

St Mary's Catholic Primary and Nursery
EYFS NURSERY 2 to 3 Year Olds LTP 2025-26









The Early Years Foundation curriculum consists of seven different areas that the children will learn and be assessed on throughout the year. Children should develop the 3 prime areas first. These are: Communication and language (CL), Personal, social and emotional development (PSED) and Physical development (PD). These prime areas are those most essential for a child's healthy development and future learning. As children grow, the prime areas will help them to develop skills in 4 specific areas. These are: Literacy, Mathematics, Understanding the world (UW), Expressive arts and design (EAD). St. Mary's 2 to 3 year old provision does not plan to over-arching themes each term. It is best practise for this age group, to plan according to the individual needs and next steps of the specific children in that cohort.

The below table shows the key concepts, knowledge and skills. Please note that this shows 2-year old progression and developmental opportunities. Due to the different intake periods, whereby children join in the term they turn 3 , children will have different starting points on this progressive map They will not always run September to September.



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	ATI (7 weeks)	AT2 (7 weeks)	SPI (5 weeks)	SP2 (6 weeks)	SUM1 (6 weeks)	SUM2 (7 weeks)
Cross Curricular theme	All about me 	Autumn Woodland 	Animals in cold places 	Animals living in hot places 	Lifecycles, farm and plants 	Transport, Journeys and water 
Predictable interests	Autumn	Bonfire night Halloween Diwali Christmas	Winter Valentine's day Shrove Tuesday and Ash Wednesday	Spring Easter World book day	Early summer	Summer
Themed Events/Global Learning	Harvest Diversity and difference - we are all unique	Bonfire night Anti-bullying week Remembrance Sunday Advent Begins (Global Learning Link: Christmas - being fortunate and lucky - linked to Letters to Santa, Christmas around the world: Shoebox appeal)	Safer internet week Stranger Danger	Fairtrade Lent begins World book day Science week Fairtrade	Health Week Farms Food shortages Climate change	Healthy eating Growing food (e.g. strawberries) Looking after the environment (plants/minibeasts)
Experiences/Visits and Visitors	Mystery guests throughout the year	Christmas party Mystery guests throughout the year	Mystery guests throughout the year	Mystery guests throughout the year	Mystery guests throughout the year Farm visit	Mystery guests throughout the year Garden party

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Parent Links	Breakfast stay and play	Christmas nativity 	Maths focus stay and play - maths games	Mother's Day afternoon tea Love reading afternoon	Bring a plant gardening day - outdoor learning Learning outdoors stay and play	End of year picnic, eat ice creams on the field with children and families  Graduation
Inspirational Individuals	Mummy and Daddy	Grandparents	Tim Peak			
Communication & Language	<p>Listen with interest to the noises adults make when they read stories.</p> <p>Recognise and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.</p> <p>Show interest in play with sounds, songs and rhymes.</p> <p>Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements.</p>		<p>Beginning to understand more complex sentences, e.g. Put your toys away and then sit on the carpet.</p> <p>Understand who, what, where in simple questions (e.g. Who's that? Who can? What's that? Where is?)</p> <p>Keep my attention on one activity, and then change it to a different task when asked.</p>		<p>Understand action words.</p> <p>Follow simple instructions, e.g. Show me jumping I am beginning to understand simple concepts (e.g. fast/slow, good/bad)</p>	
PSED	<p>Becoming more able to separate from my close carers and explore new situations with support and encouragement from another familiar adult.</p> <p>Can distract myself with a comfort object when upset.</p> <p>Can show concern for people who are special to me by matching my own feelings to other</p>		<p>Becoming able to think about my feelings.</p> <p>Understand I can get comfort from familiar adults when needed.</p> <p>Beginning to understand the feelings of others, showing concern and offering comfort.</p> <p>Understand that some actions can hurt or harm others.</p>		<p>Understand that other people have ideas and needs that are different to mine.</p> <p>Can choose to play with a familiar friend.</p> <p>Developing an understanding of and show an interest in differences of gender, ethnicity and ability.</p> <p>Start to make my own choices known.</p>	

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	<p>peoples, e.g. may offer a child a toy they know they like.</p> <p>Can cooperate with adults.</p> <p>Can seek out others to share experiences with.</p> <p>Can take part in circle times and group activities as I begin to understand routines more.</p>	<p>Can begin to stop myself from doing something they I should not do.</p> <p>Beginning to understand boundaries.</p>	<p>Show who I am through my play and the way I talk about myself</p>
Physical Development	<p>Can sit up from lying down and stand up from sitting.</p> <p>Squat with steadiness to rest or play with an object on the ground.</p> <p>Rise to my feet without using my hands.</p> <p>Sit comfortably on a chair with both feet on the ground.</p> <p>Kick a stationary ball with either foot.</p> <p>Hold mark-making tools with my thumb and all fingers.</p>	<p>Run safely on my whole foot.</p> <p>Jump forward a small distance.</p> <p>Understand there are different ways of moving.</p> <p>Can use wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride.</p> <p>Show increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools.</p>	<p>Jump up into the air with both feet leaving the floor.</p> <p>Beginning to walk, run and climb on different levels and surfaces.</p> <p>Throw a ball with increasing force and accuracy.</p> <p>Beginning to catch a large ball by using two hands and my chest to trap it.</p> <p>Beginning to show preference for dominant hand and/or leg/foot.</p>

