



Ferndale Primary & Nursery School – 2 Year old Revised Curriculum 2023

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/Interests/Lines of Enquiry	Colours Elmer Autumn Harvest	Settling children in. Nursery Rhymes Nursery Rhymes story book, Halloween, fireworks, Diwali, Remembrance Day, Christmas	Patterns/Sorting Simon Sock Chinese New Year	Garden/Local walks Pip and Posy in the garden Easter Planting seeds Church visit	Traditional stories Three Little Pigs Building stick house in the forest	Farm Higgley Hen Farm visit Vet to come into Nursery Holidays
Communication and Language - Educational programme	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.					
Curriculum Goal	The children will be able to understand simple instructions . <i>Finding ways to calm themselves, through being calmed and comforted by their key person</i>					
Listening, Attention and Understanding	They can listen and respond to a simple instruction Can understand single words in context – 'cup', 'milk', 'daddy'. They understand frequently used words such as 'all gone', 'no' and 'bye-bye' and can copy your gestures and words.	They understand simple instructions like "give to nanny" or "stop" They generally focus on an activity of their own choice and find it difficult to be directed by an adult.	They listen to simple stories and understand what is happening, with the help of the pictures and listen to other people's talk with interest but can easily be distracted by other things.	They develop pretend play - 'putting the baby to sleep' or 'driving the car to the shops' And identify familiar objects and properties for practitioners when they are described, for example, 'Katie's coat', 'blue car', 'shiny apple'.	They understand and act on longer sentences like 'make teddy jump' or 'find your coat'.	Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). They understand 1 meaning instructions. – get your coat.
Speaking	They recognise and point to objects if asked about them and use intonation, pitch and changing volume when 'talking'. They make themselves understood and can become frustrated when they cannot. Learn new vocabulary Use new vocabulary through the day	They start to say how they are feeling, using words as well as actions.	Can use the speech sounds p, b, m, w. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs.	They start to develop conversation, often jumping from topic to topic.	Pronounce: <ul style="list-style-type: none"> l/r/w/y f/th s/sh/ch/dz/j multi-syllabic words such as 'banana' and 'computer' Use new vocabulary in different contexts Read big books	Answer yes and no questions. Can also share basic emotion of happy and sad.
Personal, Social and Emotional Development – Educational programme	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 9 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.					
Curriculum Goal	The children will be growing in growing in independence, rejecting help and wanting to ' have a go' all by themselves. <i>Finding ways to calm themselves, through being calmed and comforted by their key person and happy and confident to explore the environment.</i> <i>Can find other ways to calm myself by finding my favourite toys. Finding ways to calm themselves, through being calmed and comforted by their key person.</i>					
Self Regulation	The children feel strong enough to express a range of emotions and safely explore emotions beyond their normal range through play and stories		They notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. They become increasingly able to talk about and manage their emotions		They talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ..."	



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Nursery EYFS Long Term Overview – Revised Early Years Foundation Stage Framework

Managing Self	They establish their sense of self and grow in independence, rejecting help (“me do it”) - sometimes this leads to feelings of frustration and tantrums		They 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		They begin to learn to use the toilet with help. Start to attempt and taking off shoes and finding own things from their pegs.		
	Building Relationships		They find ways of managing transitions, for example, from their parent to their key person and find ways to calm themselves, through being calmed and comforted by their key person. They express preferences and decisions, they also try new things and start establishing their autonomy		They engage with others through gestures, gaze and talk and use that engagement to achieve a goal, for example, gesture towards their cup to say they want a drink. They play with increasing confidence on their own and with other children, because they know their key person is nearby and available.		They develop friendships with other children and feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person
<i>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.</i>							
Physical Development – Educational programme		Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives ⁷ . 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					
Curriculum Goal		The children will be able to use large and small motor skills to do things independently. Build a tower using four or more bricks.					
Gross motor skills		They can clap and stamp to music They Gradually gain control of their whole body through the continual practice of large movements, such as: <ul style="list-style-type: none">wavingkickingrollingcrawlingwalking	They fit themselves into spaces, like tunnels, dens and large boxes, and move around in them and enjoy starting to kick, throw and catch balls	They develop manipulation and control and walk, run, jump and climb – and start to use the stairs independently.	They sit on a push-along wheeled toy, use a scooter or ride a tricycle.	They can spin, roll and independently use ropes and swings (for example, tyre swings)	Develop core strength and control whilst sitting on a chair or on the floor.
Fine motor skills		They use large and small motor skills to do things independently, for example, pour drinks.	They pass things from one hand to the other, let go of things and hand them to another person, or drop them	They can show an increasing desire to be independent, such as wanting to feed themselves and dress or undress	They can explore different materials and tools	Use knife/scissors to cut soft things.	They start eating independently and learning how to use a knife and fork
Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility							



