Bishop Martin C.E Primary School

Nursery 2-Year-old Curriculum 2026/27

2 – 3-Year-Old Curriculum	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes NB: *These themes may be adapted at various points to allow for children's interests*	**All about me** My family and me My senses Hopes and dreams School Values Autumn/Harvest	**Night and day** Seasonal changes Exploring Colour & Light Celebrating Togetherness Bonfire Night Christmas	**People who help** Animals Near and Far Storytelling & Imaginative Play Exploring Forests & Nature Construction & Building Chinese New Year	Houses and homes Exploring what seeds need to grow Observing how flowers or vegetables grow and change shape or colour Life cycles	Plants mini beasts and their habitats Farm and jungle animals Animal movements and sounds Outdoor exploration and bug hunting	**animals** World cultures and traditions Holiday and travel role play Moving on and transition
'Wow' moments / Enrichment and Parental Involvement	Autumn Walk Harvest Time Birthdays Favourite Songs and Rhymes Stay and Play session Seesaw	Guy Fawkes / Bonfire Night Remembrance Day Christmas / Nativity Christmas Crafts Parent update stay and play – Key Person Led Seesaw	Chinese New Year Enchanted Forest Walk Giant's Footprints Story Tent or Den New children visits/stay and play Parent update stay and play – Key Person Led Seesaw	Mother's Day Shrove Tuesday World Book Day Easter Bonnet Parade Easter stay and play Seesaw	Creepy Crawlie Roadshow Before and After Pictures Planting Seeds Butterfly experience When I grow up stay and play Seesaw	Nature walks Music from Many Lands Airport Role Play Area Sports Day End of Year Reports Seesaw
Assessment opportunities	In-house - Baseline data on entry WellComm EYFS team meetings	On going assessments Pupil progress meetings Parents evening EYFS team meetings End of term Assessments	In-house - Baseline data on entry (New starters) EYFS team meetings WellComm Phase meeting and internal moderations	On going assessments Pupil progress meetings Parents evening info EYFS team meetings End of term Assessments	On going assessments Cluster moderation WellComm EYFS team meetings	On going assessments Pupil progress meetings End of Year Reports EYFS team meetings Exit F1 data
British Values These will mirror the principles and values of our school & our Guiding Light curriculum.	**We Are All Special (Mutual Respect)** We are all different and that's okay We are kind to our friends We listen to each other We share and take turns .	**We Are All Welcome (Tolerance)** People are different and that's good We can learn about each other We are kind to everyone Everyone can play	**We Follow Our Rules (Rule of Law)** We have rules to keep us safe We use kind hands and kind words We listen to our teachers We tidy up and help	**I Can Choose (Individual Liberty)** I can choose what to play I can try new things I can say how I feel I am important	**We Listen and Share (Democracy)** We take turns to talk We listen to our friends We can choose together Everyone's voice matters	**Our Nursery Values** We are kind We are helpful We are respectful We play together

2 – 3-Year-Old Curriculum	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	**All about me**	**Night and day**	**People who help**	**Houses and homes**	**Plants**	**Animals**



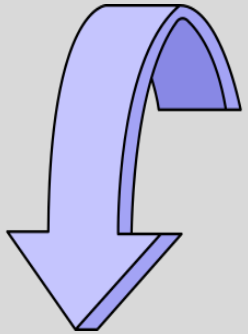
Characteris[redacted]of Effective Learning

Characteristics of Effective Learning

Playing and exploring: - Children investigate and experience different things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.



Over Arching Principles

Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.

Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

PLAY: We understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore we are proud that our EYFS setting has an underlying ethos of 'Learning through play.' PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships , set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'. EYFS Team

We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.

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General Themes	**All about me**	**Night and day**	**People who help**	**Houses and homes**	**Plants**	**Animals**

Our Guiding LIGHT Curriculum

Our Christian Values:
Trust, Respect, Kindness, Hope with Love at the heart.

