm
 Commotion in the ocean
 Roaring Rockets

between Whinney Banks and other places in the world

Reading
 Continuing to learn four Nursery Rhymes by heart to perform to our nursery classes
 Introduce children to ‘Talk About Books’
 Re-telling a familiar story
 Sharing Library
 Over and over story time

Writing
 ‘Squiggle Whilst you Wiggle’
 Mark making activities
 Name writing (dot 2 dot)
 Pencil control fruit activity sheets to encourage writing skills and show preference to dominant hand
 To encourage drawing and writing on paper, and also different textures such as leaves or sand

Stories
 The Very Quiet Cricket
 The Runaway Pea
 Olivers Fruit salad
 A New House For Mouse
 When Im Feeling Loved
 My Little Star
 Two Hungry Bears
 Home Sweet Home

Round and Round The Garden

PC Polly
 Nurse Nancy
 This Bus Is For Us

		<p>Never touch a sleeping lion Count with little fish On the go</p> <p>Miss Polly Had a Dolly</p> <p>Non-Fiction</p> <p>Our World</p>	<p>I Forgot To Say I love You Play Jokes With Cheeky Monkey Never Touch The Monsters Tiger I Want My Mum</p> <p>1,2,3,4,5 Once I Caught A Fish Alive</p> <p>Non-Fiction – A Year on the Farm My Mosque My Garden Vegetables</p>
Maths	<p>Number Daily counting Counting Songs Compare changes in numbers using ‘more’, ‘lots’ or ‘same’ Says number sequences Beginning to count on fingers Find 2 and 3 objects from a group Counting fingers and toes</p> <p>Numerical Patterns Explore spaces Beginning to arrange items in their own patterns, lining up toys Enjoys filling and emptying containers Explores puzzles Compare objects linked to shapes Create simple patterns Anticipates repeated patterns Begin to understand immediate past and future Explore their immediate environment Positional language</p>	<p>Number Compares small groups of up to 5 objects and saying when they have the same Recite numbers from 0-10 and backwards 10-0 Explore counting numbers Subitising numbers under 5 In counting identify the total number Split numbers into smaller groups Explore one before a given number Planets count along song To encourage counting word behaviour</p> <p>Numerical Patterns Begin to select shapes for a purpose Explore spaces Positional and directional language Explores objects from different viewpoints Explores objects that are near or far away Creates with shapes Begins to use language related to shape Explores different shapes in the environment</p>	<p>Number Compares small groups of up to 5 objects and saying when they have the same Active counting from 1-5 then 1-10 Begin to recognise numerals 1-5 and beyond Shows finger numbers to 5 (and beyond) Links numerals with amounts up to 5 Explores mark making to represent amounts and numerals Splits a group of objects into different ways Explore Counting Numbers Counting various fruits and vegetable and categorising them To encourage counting behaviour using words like lots or more</p> <p>Numerical Patterns Moves and rotates objects to create shape pictures Creates with 2D and 3D shapes</p>

	<p>Make simple constructions Predict what comes next in patterns Compare size, length, weight and capacity Explores routines such as mealtimes and home time</p>	<p>Talk about space and the different shapes and colours and patterns Create own patterns (planets) Explores special awareness of familiar routes Responds to spatial & positional language Creates simple repeating patterns Finds longer, shorter, heavier or lighter and 'more'/'less' Compares size, lengths, weights, capacity</p>	<p>Creates enclosed space with 2D and 3D shapes Joins in with simple patterns Create patterns using symmetry to create butterfly's and flowers Talk about the different shapes and textures found on different flowers, petals and butterfly's Creates simple repeating patterns</p>
<p>Understanding of the world</p>	<p>People and Communities Ourselves - similarities and differences Family – members, who is in my family, who is special to me and why All about me and looking at similarities and differences Body parts and faces To recognise key people in there lives Interested in photographs of themselves and other familiar people People who are special to us Diwali – Hindu festival of light Christmas – Christian festival Comparing 'ourselves' and other communities around the world Experiences –Nativity</p> <p>The World Ourselves – where do we live, planet earth, the world, United Kingdom, Middlesbrough, local environment, street name. Our school environment – nursery environment outdoor area, small hall Where we live Who is in my family Comparing themselves and babies and now. Seasonal changes – looking at colours, leaves, trees, conkers, apples, plums, pears, brambles</p>	<p>People and Communities Chinese New Year – Chinese cultural festival Mother's Day – traditions Easter – Christian festivals Holi – Hindu festival Look at the characters in our chosen Nursery Rhymes Rhymes Talk about the jobs of the different people in our community and how they help us</p> <p>The World Look at some different Nursery Rhymes from other cultures Seasonal changes Plan to have some visitors into school to share what they do and how they help our children and families through their jobs How people help others around the world Similarities and differences of places in the world which are different from Middlesbrough or the United Kingdom Circle time – share travel experiences, similarities and differences Weather and maps Discussion about places we have visited</p> <p>Technology ICT – media project – using a camera Photo simple</p>	<p>People and Communities People from different countries Eid – Muslim festival Father's Day – traditions</p> <p>The World Looking in the garden – what can you find How do plants grow What do plants need to help them to grow People who help us Looking at the jobs of key people who help us in the community Looking at how people help us in the night time and in the daytime.</p> <p>Technology ICT – Ipad Logging on skills</p>

