



Curriculum Goals

Curriculum Goal 1: Express curiosity and understanding through effective language and communication skills

Links to Statutory Framework: Communication and Language - Understanding the World - Literacy - Maths

Core Skills, Knowledge and Understanding				
	2 Year Olds	N1	N2	Links to areas of learning
A.	Respond and show an interest to introduced stimuli. Share attention on an activity with an adult or peer. Show an awareness of what is being said whilst playing alongside adults and peers.	Listen, attend to and begin to join in with conversation with adults or peers when conversation interests them.	Listen, attend to and join in with conversations with adults and peers.	CL
B.	Respond to simple 'what' and 'where' questions when in a familiar context with a special person e.g., 'where's mummy'. Ask a simple question e.g., 'what's that'. Be able to use yes and no appropriately to answer a simple question.	Understand and respond to 'who', 'what' and 'where' in simple questions. Begin to understand the answers.	Asking and answering questions appropriately, including 'why' and 'how'.	CL
C.	Start to develop conversations, jumping from topic to topic. Learn and remember some new vocabulary related to introduced topics.	Use simple sentences to communicate. Learn new words and begin to use them in conversations. Have a conversation about things that are important to them.	Use a broad and rich language base and sentence structures, including verbs, subject specific vocabulary, plurals, tenses (e.g., ran, run), conjunctions (e.g., and, because)	CL
D.	Show an understanding of key vocabulary during their play when it is modelled by adults. Use gesture and simple words and phrases to express a need, want, interest and to comment on play.	Talk about and comment on what they are doing in simple terms. Begin to have their own ideas. Use simple language to describe and explain their own ideas, familiar concepts and understanding.	Use language to describe and explain ideas, concepts and understanding.	CL
E.	Show an awareness of change through actions and physical exploration. Be curious and interested to explore new and familiar experiences. Use words simple words such as 'hard', 'soft', 'cold', 'hot', 'heavy' to describe their experiences.	Talk about changes they have observed, using a developing vocabulary. Talk about what they can see and use all senses in hands on exploration.	Use subject specific vocabulary to talk about change , including lifecycles, seasons and change of properties such as melting ice or Jelly.	CL UW
F.	Use sensory exploration to explore texture and materials, showing an awareness of modelled language and descriptive commentary given by adults. Learn and remember simple descriptive language e.g., big/small, hard/soft.	Begin to explore and talk about texture and materials, using simple descriptive language.	Explore and talk about texture and materials .	CL UW
G.	Community: Recognise own picture and show an interest in pictures of families. Be aware of own family and peers.	Community: Notice differences between people. Talk about their own family and experiences.	Community: Talk about own life and experiences and show an interest in the life and experiences of others.	CL UW
H.	Show an interest in size and weight using language such as 'lots', 'more' and 'same'. Enjoy filling and emptying containers. Learn and remember simple vocabulary about space, weights, and measures e.g., 'empty', 'full'.	Use simple language such as 'heavy' and 'light'. Explore the difference in size, length, weight, and capacity and compare e.g., 'this one is big', 'this one is small'.	Use subject specific vocabulary to talk about and compare space, weights and measures , using language such as heavy, light, heavier, empty, full, nearly full, next to, across from, under, on top, first, next.	CL MATHS
I.	Be able to name some pictures in non-fiction books e.g., animals and everyday objects.	Use non-fiction books and IT with adult support to find out about things they are interested in.	Use non-fiction books and IT to learn more about subjects of interest.	CL LIT UW

* Boxes E-I are shaded green to emphasise the particular Understanding the World, Maths and Literacy learning contained within this curriculum goal



Curriculum Goal 2: Know 8 nursery rhymes/songs

Links to Statutory Framework: Communication and Language - Literacy - Expressive Arts and Design

Core Skills, Knowledge and Understanding				
	2 Year Olds	N1	N2	Links to areas of learning
A.	Sing or recite at least 2 nursery rhymes. Join in with some words and actions of other familiar rhymes/songs in their own way.	Sing or recite at least 4 nursery rhymes independently. Engage and show an interest in others in their own way.	Sing or recite at least 8 nursery rhymes independently.	CL LIT EAD