Our Guiding Light Curriculum has been designed through the National Curriculum and by collaboration between all stakeholders at Bishop Martin C of E Primary School. At Bishop Martin we intend to provide a broad and balanced curriculum that meets the needs of all pupils, regardless of ability or background.

Our Curriculum Philosophy is rooted in the Bible verse from the book of Matthew.
'Let Your Light Shine Before Others So They May See Your Good Deeds' (Matthew 5.16)

We strive to provide a curriculum that is underpinned by our Christian Values, which are embedded in the life and work of our school, and to allow all our children to *'Let their Light Shine'.*

Key Principles:

Lifelong Learning - Encouraging curiosity and a lifelong long for learning that extends beyond the classroom, inspiring students to explore, ask questions, and seek knowledge wherever they go.

Inclusive - Ensuring that every student, regardless of background, ability or interest, has the support and opportunities they needs to succeed, thrive and reach their full potential.

Great Expectations - Providing well-sequenced subjects that are progressive in knowledge and include rich vocabulary, concepts and skills to enable the children to know and remember more.

Holistic - Offering a spiritual dimension, nurtured alongside the academic and emotional needs of all children. Guiding children to make sense of the world and develop their faith and values.

Thought-provoking - Providing innovative and engaging teaching methods and experiences that are purposeful and inspire students to think critically and creatively and independently.

2 – 3-Year-Old Curriculum	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	**All about me**	**Night and day**	**People who help**	**Houses and homes**	**Plants**	**Animals**
Communication and Language Talk to parents about what language they speak at home, bring some key words into provision and celebrate multilingualism	The development of children's spoken language underpins all seven areas of learning and development. Children's **back-and-forth interactions** from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a **language-rich environment** is crucial. By commenting on what children are interested in or doing, and echoing back what they say with **new vocabulary added**, practitioners will build children's language effectively. **Reading frequently to children,** and **engaging them actively in stories**, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and **embed new words in a range of contexts**, will give children the opportunity to thrive. Through **conversation, story-telling and role play**, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using **a rich range of vocabulary** and **language structures**.					
Whole EYFS Focus – Communication & Language is developed throughout the year through high quality interactions, daily group discussions, PSHE times, stories, singing, speech and language interventions, worship and celebrations. Daily story time using high quality texts (from the EYFS High Quality Texts) **Progression Overview** Across the year, you're moving from: Single words → short sentences Parallel play → interactive play 1-step → 2–3 step understanding Short attention → sustained engagement	**Listening, Attention & Understanding** Settles into familiar routines with adult support Listens briefly to familiar adults during play Shifts attention when prompted (e.g. name called) Begins to understand simple, familiar instructions (e.g. "come here", "sit down") **Speaking** Uses single words or gestures to communicate needs Begins to copy familiar words and sounds Names familiar people or objects Uses vocalisations during play (e.g. animal sounds)	**Listening, Attention & Understanding** Listens to simple stories or songs for short periods Responds to simple instructions without gesture support Recognises familiar words in context (e.g. coat, snack) Begins to attend to more than one thing at a time (briefly) **Speaking** Begins to combine 2 words (e.g. "more juice", "mummy go") Uses words to express wants and needs more consistently Attempts to repeat phrases from songs or stories Vocabulary begins to grow (especially nouns)	**Listening, Attention & Understanding** Understands simple "who/what" questions Listens with interest to familiar stories and rhymes Follows simple two-part instructions (e.g. "get your coat and come here") Shows understanding through actions (e.g. pointing, fetching) **Speaking** Uses 2–3 word phrases regularly Begins to use pronouns (e.g. me, mine) Names familiar objects and people more confidently Speech becoming clearer to familiar adults	**Listening, Attention & Understanding** Understands more detailed language (e.g. *"get your coat from the peg and bring it here"*) Begins to understand simple concepts more securely (in/on, big/little) Responds appropriately to "who, what, where" questions Shows understanding without needing gestures or prompts **Speaking** Uses 3-word phrases more consistently. Begins to use simple sentence structures Starts to comment on what they are doing or seeing Uses language for a wider range of purposes:, requesting , commenting, protesting.	**Listening, Attention & Understanding** Listens to simple stories with increasing focus Understands "who, what, where" questions more consistently Can follow instructions without gesture support Shows understanding through actions and responses **Speaking** Uses 3–4 word sentences more regularly Begins simple conversations (back-and-forth exchanges) Talks about familiar events (e.g. home, experiences) Uses a wider range of vocabulary	**Listening, Attention & Understanding** Listens and responds in a group situation Understands more complex instructions ("put the cup on the table and come here")Understands a broad range of everyday vocabulary Engages in sustained attention for preferred activities **Speaking** Speaks in longer phrases and simple sentences Can be understood by familiar adults most of the time Uses language to explain, request, describe Begins to retell simple experiences

