



## 2YO Nursery Curriculum Map 2024/2025

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Communication &amp; Language</b>	<p style="text-align: center;"><b>All About Me Autumn</b></p> <p><b>Listening and Attention/Understanding/Speaking</b>            ‘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><b>Reading</b>            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 style="text-align: center;"><b>Traditional Tales and Nursery Rhymes Our World</b></p> <p><b>Listening and Attention/Understanding/Speaking</b>            Give Me 5’            Verbal recounts of an experience or visit they have done at home            Talk about our favourite nursery rhymes            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 traditional tales with the children            Children to make a choice about their favourite traditional tale            Talk about other cultures around the world and similarities and difference between Whinney Banks and other places in the world            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 between</p>	<p style="text-align: center;"><b>My Garden People Who Help Us</b></p> <p><b>Listening and Attention, Understanding/Speaking</b>            Expressing Opinion using smiley face/sad face            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 their profession            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 the different jobs people do            Talk about the uniforms and apparatus they use</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

Whinney Banks and other places in the world

### **Reading**

Introduce maps of the world for exploration  
Finger Rhymes

Creating curiosity – table

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

Role play and singing masks for the children to use

Retell a familiar story orally using the masks

Sequencing – beginning, middle and end of stories

Sharing library

Story for a Story – voting for their favourite story - democracy

### **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 Ladybird

***The wheels on the Bus***

### **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 using props  
Sharing Library

Story for a Story – voting - democracy

### **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

Oliver’s Fruit salad

A New House for Mouse

When I’m 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

I Forgot to Say I love You

Play Jokes with Cheeky Monkey

		<p>Dear Zoo  Busters Farm  Commotion in the ocean  Where's Spot?  Roaring Rockets  Never touch a sleeping lion  Count with little fish  On the go  <b>Miss Polly Had a Dolly</b></p> <p><b>Non-Fiction</b>  Our World</p>	<p>Never Touch the Monsters  Tiger  I Want My Mum  <b>1,2,3,4,5 Once I Caught A Fish Alive</b></p> <p><b>Non-Fiction –</b>  A Year on the Farm  My Mosque  My Garden  Vegetables</p>
<b>Maths</b>	<p><b>Number</b>  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><b>Numerical Patterns</b>  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  Make simple constructions  Predict what comes next in patterns</p>	<p><b>Number</b>  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 1 and 2  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><b>Numerical Patterns</b>  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  Talk about space and the different shapes and colours and patterns  Create own patterns (planets)</p>	<p><b>Number</b>  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><b>Numerical Patterns</b>  Moves and rotates objects to create shape pictures  Creates with 2D and 3D shapes  Creates enclosed space with 2D and 3D shapes</p>

	<p>Compare size, length, weight and capacity Explores routines such as mealtimes and home time</p>	<p>Explores special awareness of familiar routes Responds to spatial &amp; positional language Creates simple repeating patterns Finds longer, shorter, heavier or lighter and 'more'/'less' Compares size, lengths, weights, capacity</p>	<p>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><b>Understanding of the world</b></p>	<p><b>People and Communities</b> 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><b>The World</b> 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 Weather</p>	<p><b>People and Communities</b> Lunar New Year – Cultural festival Mother's Day – traditions Easter – Christian festivals Holi – Hindu festival Look at the characters in our chosen Nursery Rhymes</p> <p><b>The World</b> Look at some different Nursery Rhymes from other cultures Seasonal changes 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><b>Technology</b> ICT – media project – using a camera Photo simple Online safety Seeks to acquire basic skills with ICT equipment Science experiments – using shaving foam and glitter to create sparkly night skies Experimenting with ice play</p>	<p><b>People and Communities</b> People from different countries Eid – Muslim festival Father's Day – traditions Talk about the jobs of the different people in our community and how they help us Plan to have some visitors into school to share what they do and how they help our children and families through their jobs</p> <p><b>The World</b> 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>Experiences – autumn walks, baking with autumnal fruits</p> <p><b>Technology</b> 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><b>Science</b> Ourselves - body parts / facial feature Comparison – looking at similarities and differences</p> <p><b>Visitor and Visits</b> Special Seasonal Visitor Groovy Christmas Party</p>	<p>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><b>Visitor and Visits</b> Staff to read/share their favourite nursery rhyme/ childhood song with the children.</p> <p>Science Ambassadors to demonstrate some science experiments</p>	<p><b>Technology</b> ICT – Ipad Online safety</p> <p><b>Visitor and Visits</b> Parents/grandparents to help the children to develop/grow some plants in the outdoor area A farmer A gardener Police Officers Fire Officers RNLI Paramedics</p>
<p><b>Physical Development</b></p>	<p><b>Physical Development</b> 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><b>Health and Self-care</b> Managing own personal needs and hygiene Hand washing</p>	<p><b>Physical Development</b> 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><b>Health and Self-care</b> Managing own personal needs Children to continue to be independent at dressing with support Tooth Brushing Hand washing Good hygiene Snack time</p>	<p><b>Physical Development</b> 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><b>Health and Self-care</b> Managing own personal needs Tooth Brushing Good hygiene Hand washing Understands the effects of activity on their bodies</p>

	<p>Nose blowing Station  Children to become independent at dressing with support, coats on  Tooth Brushing  Snack time – sharing healthy snacks</p>		
<b>PSED</b>	<p><b>Making Relationships</b>  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</p> <p><b>Sense of Self</b>  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</p> <p><b>Understanding Emotions</b>  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</p> <p><b>Systems and Rules</b>  Settling in  Feelings  Give Me 5 Rule  Circle time rules  Outdoor safety area rules  Sharing</p>	<p><b>Making Relationships</b>  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</p> <p><b>Sense of Self</b>  Emotion masks within circle time, discussing emotions  Talk about ourselves  Developing independence  Recognising key persons in our life</p> <p><b>Understanding Emotions</b>  Emotion masks  Zones of Regulation  Use comfort and familiar others, routines and boundaries</p> <p><b>Systems and Rules</b>  Being a good friend  Sharing fair/sharing  Give Me 5 Rule  Circle time rules  Outdoor safety area rules  Sharing</p> <p><b>RE (special people, special stories, religious buildings, festivals and special times)</b></p>	<p><b>Making Relationships</b>  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</p> <p><b>Sense of Self</b>  Emotion masks within circle time discussing emotions  Learning own name  Talk about ourselves  Developing independence  Recognising key persons in our life</p> <p><b>Understanding Emotions</b>  Emotions Masks - looking at different emotions linked to different to situations  Emotion matching game  Zones of Regulation  Use comfort and familiar others, routines and boundaries</p> <p><b>Systems and Rules</b>  Teamwork  Ready for moving to Nursery  Give Me 5 Rule  Circle time rules  Outdoor safety area rules</p>

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

	<p><b>Being Imaginative and Expressive</b>  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>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><b>Parental Involvement</b>  Sharing Library introduction  Pre-Phonics sharing session  Reading sharing session (Book Day)  Christmas Nativity / Songs  Newsletter</p>	<p><b>Parental Involvement</b>  Sharing Library  Parent Event  Easter Bingo  Egg Competition  Newsletter</p>	<p><b>Parental Involvement</b>  Parent Event  EYFS Celebration</p>