	<p>Weather Experiences – autumn walks, baking with autumnal fruits</p> <p>Technology Shows an interest with toys and buttons, flaps and simple mechanisms and begins to learn to operate them ICT – learn parts of the computer – keyboard, mouse and monitor Use the iPad safely – model applications Model use of ICT equipment in areas Online safety</p> <p>Science Ourselves - body parts / facial feature Comparison – looking at similarities and differences</p> <p>Visitor and Visits Special Seasonal Visitor Groovy Christmas Party</p>	<p>Online safety Seeks to acquire basic skills with ICT equipment</p> <p>Science Science experiments – using shaving foam and glitter to create sparkly night skies Experimenting with ice play Looking at how we can carry water from one space to another without spilling it Floating and sinking Children to work together to build a structure</p> <p>Visitor and Visits A farmer A gardener</p>	<p>Knows information can be retrieved from technological devices and the internet. Online safety</p> <p>Visitor and Visits Parents/grandparents to help the children to develop/grow some plants in the outdoor area</p> <p>Police Officers Fire Officers RNLI Paramedics</p>
<p>Physical Development</p>	<p>Physical Development What do different parts of the body do? To mirror and improvise actions such as clapping, waving, Shows interest, dances and sings to music, rhymes and songs, imitating the movements and anticipating actions Movement – different ways to move Healthy movers – a variety of movement and balance activities Action and movement songs 'Squiggle Whilst you Wiggle' Fine motor and nimble fingers activities Nativity Performance</p> <p>Health and Self-care Managing own personal needs and hygiene</p>	<p>Physical Development Dance Ball Skills 'Squiggle Whilst you Wiggle' Fine motor skill opportunities Encourage participation for mark making experiences such as foam, dough, ice, pasta</p> <p>Health and Self-care Managing own personal needs Children to continue to be independent at dressing with support Tooth Brushing Hand washing Nose Blowing Station Good hygiene Snack time</p>	<p>Physical Development Athletics Team games 'Squiggle Whilst you Wiggle' Fine motor skill opportunities Enjoy the sensory experience of mud, wet and dry to explore the garden To try new textures and tastes during a fruit tasting session To create fruit kebabs for fruit tasting</p> <p>Health and Self-care Managing own personal needs Tooth Brushing Good hygiene Hand washing Nose Blowing Station</p>

	<p>Hand washing Nose blowing Station Children to become independent at dressing with support, coats on Tooth Brushing Snack time – sharing healthy snacks</p>		<p>Understands the effects of activity on their bodies</p>
PSED	<p>Making Relationships Talk about right and wrong choices and consequences 'Give Me 5' – good listening rules Getting to know each other Snack time routines Modelling the areas in the setting Modelling tidying up – where do our things go when we have finished with them Sense of Self Is aware and interested in their own and others physical characteristics, pointing to and naming features such as eyes, nose and mouth Puppets within circle time (Pickle) Learning own name Talk about ourselves Developing independence Understanding Emotions Emotions Box- looking at different emotions linked to different to situations Emotion matching game Zones of Regulation Use comfort and familiar others, routines and boundaries Systems and Rules Settling in Feelings Give Me 5 Rule Circle time rules Outdoor safety area rules Sharing</p>	<p>Making Relationships Talk about right and wrong choices and consequences 'Give Me 5' – good listening rules Getting to know each other Snack time routines Lunchtime routines Modelling the areas in the setting Modelling tidying up – where do our things go when we have finished with them Sense of Self Puppets within circle time, discussing emotions Learning own name Talk about ourselves Developing independence Recognising key persons in our life Understanding Emotions Emotions Box- looking at different emotions linked to different to situations Emotion matching game Zones of Regulation Use comfort and familiar others, routines and boundaries Systems and Rules Being a good friend Sharing fair/sharing Give Me 5 Rule Circle time rules Outdoor safety area rules Sharing</p>	<p>Making Relationships Talk about right and wrong choices and consequences 'Give Me 5' – good listening rules Getting to know each other Snack time routines Lunchtime routines Modelling the areas in the setting Modelling tidying up – where do our things go when we have finished with them Sense of Self Puppets within circle time discussing emotions Learning own name Talk about ourselves Developing independence Recognising key persons in our life Understanding Emotions Emotions Box- looking at different emotions linked to different to situations Emotion matching game Zones of Regulation Use comfort and familiar others, routines and boundaries Systems and Rules Teamwork Ready for moving to nursery Give Me 5 Rule</p>

