

2–3 Year Old CATERPILER NURSERY CURRICULUM MAP



	Term 1- Getting to know you ...		Term 2- Building Blocks ...		Term 3- I Wonder ...	
Curriculum themes/ topics	Who am I? – The story of me!	It's All About Me! – Me, Myself and I- What are my interests? What do I enjoy?	My Family and Me! - Who are the special people in my life? Who takes care of me and keeps me safe?	Where can I will go! – Where I live, Where I go, What I do and Who I do it with!	I am an Explorer! – Where will I go next? The story of what else is out there! Exploring the wonderful world.	Adventurous Me! – What can I do? Where can I go? What can I learn? 'You can be what you want to be...'
Transition/ Parental Engagement	<p>Admission Term</p> <p>Transition from home to Nursery-Hourly Nursery visits x2 (flexible, more if needed) How we can help?</p> <p>Family discussions –home and Nursery contexts</p> <p>All About Me -a parent /carer child perspective</p> <p>Settling-in. Ways to help. Key person relationships Introduced</p> <p>Baseline- Update Trackers</p>	<p>Admission Term</p> <p>Transition from home to Nursery- Hourly Nursery visits x2 (flexible, more if needed) How can we help?</p> <p>Family discussions- home and Nursery contexts</p> <p>All About Me -a parent /career child perspective</p> <p>Settling-in. Ways to help. Key person relationship introduced</p> <p>Baseline- Update Trackers</p>	<p>Stay and Play session- Parents Attend- Focus on positive play and interactions</p> <p>Parent/Carer meetings</p> <p>2 Year Progress Check- Report/meeting with parent/carers and H.V</p>	<p>Stay and Play session- Parents Attend- Focus on positive play and interactions</p> <p>Parent/Carer meetings</p> <p>2 Year Progress Check- Report/meeting with parent/carers and H.V</p> <p>Team Meet Update- Trackers</p>	<p>Stay and Play session- Parents Attend- Focus on positive play and interactions – How can I support my child's holistic learning and development?</p> <p>Parent/Carer meetings</p> <p>Transition visits to Butterfly Room or another Nursery if moving on.</p>	<p>Stay and Play session- Parents Attend- Focus on positive play and interactions – How can I support my child's holistic learning and development?</p> <p>Parent/Carer meetings</p> <p>Transition visits to Butterfly Room or another Nursery if moving on.</p> <p>Team Meet Update- Trackers</p>
Key Events/ Calendar Dates/Magical Moments	<p>Home Visits- Getting to know you.</p> <p>My Special Items from home- What is special to me? What are my comforts?</p> <p>Exploring Nursery- What do I enjoy?</p>	<p>Family Discussions and collaboration- What do I enjoy? Provision linked to children's interests.</p> <p>Continue to explore Nursery- What are the areas I enjoy?</p> <p>Sensory Experiences/Planned Activities Linked to</p>	<p>Extra Stay and Play Sessions linked to focus around families.</p> <p>Sensory Experiences/Planned Activities Linked to Pancake Day</p> <p>Begin visits to local library. Parents/carers invited to share experience with pupils.</p>	<p>Whole School- World Book Day Stem Week</p> <p>Continue 1 Library visit every 2 weeks. Parents/carers invited to share experience with pupils.</p> <p>Weekly forest walks.</p> <p>Visits to the snug for sensory play & school soft play.</p>	<p>Continue 1 Library visit every 2 weeks. Parents/carers invited to share experience with pupils.</p> <p>Begin Forest School sessions.</p> <p>Weekly forest walks.</p>	<p>EYFS- Sports Day</p> <p>Continue 1 Library visit every 2 weeks. Parents/carers invited to share experience with pupils.</p> <p>Forest Schools</p> <p>Weekly forest walks.</p>

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	<p>Sensory Experiences/Planned Activities Linked to Autumn</p> <p>Visits to the snug for sensory play.</p> <p>Heuristic Play Sessions</p>	<p>Christmas/Bonfire Night/Armistice Day</p> <p>Weekly forest walks.</p> <p>Visits to the snug for sensory play & school soft play.</p> <p>Heuristic Play Sessions.</p>	<p>Weekly forest walks.</p> <p>Visits to the snug for sensory play & school soft play.</p> <p>Heuristic Play Sessions.</p>	<p>Heuristic Play Sessions.</p> <p>Posting a letter- Postman Bear</p>	<p>Visits to the snug for sensory play & school soft play.</p> <p>Heuristic Play Sessions.</p> <p>Go on a bear hunt</p> <p>Take part in the dinosaur stomp!</p> <p>Visit to a role play centre.</p>	<p>Visits to the snug for sensory play & school soft play.</p> <p>Heuristic Play Sessions.</p> <p>Visit the farm!</p>
<p>25 Enrichment Activities-</p> <p>All 2 Years Old in our care will ...</p>	<div><div>1.Mud walking and footprint making</div><div>4.Fly a paper aeroplane</div><div>7. Fly a flag</div><div>10. Sail a boat</div><div>13. Run through crisp autumn leaves</div><div>16. Hide and seek with the dinosaurs</div><div>19. Dance to music</div><div>22. Something special about boxes-</div><div>25. Echo echo echo ... Who has the loudest yell (over in the forest)</div></div> <div><div>2. Go camping ...make a den</div><div>5. Spread your bread with a tasty topper</div><div>8. Climb a mountain (the slide)</div><div>11. Thigh high in long grass</div><div>14. Scoop up and throw autumn leaves in the air</div><div>17. Spread paint on your hands and feet</div><div>20. Waterproofs on and dance in the rain</div><div>23. Jump and splash in puddles</div></div> <div><div>3. Wear a cape (super hero style)</div><div>6. Feel sand beneath your toes</div><div>9. Blow a dandelion clock</div><div>12. Feel falling snow on your tongue</div><div>15. Smell a rose</div><div>18. Hose pipe and paddling pool fun</div><div>21. Go for welly walks and run free</div><div>24. Jump into a ball pool</div></div>					
<p>Introducing and Teaching Key Vocabulary</p>	<p>Tired Vocabulary List 1 (NHS)- baby, daddy, man, mummy, eyes, feet, hair, hands, mouth, nose, toes, tummy/belly, apple, biscuit, dinner, plate, spoon, sweets, cup, drink, milk, orange/juice, water, cry, cut, drink, give, like/love, look (at), big, gone, more.</p> <p>Sand- sand, wet, finger, hand, toes.</p> <p>Water- cold, hot, gone, wet, tap, wash, water.</p>	<p>Tired Vocabulary List 1 (NHS)- bag, dress, hat, jacket, pants/kickers, shoes, socks, trousers, ball, bike, duck, bird, cat/pussy, dog, flower, tree, bed, chair, house, table, brush, clap, cook, push, read, run, sit, sleep, stand, throw, walk, wash, dirty, wet, yes, no.</p> <p>Sand- socks, spade, big, dig, pat, dry, bucket, shoes, sandpit, scoop, push, beach, find, handprint, in, gone, more, up, on.</p> <p>Water- bubbles, more, splash, fish, plop, clean, fill, tip, all gone, mix, sea, rain, swim, Splish.</p>	<p>Tired Vocabulary List 1 (NHS)- Bricks, bus, car, doll, pram, swing, teddy/bear, book, box, paper, pencil, brush, soap, tap, towel, dry, eat, hit, jump, kick, come, find, get, hot, down, in, on, up.</p> <p>Sand- sprinkle, full, hard, spalt, build, empty, pour, smooth, sticky, heavy,</p> <p>Water- full, seaside, pour, shower, squeeze, beach, empty, sea, slip, stir, drip, squirt.</p>			