Focussed Author	<p>Nick Butterworth (Percy the Park keeper books, Jaspers beanstalk, Albert the bear, when there's work to do, my dad is brilliant, my mum is fantastic, my grandma is wonderful, my Grandpa is amazing, Tiger, Trixie, Jingle bells)</p>	<p>Martin Wadell (Farmer Duck, owl babies, can't you sleep little bear?, snow bears, the pig in the pond, sailor bear, Let's go home little bear, room for a little one, Baaboom!, The super swooper dinosaur,)</p>	<p>Rod Campbell (Oh Dear!, Noisy Farm, Dear Zoo, look after us, its mine!, animal book, farm 123, fluffy chick, little mouse, farm chase, farm babies, Buster's zoo, Can you?, animal rhymes, Where's Teddy?, my presents)</p>
Literacy Reading: Comprehension and	<p>I have some favourite stories, rhymes, songs, poems or jingles. I can join in with words of familiar songs and nursery rhymes.</p>	<p>I can repeat and use actions, words or phrases from familiar stories. I can fill in the missing</p>	<p>I am beginning to recognise familiar logos from children's popular culture, commercial print or icons for apps. I enjoy rhythmic and musical activities</p>

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Word Reading Writing			word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a ...	with percussion instruments, actions, rhymes and songs, clapping along with the beat.	
Phonics	Aspects 1		Aspects 2	Aspects 3	
Maths	<p>Beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same'. Can count in sequence to 5 (How many?)</p> <p>Beginning to count on my fingers.</p> <p>Move my body and explore fitting into spaces.</p> <p>Explore how things look from different viewpoints including things that are near or far away.</p> <p>Choose puzzle pieces and try to fit them in. I am interested in what happens next using the pattern of everyday routines. I can start to anticipate times of the day such as mealtimes or home time.</p>		<p>Reacts to changes of amount when those amounts are significant</p> <p>Beginning to say numbers in order (up to 3), some of which are in the right order (ordinality). (How many?) In everyday situations.</p> <p>Take or give two or three objects from a group.</p> <p>Begin to remember my way around familiar environments.</p> <p>Make simple constructions.</p> <p>Join in and anticipates repeated sound and action patterns.</p> <p>Beginning to understand some talk about immediate past and future</p>	<p>Reacts to changes of amount when those amounts are significant (more than double)</p> <p>May be aware of number names through their enjoyment of action rhymes and songs that relate to numbers (How many?)</p> <p>Beginning to notice numerals (number symbols) around me.</p> <p>Respond to some spatial and positional language. E.g forwards and back, on top, next.</p> <p>Understand when two objects have the same shape.</p> <p>Explore differences in size, length, weight and capacity. (big, small, heavy, light, full, empty.)</p>	
RED	Branch 1: Creation and Covenant	Branch 2: Prophecy and Promise Judaism	Branch 3: Galilee to Jersualem	Branch 4: Desert to Garden	Branch 5: The ends of the earth Other Faiths
Knowledge and Understanding of the World	<p>Interested in photographs of themselves and other familiar people.</p> <p>Remembers where objects belong.</p> <p>Beginning to have their own friends.</p> <p>Explore and respond to different natural phenomena in their setting and on trips.</p>		<p>Learns that they have similarities and differences that connect them to and distinguish them from others.</p> <p>Has a sense of own immediate family and relations.</p>		<p>Curious about people and shows interest in stories about people, animals or objects they are familiar with or which fascinate them.</p> <p>In pretend play, imitates everyday actions and events from own family and cultural background.</p>

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	<p>Curious and interested to explore new and familiar experiences in nature; grass, mud, puddles, plants, animals life.</p> <p>Curious about people and shows interest in stories about people, animals or objects they are familiar with. In pretend play, imitates everyday</p>	<p>In pretend play, imitates everyday actions and events from own family and cultural background.</p> <p>Explore natural materials, indoors and outdoors.</p> <p>Enjoys stories about people and nature.</p> <p>Can talk about some of the thing they have observed such as plants, animals, natural and found objects</p>	<p>Notices detailed features of objects in their environment.</p>
	<p>Introduce our Nursery Bear at the start of the year. The bear will visit different places throughout the Nursery year (London, Paris...etc.). He will send postcards, photographs etc. for children to discuss. Nursery bear can also go on holiday with anyone who is going away and can tell us all about it when he gets back. Seasonal changes are ongoing throughout the year. <u>DM LINKS: Know that there are different countries in the world and talk about differences they have experiences or seen in photos. Continue to develop positive attitudes about the differences between people. Similarities and differences - Diversity</u></p>		

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Expressive Arts and Design (EAD)	<p>Join in singing songs.</p> <p>Show an interest in the way sound makers and instruments sound.</p> <p>Can represent actions, sounds and objects.</p>	<p>Experiment with ways of playing instruments, e.g. loud/quiet, fast/slow.</p> <p>Create shapes.</p> <p>Enjoy and respond to playing with colour in a variety of ways, for example combining colours.</p>	<p>Use 3D and 2D structures to explore materials and/or to express my ideas.</p> <p>Can experiment with ways to enclose a space.</p>
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