

St Mary's Catholic Primary School – Nursery Long Term Plan (2s)



St Mary's Catholic Primary School – EYFS Curriculum Intent

At St Mary's, our Early Years curriculum is rooted in our Catholic mission to love one another, value each child as special to God, and nurture the whole child. Guided by the Early Years Framework, Development Matters, and our school's curriculum drivers – Outdoor Learning, Sport, Growth Mindset, and Oracy – our bespoke curriculum is designed to meet the unique needs and experiences of our children and community.

Outdoor learning lies at the heart of our provision, offering real-life, vocabulary-rich opportunities that inspire curiosity, risk-taking, collaboration, and a deep respect for the natural world. We prioritise the Prime Areas – communication and language, physical development, and personal, social and emotional development – as the foundation for lifelong learning.

Through playful, purposeful experiences, high-quality adult interactions (SHREC), and our topic approach, we support children to become motivated, independent learners. Our curriculum is underpinned by the Characteristics of Effective Learning, enabling children to think critically, explore creatively, and thrive socially and emotionally.

Nursery rhymes and rich language experiences are embedded across all learning to develop oracy, listening, confidence, and early literacy skills. Through everything we do, we help children grow into confident, capable individuals with a strong sense of self, belonging, and purpose.

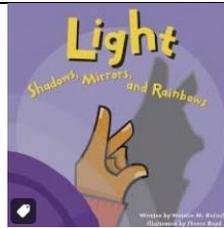
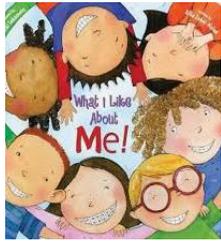
Overarching topics and themes

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------------------|---|--|---|------------------|--------------------------|------------------------|
| | All about Me | Light and Dark (Christmas, Bonfire Night, Diwlai) | People Who Help Us (Cultural sub topic – Chinese New Year) | Animals | Growing | Seaside |
| Focus areas | See Rationale sheet for details of focus areas. | | | | | |
| RE | Creation and Covenant | Prophecy and Promise | Galilee to Jerusalem | Desert to Garden | To the ends of the Earth | Dialogue and Encounter |

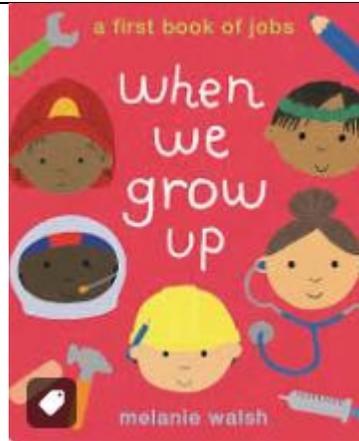
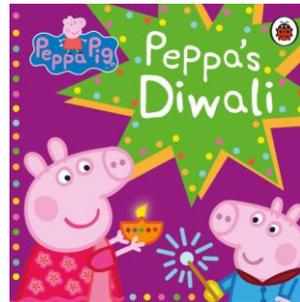
Nursery rhymes will be a golden thread throughout the year.

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| Fiction Texts | What I like About Me by Allia Zobel- | Light, Shadows, Mirrors and Rainbows by Natalie Rosinsky | When We Grow Up by Melanie Walsh | Noisy Farm by Rod Campbell | Everything Grows by Nina Mata | Seashore Sounds by Usborne Sound Book |
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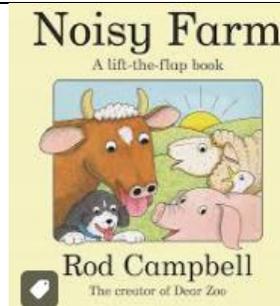
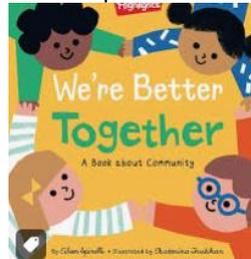
Nola



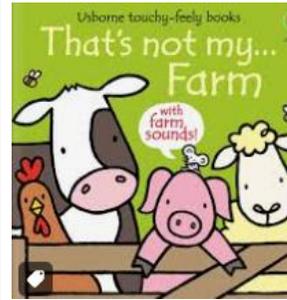
Peppa's Diwali



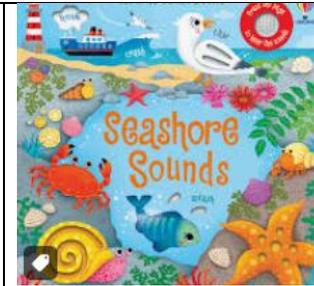
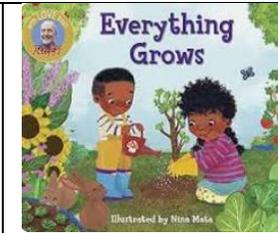
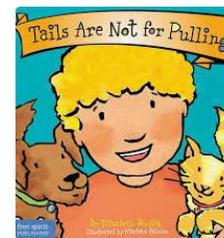
We're Better Together Eileen Spinelli

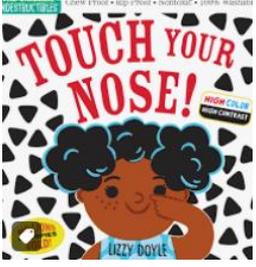
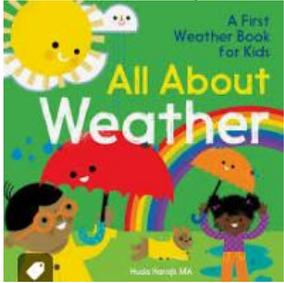
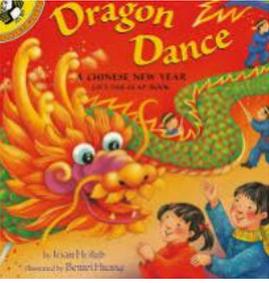


That's not my farm by Usborne touchy feely book



Tails are not for pulling by Elizabeth Verdick



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| <p>Non-Fiction texts to supplement vocabulary and language development</p> | <p>Touch Your Nose by Lizzie Doyle</p>  | <p>All About Weather by Huda Harajili</p>  | <p>Dragon Dance by Joan Holub</p>  | | <p>Big and Small by Britta Teckenrump</p>  | <p>National Trust: Look What I Found at the Seaside by Moira Butterfield</p>  |
| <p>Poetry Basket</p> <p>Poems/ rhymes in red chosen by school/ school's poetry spine</p> | <p>Things I Can Do</p> <p>Down is the Earth</p> <p>All About Me</p> <p>Bath Time</p> <p>Many Things</p> <p>Tommy Thumb</p> <p>Happy and You Know it...</p> <p>Head, Shoulders, Knees and Toes</p> | <p>Twinkle, Twinkle, Little Star</p> <p>Hey Diddle, Diddle</p> <p>Mr Moon</p> <p>Fireworks song sang to the tune of 'The Wheels on the Bus' (See shared drive)</p> <p>A Trillion Stars</p> <p>Nativity – songs</p> | <p>Pat a Cake</p> <p>Wheel on the Bus</p> <p>Old Mc Donald had a Farm</p> <p>Mrs Cow</p> <p>Grand Old Duke of York</p> <p>Humpty Dumpty</p> <p>An Elephant</p> | <p>Houses</p> <p>Owl</p> <p>Wild Beast by Evaleen Stein</p> <p>Tadpole</p> <p>Rabbit</p> <p>Snail</p> <p>Roar says the lion</p> | <p>A Little Seed</p> <p>Little Bo Peep</p> <p>Old Mc Donald had a Farm</p> <p>Jack and Jill went Up the Hill</p> <p>I'm a Little Teapot</p> <p>A Sailor went to Sea</p> | <p>A Grain of Sand</p> <p>Going to the Seaside</p> <p>Holiday</p> <p>Ice Cream</p> <p>Seashells</p> <p>The Tide</p> <p>A Sailor went to Sea Sea Sea</p> |

On this plan, throughout the Nursery (2s and Rising 3s) year all learning in the prime areas will be built upon from the previous half term with only the new progressive, developmental steps listed.

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. (EYFS Statutory Framework)

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----------------------------------|---|--|--|---|---|---|
| Communication and Language | <p>1. "Enjoys listening to simple stories and understands what is happening, with the help of the pictures."</p> <p>2. "Uses sounds, gestures and single words to communicate."</p> | <p>1. "Recognises and points to objects if asked about them."</p> <p>2. "Copies familiar expressions, e.g. 'Oh dear', 'All gone'."</p> | <p>1. "Understands frequently used words such as 'all gone', 'no' and 'bye-bye'."</p> <p>2. "Starts to say how they are feeling, using words as well as actions."</p> <p>1. "Enjoys action songs and rhymes, copying sounds, rhythms, and tunes."</p> <p>2. "Uses single words and frequently used expressions."</p> | <p>1. "Recognises and points to objects if asked about them."</p> <p>2. "Makes simple links between words and actions."</p> | <p>1. "Understands simple instructions like 'give to mummy', or 'stop'."</p> <p>2. "Uses gestures and single words to communicate."</p> | <p>1. "Listens to and enjoys rhythmic patterns in rhymes and stories."</p> <p>2. "Uses familiar words in their play."</p> |

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and later in life.

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| <p>PSED</p> | <p>1. "Shows awareness of their own feelings, and begins to develop ways to manage them." 2. "Seeks comfort from familiar adults when needed." 1. "Shows awareness of their own feelings, and begins to develop ways to manage them." 2. "Seeks comfort from familiar adults when needed."</p> | <p>1. "Expresses preferences and interests." 2. "Is becoming more able to separate from their close carers with support and encouragement from a familiar adult."</p> | <p>1. "Shows empathy by offering comfort that they themselves would find soothing." 2. "Begins to develop friendships." 1. "Beginning to show more confidence in new social situations." 2. "Seeks comfort from familiar adults when needed."</p> | <p>1. "Shows some understanding that their actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them." 2. "Enjoys playing alone, alongside and with others, inviting others to play."</p> | <p>1. "Shows increasing independence in meeting their own care needs, e.g., brushing teeth, washing hands." 2. "Begins to express feelings such as pride and frustration."</p> | <p>1. "Beginning to express their own preferences and interests." 2. "Enjoys playing alone, alongside and with others, inviting others to play."</p> |
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On this plan, throughout the Nursery (2 and 3 year olds) year all learning in the prime areas will be built upon from the previous half term with only the new focus progressive, developmental steps listed
Skilled staff understand what has gone before during the 0-3 year old band within pre-nursery provision and will still be promoting and developing these skills across the prime areas despite them not being listed here.

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 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, coordination 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 coordination, 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.

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| <p>Physical Development</p> | <p>1. "Enjoys movement and can walk, run, and climb with confidence." 2. "Begins to develop hand-eye coordination, for example, in using a spoon or stacking blocks."</p> | <p>1. "Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, and climbing." 2. "Shows increasing control over an object in pushing, patting, throwing, catching, or kicking it."</p> | <p>1. "Enjoys moving freely and with confidence in a range of ways." 2. "Begins to use one-handed tools and equipment, e.g., making marks with crayons or using playdough tools." 1. "Moves freely and with pleasure and confidence in a range of ways." 2. "Uses hands to explore and manipulate objects."</p> | <p>1. "Moves freely and with pleasure and confidence in a range of ways, such as crawling, walking, running, jumping, and climbing." 2. "Begins to use one-handed tools and equipment, e.g., making marks with crayons or using playdough tools."</p> | <p>1. "Enjoys moving freely and with confidence in a range of ways, such as walking, running, climbing, and jumping." 2. "Begins to use one-handed tools and equipment, such as spoons, paintbrushes, or gardening tools."</p> | <p>1. "Moves freely and with pleasure and confidence in a range of ways, such as walking, running, jumping, and climbing." 2. "Begins to use one-handed tools and equipment, such as scoops, buckets, or spades."</p> |
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Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both speedy working out of the pronunciation of unfamiliar printed words (decoding) and composition (articulating ideas and structuring them in speech, before writing).

