



EYFS



2 Year Old Nursery Curriculum Overview

Our curriculum is designed to provide a balance of play-based and adult-led activities that will help children develop their skills and knowledge in all areas of learning. We aim to create a stimulating and supportive environment where children feel safe and happy to explore and learn.

Characteristics Of Effective Learning	In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are: • playing and exploring - children investigate and experience things, and 'have a go' • active learning - children concentrate and keep on trying if they encounter difficulties and enjoy achievements. • creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.
Overarching 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. We must be aware of children who need greater support than others.
Play	PLAY



	At St. Gregory's Catholic Primary School, we understand that play is an integral part of learning, and this is at the heart of our early years curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise the crucial role that early year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based					
Assessment Opportunities	Displays. Baseline Assessment Wellcomm Assessments 2 Year old checks	Displays. On-going assessments through discussion with team and parents. Parents evening information. EYFS team meetings 2 Year old checks	Displays. On-going assessments through discussion with team and parents. 2 Year old checks	Displays. Ongoing assessments through discussion with team and parents. Mid-year assessments. Parents evening information. 2 Year old checks	Displays. Ongoing assessments through discussion with team and parents. 2 Year old checks	Displays. Ongoing assessments through discussion with team and parents. End of year assessments. Wellcomm end of year assessment. Summer Reports. 2 Year old checks

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Predictable and Seasonal Topics/Areas of Interest	All About Me Autumn Halloween	Christmas/Nativity Story Autumn Colours	Winter/ Weather Celebrations (Chinese New Year)	Easter Growing	Spring /Weather Growing / Planting	Summer/Weather Holidays School Transition



NB: These themes may be adapted at various points to allow for children's interests to flow through the provision		Fireworks/Safety for Bonfire night Christmas traditions Winter and Christmas crafts				
Predictable Events And Activities	Settling in Birthdays Favourite Songs	Diwali Bonfire Night Advent and Christmas Nursery Rhyme Week Remembrance Day Black History Month	Chinese New Year Valentine's Day Internet Safety Day	Mother's Day Lent and Easter Shrove Tuesday Ash Wednesday World Book Day St Patricks Day	St George's Day	Sports Day-Health and Well being week Father's Day Transition Visits to School

Communication and Language	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.
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| | <ul style="list-style-type: none">• Enhance children's ability to communicate using words and gestures.• Encourage children to listen attentively and respond to questions.• Provide opportunities for children to express themselves creatively through language. |
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	Listen with interest to the noise's adults make when they read stories. Start to develop conversation.	Identifies action words by following simple instructions, eg 'show me jumping'. Listen to simple stories and understand what is happening, with the help of the pictures.	Shows interest in play with sounds, songs and rhymes. Understand simple questions about 'who', 'what' and 'where'.	Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture. Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.	Listens to familiar stories with increasing attention and recall. Beginning to understand why and how questions. Identify familiar objects and properties for practitioners when they are described: for example, 'Katie's coat', 'blue car', 'shiny apple'.	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Develop pretend play: 'putting the baby to sleep', or 'driving the car to the shops'.
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Personal, Social and Emotional Development			
	Knows their own name, their preference and interests and is becoming aware of their unique abilities. Seeks out companionship with adults and other children, sharing experiences and play ideas. Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers. Grow in independence, rejecting help. Begin to show 'effort control' for example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.	Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves. Shows confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help. Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions	Practices skills of assertion, negotiation and compromise and looks to a supportive. Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play. Be increasingly able to talk about and manage their emotions. Talk about their feelings in more elaborated ways: 'I'm sad because....' Or 'I love it when...'
Physical Development	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.		
	Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. Start eating independently and learning how to use a knife and fork. Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.		



	Turn pages in a book, sometimes several at once.	Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools.	Walk, run, jump and climb-and start to use the stairs independently.	Enjoy starting to kick, throw and catch balls.	Use wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride.	Build independently with a range of appropriate resources.

Literacy	Pay attention and respond to the pictures or the words. Repeat words and phrases from familiar stories.		Ask questions about the book. Make comments and shares their own ideas.	Enjoys drawing freely. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.	Add some marks to their drawings, which they give meaning to, for example 'that says Mummy'	Make marks on their picture to stand for their name.
Phonics	Pre- Phonics	Pre- Phonics	Pre- Phonics	Pre- Phonics	Pre- Phonics	Pre- Phonics



Mathematics	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.					
	Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items.	Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.	Count in everyday contexts, sometimes skipping numbers '1-2-3-5'.	Compare amounts, saying 'lots', 'more' or 'same'.	Compare sizes, weights etc using gesture and language- 'bigger/little/smaller/high/low/tall/heavier'.	Notice patterns and arrange things in patterns.
Understanding the World	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.					
	Make connections between the features of their family and other families. Notice differences between people.		Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting.		Explore materials with different properties.	
Expressive Art and Design	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.					
	Join in with songs and rhymes, making some sounds. Enjoy and take part in action songs, such as 'Twinkle twinkle little star'	Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.	Explore 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.	Start to develop pretend play, pretending that one object represents another.	Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas.