

Nursery curriculum intent map <u>2 Year Olds</u> 2025-26	Term 1 (7 weeks)	Term 2 (7 weeks, 2 days)	Term 3 (5 weeks 2 days)	Term 4 (6 Weeks)	Term 5 (6 weeks)	Term 6 (7 weeks, 3 days)
Topic	Marvellous Me	Let's Celebrate	Super Us!	Amazing Animals	Signs of Spring	Seaside Summers
Personal, Social & Emotional Development	To build adult relationships To show an interest in play with support. To notice others around them. To build interactions through the interests of the child. To react to stimulus to help calm emotions and feelings for example: looking at family photographs together		To begin to find their own unique way of managing transitions. To begin to show confidence within their play. To play alongside their peers and develop friendships. With the support of an adult wait and take a turn for example rolling a ball or a car. To begin to show an awareness of themselves. using various props and resources.		To have developed a sense of assurance for example developing relationships with other adults and peers. To show independence within their play and making choices. To have established friendships with peers. To begin to demonstrate taking a turn independently. To explore emotions and feelings through stories and their play.	
Personal, Social & Emotional Development	To build adult relationships To show an interest in play with support. To notice others around them. To build interactions through the interests of the child. To react to stimulus to help calm emotions and feelings for example: looking at family photographs together		To begin to find their own unique way of managing transitions. To begin to show confidence within their play. To play alongside their peers and develop friendships. With the support of an adult wait and take a turn for example rolling a ball or a car. To begin to show an awareness of themselves. using various props and resources.		To have developed a sense of assurance for example developing relationships with other adults and peers. Show independence within their play and making choices. To have established friendships with peers. To begin to demonstrate taking a turn independently. Explore emotions and feelings through stories and their play.	
Physical Development	To feel secure and comfortable during nappy time. To sit with peers at snack time. To sit and walk independently. To begin to sit on a small bike and know how it is used. To show an interest in exploring materials and tools.		To show an interest in Potty training. To sit together for snack times and try different tastes and textures. To gain control over their bodies through both indoor and outdoor play. To develop fine manipulative skills through using different objects and tools.		To be independent with their self-help skills such as washing their own hands, using the toilet and attempting to fasten their own coat. To follow snack time routines, making choices independently. To use large equipment, ride bikes and scooters with support. To be able to hold tools and objects using a palmer grasp comfortably.	

Communication & Language	Oracy: To begin to look at someone who is speaking to them. To begin to join in with some songs and Nursery Rhymes (even just with actions). To begin to change attention to follow a prop or prompt. To listen to short stories in a small group. To use some single words to express their wants, needs and feelings. To be able to recognise familiar objects to develop their vocabulary. Understand frequently used words such as 'all gone', 'finished', 'bye-bye'. Key Vocabulary: Snack time, coat, toilet, drink	Oracy: To begin to speak audibly so they can be heard and understood. To recognise familiar environmental sounds and say what they can hear. To listen to some longer stories and join in with some key words and phrases in familiar stories. To build on their repertoire of Nursery Rhymes and begin to sing them unprompted. To begin to put a few words together and speak in simple sentences to express their wants, needs and feelings. To be able to use the speech sounds p,b,m,w. Key Vocabulary: Carpet, outside, lunchtime, begin to name some of their peers	Oracy: To take turns to speak when working in a group. To be able to shift to a different task if attention fully obtained. To be able to listen and follow one step instructions. To listen and join in during circle times, taking a more active role in participating. To know and sing a wide variety of Nursery Rhymes and songs. To role play familiar scenarios, communicating with one another, for example, going to the shops or the Doctors. To be able to express themselves using a wide range of vocabulary and speak in longer sentences. Key Vocabulary: Identify key areas of provision e.g. sand, water & playdough