

# Nursery 2 Curriculum Overview

Below is a brief overview of the key areas covered as part of the Nursery 2 curriculum:

	Autumn Term	Spring Term	Summer Term
Personal, Social + Emotional Development	To be able to separate from their main carer. To express their own preferences to those around them. To begin to respond to the feelings and wishes of others.	To show concern for those that are special to them. To begin to develop confidence when communicating with others. To be aware of their feelings and the feelings of others. To keep play going by responding to what others are saying or doing.	To adapt behaviour to different situations. To accept the needs of others. To play in a group extending play ideas. To develop good relationships with adults and peers.
Communication and Language	To show an interest in play with stories and songs. To show single channelled attention. To understand more complex sentences. To understand 'who' 'what' 'where' 'when' in simple questions. To hold a conversation jumping from topic to topic. To use language for a range of purposes, expressing feelings, thoughts and in play.	To listen to others in small and larger group situations. To join in with repeated refrains in stories. To respond to simple instructions. To understand the use of objects. To begin to use more complex sentences. To retell simple events.	To listen to stories with increasing attention and recall. To follow directions. To focus attention. To understand prepositions, such as under, on top. To begin to understand how and why questions. To build their vocabulary using talk to connect ideas. To question why things happen and give explanations.
Literacy	To be able to fill in the missing part of a story or rhyme...Humpty Dumpty sat on a .... To begin to listen to stories with increasing attention and recall. To distinguish between the different marks, they make. To begin to give meaning to marks as they draw and paint.	To join in with repeated refrains and anticipate key events in stories. To know that information can be relayed in print. Recognises familiar words such as own name. To give meaning to marks as they draw and paint.	To show an awareness of rhyme and alliteration. To describe main story settings and events. To suggest how stories might end. To be aware of the way stories are structured. To enjoy a range of books. To give meaning to marks and begin to write own name.
Mathematics	To recite some number names in sequence. To use language relating to quantities such as more and a lot. To be able to select a small number of objects from a group of objects. To categorise objects by shape or size. To use the language of size.	To use number names accurately in play. To recite numbers in order to ten. To know numbers, identify how many. To show an interest in number problems. To show an interest in shape through sustained construction. To show an interest in environmental shapes.	To show an interest in number problems. To begin to match quantity and numeral. To compare two groups of objects saying when they have the same. To use shapes appropriately for tasks. To use positional language. To discuss the shape of objects.
Knowledge + Understanding of the World	To have a sense of family and relations. To engage in pretend play imitating events from own family. To begin to have their own friends. To notice detailed features of their environment. To begin to show an interest in technological toys	To show an interest in different occupations and ways of life. To show an interest in lives of people that are familiar to them. To show care and concern for living things. To discuss what they observe in their natural environment. To show skill in making toys work(technology).	To talk about events and experiences in their lives. To know that some things make them unique. To develop an understanding of growth and decay and changes over time. To talk about why things, happen and how things work. To know information can come from computers.
Physical	To begin to use a tripod three finger grip. To kick a large ball. To imitate drawing lines and circles. To climb confidently. To clearly communicate the need for potty or the toilet. To help with clothing.	To use one handed tools and equipment. To copy some letters. To catch a large ball. To draw line and circles using gross motor movements. To begin to dress with help. To manage washing and drying of hands.	To run skilfully, thinking about space. To use a pencil with good control. To understand that tools and equipment needs to be used safely. To be independent when accessing the toilet. To observe the effects of activity on their bodies.
Expressive Arts and Design	To show an interest in the way musical instruments sound. To experiment with colours blocks and marks. To make believe by pretending. To use representation to communicate.	To imitate movement in response to music. To explore colour and sound and how they can be changed. To realise tools can be used for a purpose. To build stories around toys. To create props to support role play experiences.	To use construct making enclosures. To build a repertoire of songs. To engage in imaginative role play. To confidently use a range of media, such as music, dance, paint and materials.