2 – 3-Year-Old Curriculum	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	**All about me**	**Night and day**	**People who help**	**Houses and homes**	**Plants**	**Animals**
Personal, Social and Emotional Development	Children's personal, social and emotional development (PSED) is **crucial for children to lead healthy and happy lives** and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that **shape their social world**. Strong, warm and supportive relationships with adults enable children to learn how to **understand their own feelings and those of others**. Children should be supported to **manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist** and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will **learn how to look after their bodies, including healthy eating**, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which **children can achieve at school and in later life.**					
	Self-Regulation Settling into nursery routines with adult support Developing shared attention for short periods Beginning to respond to name **Managing Self** Communicating basic needs through gestures, sounds, or single words (e.g. drink, toilet) Beginning to understand routine language (e.g. "wash hands", "sit down") **Building Relationships** Forming attachments to key adults Tolerating other children in close proximity Engaging in simple interaction games (e.g. peekaboo)	**Self-Regulation** Increasing attention in short adult-led activities Beginning to follow simple instructions **Managing Self** Using single words/gestures more consistently to express needs, including toileting Beginning to recognise and respond to own basic needs (e.g. hunger, discomfort) **Building Relationships** Showing interest in peers Seeking attention from adults and children Beginning to engage in simple back-and-forth interactions	**Self-Regulation** Maintaining attention for slightly longer with support Beginning to understand simple boundaries (e.g. "stop", "wait") **Managing Self** Using single words to label needs, objects, and familiar people Beginning to show awareness of feelings (e.g. happy, upset) Showing early awareness of toileting routines **Building Relationships** Initiating interaction with peers (verbally or non-verbally) Beginning to take turns with adult support Copying actions and words from others	**Self-Regulation:** Beginning to shift attention between activities with adult support Following familiar instructions more independently **Managing Self** Beginning to combine two words to express needs (e.g. "want drink", "my turn") Beginning to talk about feelings with support (e.g. "sad", "happy") Increasing participation in toileting routines with adult guidance **Building Relationships** Engaging in simple shared play Beginning to develop early friendships (showing preference for familiar peers) Using communication more than physical actions to gain attention	**Self-Regulation** Sustaining attention for longer in familiar activities Following simple two-step instructions **Managing Self** Using simple phrases to express needs, feelings, and preferences Beginning to talk about own experiences Increasing independence in toileting with prompts **Building Relationships** Taking turns with increasing independence Engaging in longer interactions with peers and adults Beginning to understand others' feelings with adult support .	**Self-Regulation** Maintaining focus in both adult-led and child-initiated activities Managing transitions with reduced adult support **Managing Self** Using a wider range of vocabulary to talk about needs, feelings, and experiences Beginning to regulate behaviour with adult support (using language rather than actions) Developing greater independence in toileting and self-care routines **Building Relationships** Forming stronger peer relationships and beginning friendships Engaging in simple conversations and cooperative play Using language to initiate and maintain interactions and resolve minor conflicts