	<p>RE (special people, special stories, religious buildings, festivals and special times) Diwali Festival – looking at the traditions, religion, location in the world where people celebrate Diwali, physical features, foods Christmas Festival – looking at traditions, religion, location of key experiences, physical features, food, Nativity story/performance</p>	<p>RE (special people, special stories, religious buildings, festivals and special times) Chinese New Year – looking the story of Chinese New Year, traditions, foods, physical features, where in the world Festival of Holi – looking at traditions, Hinduism, India, physical features, foods, comparison of other festivals in other religions Easter – looking at traditions, Christianity, England, foods</p>	<p>Circle time rules Outdoor safety area rules Sharing RE (special people, special stories, religious buildings, festivals and special times) Festival of Ramadan – traditions, physical features Festival of Eid – comparison with other religious traditions, Islam, special place, food</p>
<p>Expressive arts and design</p>	<p>Exploring and using media and materials Develop the children's independent learning within the creative areas Develop paint skills – powder, watercolour, poster, finger To use different recourse to make patterns on paper, apple printing, corn rolling Play dough – children to make play dough on a regular basis (bags containing different elements for the children to add (leaves, conkers, acorns)) Baking – children to develop their baking skills on a regular basis Scissor skills Observational drawing of themselves and then painting a self-portrait. Decorating leaves for Autumn Draw their faces after looking on the mirror to see their facial features Creating faces using cut outs of features Look at different textures – bark rubbings, leaf rubbing, leaf printing Outdoor creative activities, weaving, chalking, painting, drawing, rubbings Construction with a variety of different resources using tools for a purpose</p>	<p>Exploring and using media and materials Independent creative areas indoor weaving and threading Basic food technology skills – spreading etc. Paint skills – powder, watercolour, poster paint, finger, etc. Make a paper sculpture of a planet The children will use a variety of fine motor skills to develop their rolling, folding, spiralling, twisting skills to create a relief sculpture. The Children will continue to develop their hand eye coordination and fine motor skills to use a needle to thread a pattern onto a planet template Use 3D and 2D structures to explore and create To explore colour mixing to create alternative colours and patterns</p> <p>Being Imaginative and Expressive Use music resources for a singing and music session Stage singing Role play using planned resources</p>	<p>Exploring and using media and materials Independent creative areas Paint skills – powder, watercolour, poster paint, finger, etc. Observational painting of flowers, plants and vegetables Use of creative area ongoing Scissor Skills Outdoor crafts, use the outdoor garden to explore nature Research different types of structures e.g. castles/ houses.</p> <p>Being Imaginative and Expressive Role Play Builds up stories from past experiences</p>

	<p>Being Imaginative and Expressive Actions songs Portrait compositions using different materials, natural and manmade Action songs and movement songs Nativity songs/Christmas songs Learning songs Model use of the musical instruments with the children Tapping out our names (syllables) Beat Baby – Ros Bayley Model the role play areas with the children De-constructed role play area to use resources to create their own narrative within their play Build up stories from past experiences</p>	<p>Builds up stories from past experiences Uses resources to create their own narrative within their play To use every day objects to encourage exploration of our world, use maps and research to look at new and familiar surroundings As a group to go on a “Bear Hunt” in the outdoor classroom, promoting, creativity, exploration and nature</p>	<p>Uses resources to create their own narrative within their play Role play bug areas To use everyday objects to encourage exploration of our world, use maps and research to look at new and familiar surroundings To use our imaginations during a visit to the outdoor classroom, to explore the “woods” talking about senses, smells, emotions Model use of the musical instruments with the children</p>
	<p>Parental Involvement Sharing Library introduction Pre-Phonics sharing session Reading sharing session (Book Day) Christmas Nativity / Songs Newsletter</p>	<p>Parental Involvement Sharing Library Parent Event Easter Bingo Egg Competition Newsletter</p>	<p>Parental Involvement Parent Event EYFS Celebration Nursery Graduation</p>