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Focus Books- <i>Selected from out 30 Recommended Reads. These books have been chosen to enhance the provision and use more closely as a teaching tool and plan activities from</i>	That's not my... (range of board books) – Linked to pupils' interests. Incey Wincey Spider Wheels on the bus	Hug (Jez Alborough) Where's Spot Goodnight Peppa	My Dad is Brilliant (Nick Butterworth) My Mum is fantastic (Nick Butterworth) Come on, Daisy	Postman Bear (Julia Donaldson) Toddle Woddle Fox's Socks	We're Going on a Bear Hunt Dear Zoo Dinosaur Roar	Oh Dear! The Very Hungry Caterpillar Owl Babies
Our 30 Recommended Reads- <i>The following 30 books have been chosen for story time to read and re-read over the year.</i>	<ol style="list-style-type: none"> 1. Hooray for Fish! Lucy Cousins 2. No-bot the Robot 3. The Hungry Caterpillar 4. Dear Zoo 5. Brown Bear Brown Bear 6. We're Going on a Bear Hunt 7. Where's Spot 8. Dinosaur Roar 9. Hug (Jez Alborough) 10. The Train Ride (June Crebbin) 11. Each Peach Pear Plum 12. Postman Bear (Julia Donaldson) 13. I Want My Potty (Tony Ross) 14. It's Mine (Rod Campbell) 15. Oh Dear (Rod Campbell) 16. Fox's Socks 17. That's not my... (range of board books) 18. Goodnight Peppa 19. My Dad is Brilliant (Nick Butterworth) 20. My Mum is fantastic (Nick Butterworth) 21. Toddle Woddle 22. Count with Maisy Cheep Cheep Cheep (Lucy Cousins) 23. Owl Babies 24. Jaspers Beanstalk 25. Come on, Daisy 26. Incey Wincey Spider (Anne Kubler – child's play) 27. Wheels on the bus 28. Elmer's Friends (David McKee) 29. Mr Big Ed Vere 30. Pants (Giles Andreae) 					
Focus Nursery Rhymes	If you're happy and you know it Ring a roses Heads shoulders knees and toes Roly poly Shiny teeth Clap clap hands	Zoom, zoom, zoom we're going to the moon. Clap clap clap (to the tune of the wheels on the bus) Row row row your boat Name song The wheels on the bus	Happy Birthday 5 little monkeys Number 1 is up Little Peter rabbit	It's raining its pouring. A big red bus Eyes, nose cheeky chin Pat a cake	Round and round the garden This little piggy went to market. Sleeping bunnies Teddy bear, teddy bear Rain, rain go away	Jelly on the plate Horsey horsey Hokey cokey Wind the bobbin up

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Communication and Language	<p>L&A</p> <p>Listens to and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions and vocalisations in focus nursery rhymes- Twinkle Twinkle/Wheels on the Bus.</p> <p>Begins to join in with Rhyme time – ‘Hello everyone, how are you?’ Join in with the ‘Goodbye’ song at home time and ‘tidy up song.’</p> <p>Begins to join in with shared stories individually or on a 1:2 basis.</p>	<p>L&A</p> <p>Begins to shift from one task to another - Responds to name when used by a familiar adult- ‘Jason, let’s up your coat on- We’re going outside now.’</p> <p>Copy Cat’ game- watch me ...now you do it! Use topic/theme related sounds and actions.</p> <p>‘Pass the teddy’ game at snack time turn taking activities using the child’s name.</p> <p>Beginning to listen and respond to familiar sounds, e.g. The bell - used as the signal for ‘hands on top, (child’s name...) stops.</p> <p>Continues to enjoy shared stories individually or on a 1:2 basis.</p> <p>Listens and sometimes responds to repeated rephrases in focus books.</p>	<p>L&A</p> <p>Enjoys rhymes demonstrates listening by trying to join in with actions or vocalisations</p> <p>Talk and encourage the children to join in with the different sounds they hear in their (topic-home and outdoor environment)</p> <p>Give the children some interesting onomatopoeia examples they will enjoy hearing/copying.</p> <p>My family flip books- Make simple image books of family members- Naming and encouraging discussion.</p> <p>Begins to enjoy familiar stories in small groups- Interested in familiar focus texts.</p>	<p>L&A</p> <p>Use ‘Talk tins’ during stay and play sessions- Encourage language and modelling use of language with parents/carers.</p> <p>Let the children hear recordings of environmental sounds. Discuss.</p> <p>Listens and responds to bell used as the signal for ‘hands on top, everyone stops.’</p> <p>Continues to enjoy familiar stories in small groups- Interested in familiar focus texts.</p> <p>Movement Sessions- Listening to simple instructions. Walking along tracks, running from one point to another, taking objects/cones from one place to another (colour matching), begins to kick a large ball.</p>	<p>L&A</p> <p>Beginning to show an interest in what other children are playing and will shift attention and sometimes join in. – What is your friend playing with? Let’s join in ...</p> <p>Show displays of unique characteristics of beautiful world locations. – Listen and show interest in information shared</p> <p>Use small world play set ups to encourage collective play and vocalisations.</p> <p>Now enjoys familiar stories in small groups- Interested in familiar focus texts.</p>	<p>L&A</p> <p>Listens with interest and respond to the noises adults make when reading stories.</p> <p>Enjoys and shows an interest in play with sounds songs and rhymes.</p> <p>Is able to shift focus from play, when listening to a familiar adult for short periods.</p> <p>Use puppets and other topic related props to encourage listening and responding when reading from a story book</p>
	<p>Understanding</p> <p>Can identify from a group of familiar objects from home, understands simple uses.</p>	<p>Understanding</p> <p>Modelling language and communication in play. Can you wash the Dolly’s face?</p>	<p>Understanding</p> <p>Can understand different questions and more complex instructions from different situations using non-verbal cues.</p>	<p>Understanding</p> <p>Deliver the post like Postman bear/ Go on a Toddle, Woddle- Show and develop an understanding of simple concepts e.g. fast/slow. How fast can you get your letter</p>	<p>Understanding</p> <p>Encourage and promote a language rich environment. Uses key vocabulary and objects to reference meaning.</p>	<p>Understanding</p> <p>When working together tell the children what you are doing, developing understanding and encouraging them to explore for themselves-</p>

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	<p>Encourage children to explore the Nursery environment- Where does your coat go? Where is the toilet? Where do the cars go?- Showing understanding of simple questions why exploring and getting to know their new environment.</p> <p>Look at personal and Floor book photographs together asking- 'who's is that? Where are you? - Understanding of simple questions and statements.</p> <p>Building an understanding of where things belong in Nursery- Assisted tidy up time, put things away, 'This goes here'...</p> <p>Involve character toys in play as if they are real e.g. - Give teddy a drink.</p> <p>Object referencing along with verbal cue for instruction.</p>	<p>Encourage and model listening to simple questions and phrases linked to focus texts- Where is spot hiding? Play hide and find games- Listening and understanding key phrases.</p> <p>Ask a few simple questions during shared interactive play experiences- e.g., what can you see, hear?</p> <p>Ask children to collect an item or replace a toy to correct area.</p> <p>Model and replicate simple sequences of play and experiences e.g., filling a handbag with things you like/need.</p>	<p>Bag up collections of items found around the home, include resources & garments that will excite children's curiosity and thoughts and will mean something to them. Provide time for 'hands on' experience. What can we use them for? - The adult's role here is to supervise safely the use of these items sit back and observe what children do with these objects ... let them explore and make their own links. Do they show understanding? Can adults develop this further.</p>	<p>into the postbox? Discuss events/ characters showing a simple understanding of good/bad.</p> <p>Bag up a collection of interesting real-life items which can to be found around the home, include things that will excite children's curiosity e.g., mobiles, pegs, remote controls etc. Show attentive companionship use talk to describe what the children are doing e.g., 'Oh I can see what you are doing...you have put the peg on the side of the box.' Offer a range of objects to explore. Understanding uses.</p>	<p>Children should understand more words than they can say. Offer play-based experiences for children to demonstrate this. - Let the children help you set up the learning areas. Talk about what you are doing.</p> <p>Offer children lots of opportunities to follow simple instructions e.g. Put Peppa in the boat/Put the cup on the table.</p>	<p>e.g., creating a nest for the birds/ Setting up a farmyard- Where do they go? What can they eat?</p>
	<p>Speaking Play symbolic role play games where the child can pretend to use objects e.g. pretends to drink from a cup and makes drinking noises add simple words e.g. 'drink' introduces 'thirsty', 'hungry' use</p>	<p>Speaking Modelling and encouraging use of words. Encourage discussion around play and interests' objects.</p> <p>Staff to celebrate any speaking, repeating and</p>	<p>Speaking Encourage and model use of pronouns ('me' 'him', 'she')- Looking at family pictures and pictures of other pupils.</p> <p>Using plurals and prepositions ('in', 'on,</p>	<p>Speaking Begins to use language to share feelings, experiences and thoughts. Talk about special family events/places visited with family.</p>	<p>Speaking Encourage children to begin to talk about people and things that are not present.</p> <p>Collections of topic related items, which may be unfamiliar to children - small world resources set</p>	<p>Speaking Encourage and continuously offer opportunities to develop early conversation skills. Link to their families or special experiences.</p>

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	<p>gesture at the same time as using the new word.</p> <p>Staff model language and related sounds in play e.g., “car ... red car.” “Broom, broom, fast car.” As the car moves around the track.</p> <p>Capitalise on the link between movement and the urge to make sounds.</p> <p>Encourage children to find their voice while playing e.g. shouting out while running around.</p>	<p>modelling key words/phrases.</p> <p>Encourage talk about what they are doing as they play; staff continuously model this.</p> <p>Discuss features from seasonal work, offer now vocabulary.</p> <p>Events Calendar activities- use vocabulary pyramids</p> <p>‘You choose!’ activity e.g. foodstuffs/drinks x2 at snack time. Children say which they would like.</p> <p>OWL - Take time to (observe, wait and listen) to the child.</p> <p>Offer new vocabulary the children will enjoy and be able to use.</p> <p>Mime work of familiar self-care routines ask the children ‘What doing?’</p>	<p>‘under’)-these may not always be used correctly to start with.</p> <p>Create role play opportunities- the local shops in the village/town. Join in the children’s play sensitively, talk about your shopping list! Initiate ‘make believe journeys’ with props e.g. on the bus, car etc. Where you are going? Who are you going with?</p> <p>Set up building block structures add small world figures, use prepositional questions e.g. ‘Can you put Peppa on top of the block? Where is Peppa? Who is in the car?’</p> <p>Offer new vocabulary the children will enjoy and be able to use.</p> <p>Sensory texture experiences to widen vocabulary.</p>	<p>Developing a greater awareness of Nursery routines, - Uses words include descriptive language such as for ‘TIME’ e.g., ‘now’ or ‘later’</p> <p>Introduce half termly baking. Discuss and name items, explore and comment on purpose and use. Can they tell you that a spoon is for mixing? Using language such as ‘more’ ‘less’ ‘in’.</p> <p>Talk about home/community lifestyle routines/features. Can they relate to times. Home time is later ...</p> <p>Make simple image books of familiar objects from home/local environment- Encourage discussion.</p> <p>Follow the child’s lead on home interests- family members, pets, play dates.</p> <p>Collect photographs from home and use them as a talking point.</p> <p>Sensory texture experiences to widen vocabulary.</p> <p>Model language a step beyond the child’s language use.</p>	<p>up, interactive displays for worldly exploration investigation and fascination. – encourage and model discussion around names of people, places and objects.</p> <p>Display pictures and/or photographs of fantastical events talk about them with the children</p> <p>Sensory texture experiences to widen vocabulary.</p> <p>Encourage exploration, fascination through weekly forest school sessions. Collect items, carry out tasks, take pictures and discuss events and discoveries.</p> <p>Model language a step beyond the child’s language use.</p>	<p>Encourage use of questions- e.g., what, where, who. Staff celebrate curiously, e.g. “Let’s find out? Let’s go and find that together!” Explore questions through our topic- Adventurous Me.</p> <p>Talk about mapping...Where have you been? Where are you? Where are you going?...in playful encounters or outdoors.</p> <p>Build on descriptive language. – offering new and interesting vocabulary to build upon words they already use confidently.</p> <p>Tempt the child with activities that have a unique interest to them. What can we explore next?</p> <p>Sensory texture experiences to widen vocabulary.</p> <p>Model language a step beyond the child’s language use.</p>
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<p>Personal, social & emotional development</p>	<p>Self-regulation Children will express a wide range of positive and negative feelings with great intensity. Staff to begin to develop positive relationships with key person to help support pupils. Transition arrangements and working closely with parents/carers.</p> <p>Children can feel overwhelmed by their emotions. Staff to use child's comforts, simple language and partnership with parents/carers to support.</p> <p>Help to establish 'object permanence'</p> <p>Find ways to help ease and manage transitions.</p> <p>Follow interests of the child and use interests to engage and help manage emotions.</p> <p>Transition days used to develop a strong and loving key person relationship with each child, so they can rely on this if they experience feeling emotional turmoil.</p>	<p>Self-regulation Supported to find ways to calm/find calm. Special items from home, key person, objects/toys of interest/calm corner. Being calmed and comforted by their key person.</p> <p>Close partnership between parents/carers remains important, support given to ensure children's emotions are supported and understood at home.</p> <p>Holding a special item from home if that helps to regulate emotions.</p> <p>Key person to work closely with children to build up relationship and offer comfort when needed.</p> <p>Calm zones e.g., tents, dens etc for children to relax, rest, sleep.</p> <p>Refer to family discussions of helpful strategies used in time of distress.</p>	<p>Self-regulation Children encouraged to become aware of others feelings. Support them in understanding the feelings and emotions of others. Use real images and real-life situations to model this.</p> <p>Staff allows ensure children are seen and their emotions are acknowledged. Help and support pupils, show awareness of the emotions of others. Use emotion dolls, emotion paddles and real image cards.</p>	<p>Self-regulation Children begin to express self-aware emotions and feel overwhelmed by their intensity. Continue to build on key person relationships, help children feel emotionally safe with a key person and gradually with other members of staff.</p> <p>Use topic puppet-based props to share feelings of sadness, joy etc.</p>	<p>Self-regulation Children are establishing autonomy asserting their own agenda strongly and may display frustration with having to comply with others' agenda, change or boundaries</p> <p>Store resources so that children can access them freely without needing help.</p> <p>Maintain sensible routines and boundaries.</p> <p>Arrange resources to encourage children's independence and confidence.</p> <p>Play fun turn taking activities whilst children are experiencing balanced equilibrium e.g., pass the teddy game, ball run activity.</p> <p>Recognise something that the child is particularly interested in, encourage turn taking and working with others.</p>	<p>Self-regulation Children become more able to think about their own emotions and can sometimes manage them. They join in with group activities as their experience of routines and understanding of boundaries develops.</p> <p>Recognise, talk about and expand on children's emotions.</p> <p>Plan co-regulating activities together e.g. Sing welcome song; 'Hello everyone, how are you? very well thank you, how are you? how are you today? Encourage the children to gesture/reply.</p> <p>Include the child in our everyday routines.</p>
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	<p>Managing self Children begin help with dressing and undressing and care routines. Staff encourage independence.</p> <p>Staff work closely with parents to consider nap times as needed. Staff support and advice parents on sleep patterns at home. Children need to sleep for 12-14 hours a day with one/two naps at this point.</p> <p>Children have highly active bursts with regular and sudden need for rest or sleep. – Sleep area available.</p> <p>Children will enjoy hugs and cuddles and will seek comfort from key person as and when needed.</p> <p>Helps adults with teeth brushing after lunch. - Continues all year. Introduce fun routines established for hand washing.</p> <p>Getting changed when all messy/wet from play.</p> <p>Use lots of simple action words e.g. 'Coat on' 'Wash hands' introduce new words e.g. waterproofs.</p>	<p>Managing Self Staff continue to support parents with sleeping arrangements and patterns at home. Stay and play sessions and open-door policy used to help with a sense of openness and supportive partnership.</p> <p>Feeds self competently can hold a cup with two hands and drinks well without spilling. Staff encourage as much autonomy as possible during (and after) snack and lunch times.</p> <p>Embedding good hygiene /bathroom activities before eating. Washing hands –Sing songs, germs on hands-on-hands task.</p> <p>Look for growing autonomy create 'being helpful' situations.</p> <p>Comfortable rest/sleep areas are available.</p> <p>Self-care station developed. Drinking water stations that the children can independently access when thirsty.</p>	<p>Managing Self Children will have own likes and dislikes of food and willing to try new food, textures and tastes.</p> <p>Feeds self, holds a cup with both hands drinking without much spilling.</p> <p>Symbolic play situations of eating and drinking. Modelling use of cutlery etc.</p> <p>Healthy taste experiences- Tasting sessions, linked to topics, events and seasons.</p> <p>Children staying for lunch-Lunchtime menus to be given to parent/carers to choose meals their child will enjoy. Healthy eating leaflets -suggestions for packed lunches.</p> <p>Eating/drinking together opportunities. Outdoor picnics. Warm drinking chocolate during Forest School sessions.</p>	<p>Managing Self Children are becoming more independent in this area. Shows awareness of routines such as teeth brushing and hand washing but will still need some adult help.</p> <p>'Me Do it!' You will hear this many times! Give the child the opportunity and enough time to do things for themselves.</p> <p>Offer activities with garments that have to be zipped, buttoned etc.</p> <p>Forest school dressing, putting boots and waterproofs on ... build in enough time for independent dressing and undressing and always include hand washing activity once the task is complete.</p> <p>Sing songs rhymes e.g. This is the way we put on our boots ... This is the way we wash our hands. Etc</p> <p>Be creative- design as many comfortable rest/sleep areas as you can indoors and in all play areas.</p>	<p>Managing Self Children can start to communicate a wet or soiled nappy and showing increased awareness of bladder and bowel urges.</p> <p>Introduce and share stories related to toileting. Work closely with parents/carers offering support and guidance on toilet training. Encourage a positive experience for parents and carers.</p> <p>Find out the child's preferred choice over potty or toilet – invite the child to use our potty/toilet during nappy changing times.</p>	<p>Managing Self Children can show a developing increasing understanding of bowel and bladder urges. Continue to support children and parents.</p> <p>Begins to recognise danger and seeks support and comfort from key worker and other familiar adults.</p> <p>Can increasingly express their thoughts and emotions through words and facial expressions. Plan work on key emotions- happy/sad/scared/upset/calm/angry. Uses focus texts, puppets, soft toys and peer interaction to support</p>
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	<p>Building Relationships Children given time to settle and get to know their new Nursery environment.</p> <p>Transition from home to Nursery-Hourly Nursery visits x2 (flexible, more if needed) How we can help?</p> <p>Key person relationships Introduced</p> <p>Settling-in. Staff observe and offer support and reassurance when needed- Building up key worker attachment- Ways to help.</p> <p>Children begin to explore new situations and the environment with others and play when supported by a familiar person using them as a secure base to return to for reassurance.</p> <p>Children begin show empathy by offering comfort that they themselves would find comforting i.e. their dummy or comforter/teddy.</p>	<p>Building Relationships Children given time to settle and get to know their new Nursery environment.</p> <p>Transition from home to Nursery-Hourly Nursery visits x2 (flexible, more if needed) How we can help?</p> <p>Key person relationships developed.</p> <p>Settling-in. Staff observe and offer support and reassurance when needed- Building up key worker attachment.</p> <p>Children interact with others and build up relationships with special people but may show anxiety in the presence of strangers.</p> <p>With support they are becoming more able to separate from my close carers and explore new situations with support from another familiar adult.</p>	<p>Building Relationships Children continue to enjoy playing alone and also beginning to be interested in being together and playing with other children.</p> <p>Children will sometimes experience long periods of social engagement as overwhelming and may withdraw or breakdown with frustration</p> <p>Planned places for play - resourced to facilitate supported group play and interaction with others.</p> <p>Emotional support from key person.</p> <p>Time in the snug, from calming periods. Sensory Room activities</p> <p>Restful relaxing areas. Quiet time. Classical music.</p>	<p>Building Relationships Children can show some understanding that other people have perspectives ideas and needs that are different to mine e.g. may turn a book to face you so that you can see it. – Staff to offer shared play and interaction. Shared story and songs sessions.</p> <p>Group snack and group time to encourage interaction and cooperation with others.</p> <p>Shows empathy and concern for people who are special to them by partially matching others feelings with their own e.g. may offer a child a toy they know they like. Staff to model this behaviour- Praise and encourage when children demonstrate this.</p> <p>Creating a caring respectful ethos in the playroom. Modelling kindness.</p>	<p>Building Relationships Children often watch, follow and imitate others in play and begin to experiment with influencing each other, co-operating together and also resisting coercion in their interactions. - Staff model these skills throughout the play space.</p> <p>Children will assert my own ideas and preferences and take note of other people's responses. - Celebrate the children's interests- Act in the moment and set up play spaces, follow children's ideas and interest and extend these further.</p> <p>Building up an astute awareness of individual behaviour traits, reading situations as they arise.</p> <p>Schematic play knowledge to facilitate play patterns.</p> <p>Group snack and group time to encourage interaction and cooperation with others. Small group activities learning to work together.</p>	<p>Building Relationships Children are beginning to be able to co-operate in favourable situations such as with familiar people and environments and when free from apprehension.</p> <p>Children are beginning to respond to the feelings of others, showing concern and offering comfort.</p> <p>PSED related activities- Circle time sessions/ feelings emotions of themselves and others. Use teddy- How is he feeling? Focus on feelings/emotions of themselves and others.</p> <p>Group snack and group time to encourage interaction and cooperation with others. Small group activities learning to work together.</p>
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2–3 Year Old CATERPILER NURSERY CURRICULUM MAP



Physical Development	Fine motor Sing and join in with action songs and rhymes, participate in finger and actions imitating the movements and anticipating actions e.g. Incey Winky Spider. Busy Finger activities, encouraging hold and use of objects i.e., twist up the glue in the glue stick, squeeze playdough. Mark making using fingers through sensory experiences i.e., sand, foam, gloop. Push pom poms into egg carton (colour matching) using index finger.	Fine Motor Starting to show a preference for a dominate hand and/or leg/foot, will often still change hands. Independent dressing undressing activities. Dressing dolls in role play area. Foot and hand painting activities. Mark making activities mainly using fingers, hands and feet. Creative work- Introducing children to colour and texture. Mixing colours with hands, fingers and feet.	Fine Motor Children can start to operate hands independently during a task that uses both with each hand doing something different at the same time. E.g. Small block construction work, holding a block in one hand and steadying the other block with the other. Fine motor tasks- Threading large beads/stacking blocks/manipulating pegs. Beginning to mark make using chunky tools/resources e.g. chunky chalks and crayons, thick paint brushes. Beginning to use simple tools in the playdough e.g., rollers and large cutters. Pouring own drinks. Independent dressing undressing activities. Dressing dolls in role play area.	Fine Motor Children are beginning to show increasing control in using and manipulating a range of objects and tools Heuristic play sessions. Provide lots of different objects from home the children to grasp, hold and explore. Play dough area- More tools added- Rollers/cutters/children's scissors/shape cutters/children's modelling tools. Beginning to mark make using chunky tools/resources e.g. chunky chalks and crayons, thick paint brushes. Fine motor tasks Hammering cereal/threading cheerios'/ manipulating age-appropriate jigsaws. Using jugs to pour drinks. Dressing and undressing, fastening unfastening zips. Putting on boots/waterproofs. Weekly cooking sessions- chop, mash, spread the butter fill the cake cases etc. Modelling using tools safely.	Fine Motor Children can make connections between their movements and the marks they make. Provide different levels of surfaces and types of paper (newspaper/newsprint?). Children continue to explore mark making using chunky tools- crayons, chalks, brushes, rollers. Cutting and sticking. Children continue to explore colour and texture using tools as well as hands/feet/fingers.	Fine Motor Children can turn pages in a book sometimes several at once. Encouraged to hold mark making tools with thumb and all fingers. Beginning to develop early grip. Fine motor tasks continue- Zips/hooks/locks/children's tweezers. Draw picture on "special paper" to be repeated next term to show progress. (Provide photographic evidence too)
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2–3 Year Old CATERPILER NURSERY CURRICULUM MAP