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General Themes	**All about me**	**Night and day**	**People who help**	**Houses and homes**	**Plants**	**Animals**
Physical development **Gross Motor:** basic movement → controlled, coordinated movement **Fine Motor:** whole-hand exploration → precise tool use	Physical activity is **vital** in children's all-round development, enabling them to **pursue happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a **child's strength, co-ordination and positional awareness** through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness**, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision helps with hand-eye co-ordination**, which is later linked to **early literacy**. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence.**					
	Gross Motor Skills Walks with increasing confidence, beginning to run and climb. May attempt to go up steps with support. Begins to squat to pick up objects and explore movement such as crawling, rolling, or pushing toys. **Fine Motor Skills** Uses hands to explore and manipulate objects such as stacking blocks or posting toys. Begins to hold and use simple tools like spoons or crayons with support. Enjoys sensory play using hands.	**Gross Motor Skills** Moves more confidently when running, climbing, and exploring. Begins to use steps with support and attempts simple balancing. Shows enjoyment in active play such as pushing, pulling, and dancing. **Fine Motor Skills** Develops control when handling small objects. Begins to make marks with crayons and explores tools with more purpose. Using a range of grasps (palmar grasp developing) Attempts to use a spoon or fork with increasing independence.	**Gross Motor Skills** Shows increased confidence in climbing, running, and negotiating space. Begins to jump with both feet and attempts to kick or throw a ball. May begin to use simple ride-on toys. Starting to avoid obstacles when moving. **Fine Motor Skills** Uses thumb and fingers to pick up smaller objects. Begins to build simple towers and use mark-making tools with more control. Attempts simple shapes or lines. Holding mark-making tools with increased control	**Gross Motor Skills** Moves with greater coordination, running and climbing more confidently. Begins to pedal a tricycle or use ride-on toys. Attempts to jump and land more steadily. Throwing and kicking balls with more control **Fine Motor Skills** Develops increased control in mark-making, drawing lines and simple shapes. Begins to manipulate tools such as spoons, brushes, or simple scissors with support. Turning pages, fitting objects into spaces.	**Gross Motor Skills** Moves confidently with improved coordination and balance. Can run, climb, and jump with fewer falls. Begins to navigate space safely and avoid obstacles. Riding toys with increasing control. **Fine Motor Skills** Uses tools with greater control, including crayons, spoons, and simple scissors. Begins to show a preference for a dominant hand. Can build more complex structures. Developing control in drawing and early mark-making. Starting to eat more independently and developing use of utensils	**Gross Motor Skills** Shows good coordination when running, climbing, and balancing. Can jump with confidence and may begin to hop or stand briefly on one foot. Uses ride-on toys or tricycles with control. Negotiating space successfully and avoiding obstacles. **Fine Motor Skills** Demonstrates improved control and precision in small movements. Uses tools such as scissors, crayons, and utensils with increasing accuracy. Feeding themselves with increasing control, using appropriate utensils. Begin to manage buttons or zips.