Curriculum Goal 3: Take a turn

Links to Statutory Framework: Personal, Social and Emotional Development

Core Skills, Knowledge and Understanding				
	2 Year Olds	N1	N2	Links to areas of learning
A.	Sit at the table or on the carpet for a short period of time and begin to join in with nursery rhymes/songs or a simple story.	Begin to join in and sit appropriately in group time in a larger group for a longer period of time.	Join in at group times appropriately.	PSE
B.	Play alongside other children, accepting their involvement in an activity. With adult support, begin to understand that resources need to be shared.	With adult support, take turns in games with peers.	Take a turn in games with peers independently.	PSE



Curriculum Goal 4: 'Pretend with friends'

Links to Statutory Framework: Communication and Language - Personal Social and Emotional Development – Literacy - Expressive Arts and Design

	Core Skills, Knowledge and Understanding			
	2 Year Olds	N1	N2	Links to areas of learning
A.	Express self through physical action and sound. Develop pretend play – e.g., putting the baby to bed.	Begin to add simple themes and storylines to play.	Build a narrative in play with peers.	EAD PSE CL
B.	Start to develop pretend play, pretending that one object represents another.	Use available props and resources in imaginative play.	Extend play (e.g., with props and ideas).	EAD
C.	Developing ability to ascribe meaning to some marks they make (e.g., 'that's Mummy').	Make meaningful marks whilst being imaginative. Consistently ascribe meanings to marks made. Differentiate between marks made to draw a picture and those made to 'write'.	Writing for role play – Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy in a birthday card.	LIT EAD
D.	Play alongside peers in imaginative situations e.g., in the home corner.	Join in with imaginative play, following the lead of peers and sometimes having and contributing own ideas.	Take on board the ideas of others: listen and accept other's needs, wants, views and opinions.	PSE

* Box C is shaded green to emphasise the particular Literacy learning contained within this curriculum goal



Curriculum Goal 5: Resolve

Links to Statutory Framework: Personal, Social and Emotional Development

	Core Skills, Knowledge and Understanding			
	2 Year Olds	N1	N2	Links to areas of learning
A.	Begin to understand that not everything is 'yours'. Begin to cooperate with expectations during interactions with others. Learn about appropriate actions, behaviours and vocabulary when playing with peers, supported by adults.	Sometimes, with adult support, use appropriate actions, vocabulary, and behaviours to negotiate when playing with others. Be able to make suggestions, when supported by an adult, as to how to resolve a dispute (e.g., sharing out the playdough so that everyone has a piece).	Resolve a dispute using appropriate vocabulary and actions.	PSE
B.	Demonstrate increasing independence when separated from familiar person.	Show increased confidence to keep trying or have another go to resolve a problem. Show pride in something they have achieved.	Resolve a problem (show resilience), showing an ability to try different approaches and show pride in the effort (process) as well as the finished product.	PSE
C.	Begin to recognise and use modelled vocabulary to ask for help to enable them to show increased perseverance at a task of their choosing.	With adult support, sustain concentration and 'keep trying' to achieve a goal.	Have confidence to keep trying, underpinned by self-belief and self-worth.	PSE



Curriculum Goal 6: Independence

Links to Statutory Framework: Personal, Social and Emotional Development

Core Skills, Knowledge and Understanding				
	2 Year Olds	N1	N2	Links to areas of learning
A.	Know when their nappy is wet or soiled. ↓ Know what a potty or toilet is used for. ↓ Show awareness of bladder and bowel movements. ↓ Moving away from wearing a nappy. Developing success with using the potty or toilet.	Tell adults when they need to go to the toilet and mostly stay dry. Begin to be independent with taking care of own self-care after using the toilet.	Take care of toileting needs independently.	PSE
B.	Helps with dressing. E.G., stepping into clothes and putting arms out.	Show developing independence when changing own clothes.	Change own clothes.	PSE
C.	With encouragement become more independent with self-care.	Show developing independence when washing and drying hands	Wash and dry hands independently.	PSE
D.	Can find familiar belongings when asked (e.g., Wellies or coat).	Show developing independence when taking care of belongings	Take care of belongings.	PSE
E.	Feed self finger foods and indicate preferences of what they do and don't like.	Feed self and ask for help when needed (e.g., to open banana or packet).	Feed self and manage lunchboxes as appropriate.	PSE
F.	With adult support, begin to drink from a cup successfully.	Drink from a cup without spilling most of the time.	Drink from a cup.	PSE
G.	With support and distraction, be able to separate from parent/carer.	With support, is able to separate from parent/carer and is beginning to become more independent.	Separate confidently from parent/carer at drop off time.	PSE
H.	Prepare to go into the main nursery and become more confident when visiting.	Understand that they will be staying at nursery and begin to understand friends who will be staying with them and those who will be moving on to school.	Be prepared for starting primary school. Show an interest and join in with exploration of uniforms, talk about schools and photos/stories about going to school.	PSE



