Saplings (2YO) Long Term Curriculum Map 25/26

Term/Stage	Autumn/Stage 1	Spring/Stage 2	Summer/Stage 3
AOL			
Communication and Language	Have a few favourite nursery rhymes and shows interest in play with rhymes and songs Single channelled attention Use single words and non-verbal communication to communicate with others Give eye contact to familiar people Show interest in adults and peers as they play alongside Respond to familiar sounds Name and identify familiar people	Join in with 3 nursery rhymes and actions Able to join in and focus attention at group time for around 5 minutes Can talk about interests or wants using 2-3 words Show developing understanding of simple concepts Notice when peers share interests and begin to share simple language and non-verbal communication Name and identify familiar objects	Join in with 5 nursery rhymes and actions Begin to talk in simple sentences and ask questions Use new vocabulary independently Respond to simple questions Focus during group for longer than 5 minutes Use simple language between peers when sharing an interest Initiate conversations with adults and peers Begin to use verbs and adjectives and show understanding of these in context Begin to respond to simple familiar instructions
PSED	Know own name and interests Settle in to nursery and learn to let family leave Build relationships with staff Begin to play alongside peers Experience the different areas of provision inside and outside Share photos of family Can choose a familiar toy to play with independently	Know and demonstrate preferences and interests Confident in room routines Build relationship with peers – begin to play together and interact at the same activities Begin to ask adults for help with a task or activity verbally or non-verbally Watch and then have a go when exploring new toys or activities	Becoming aware of their unique abilities Ask an adult for help verbally or non-verbally Tell an adult when hungry, tired, need the toilet or need changing, verbally or non-verbally Play and share experiences with a friend or small group of friends Begin to show care and concern for others – notice when they are

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	Seeks comfort from familiar adults when needed and/or distracts themselves with a comfort object if needed	Begin to learn that sometimes they have to wait or share with other children Begin to name how they feel when happy or sad	showing emotions and try to help, e.g. a hug when sad Begin to be able to share with others, with support as needed Begin to name other feelings – tired, angry, scared etc
Physical Development	Sit up from lying down, stand up from sitting and squat with steadiness Sit comfortably on a chair with both feet on the ground Begin to walk, run and climb on different levels and surfaces indoors and outdoors Can collect own wipes and nappy for adult to support with nappy change Use mark making tools to make big marks Can wash hands with help Can use the squeeze scissors with support Cooperates with nappy changes Feed self at snack Hang up coat with support Squash and squeeze playdough	Walk, run and climb on different levels and surfaces indoors and outdoors without bumping into things Throw a large ball Climb up stairs to the change table holding adult hand Put rubbish in the bin and plate in the sink at snack Toilet training with help Find peg and hang up coat with support Put arms into coat Use squeeze or double handled scissors with adult help Begin to try putting on and taking off wellies independently Wash hands with supervision Pinch and roll playdough	Kick a large ball Get own plate and snack at snack time Climb onto change table independently Use toilet or potty more independently Learn how to jump Begin to put on own coat using the flip method Take off and put on wellies with increased independence Take out water bottle from bag and put on drainer with support Find peg and hang up coat with increasing independence Wash hands independently Roll playdough into balls and use tools to make marks Begin to copy movements modelled by adult in squiggle while you wiggle in the air

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Literacy	Create simple marks using different crayons and coloured pencils Paint a picture using a chunky brush Print using different shaped rollers Large mark making with chalks and water outside Share a book with adult – listen, make attempt to turn the page, point at pictures, name pictures with support	Begin to mark make with a purpose Sharing a book with adult – able to listen and focus for longer periods of time (e.g. 5 min) Can hold a book, and begin to turn a page independently Can point in answer to simple questions e.g. where is the duck, name pictures independently	Use pens, pencils, chalks, paint etc. to create Mark make with a purpose (tell you in simple terms what they have drawn) Begin to look at books independently, holding it and turning pages – may talk about what they can see to read Answer simple questions related to the book they are reading
Maths	Show an interest in number rhymes and songs Explore big and small toys Begin to understand room routine, know what comes next Explore filling and emptying in the sand and water area	Sort out objects in a collection (cars, etc) Do simple jigsaws Build towers with blocks and boxes Build lines with construction toys Sing number rhymes and songs Ask for more during snack time Become confident in room routine, know what comes next	Begin to explore 1 – 3 Explore size and number through traditional tales and stories Explore number books and songs Use fingers to help count Show growing understanding of more and less How old are you – what number are you?
Understanding the World	Recognise family in family photos in the home corner. Show interest in stories about family Use sensory exploration to understand new objects, textures and tastes Begin to recreate what I've experienced at home, in the home corner (putting a pan on the cooker, feeding a baby) Explore electronic	Name the important grown ups in my life Listen to short stories about families Seek out other children to share experiences Know the routine of familiar experiences, and recreate these Make a choice about what I like Dress up in role play Help to put up dens in the garden	Explore planting Begin to understand that I share traits in common with my friends Listen to stories about families and talk about my family and very special times Dress up in role play and interact with other children,

	toys such as robots, musical toys, interactive books Learn the names of adults and use it to get attention Explore water	Explore the weather Use technological toys	making simple comments and questions Learn the names of some friends and tell family about them
Expressive arts and design	Explore mark making indoors and outdoors Make marks Explore colours of the season Exploring scissor skills – cutting lines in playdough Move their whole body to sounds they enjoy Know where to access mark making and other creative resources independently or with support	Exploring colour, shape and texture Mark making for a purpose Choosing colours, shape and texture that reflects a theme Drawing round our bodies in chalk outside. Making objects of interest with play dough and natural objects	Drawing my family - drawing with a purpose – copying shapes Using recycled objects to make structures. Looking at colour in nature – using plants and flowers in our garden to explore colour Create simple movements to different types of music Following and copying simple actions in songs and dance Beginning to find purpose in mixing colours Beginning to mark make with purpose e.g. naming mummy, daddy, me etc