2 – 3-Year-Old Curriculum	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	**All about me**	**Night and day**	**People who help**	**Houses and homes**	**Plnats**	**Animals**
Literacy **Comprehension:** Listening and looking → responding → repeating → questioning → retelling and story play **Word Reading:** Noticing print → recognising symbols → linking print to meaning → early awareness of words **Writing:** Random marks → controlled marks → giving meaning → representing ideas → early name writing	It is crucial for children to develop **a life-long love of reading**. Reading consists of two dimensions: **language comprehension and word reading**. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and **enjoy rhymes, poems and songs together**. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (**decoding)** and the **speedy recognition of familiar printed words.** Writing involves **transcription** (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
	Comprehension Enjoy sharing books with an adult Demonstrates interest in listening to familiar stories, songs and rhymes Pays attention to pictures and begins to respond Begins to understand simple language through repetition (e.g. “clap hands”) **Word Reading** Demonstrates curiosity about print in the environment (e.g. signs, packaging) Begins to notice print such as logos **Writing** Enjoys drawing freely Makes marks using tools (e.g. crayons, chalk) Explores mark-making through sensory play	**Comprehension** Pays attention and responds to pictures or familiar words Begins to have favourite books Points to pictures when named Turns pages in books with support **Word Reading** May point to pictures when asked (e.g. “Where’s the dog?”) Continues to notice familiar print and symbols **Writing** Continues to enjoy drawing freely Begins to add marks to drawings Explores making marks with different tools and materials	**Comprehension** Has favourite books and seeks them out Begins to understand simple story sequences Follows simple instructions (1–2 step) Begins to repeat words or phrases from familiar stories **Word Reading** Notices print such as the first letter of their name or familiar logos Shows interest in print during shared reading **Writing** Adds marks to drawings and begins to give meaning (e.g. “that says mummy”) Scribbles with more purpose and control Begins to imitate adult writing behaviours	**Comprehension** Repeats words and phrases from familiar stories Begins to ask simple questions about books Makes comments about pictures and stories Shows interest in retelling through actions or words **Word Reading** Recognises familiar environmental print (e.g. logos, signs) Begins pointing to words while being read to **Writing** Makes more controlled marks (lines, circles) Begins to represent ideas through mark-making Experiments with different tools and surfaces	**Comprehension** Asks questions about books Makes comments and shares their own ideas Understands simple questions about stories Begins to anticipate and join in with repeated phrases **Word Reading** Notices and recognises familiar print more consistently (e.g. name initial, logos) Shows awareness of the link between pictures and words **Writing** Makes marks to represent meaning Begins to make marks that stand for their name Uses mark-making to represent ideas or experiences	**Comprehension** Confidently shares favourite books with adults and peers Continues to comment, ask questions, and join in with familiar phrases Develops play around favourite stories using props **Word Reading** Notices print such as the first letter of their name, door numbers, or logos Points to words and shows interest in how print works **Writing** Makes marks on drawings to stand for their name Uses drawing and writing to represent ideas Begins to imitate writing with greater intention

Nursery Long Term Plan	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	**All about me**	**Night and day**	**People who help**	**Houses and homes**	**Plants**	**Animalsrld**
Maths	Developing a **strong grounding in number** is essential so that all children develop the necessary **building blocks** to excel mathematically. Children should be able to **count confidently**, develop a deep understanding of the **numbers to 10**, the **relationships between** them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using **manipulatives,** including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which **mastery of mathematics** is built. In addition, it is important that the curriculum includes **rich opportunities for children to develop their spatial reasoning** skills across all areas of mathematics including shape, space and measures. It is important that children **develop positive attitudes and interests in mathematics**, look for **patterns and relationships**, spot **connections, 'have a go'**, **talk to adults** and peers about what they notice and not be afraid to make mistakes.					
	Nursery Rhyme Focus If you're Happy and you Know It Tommy Thumb Five Little Elephants Down in the Jungle **Development Matters links** Combines objects through simple stacking and nesting (e.g. stacking cups). Takes part in finger rhymes involving numbers. Begins to react when small amounts (up to 3) change—e.g. notices when a toy is added or removed.	**Nursery Rhyme Focus** Twinkle, Twinkl Little Star Dingle Dongle Scarecrow The Three Bears Five Elves Jumping on the Bed **Development Matters links** Uses words like "more," "lots," or "same" to compare quantities. Begins to imitate counting behaviours—pointing or saying number words in play. Counts in everyday contexts, though may skip numbers (e.g. "1,-2-3-5").	**Nursery Rhyme Focus** Two Little Dickie Birds Little Bo Peep Teddy Bear, Teddy Bear Down by the Station We're Going on a Bear Hunt **Development Matters links** Engages in physical spatial exploration—climbs and squeezes into various spaces. Begins to build with a diverse range of materials (e.g. blocks, boxes). Completes simple inset puzzles or puzzles of increasing difficulty.	**Nursery Rhyme Focus** Five Little Ducks Sleeping Bunnies Old MacDonald Incy Wincey Spider **Development Matters links** Engages in physical spatial exploration—climbs and squeezes into various spaces. Begins to build with a diverse range of materials (e.g. blocks, boxes). Completes simple inset puzzles or puzzles of increasing difficulty.	**Nursery Rhyme Focus** Humpty Dumpty Miss Polly had a Dolly Wiggly Woo Hot Cross Buns **Development Matters links** Builds more complex towers or structures with support. Matches counting sounds/words more readily to objects—even if still skipping numbers. Engages with more intricate inset puzzles or shape-sorters.	**Nursery Rhyme Focus** 1,2,3,4,5, Once I caught a Fish Alive Row, Row, Row your Boat The Wheels on the Bus I can Sing a Rainbow **Development Matters links** Compares quantities using both language and action; may say "more" or point to show "same." Joins in with repeated finger rhymes or counting sequences more confidently. Recognises and continues simple repeating patterns (e.g. AB patterns). Shows sustained interest in combining objects, filling, emptying, or stacking in play.

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General Themes	**All about me**	**Night and day**	**People who help**	**Houses and homes**	**Plants**	**Animals**
Understanding the world They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness. Children will feel confident to ask questions and make choices. The results will be enthusiastic, interested and creative children.	Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
	People, Culture & Communities Children recognise familiar people and routines Join in with daily routines Show awareness of what happens during the day **The Natural World** Explore their immediate environment Notice the weather Engage with natural materials **Early Past & Present** Begin to show awareness of familiar routines happening now Experience repeated daily events	**People, Culture & Communities** Take part in celebrations and shared experiences Begin to notice familiar roles **The Natural World** Notice simple seasonal changes Explore changes in light, sound, and materials **Early Past & Present** Begin to recognise familiar events that have just happened Show awareness of changes (e.g. something new, something different)	**People, Culture & Communities** Recognise familiar roles in play and stories Join in with role play **The Natural World** Explore different environments Notice differences in places **Early Past & Present** Begin to refer to recent experiences (e.g. what they did earlier or yesterday) Show awareness through play and simple talk	**People, Culture & Communities** Join in with routines and begin to anticipate what happens next **The Natural World** Observe change (e.g. plants growing, materials changing) **Early Past & Present** Notice changes over time through real experiences Begin to link what happened before to what is happening now	**People, Culture & Communities** Begin to talk about their own experiences Notice differences between people **The Natural World** Explore living things and environments **Early Past & Present** Talk about what they have done Begin to distinguish between "what happened" and "what is happening"	**People, Culture & Communities** Talk about their own experiences and those of others Notice similarities and differences **The Natural World** Explore different environments and changes **Early Past & Present** Begin to link experiences into simple sequences (e.g. what happens first, next) Talk about familiar events in simple ways
Values **Love, Kindness, Respect, Hope and Trust** The children will focus on each of our school Christian Values and share both Bible stories and children's books.	***Love*** ***I Love You to the Moon and Back*** **by Amelia Hepworth** **Learning Points:** **Understanding love**: The story shows the bond between parent and child, expressing love in simple, easy-to-understand ways, such as saying "I love you to the moon and back." **Expressing affection**: Toddlers can connect with the idea of showing love through actions, such as hugs, kisses, and kind words. Encourage them to talk about the people they love and how they show their love. **Comfort and security**: The book emphasizes how love makes us feel safe, cared for, and happy. Use this to reinforce the message that love helps us feel secure and special.		***Kindness*** ***How Kind! (The Little Mouse and Friends)*** **by Mary Murphy** **Recognising Kindness**: The story shows how little acts of kindness, like helping a friend or sharing, make everyone feel happy and cared for. This helps toddlers understand that kindness is about thinking of others. **Empathy**: Toddlers can learn to recognise when others need help or comfort, whether it's a friend feeling sad or someone needing a hand with something. **Kindness in everyday actions**: After reading, talk about simple things the toddler can do to show kindness, like sharing toys, saying "please" and "thank you," or giving a hug to someone who feels upset.	***Respect*** ***Please, Mr. Panda*** **by Steve Antony** **Respectful manners**: The story shows how Mr. Panda uses polite words like "please" when asking for things. This encourages toddlers to understand that using polite words is an important part of respecting others. **Waiting patiently**: Through Mr. Panda's interactions with other animals, toddlers learn the importance of waiting their turn and being patient, which are key aspects of respectful behaviour. **Simple acts of respect**: After reading, talk to the toddler about how they can practice respect by saying "please" and "thank you," and how they can show patience when waiting for their turn to play with toys or talk.	***Hope*** ***The Very Hungry Caterpillar*** **by Eric Carle** **Transformation and change**: The caterpillar's transformation into a butterfly represents the idea of hope and positive change. Use the story to talk about how things can get better over time, especially during challenging moments. **Patience and waiting**: Emphasise the concept of waiting for something good, like the caterpillar waiting to turn into a butterfly, teaching the value of having hope for the future. **Optimism**: Encourage children to think of something they are looking forward to or hoping for, like a fun day at the park or a yummy treat after lunch.	***Trust*** ***Llama Llama Misses Mama*** **by Anna Dewdney** **Separation and Trust**: This story helps toddlers understand that even when they're apart from their loved ones, they can trust that they will return. Use the story to discuss feelings of missing someone and the reassurance that they'll be safe and loved until they reunite. **Emotional reassurance**: Highlight the idea that it's okay to feel sad when we're apart from someone we trust, but we can trust that things will be okay. **Trust in caregivers**: Reinforce the message that trusted adults, like parents or teachers, will always come back to look after them, helping to build their confidence in separations.