Curriculum Goal 7: Healthy body and healthy mind

Links to Statutory Framework: Personal, Social and Emotional Development – Physical Development

	Core Skills, Knowledge and Understanding			
	2 Year Olds	N1	N2	Links to areas of learning
A.	Actively join in and cooperate with some health and keeping safe activities. Turn to an adult if something scares or worries them.	Observe and begin to describe with words and/or actions a range of healthy and safe practices. Know to find a trusted adult if something scares or worries them.	Know some ways which we keep healthy and safe: <ul style="list-style-type: none"> ➤ teeth cleaning/oral health ➤ healthy eating ➤ moving our bodies/ exercise ➤ sun safety ➤ keeping clean/washing hands ➤ road safety ➤ stranger danger ➤ ICT safety ➤ Know to tell a trusted adult if something worries or scares them. 	PSE
B.	Use senses to explore a variety of foods and show an interest in trying different options.	Be willing to try a range of foods.	Independently try a range of different foods with different textures and tastes. Express a preference.	PSE
C.	Begin to recognise danger and seek the support or comfort of familiar adults. Use tools purposefully.	Begin to take some independent carefully considered risks, including at Forest School, knowing when to ask an adult for support. Use tools with control, understanding the need to use them carefully.	Take carefully considered risks, explaining when they need help. Know how to keep safe at Forest School, including: <ul style="list-style-type: none"> ➤ Knowing how to behave around and interact with the campfire. ➤ Climbing trees safely. ➤ Showing care when using tools such as saws and hammers. 	PSE PD
D.	Express emotions, feelings and thoughts through physical actions, gestures, facial expressions and sound. Show appropriate emotion e.g., cry if sad, smile if happy. Begin to use simple vocabulary to respond to pictures which depict emotions and feelings. Begin to use simple words to talk about emotions (e.g. 'sad' or 'happy').	Express how they feel and show an awareness of how others feel. Use a developing vocabulary to respond to pictures which depict emotions and feelings.	Express and be able to talk about how they and others feel.	PSE



Curriculum Goal 8: 'Physical Big 6'
Links to Statutory Framework: Physical Development

	Core Skills, Knowledge and Understanding			
	2 Year Olds	N1	N2	Links to areas of learning
A.	Climb the sloped ladder on the climbing frame. Begin to use the vertical ladder, climbing wall and rope bridge on the climbing frame.	Show confidence in climbing and moving around the climbing frame, climbing with alternative feet. Begin to use the fire pole, with support.	Go down the fire pole independently.	PD
B.	Begin to use the A-frame and balance beams in their own way.	Begin to show more confidence in using the A-frames in their own way.	Traverse the A frames.	PD
C.	Begin to climb up short side of monkey bars and hold on. Show balance and control in holding themselves up.	Hang and drop safely from the first bar of the monkey bars with support.	Move at least one bar on the monkey bars.	PD
D.	Begin to use throwing and catching equipment appropriately.	Begin to show more control in using small equipment with adult support.	Throw and catch a large ball with purpose.	PD
E.	Join in with a simple ring game.	Join in with a group game appropriately, sometimes with a little adult support.	Play a group game (e.g., what's the time Me Wolf' or a game they have made up themselves)	PD
F.	Begin to be aware of the space around them when moving or riding a bike (push along trike).	Begin to avoid objects and others with decreasing adult support when running or riding a bike (using a mixture of pedals and feet).	Avoid objects and others whilst running or riding a bike (using the pedals)	PD



Curriculum Goal 9: Write my name

Links to Statutory Framework: Literacy – Physical Development

	Core Skills, Knowledge and Understanding			
	2 Year Olds	N1	N2	Links to areas of learning
A.	<p>Begin to make meaningful marks in different ways. Notice and show an interest in print, such as the first letter of their name or familiar logos. Begin to establish fine motor control using a range of activities, shown through:</p> <ul style="list-style-type: none"> ✓ Adding items to large shape sorter/abacus. ✓ Ability to open and close scissors with support, to cut paper when it is held by an adult. ✓ Squash and squeeze dough to change its shape. ✓ Use pincer movement to pick up smaller items (such as sequins and other small objects). ✓ Complete simple puzzles 	<p>Begin to write the first letter of their name and make recognisable attempts at other letters, demonstrating:</p> <ul style="list-style-type: none"> ➤ Knowledge of how to find name card (with photo of child on front of card child to aid recognition) and its function to assist in name writing. ➤ Beginnings of an efficient pencil grip. ➤ Increasing control in fine motor skills, shown through: <ul style="list-style-type: none"> ✓ Threading larger beads onto strings. ✓ Ability to make snips in paper using child safe scissors independently. ✓ Show more control in manipulating dough to achieve a planned result. 	<p>Write at least the first 3 letters of my name, demonstrating:</p> <ul style="list-style-type: none"> ➤ Ability to recognise own name and find name card (photo moves to back of card for N2 children). ➤ Correct formation of letters. ➤ An efficient pencil grip. ➤ Letters written in sequence (next to each other from left to right). ➤ Good fine motor control, shown through; <ul style="list-style-type: none"> ✓ Threading buttons and small beads onto elastic ✓ Using child safe scissors to cut paper and other materials to desired shape. ✓ Manipulating dough to achieve a planned result (rolling, cutting, twisting, poking etc.). 	<p>LIT PD</p>



Curriculum Goal 10: Tell a Story

Links to Statutory Framework: Literacy – Literacy – Communication and Language

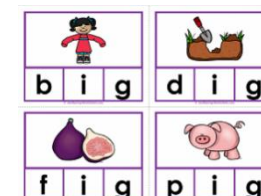
Core Skills, Knowledge and Understanding				
	2 Year Olds	N1	N2	Links to areas of learning
A.	Have favourite stories and songs and begin to fill in missing words and phrases.	Retell a simple familiar story using the correct sequence. Talk about the characters and plot with the support of an adult. Make connections between words that are read to them and the illustrations/pictures.	Retell and join in with reworking (create alternative endings and own versions) of familiar stories.	LIT CL
B.	Display an awareness of print in the environment. Sit with an adult and share a book, joining in with turning the pages. Independently look at books carefully, holding them the correct way up and turning the pages, sometimes several at once.	Demonstrate an increasing awareness of the concepts of print through asking questions and sharing their own ideas. Turn pages 1 at a time from front to back.	Understand the five key concepts about print: <ul style="list-style-type: none"> ➤ print has meaning. ➤ the names of the different parts of a book ➤ print can have different purposes. ➤ page sequencing. ➤ we read English text from left to right and from top to bottom. 	LIT
C.	Show an interest in 'book talk', pointing to pictures in the book (e.g., pointing to the correct picture when an adult asks: "where is the duck"). Listen and show an interest in simple conversation about the book – e.g., "the girl has got blue wellies, you have got green ones".	During 'book talk' answer open ended questions when adult makes suggestion. E.G., "Look at all that yummy food...my favourite is pizza. How about you?", "I like this really big tree [in the picture] ... tell me something you see/ like".	During 'book talk' answer open ended questions. E.G.: 'I wonder what you think about why the boy did that?'. "Where do you think would be a fun place for a day out?", "What do you think will happen next?" "Could you think of a better way the bear could have asked to play?".	LIT CL



Curriculum Goal 11: Blend and segment

Links to Statutory Framework: Literacy (and for 2-year-olds, Communication and Language)

Core Skills, Knowledge and Understanding				
	2 Year Olds	N1	N2	Links to areas of learning
A.	<p>Pay attention to sounds, songs and rhymes. Show enjoyment and join in with familiar rhymes and songs, remembering and using some of the words. Begin to distinguish and identify environmental sounds. Enjoy exploring making and copying sound effects.</p>	<p>Listen carefully and with interest to rhymes and rhyming words. Be able to join in with familiar songs, rhymes and stories, predicting the rhyming words. Suggest rhyming words to continue a string. Match or copy a short series of sounds (e.g., with instruments or a soundtrack game). Be able to recognise 1st sound in their name (e.g., when an adult says J, J, John would know they were choosing him to collect his name card).</p>	<p>Be able to orally blend and segment CVC words (see specific phonics flow chart in appendix I, below).</p>	<p>LIT (and for 2 year olds, CL)</p>



