

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
<b>Personal, Social &amp; Emotional Development</b>	<p>To build adult relationships</p> <p>To show an interest in play with support.</p> <p>To notice others around them.</p> <p>To build interactions through the interests of the child.</p> <p>To react to stimulus to help calm emotions and feelings for example: looking at family photographs together</p>		<p>To begin to find their own unique way of managing transitions.</p> <p>To begin to show confidence within their play. To play alongside their peers and develop friendships.</p> <p>With the support of an adult wait and take a turn for example, rolling a ball or a car.</p> <p>To begin to show an awareness of themselves. using various props and resources.</p>		<p>To have developed a sense of assurance for example developing relationships with other adults and peers.</p> <p>To show independence within their play and making choices.</p> <p>To have established friendships with peers. To begin to demonstrate taking a turn independently.</p> <p>To explore emotions and feelings through stories and their play.</p>	
<b>Personal, Social &amp; Emotional Development</b>	<p>To build adult relationships</p> <p>To show an interest in play with support. To notice others around them.</p> <p>To build interactions through the interests of the child.</p> <p>To react to stimulus to help calm emotions and feelings for example: looking at family photographs together</p>		<p>To begin to find their own unique way of managing transitions.</p> <p>To begin to show confidence within their play. To play alongside their peers and develop friendships.</p> <p>With the support of an adult wait and take a turn for example rolling a ball or a car.</p> <p>To begin to show an awareness of themselves. using various props and resources.</p>		<p>To have developed a sense of assurance for example developing relationships with other adults and peers.</p> <p>Show independence within their play and making choices.</p> <p>To have established friendships with peers. To begin to demonstrate taking a turn independently.</p> <p>Explore emotions and feelings through stories and their play.</p>	
<b>Physical Development</b>	<p>To feel secure and comfortable during nappy time.</p> <p>To sit with peers at snack time.</p> <p>To sit and walk independently.</p> <p>To begin to sit on a small bike and know how it is used.</p> <p>To show an interest in exploring materials and tools.</p>		<p>To show an interest in Potty training.</p> <p>To sit together for snack times and try different tastes and textures.</p> <p>To gain control over their bodies through both indoor and outdoor play.</p> <p>To develop fine manipulative skills through using different objects and tools.</p>		<p>To be independent with their self-help skills such as washing their own hands, using the toilet and attempting to fasten their own coat.</p> <p>To follow snack time routines, making choices independently.</p> <p>To use large equipment, ride bikes and scooters with support.</p> <p>To be able to hold tools and objects using a</p>	

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