2 – 3-Year-Old Curriculum	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	**All about me**	**Night and day**	**People who help**	**Houses and homes**	**Plants**	**Animals**
Expressive Arts and Design Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.	The development of children's artistic and cultural awareness supports **their imagination and creativity.** It is important that children have regular opportunities to **engage with the arts**, enabling them to explore and play with a wide range of **media and materials**. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, **self-expression, vocabulary and ability to communicate through the arts**. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
	Creating with Materials Children explore materials by touching, squeezing, and manipulating Make marks using hands and simple tools Begin to notice what happens when they move materials **Being Imaginative and Expressive** Engage in simple pretend play based on familiar routines Copy actions such as feeding dolls or cooking Use objects to represent real-life experiences	**Creating with Materials** Continue exploring materials with increasing curiosity Begin to make repeated marks or patterns Explore how materials change when moved or combined **Being Imaginative and Expressive** Join in with familiar songs, actions, and movement Begin to take part in shared imaginative play Use props in simple role play	**Creating with Materials** Make more deliberate marks and patterns Use a wider range of materials Begin to create simple shapes or lines **Being Imaginative and Expressive** Act out simple roles during play Use objects to represent something else Begin to link actions together in play	**Creating with Materials** Combine materials such as paint, dough, or collage Begin to create simple designs Use tools with increasing control **Being Imaginative and Expressive** Engage in longer pretend play sequences Begin to develop simple story ideas Use props to support imaginative play	**Creating with Materials** Choose materials based on what they want to make Create more recognisable shapes or representations Begin to add detail to their creations **Being Imaginative and Expressive** Take on roles in play and act out familiar scenarios Begin to develop simple narratives Use a range of props to support ideas	**Creating with Material** Use a wider range of tools and materials independently Combine materials to create more detailed outcomes Show awareness of how materials can be used **Being Imaginative and Expressive** Engage in extended imaginative play Create simple stories and sequences Explore music, movement, and creative expression in different ways