	<p>Gross Motor Children gradually gain control of their whole body. Developing security in walking upright using feet alternatively and can also run short distances. Staff to encourage movement indoors and outdoors.</p> <p>Uses slide in the playroom, walking up the stairs facing forward, using the rail and using both feet single step at a time.</p> <p>Changes position from standing to squatting to use the small water tray.</p> <p>Weekly walks around large school field and woodland area.</p> <p>Practise bigger arm movements. Play throwing and catching games together.</p> <p>Housekeeping chores e.g. Using a dustpan and brush, brooms to sweep, wiping the table squeezing the sponge to clean the windows.</p>	<p>Gross motor Children can start to sit up from lying down, squat with steadiness to rest or play with a object on the ground rises to feet without using hands.</p> <p>Children sit comfortably on a chair with both feet on the ground. – Sitting at tables for snack and lunch time.</p> <p>Runs safely on whole foot- Running in large bike yard. Weekly walks around the school grounds- Children encouraged to run free.</p> <p>Climbing over the upturned seesaw using steps without holding on.</p> <p>Climbing the slide placing both feet on each step holding the handrail for support.</p> <p>Continue to practise my bigger arm movements. Building with large blocks. Make sensory ribbon boxes to give 'pull through' experiences</p>	<p>Gross Motor Children begin to show an interest in dances and sings to music rhymes and songs imitating movements of others.</p> <p>Linking ideas from the family discussions. Use music/rhymes that the children enjoy at home during their sessions at Nursery.</p> <p>Movement sessions begin. – Focus on range of opportunities for children to use/copy dance moves throughout the day, alone and with others, indoors and outside with ribbons and fabric.</p> <p>'Match of the day' games. Beginning to kick and large ball.</p> <p>Shoulder and arm muscles are developing.... Large scale mark making with brushes, mops, rollers etc.</p>	<p>Gross Motor Children can move in response to music or rhymes played on instruments such as drums or shakers.</p> <p>Expressive movement, clapping or stamping to favourite nursery rhymes and songs.</p> <p>Movement Sessions- Runs/dances with ribbons held above your head. Twirling and swirling. Moving in different ways- Link to book Toddler Woddle.</p> <p>Who has been to the beach? Create a seaside bucket band, children collect sticks on Forest Walk to use as beaters.</p> <p>Rock and Roll. Junk items brought from home and transformed into shakers to rattle.</p> <p>Shoulder and arm muscles are developing.... Play ten pin bowling games/large scale mark making.</p> <p>Helping with domestic chores around the nursery, sweeping, washing furniture, windows etc.</p>	<p>Gross Motor Children can walk a considerable distance with purpose, stopping, starting and changing direction. Weekly walks/Forest school sessions.</p> <p>A wide range of opportunities to move in different directions during trips to Forest School.</p> <p>Map out a make-believe wildlife journey giving stop go instructions.</p> <p>Following the leader topic games.</p> <p>Movement sessions linked to topic- Going on a bear hunt adventure/Dinosaur stomp dance/Move like the animals from Dear Zoo. Moving in different ways.</p>	<p>Gross Motor Children can sit on push along wheeled toys using a scooter- Vehicle yard.</p> <p>Begins to understand and choose different ways of moving- run, walk.</p> <p>Movement sessions- Kick ball, begin to catch, run a and jump in the air with two feet.</p> <p>Children are now beginning to kick a stationary ball, catch balls by trapping them to my chest.</p> <p>Run, jump up into the air with both feet leaving the floor and can jump forward a short distance</p> <p>Health and fitness activities regular exercise- Movement sessions/ weekly walks/ forest schools.</p> <p>Create imaginary scenarios of mountains to climb ... 'A bear went over the mountain' song Jumping over the "(crocodile?) river" paper on the floor.</p>
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2–3 Year Old CATERPILER NURSERY CURRICULUM MAP



<p>Reading</p>	<p>Children enjoy songs and rhymes tuning in and paying attention.</p> <p>They enjoy joining in with actions and sounds in familiar songs rhymes and books during a shared experience. Will copy sounds rhythms, tunes and tempo.</p> <p>Share focus story books and rhymes at snack time and before home or lunch.</p> <p>Work with parents to discover children's favourite stories, songs and rhymes from home. Make specific play baskets with object of reference from the book. Rotate in play spaces e.g. Thomas books in the train track basket etc.</p> <p>Have rhyme time (with actions) experiences whilst in play areas.</p> <p>'Naturally Noisy' games! let the children hear you use, so they can copy assorted sounds (e.g. animal sounds/environmental sounds) appropriate in play areas.</p> <p>Enjoy stories individually or on a 1:2 basis.</p>	<p>Children have favourite books and seek them out to share with an adult another child, or to look at alone.</p> <p>Enjoys some favourite and familiar rhymes, songs poems or jingles.</p> <p>Invite the children Take turns to choose a book for sharing.</p> <p>Encourage listening and joining in with stories and poems.</p> <p>Encourage interaction use lots of enthusiasm when reading stories, introducing actions, puppets, objects of reference. Ask simple questions- "Who has the blue ball? Yes, Peppa has the blue ball. Can you point to the blue ball?"</p> <p>Repeat some story language from core topic books. Encourage children to join in with actions or repeated words. E.g. HUG.</p> <p>Enjoy stories individually or on a 1:2 basis.</p>	<p>Children show an interest in books and rhymes and may have favourites.</p> <p>Repeat words and phrases from favourite stories and encourage children to respond or join in.</p> <p>Independent reading – choosing to explore books in the reading area. Offer an open and inviting book are. Books throughout the environment.</p> <p>Repeat some story language from core topic books for the single- and two-word user.</p> <p>Ask 'What can you see?' game looking at the front cover, story book, pictures etc. Use pointing and gesture cues if that helps.</p> <p>Begin to enjoy stories in small groups 1:2/1:4.</p>	<p>Children begin to ask simple questions about the book make comments, point, laugh.</p> <p>Children begin to develop play around favourite stories using props. Fills missing words or phrases in known rhyme story or game e.g., posting letters- Postman Bear, hiding and hunting for items in the home corner- Fox's Socks.</p> <p>Continue to share and enjoy favourite stories from home. Actively support the children learning English as an additional language from a variety of cultures and ask parent/carers to share their favourite stories, rhymes and songs in their home language. Talk about and share these with others.</p>	<p>Children can say some of the words in familiar songs and rhymes, sing songs and say rhymes independently, e.g. singing while playing.</p> <p>Word recognition activities from favourite books and rhymes. Join in with repeated phrases from focus texts- Where going in a bear hunt/ Dear Zoo.</p> <p>Retell/recall the story- Where going on a bear hunt through forest schools' session. Use language and key repeated phrases. Set up areas for children to walk through and recall the events in the story.</p>	<p>Children enjoy rhythmic or musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with familiar songs and nursery rhymes. See focus songs and rhymes.</p> <p>Beginning to recognise some familiar print e.g. key numbers, first letter in name, bus numbers.</p> <p>Add numerals to the door in the playroom and local bus numbers on some of our buses in the transport box.</p> <p>Create workshops and stations ready for critical thinking opportunities- fascination and imagination e.g., Fairies and pirates, polar regions etc.</p> <p>Music and movement opportunities linked to story- Dinosaur Stomp.</p>
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2–3 Year Old CATERPILER NURSERY CURRICULUM MAP



Writing	<p>Children begin to understand the cause and effect of their actions in mark making.</p> <p>Mark making begin with hands, feet and fingers.</p> <p>Mark making on different surfaces; paper rolled out on the floor paper covered table tops.</p> <p>Large mark making/painting in easel and outdoors.</p> <p>Using fingers, hands and feet, and beginning to use large chunky tools e.g. crayons. Chalks, chunky brushes.</p>	<p>Children enjoy drawing and writing on paper, and on or in different textures such as in sand or play dough.</p> <p>Children begin to explore mark making with lots of varied/ different media – crayons, chalk, sticks dipped in mud, brushes etc.</p> <p>Large scale mark making outdoors- brushes, rollers, chalks, mud painting etc</p> <p>Make lists with the clip boards, whiteboards, chalk boards, in sensory play trays.</p> <p>Offer assorted paper sizes/colours/shapes/types</p> <p>Mark making on different textures materials e.g., cardboard, bubble wrap etc.</p>	<p>Children begin to know that the marks they make are of value. Staff celebrate and display mark making- Marvellous Marks display.</p> <p>Mark making area introduced- Chunky mark making tool/ paper/card, available for the children to assess.</p> <p>Staff support children to understand the purpose of their marks. Making cards- Who is it for? Sending 'written messages' home for family.</p> <p>Use post box envelope props- Postman Bear.</p>	<p>Children begin to distinguish between the different marks I make. They begin to add marks to their drawings which they give meaning to e.g., 'That's mammy'</p> <p>Create opportunities for an adult to be supporting the mark making activities to catch the 'in the moment' thinking and ideas.</p> <p>Mark making area continuous to develop based on children's interests and related topics.</p>	<p>Children continue to enjoy the sensory experience of making marks.</p> <p>Explore all different media Create motivating mark making stations indoors and outdoors.</p> <p>Distribute mark making resources throughout the playroom e.g., clipboards and crayons in the construction area.</p>	<p>Children begin to make marks on their picture to stand for their name</p> <p>Staff celebrate children's 'Marvellous Marks' and encourage them to talk about their ideas and thoughts as they paint/draw/write.</p>
Mathematics	<p>Children respond to words like 'lots' and 'more'.</p> <p>Building block play; draw attention to the changes in amounts e.g., add more bricks to the tower.</p> <p>Eating times-Ask "Want more?"</p>	<p>Children begin to compare and recognise changes in numbers of things using words like 'more', 'lots' or 'same.'</p> <p>Sorting activities with lots of different media.</p>	<p>During small world play talk to the children about needing 'more' cars for the garage or there being 'lots' of dolls in the cot etc.</p> <p>Children begin to engage with counting like behaviours, making sounds and pointing or</p>	<p>Children begin to compare and recognise changes in numbers of things using words like 'more', 'lots' or 'same'.</p> <p>Bundles of assorted toys to sort and select. Select – more/lots/1/2/3.</p> <p>Children begin to say numbers</p>	<p>Understands and responds to words- 'more', 'lots' or 'same'... we need one more person the we can go to soft play...</p> <p>Enjoys engaging in counting like behaviours making sounds and pointing or saying some numbers in</p>	<p>Topic/theme items to sort and explore. More/lots/gone/same.</p> <p>Continues to develop counting like behaviour such as making sounds, pointing or saying some numbers in sequence. Lots of adult modelling.</p>

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	<p>Says some counting words.</p> <p>Take part in finger rhymes with numbers.</p> <p>Use all available opportunities for counting and number rhymes e.g., changing times, putting on coats/shoes etc.</p> <p>Count fingers and toes.</p> <p>Outdoors and inside e.g., 'Round and round the garden...'</p> <p>Draw coloured circles on the ground with chalk throw beanbags into them...count "How many"</p> <p>Let the children count with you as you make and use play dough and other cooking activities.</p> <p>From collections of small world resources ask "Can you give me one (car)...two?"</p> <p>Adults model counting in everyday contexts. Count tools in the toolbox etc.</p>	<p>Action counting rhymes e.g., Ten in the bed rhyme/game.</p> <p>Repeated modelling of counting from familiar adults.</p> <p>Children begin to use some number words like 'one' 'two'.</p> <p>Enjoys singing rhymes which involve hiding and returning like 'Two Little dicky birds.'</p> <p>Explore and begin to notice numbers in the environment and in books.</p> <p>Number labels around the Nursery environment.</p> <p>Children choose puzzle pieces and tries to put them in.</p> <p>Provide inset puzzles and jigsaws at different levels of difficulty.</p> <p>Work with Mega Blocks, large and small wooden building blocks, assorted size cardboard boxes. Placing in holes and spaces.</p>	<p>saying some numbers in sequence.</p> <p>Children will begin to count in different contexts, often saying numbers in a different order or missing some numbers out as they count.</p> <p>Staff to model counting opportunities during play e.g., in the role play area count out the number of things needed for a tea party.</p> <p>Look at family photographs point to and count the number of people in the family group.</p> <p>With an adult begin to count stairs, toys, food items, sounds, actions.</p> <p>Sing (Child's name) hammers with one hammer...</p> <p>Beginning to select a shape for a specific space.</p> <p>Attempt to join in action rhymes.</p>	<p>in order, some of which are in the right order (ordinality).</p> <p>Continues count and use numbers in everyday contexts, sometimes skipping numbers e.g., 1,2,3,5. Celebrate all counting!</p> <p>Develop counting such activities in everyday routines, getting dressed, fastening buttons, putting on shoes etc.</p> <p>Counting environmental topic sounds e.g., door bells, knocks at the door, claps, ding on a microwave.</p> <p>Noisy neighbour activities- Ask how many 'sneezes', how many 'peeps of the horn' etc</p> <p>Peg some items on a washing line pointing/counting.</p> <p>Children can use number words like 'one' 'two'.</p> <p>Sing topic counting songs, count it out on fingers,</p> <p>Beginning to notice numerals (number symbols) around them.</p> <p>Recognises that two objects have the same shape.</p>	<p>sequence. Enjoys counting in play.</p> <p>Encourage the children to play with a wide range of objects. When appropriate sensitively join in, commenting on and counting interesting shaped objects. Lining up items, building items into a tower, shape sorters, putting objects into/placing them into pots and pans etc.</p> <p>Children sometimes respond accurately when asked to give one or two.</p> <p>Self-care routines e.g. getting dressed, boots on</p> <p>Topic related number rhymes e.g. Two elephants went out one day....</p> <p>In everyday situations takes or gives two or three objects from a group.</p> <p>Modelling counting behaviours, count with their fingers, saying numbers as they count. Again, sometimes missing out numbers.</p> <p>Notices and points to numbers in their environment.</p>	<p>Begins to say numbers in order. 1,2,3.</p> <p>Model carefully counting behaviours, e.g., lining up, using finger, saying numbers in the correct order, moving objects as they count, emphasising the total- wow 3! 3 apples!</p> <p>Bouncing toys on a parachute- 1, 2, 3. How many stayed on? How many fell off?</p> <p>Recognises and begins to respond to changes of amount when exploring objects in a group of up to three items. Notices objects are missing.</p> <p>Continues to enjoy number rhymes, using fingers as they count, e.g. 5 little monkeys jumping on the bed.</p> <p>In everyday situations takes or gives one, two or three objects from a group.</p> <p>Beginning to notice and point at numerals (number symbols) around them.</p>
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2–3 Year Old CATERPILER NURSERY CURRICULUM MAP



	<p>Children enjoy pushing different shaped objects through different shaped holes and attempts to fit shapes into spaces on inset boards or puzzles.</p> <p>Let the children play with Inset board puzzles that they have to try and fit the shape into the space.</p> <p>Posting activities.</p> <p>Becoming familiar with pattern in their daily routine.</p> <p>Introduce the children steadily to the rhythms and routines of the room.</p> <p>Shows an interest in size.</p> <p>Recognises size- using language of 'big' in a play-based context.</p>	<p>Signals (Bell noise) then prompt with 'Hands on top, everybody stop!' use for transition times e.g., from play to snack time and play to tidy time.</p> <p>Expressive movement pattern activities 'clap, clap, stamp, stamp.'</p> <p>Explores size and weight in a play-based context. Staff modelling language.</p> <p>Children explore size- Building towers, comparing cups/food in the home corners. e.g., "that's a big tower."</p> <p>Explores weight in play- Staff modelling language related. "Oh this is such a heavy block, oh its hard for Mrs. Short to carry! Let's use a light one for the top."</p> <p>Exploring size through cooking- Chopping items, small or big piece.</p> <p>Provide objects with marked differences in size to play freely with.</p>	<p>Let me explore different objects- what I can do with them? E.g. a collection of things that will roll.</p> <p>Begins to join in with parts of a familiar story and knows what might come next.</p> <p>Begins to show greater awareness of patterns in day- lunch time/snack time/story time.</p> <p>Explores capacity by selecting, filling and emptying containers e.g., fitting toys in a pram.</p> <p>Selects and uses containers, filling and emptying containers. Accept the tipping and the transporting of items the children are collecting.</p> <p>Exploring capacity through sand and water play. Adulting modelling key language (see sand and water vocab).</p> <p>What is in the bag? - Explore items that the bag contains/holds.</p>	<p>Actively joins in action shape rhyme game with plates at snack time...ask the children to put their index finger on the rim of the plate moving it anti clockwise while saying - put your finger around my side you'll never meet a corner- I am? ... children anticipate their cue to call out -circle!</p> <p>Is interested in what happens next using the pattern of everyday routines. Talk to the children about what may happen next.</p> <p>Sing action rhymes, systematically going through the steps they may take before leaving home for nursery- 'I jump out of bed and this is what I do; yawn, stretch, wash my face, clean my teeth, brush my hair, put on my clothes etc.</p> <p>Beginning to understand some talk about immediate past and future. Key person group times – small group conversation time about their news</p>	<p>Children combine objects like stacking blocks and cups.</p> <p>Stacking activities with graded cups, tidy time at drinks table, stacking the cups to take to wash, plates in the home corner.</p> <p>Games with simple geometrical shape. Ask can you find the same?</p> <p>Beginning to arrange items in their own patterns e.g. lining up toys or arranging in other ways.</p> <p>Loose parts and small world resources.</p> <p>Work in the construction area/Builders Yard.</p> <p>Joining in and showing awareness of our Nursery rhythms and routines of the day.</p> <p>Puts objects inside others and takes them out again.</p> <p>Investigation activities promoting thoughts and ideas about 'bigger, little/smaller'. Filling bags, fitting in their favourite items.</p>	<p>Makes simple constructions.</p> <p>Topic related constructions with assorted range of building resources.</p> <p>Stacking soft play cushions, placemats etc.</p> <p>Games with simple geometrical shape. Ask can you find the same?</p> <p>Notices patterns and arrange things in patterns.</p> <p>Sensory blocks arrangements, exploring colour.</p> <p>Use and display interesting, patterned fabrics from around the world, exploring colours and patterns within.</p> <p>Joining in and showing awareness of our Nursery rhythms and routines of the day.</p> <p>Beginning to anticipate times of the day, such as mealtimes and home time.</p> <p>Learning how we divide up the day.</p>
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2–3 Year Old CATERPILER NURSERY CURRICULUM MAP