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Nursery EYFS Long Term Overview – Revised Early Years Foundation Stage Framework

Literacy – Educational Programme	<p>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).</p>					
Curriculum Goal	<p>The children will be able enjoy listening to a story and able to retell parts.</p>					
Writing	<p>They enjoy drawing freely. Draw a picture of themselves. – assessment point</p>	<p>They enjoy drawing freely.</p>	<p>They add some marks to their drawings, which they give meaning to, for example: "That says mummy." Draw a picture of themselves. – assessment point</p>	<p>They make marks on their picture to stand for their name.</p>	<p>They notice some print, such as the first letter of their name, a bus or door number, or a familiar logo Draw a picture of themselves. – assessment point.</p>	<p>They notice some print, such as the first letter of their name, a bus or door number, or a familiar logo</p>
Reading	<p>They enjoy sharing books with an adult.</p>	<p>They pay attention and respond to the pictures or the words.</p>	<p>They have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</p>	<p>They repeat words and phrases from familiar stories.</p>	<p>They develop play around favourite stories using props.</p>	<p>They ask questions about the book, make comments and share their own ideas.</p>
Phonics	<p>They enjoy songs and rhymes, tuning in and paying attention.</p>	<p>They join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p>	<p>They say some of the words in songs and rhymes.</p>	<p>They copy finger movements and other gestures.</p>	<p>They sing songs and say rhymes independently, for example, singing whilst playing.</p>	<p>They sing songs and say rhymes independently, for example, singing whilst playing.</p>
Mathematics – Educational Programme	<p>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.</p>					
Curriculum Goal	<p>I will be able to complete inset puzzles.</p>					
Number	<p>They combine objects like stacking blocks and cups - put objects inside others and take them out again.</p>	<p>They develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p>	<p>They take part in finger rhymes with numbers.</p>	<p>They take part in finger rhymes with numbers.</p>	<p>They count in everyday contexts, sometimes skipping numbers – '1-2-3-5'</p>	<p>They count in everyday contexts, sometimes skipping numbers – '1-2-3-5'</p>
Numerical Patterns	<p>They climb and squeeze themselves into different types of spaces.</p>	<p>They react to changes of the amount in a group of up to 3 items.</p>	<p>They compare amounts, saying 'lots', 'more' or 'same'</p>	<p>They build with a range of resources.</p>	<p>They compare sizes, weights etc. using gesture and language - 'bigger, little, smaller', 'high or low', 'tall', 'heavy'</p>	<p>They complete inset puzzles and notice patterns and arrange things in a pattern.</p>
	<p>Ongoing provision throughout the year. Developing mathematical vocabulary mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Daily routines - registration, 10 frame, calendar, visual timetable. Songs</p>		<p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>			



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Nursery EYFS Long Term Overview – Revised Early Years Foundation Stage Framework

Understanding the world – Educational programme	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.					
Curriculum Goal	I will be happy to explore natural materials, inside and outside. (people, Culture and Communities.)					
Past and Present People, Culture and Communities The Natural World	Repeat actions that have an effect.			They explore materials with different properties.		
	They make connections between the features of their family and other families.	They explore different cultures and celebrations of the class and different ways to say hello and goodbye.	They notice differences between people.			
					They explore natural materials, indoors and outside.	They learn to explore and respond to different natural phenomena in their setting and on trips.
	Understand the effect of changing seasons on the natural world around them, Notice differences between people. Talk about what they see, using a wide vocabulary. Explore how things work. Describe what they see, hear, and feel whilst outside - Use all their senses in hands-on exploration of natural materials. Show interest in different occupations. Talk about the differences between materials and changes they notice. Continue developing positive attitudes about the differences between people/ reading spine					
Expressive Arts and Design – Educational programme	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.					
Curriculum Goal	Can use their imagination and take on parts in role play.					
Creating with Materials Being Imaginative and Expressive	They explore paint, using fingers and other parts of their bodies as well as brushes and other tools and notice patterns with strong contrasts and be attracted by patterns resembling the human face.	They express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.	They explore different materials using all their senses to investigate them.	They manipulate and play with different materials.	They start to make marks intentionally.	They make simple models which express their ideas.
	Show attention to sounds and music <ul style="list-style-type: none"> respond emotionally and physically to music when it changes 	Can join in with songs and rhymes, making some sounds and anticipate phrases and actions in rhymes and songs, like 'Peepo'.	Start to develop pretend play, pretending that one object represents another, for example, a child holds a wooden block to her ear and pretends it's a phone. Can move and dance to music and explore their voices and enjoy making sounds.	They enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.	They use their imagination as they consider what they can do with different materials Can make rhythmical and repetitive sounds.	They explore a range of soundmakers and instruments and play them in different ways.



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Nursery EYFS Long Term Overview – Revised Early Years Foundation Stage Framework

-Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. - Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas.