Askam Village School Curriculum Plan – 2025/26

Nursery 2

Communication and Language	Literacy	Mathematics
• Use a wider range of vocabulary. • Develop their communication but may continue to have problems with tenses. • Use longer sentences of four to six words. • Can start a conversation with a friend and continue it for many turns.	• Develop their phonological awareness so they can: - Spot and suggest rhymes - Count or clap syllables in a word - Recognise words with the same initial sound such as money and mummy.	• Recite numbers past 5. • Say one number for each item in order. • Know that the last number reached when counting a small set of objects tells you how many there are in total. • Show finger numbers up to 5. • Experiment with their own symbols and marks as well as numerals. • Talk about and identify the patterns around them. For example stripes on clothes, designs on rugs and wallpaper. Use informal language like pointy, spotty, blobs etc • Extend and create patterns- stick, leaf, stick, leaf

Personal, Social and Emotional Development	Understanding the World
• Develop their sense of responsibility and membership of a community. • Play with one or more other children, extending and elaborating play ideas. • Increasingly follow rules, understanding why they are important. • Talk with others to solve conflicts. • Begin to understand how others may be feeling.	• Explore collections of materials with similar and/or different properties. • Show interest in different occupations. • Plant seeds and care for growing plants. • Talk about the differences between materials and changes they notice.
Expressive arts and design	**Physical Education**
• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc • Explore different materials freely in order to develop ideas about how to use them and what to make. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Explore colour and colour mixing. • Remember and sing entire songs.	• Go up steps and stairs or climb up apparatus using alternate feet. • Match their developing physical skills to tasks and activities in the setting. • Choose the right resources to carry out their plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Show a preference for a dominant hand. • Be increasingly independent in meeting their own needs. E.g. brushing teeth, using the toilet, washing and drying hands thoroughly.