



BACUP NURSERY SCHOOL TWO YEAR OLDS' CURRICULUM PLAN

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Nursery rhymes & Celebrations	Nursery rhymes & Celebrations	Bears & Spring celebrations	Bears & Spring celebrations	The world around me	Magical Maths
Terrific Texts	Humpty Dumpty Hickory Dickory Incy Wincy Non fiction - Autumn/Pumpkins Where's Spot? Mouse paint	Non fiction - Bonfire night Row Row Row your boat Grand old Duke of York Twinkle Twinkle	Non fiction - Chinese New year We're going on a bear hunt Where's my teddy Brown bear brown bear what can you see This is the bear This is the bear's picnic lunch Old MacDonald had a farm On the farm Farmyard Hullabaloo The pig in the pond	Goldilocks and the 3 bears Easter stories We're going on an Easter hunt	My mum and dad Make me laugh Owl babies My five senses How do you feel? Farmer Duck Stories about family Tiger who came to tea Dear Zoo Giraffes Can't Dance	5 little ducks 10 sizzling sausages 5 cheeky monkeys 5 little speckled frogs
Key Vocabulary	Rhyming words. I would like... I can... Positional language: on, under, in, on, behind, in front Nouns: mummy, daddy, baby, grandad, sister, brother		Nouns: butterfly, rain, lamb, flowers, garden, babies, buds, chick, tadpoles, blossom, leaf, water, sun Verbs: jump, fly, hatch, grow, plant, pick. Adjectives: beautiful		Names of body parts: nouns-arm, back, leg etc. Verbs: listen, smell, hear, see Adjectives: furry, stripy	Number names Names of shapes Heavy, light, big, bigger, biggest, small, smaller, smallest
Personal, Social & Emotional Development	Play alongside others. Use pronouns: me, you, I. Respond to a few boundaries appropriately and follow nursery expectations. Use words and gestures to communicate my needs. Fully toilet trained in the day. Take off own coat and put on own coat.		Play alongside others and able to share. Access a range of continuous provision independently for short periods but increasing my concentration. Respond to how others are feeling. Take off and put on my own coat and attempt zip.		Play co-operatively. Demonstrate friendly behaviour. Form good relationships with peers and adults. Take turns and share. Demonstrate awareness of similarities and differences (skin colour, gender etc) Follow nursery expectations confidently. Go to toilet independently, pull down and up	

			clothing (Knickers, pants, trousers, skirt).
Communication & Language	Enjoys rhymes and demonstrates listening by joining in with actions or vocalisations. Show understanding of a simple instruction (Go and get your coat). Name everyday objects. Name family members. Put two words together to communicate (Bye bye Mummy). Ask simple question "What's that?"	Join in with rhymes and familiar stories. Understand 200-500 words. Beginning to link 3 or 4 words together. Understand a question/ instruction with 2 parts e.g. get your coat and stand at the door. Understand simple concepts: fast, slow, big little, in, out. Talk in the present tense.	Listen to a short story from beginning to end. Link 3 and 4 words together. Stop what they are doing and listen to a speaker. Sing a favourite nursery rhyme or song. Say my own name, age and gender.
Physical Development	Walk steadily and unaided, able to stop and start. Climb using two feet to a step. Picks up small objects between thumb and fingers. Drink from a cup without a lid. Use a spoon independently. Copy lines and circles using gross motor movements. Use scissors to snip card. Hold mark making implement in palmar grasp and make marks.	Beginning to balance blocks to build a small tower. Thread large beads onto a string independently. Drink from a cup without spillage. Use scissors with correct grip whilst moving them forwards across the paper. Use my feet to push along on a sit and ride toy. Climb with increasing confidence. Begin to hold mark making implement with developing tripod grip.	Walk, run and jump with two feet together. Throw and catch a large ball. Thread small objects. Cut soft objects (food) purposefully with a knife. Hold scissors correctly with increasing control e.g. to follow a line. Pedal a trike using two feet. Copy mark making patterns e.g. zig zag, lines, circles using a pen, pencil etc.
Literacy	Letters and Sounds Phase 1 Handles books and printed material with interest. Listens to a short story. Holds a book the correct way and turns pages one at a time. Join in with cloze activity. Give simple meaning to the marks I make. Draw spontaneous circles or to and from lines.	Letters and Sounds Phase 1 Has some favourite stories Repeats words or phrases from familiar stories Distinguish between the marks they make.	Letters and Sounds Phase 1 Listens to and joins in with stories Join in with repeated refrains. Use story language in play. Sequence story with visual prompts. Draw simple shapes.
Maths	Take part in number names through enjoyment of action rhymes. Compare amounts. Combine objects such as stacking blocks Organise and categorise objects.	Say some number names in sequence. Notice patterns and arrange things in patterns. Sort objects and explain how. Developing spatial awareness.	Say some numbers in sequence when counting objects (1-1 correspondence). Use number names accurately in play. Recites numbers to 5. Shows and interest in playing with shapes

	Complete inset puzzle.				and making arrangements.	
Understanding the World	Talk about what I have just done. Can recognise people-baby, child, grown up. Enjoys sharing pictures and stories about themselves, their families and other people. Explore materials with different properties.	Make connections between features of families. Explore and respond to natural materials. Know who lives in their household.	Has a sense of own immediate family and relations. Enjoy books about people and nature. Develop awareness of different celebrations and festivals. Use small world to 'act' out familiar events (trains, cars, dolls house).	In pretend play, imitates everyday actions and events from own family and cultural backgrounds in developing sequence.	Learns that they have similarities and differences that connect them to and distinguish them from others. Begin to talk about places they have visited.	Can talk about some things they have observed. Can plant seeds and care for them. Begin to understand the key features of a plant and an animal. Talk about their extended family: Grandparents, aunty, uncle.
Expressive Art & Design	Play, explore & investigate painting, art and design area, malleable area. Experiment with paint using gross motor skills. Explores instruments and the sounds they make. Join in singing a familiar song or rhyme. Play alongside others in imaginative play.	Understand the use of materials i.e. glue for spreading and sticking. Responds emotionally and physically to music when it changes.	Manipulate materials by squashing, squeezing, pinching, rolling. Copy actions when dancing. Paint and draw with a purpose in mind.	Make creations with developing concentration. Talk about what they are doing and what they will do next. Sing a familiar song or rhyme.	Use tools to shape malleable materials. Role play familiar experiences from home. Begin to create closed shapes with continuous line to begin to use these shapes to represent objects.	Develop pretend play pretending one object represents another. Begin to play instruments with increasing control to express my feelings. Begin to copy repeated rhythm. Begin to use colours more purposefully.
Parent Partnership	Stay and play session Parent challenge board	Parent challenge board Christmas sing -a-long?	Stay and play session Parent challenge board	Parent challenge board Easter Egg hunt	Stay and play session Parent challenge board Forest school sessions	Parent challenge board
Local Community/ special events	Link with animal charities Harvest - Link with church Sessions for parents	<i>Bonfire night (5th November)</i> Christmas - link with church Sessions for parents	<i>Chinese New year (January)</i> <i>Pancake day (February)</i> Sessions for parents	Teddy bears picnic <i>Mother's Day (March)</i> <i>Easter (March/ April)</i>	<i>Eid (May)</i> <i>Father's Day (June)</i> Visits from Fire officers Police officers	Sessions for parents (CR)

	(CR)	(CR)	(CR) Farm visits (new life)	Easter - link with church Sessions for parents (CR)	Nurses Oral Health team - Sessions for parents (CR)	
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Bacup Nursery School Profiles (Starting & End Points)

Bacup Nursery School Profiles set out for parents where typical children's development should be at 'transition points) i.e. starting points and end points. These show our high expectations and our sound professional knowledge of child development so that children will be ready for the next stage of education; overall, the knowledge and skills we want children to have at the end of transition points. This is based on strong leadership, high expectations and a sound knowledge of typical child development. Bacup Nursery School's school readiness framework is to improve equality in education and in children's learning outcomes, especially for disadvantaged children.



The pre-primary intervention demonstrated the power of school readiness by improving education and economic performance for a population at risk. Giving children a good start not only counters the worst effects of poverty, but may also be the most effective means of halting cross-generational poverty (Arnold et al. 2007, taken from School Readiness, A Conceptual Framework, Unicef).

Children develop at different rates. We have an ambitious curriculum for all our children, and all children will work towards these End Points. Bacup Nursery School End Points will be measured by observations of children in child initiated and adult directed activities and children's work in their Learning Journals.