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| Literacy | <p>1. "Enjoys looking at books and other printed materials with familiar people."</p> <p>2. "Listens to and joins in with simple songs and rhymes."</p> | <p>1. "Enjoys listening to and joining in with simple stories, songs, and rhymes."</p> <p>2. "Begins to recognise familiar logos and symbols in the environment."</p> | <p>1. "Enjoys sharing books with familiar adults and joining in with repeated phrases."</p> <p>2. "Begins to give meaning to marks they make as they draw, paint, and write."</p> | <p>1. "Enjoys listening to and joining in with simple stories, songs, and rhymes."</p> <p>2. "Begins to recognise familiar logos, signs, or symbols in the environment."</p> | <p>1. "Enjoys sharing books with familiar adults, especially those with pictures of animals, plants, and people."</p> <p>2. "Begins to give meaning to marks they make as they draw, paint, and write."</p> | <p>1. "Enjoys sharing books and pictures about animals, people, and places."</p> <p>2. "Begins to give meaning to marks they make as they draw, paint, and write."</p> |
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On this plan, throughout the Nursery year all learning in the specific area of Mathematics will all be progressive, developmental steps will be listed in the term they are covered and then subsequently revisited
 Skilled staff understand what has gone before during the 0-3-year-old band within the pre nursery provision and will still be promoting and developing these skills across the prime areas despite them not being listed here.

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 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 to be afraid to make mistakes.

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| Number | <p>1. "Enjoys looking at and touching numbers in the environment, such as house numbers or numbers on vehicles."</p> | <p>1. "Shows interest in numbers in the environment."</p> <p>2. "Begins to use counting in everyday"</p> | <p>1. "Enjoys looking at and touching numbers in the environment, such as house numbers or numbers on vehicles."</p> | <p>1. "Shows an interest in numbers in the environment."</p> <p>2. "Begins to develop counting skills, often using"</p> | <p>1. "Shows interest in numbers in the environment."</p> <p>2. "Begins to use counting in everyday"</p> | <p>1. "Shows interest in numbers in the environment."</p> <p>2. "Begins to use counting in everyday"</p> |
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| | 2. "Begins to show an interest in counting, often using their fingers to count objects." | contexts, often using their fingers." | 2. "Begins to show an interest in counting, often using their fingers to count objects." | their fingers to count objects." | contexts, often using their fingers." | contexts, often using their fingers." |
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On this plan, throughout the Nursery year all learning in the specific area of Mathematics will all be progressive, developmental steps will be listed in the term they are covered and then subsequently revisited

Skilled staff understand what has gone before during the 0-3-year-old band within the pre nursery provision and will still be promoting and developing these skills across the prime areas despite them not being listed here.

Understanding of the World

Understanding the world involves guiding the children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases the 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.

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| Understanding the World | 1. "Is curious about people and shows interest in stories about themselves and their family." 2. "Notices differences between people." | 1. "Notices differences between people." 2. "Is curious about people and shows interest in stories about people, celebrations, and traditions." | 1. "Recognises and shows interest in familiar people." 2. "Enjoys playing with small world models such as a farm, garage, or train track." | 1. "Is curious about animals and enjoys watching them and talking about them." 2. "Makes connections between the features of their family and other people, animals or objects." | 1. "Is curious and interested to explore new experiences and environments." 2. "Notices detailed features of objects in their environment." | 1. "Is curious about the natural world and enjoys exploring outdoor environments." 2. "Notices detailed features of objects in their environment." |
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On this plan, throughout Nursery year all learning in the specific area of Expressive Arts and Design all progressive, developmental steps will be listed in the term they are covered and then subsequently revisited.

++ Skilled staff understand what has gone before in the 0–3-year-old band within the pre-nursery provision and will still be promoting and developing these skills across the prime areas despite them not being listed here.

Expressive Arts and Design

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| <p><i>Expressive Arts and Design</i></p> | <p><i>1. “Explores different materials, using all their senses to investigate them.”</i></p> <p><i>2. “Begins to make marks intentionally.”</i></p> | <p><i>1. “Explores light, shadow, and colour through sensory play.”</i></p> <p><i>2. “Joins in with songs, rhymes, and music, often with movement.”</i></p> | <p><i>1. “Begins to make believe by pretending.”</i></p> <p><i>2. “Explores different materials, using all their senses to investigate them.”</i></p> | <p><i>1. “Explores colour and how colours can be changed.”</i></p> <p><i>2. “Joins in with songs and rhymes, making some sounds.”</i></p> | <p><i>1. “Explores different textures and materials in creative activities.”</i></p> <p><i>2. “Begins to make marks intentionally and experiment with tools.”</i></p> | <p><i>1. “Explores a variety of materials, using all their senses to investigate them.”</i></p> <p><i>2. “Begins to make marks intentionally, using different tools and media.”</i></p> |
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