			Interesting containers- filling and emptying!		Explores differences in size, weight, length and capacity through play-based experiences in the Nursery environment. Provision planned to offer opportunities for exploration.	Understanding the 'bell' signal for transition time in the playroom – 'Hands on top, everybody stop' Explores differences in size, weight, length and capacity through play-based experiences in the Nursery environment. Provision planned to offer opportunities for exploration.
Understanding of the world	<p>Past and Present Children begin to recognise and have a sense of self. They recognise themselves in images from recent past.</p> <p>Make 'All about me book' images of self, images favourite items, favourite foods, characters, books, songs and rhymes. Look at these together point out, comment and discuss. Leave in a location that the children can assess.</p> <p>Look through daily collections of iPad photographs with the children. Recognise themselves. Staff to comment on these with pupils, modelling key words and short phrases relating to what they doing. E.g. cars ... playing with the cars. Painting,</p>	<p>Past and Present Children enjoy looking at photographs of recent past events of their own lives can recognise and point out/name immediate family members.</p> <p>Recall and recognise special family events in photographs. Begins to comment in one or two words. E.g. "Mammy park."</p>	<p>Past and Present Children may be able to recall simple events in order e.g. 'I go to shop' ... "What did you buy?" ... "milk."</p> <p>Set up role play areas and, in the moment, play situations with the children to reflect the children's experiences in the local area e.g., snack bar/sandwich shop, hair salon/local shop/supermarket.</p>	<p>Past and Present Children begin to recall and talk about recent past events that have occurred in their lives/daily routine e.g. going to the park after school or going to visit the farm.</p> <p>In partnership with parents/carers ask for weekly- Weekend News- Images sent into school. Staff look at these with the children. Where did you go? What did you see? Provide opportunities for children to enjoy talking about past events with familiar adults e.g. "What did you see at the farm??" Link small world and role play to recent events.</p> <p>Provide relevant books linked to past experiences to enhance discussions and learning.</p>	<p>Past and Present Children begin to imitate events from their daily routine e.g. putting babies to bed, reading a bedtime story to a soft toy. Offer a range of opportunities to act out these events.</p> <p>Recall past significant events from Nursery- Forest school sessions, weekly walks, Bear hunt, Dinosaur Stomp.</p> <p>Display props that are relevant to the specific topic/theme/ past events. Prompt recall and discussion.</p> <p>Make sure that there is access to materials to support the development of this type of imaginative play outdoors e.g., create meaningful backdrops e.g.,</p>	<p>Past and Present In pretend play children can imitate past events in their own lives going on a trip in the car, going on holiday, going to visit a farm/zoo/aquarium.</p> <p>Offer props and resources that a meaningful to the pupils and link to the topic and interests.</p>

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	<p>printing. What happened today? Recent past.</p> <p>People, Communities and Cultures Children are beginning to develop a sense of self - knowing their own name. Staff use children's name before giving instructions for comments.</p> <p>Children are curious about people and shows an interest in stories about people, animals or objects that they are familiar with or which spark an interest with them.</p> <p>Corporate activities e.g., Hello song....name each child in the group.</p> <p>Help children to explore feel safe and understand the space and their place at nursery 'Where they are'</p> <p>Natural World Children are curious and interested to explore new and familiar experiences in nature; grass, mud, puddles, plants and animal</p>	<p>People, Communities and Cultures Children are interested in photographs of themselves and other familiar people and objects.</p> <p>Children name and talk about significant people in their life while looking at photographs.</p> <p>Work with parents/carers to find out and ask about families. Ask parents/carers if they can provide photographs from home.</p> <p>Help the children map where they have been, where they are and where they are going. Develop a journey board keeping up with clip art pictures weekly events here at Nursery 'where memories are made'</p> <p>Natural World Children notice detailed features of objects in a familiar environment. They begin to point out or talk about things they</p>	<p>People, Communities and Cultures Children continue to be interested in photographs themselves and other familiar people and objects.</p> <p>Display of children's and family photographs throughout the playroom. Recognise self and family members and talk about them.</p> <p>Natural word Children begin to remember where objects belong- matches parts of objects that fit together</p>	<p>People, Communities and Cultures Children develop a sense of own immediate family, relations in pretend play imitates everyday actions and events from own family and cultural background e.g., making and drinking tea being a cat/dog. Define a home corner area, reflecting the children's home environment. Divide it from the rest of the room to create an illusion of privacy.</p> <p>Use 'real' resources rather than commercially available plastic varieties from time to time to stimulate meaningful play.</p> <p>Natural Word Children enjoy playing with small world reconstructions building on first hand experiences e.g., family outings to farm, garage, train</p>	<p>a canopy creating a cosy, enclosed space</p> <p>People, Communities and Cultures Children begin to make connections between the features of their family and other families. Encourage this through use of stories at story time.</p> <p>Enjoys stories about people and nature (birds, bees, snails, cats, dogs etc).</p> <p>Create homemade tents and include character props, cushions and a selection of books that reflect the above.</p> <p>Natural World Continue to enjoy exploring the world around them.</p>	<p>People, Communities and Cultures Children notice differences between people. Continues to make connections between features of their families and other families.</p> <p>Beginning to have own friends. Sing welcome song- Welcome friends to nursery. Say a hug/high five/smile etc.</p> <p>Learn that they have similarities and differences that connect them to and distinguish them from, others.</p> <p>Make up story sacks reflecting a range of favourite and or special items, photographs, images etc with individual children -Share.</p> <p>Natural World Children enjoy exploring the world around them.</p>