Curriculum Goal 12: Play a counting maths game

Links to Statutory Framework: Maths - PSE

	Core Skills, Knowledge and Understanding			
	2 Year Olds	N1	N2	Links to areas of learning
A.	Sit and attend to a game or activity for an age-appropriate amount of time.	Begin to show understanding of how games are played, with adult support.	Play a simple number maths game, specifically an Orchard game – e.g., Spotty Dogs or The Ladybird Game	MATHS PSE
B.	Begin to count in everyday contexts, saying some numbers in order.	Begin to count groups of up to 5 with developing 1-1 correspondence.	Count at least 5 objects with 1-1 correspondence.	MATHS
C.	Begin to notice numerals in the environment.	Begin to recognise numerals to 5.	Recognise numerals to 5 and match correct amounts to them.	MATHS
D.	Be able to give 1 or 2 objects when asked.	Show developing accuracy when subitising, to instantaneously recognise the number of objects in a small group without the need to count them.	Use subitising to instantaneously recognise the number of objects in a small group without the need to count them.	MATHS
E.	Begin to compare amounts of objects, using language like 'more', 'lots' or 'same'.	Know that the last number you reach when counting objects tells you how many in total (the cardinal principle).	Count two groups of objects to find out how many are there 'altogether'. Make a reasonable estimate, before counting to find out how many.	MATHS
F.	<i>See box E (above).</i>	Recognise that a group of objects changes in size/amount when things are added or taken away.	Calculate 1 more and 1 less	MATHS
G.	Take turns when playing a game with mathematical themes with adult support (e.g., counting when taking turns adding bricks to a tower).	Take turns when playing a maths game with decreasing adult support and increasing independence.	Take turns when playing a maths game, independently.	PSE



Curriculum Goal 13: Create and design

Links to Statutory Framework: Expressive Arts and Design – Maths – Physical Development

	Core Skills, Knowledge and Understanding			
	2 Year Olds	N1	N2	Links to areas of learning
A.	Experiment with mark making, sometimes adding marks intentionally and with meaning.	Begin to create a recognisable picture, adding details. Use a variety of materials to be creative.	Create a recognisable picture with a variety of media, adding details.	EAD
B.	Show an interest in exploring using colours. Recognise some colours.	Sometimes use specific colours for a purpose, e.g., using yellow for the sun.	Use colours for a purpose	EAD
C.	Stir, mix and combine colours as they explore paint.	Know that mixing different colours together cause them to change.	Mix colours purposefully.	EAD
D.	Begin to understand how pictures can be created with different media. E.g., adding glue to paper and then simple collage items.	Begin to understand how to join two things together using glue or tape.	In the workshop use at least two joining techniques	EAD
D.	Stay involved and sustain their attention at a creative activity, for increasing periods of time, when supported by an adult.	Be able to make suggestions when supported by an adult, of how to improve a piece of work (e.g., sticking more collage items to a project or adding more features to a drawing).	Show an ability to plan, adapt and extend work	EAD
F.	Begin to understand how different construction pieces fit together. Show an interest in shapes in the environment and in pictures.	Explore construction with 2D and 3D shapes to express ideas. <ul style="list-style-type: none"> ➤ Know the names of a few different shapes. 	Recognise and use shapes appropriately for tasks: <ul style="list-style-type: none"> ➤ Be able to name and talk about the properties of a variety of 2D shapes. Begin to talk about 3D shapes. ➤ Use knowledge of shape when building with a range of construction materials. 	MATHS EAD
G.	Show an interest and begin to recognise pattern – e.g., the stripes on a zebra or spots on a jumper.	Begin to copy and create patterns in their own way. E.g., with spots or stripes.	Create simple repeating patterns .	MATHS EAD
H.	Music movement and instruments: <ul style="list-style-type: none"> ➤ Begin to follow the rhythm of familiar songs using body movements and instruments. ➤ Enjoy making sounds with instruments in different ways (e.g., shaking or banging). 	Music movement and instruments: <ul style="list-style-type: none"> ➤ Tap out a simple copied rhythm. ➤ Show an interest in the sounds different instruments make and investigate different ways to play them e.g., playing them quietly or loudly. ➤ Copy a sequence of movements. 	Music, movement and instruments: <ul style="list-style-type: none"> ➤ Show confidence to join in. ➤ Copy and keep a steady beat. ➤ Explore the sounds different instruments make and be able to change them – e.g., playing an instrument fast or slow, loudly or quietly. ➤ Join in with and remember repeated movements. 	EAD
I.	Use child safe scissors to snip around the edges of paper when an adult assists in holding the paper. Scissor grip may be two handed.	Use child safe scissors to snip around the edges of paper. Scissor grip may sometimes be two handed.	Use child safe scissors to cut paper and other materials to desired shape	EAD PD

* Boxes F and G are shaded green to emphasise the particular Maths learning contained within this curriculum goal