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	<p>life. – Weekly walks in grounds.</p> <p>Explores objects by linking together different approaches shaking, hitting, looking, feeling, tasting, mouthing, pulling turning and poking. - Staff modelling exploration approaches.</p> <p>Draw the children's attention to weather, e.g., outdoor picnics or when the children are playing outdoors ask 'Can you feel your face?' 'Is it cold?' 'Do you feel hot?'</p> <p>Sensory Experiences/Planned Activities Linked to Autumn.</p>	<p>have observed such as plants animals natural and found objects.</p> <p>Talk about the weather. Ask the children to look out of the window, sing 'what is the weather today'?</p> <p>Rainy- and snowy-day experiences. Jumping in puddles. Feeling snow in hands.</p> <p>Sensory Experiences/Planned Activities Linked to Autumn/Winter.</p> <p>Weekly forest walks- Exploring together.</p>	<p>e.g., puts a lid on a teapot.</p> <p>Set up investigation areas indoors/outdoors with natural found objects for the children to explore.</p> <p>Small world set ups include as much real/natural objects as possible, e.g. logs, peddles, stones, mud, hay etc.</p> <p>Weather related activities e.g., running in the wind with ribbons or splashing in puddles etc.</p> <p>Sensory Experiences/Planned Activities Linked to Winter.</p> <p>Weekly forest walks- Exploring together. Look at images taken- What did we see? What did we find? Where did we go?</p>	<p>station, walking by a river or a lake.</p> <p>Think about small world resources, consider presenting additional space to allow the children to develop their own ideas. Provide story books linked.</p> <p>Spring walk- What has changed in outside?</p> <p>Sensory Experiences/Planned Activities Linked to Spring.</p> <p>Weekly forest walks- Exploring together. Look at images taken- What did we see? What did we find? Where did we go?</p>	<p>Use logs, rocks, and carpet remnants -can provide additional habitats for mini beasts.</p> <p>A lidded plastic box for decomposing fruit plants and vegetables.</p> <p>Find out about animals through topic and stories e.g., Dear Zoo. What kind of animals are they? What noises do they make? What are their names? What do they look like? What colour are they? Can we make a home for them?</p> <p>Explore a range of different materials e.g., shiny, dull, hard, soft, items the children have collected.</p> <p>Build up resources to support interest e.g., Bug viewers, binoculars, mirrors.</p> <p>Weekly Forest School sessions begin.</p>	<p>Begins to talk about places or journeys using familiar stories.</p> <p>Shows an interest in the world around them asking questions and noticing changes e.g., changes in the weather.</p> <p>Explore and be introduced to planting recycling and caring the world around them.</p> <p>Weekly Forest School sessions begin.</p>
Expressive art and design	<p>Creating with materials</p> <p>Children enjoy exploring and experimenting with media and movement through multi-sensory exploration and expression.</p>	<p>Creating with materials</p> <p>Children enjoy singing songs and taking part in action songs such as 'Twinkle Twinkle Little star' or 'The Wheels on the Bus'.</p>	<p>Creating with materials</p> <p>Children start to make marks intentionally.</p> <p>They notice and become interested in the transformative effect of</p>	<p>Creating with materials</p> <p>Children show an interest in the way sound makers and instruments sound, They experiments with ways of playing them e.g., loud/quite fast/slow.</p>	<p>Creating with materials</p> <p>Explores a range of sound makers and instruments and play them in different ways.</p> <p>Sing whilst listening to music or playing with</p>	<p>Creating with materials</p> <p>Children express feelings and ideas through making marks and sometimes giving meaning to the marks they make.</p>

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	<p>Begins to explore paint using different body parts including, hands, feet, and fingers.</p> <p>Offer invitations to the children to 'have a go' at the activities on offer in the creative area. Adults work alongside pupils to model and encourage them to explore.</p> <p>Check that children feel comfortable -some may need quick access to hand washing.</p> <p>Provide a range of sensory experiences and textures for pupils to enjoy e.g., shaving foam, coloured rice, coloured sand, cereal. N.B Assisted play is highly needed as materials can automatically be mouthed.</p>	<p>Children create sounds by rubbing, shaking tapping striking or blowing.</p> <p>Provide a selection of resources that can be used outdoors to make a range of sounds e.g., scraping fences or walls. Hitting big containers, old pans. Shaker containers filled with stones etc. Blow large tubes, cardboard cylinders etc.</p> <p>Children continue to use body parts to paint and print. They may begin to use large brushes, rollers, or stampers.</p> <p>Provide a selection of resources that can be used outdoors to make a range of sounds e.g., scraping fences or walls. Hitting big containers, old pans. Shaker containers filled with stones etc. Blow large tubes, cardboard cylinders etc.</p> <p>Dance using items, moving to the rhyme.</p>	<p>their actions on materials and resources.</p> <p>Lots of painting activities- Printing, painting, splatting. Use a range of chunky tools to make marks with paint.</p> <p>Accept mixed media exploration! Lots of exploration with body parts continues.</p> <p>Provide assorted variety of junk modelling resources to access/explore and create with.</p> <p>Gluing and sticking.</p> <p>Provide a range of surfaces/ resources to draw, paint, print, glue onto, e.g., card, cardboard, boxes/junk, large rolls of paper, textured paper, bubble wrap, wood, mirrors, plastic etc.</p>	<p>Children will experiment with ways to enclose a space. They will create shape and represent actions sounds and objects.</p> <p>Offer resources and allow pupils to create their own play spaces/small world set ups.</p>	<p>instruments and sound makers.</p> <p>Joins in with songs and rhymes making some sounds or joining in with some words.</p> <p>Enjoys and joins in with rhythmic and repetitive sounds. Mirrors and improvises actions they have observed e.g., clapping or waving.</p> <p>Use short snapshots of musicals that will mean something to the children and serve the stories you want to tell.</p> <p>Use career-based rhymes/songs e.g., 'Zoom zoom zoom we're going to the moon.</p> <p>Look for opportunities for everyday garments to become superhero capes, space boots etc.</p>	<p>They enjoy and respond to playing with colour in a variety of ways e.g., combing colours.</p> <p>Explores different materials using all senses to investigate them.</p> <p>Use 3D and 2D structures to explore materials and/or to express ideas.</p>
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2–3 Year Old CATERPILER NURSERY CURRICULUM MAP



	<p>Being Imaginative and expressive Children express themselves through physical actions and sound.</p> <p>During the first term some children may feel insecure. Music can help communication and a development of security.</p> <p>Many children find listening difficult. During the first term we try to foster listening skills through rhyme, song and music.</p> <p>Clapping hands to nursery rhymes and feeling rhythm.</p> <p>Initiate symbolic role play interactions while engaging in play with the child. Lots of scarves, bells, boxes</p> <p>Safe mirrors to explore imaginative play and expression.</p> <p>Sound making outdoor activities – running a twig along a fence, banging on logs etc.</p> <p>Body sounds- clapping hands, stamping feet.</p>	<p>Being Imaginative and expressive Encouraged to use everyday materials to explore and understand and represent their world their ideas interests and fascinations.</p> <p>Making Tracks; Rolling vehicles in paint down a slide.</p> <p>Splat painting.</p> <p>Dressing up- Taking on a role in play.</p> <p>Include fabrics with different patterns, colours, tones and textures for children to explore.</p> <p>Hand and feet painting!</p> <p>Explore sounds and expression- Tapping on the table.</p>	<p>Being imaginative and expressive Starts to develop pretend play. Pretending that one object represents another especially when the objects have something in common e.g. wooden blocks as a phone. Staff to begin involved, modelling and encouraging play.</p> <p>Provide children with instruments with 'found objects.</p> <p>Moves while singing, listening to sounds and music and/or playing with sounds makers and instruments.</p> <p>Introduce- music and movement sessions, linked to PD.</p> <p>Encourage children to experiment with different ways of playing instruments.</p>	<p>Being imaginative and expressive Creates rhythmic sounds and movements makes simple models.</p> <p>Moves while singing, listening to sounds and music and/or playing with sounds makers and instruments.</p> <p>Collect pieces of junk materials, boxes, tubes etc. Create model making workshops with opportunities to use joining methods e.g., strong glue, masking tape, string etc.</p> <p>Introduce colour names.</p> <p>Encourage children to accompany action songs in their own way or with instruments.</p> <p>Invite the children to submerge hands, fingers and feet in a different material, exploring sensory experience e.g. cornflour, sand, paint, slime etc.</p> <p>Play with sticks in mud.</p>	<p>Being imaginative and expressive Creates sound effects and movements e.g., creates the sound of a car, animals etc.</p> <p>Listening walks outdoors to help the children hear and re-create environmental sounds (Make rabbit/hare ear headbands to help focus on the task).</p> <p>Experiment with wooden objects, plastic objects and metal objects.</p>	<p>Being imaginative and expressive Use their imagination as they consider what they can do with the different materials.</p> <p>Pretend play develops- Setting up own role play/small world scenarios.</p> <p>Beginning to describe sounds and music imaginatively e.g., scary music.</p> <p>Have a 'junk' band.</p>
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