



# St Mary's Bryanston Long Term Curriculum Overview and Progression

## 2025-26- 2 Year Olds

### Characteristics of Effective Learning

#### **Playing and exploring:**

Children investigate and experience things, and 'have a go'. Children actively participate in their own play, develop a larger store of information and experiences to draw on, which positively supports their learning.

#### **Active learning:**

Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. Children develop into self-regulating, lifelong learners, they take ownership, accept challenges, and learn persistence.

#### **Creating and thinking critically:**

Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

### Early Years Foundation Stage:

At St Mary's Bryanston Square our Early Years department ensures that children receive a quality experience which supports their development and learning. We support our pupils to become confident, independent and compassionate members of the St Mary's family. Our main aim in Early Years is to develop strong foundations rooted in academic success while securing personal and social skills. Our practice reflects the four main principles of the EYFS framework:

- **A unique child** – developing resilient, confident and self-assured individuals
- **Positive relationships** – supporting children in becoming strong and independent
- **Enabling environments** – we provide opportunities and experiences in response to individual needs of the child by developing strong partnership between practitioners, parents/carers and the child.
- **Learning and developing** – an acknowledgement that children learn in different ways and at different rates.

**Key Aim:** to develop strong foundations rooted in academic success while securing personal and social skills we strive to achieve this by implementing the following aims:

- To provide children with the skills, knowledge and understanding they need to prepare them for Key Stage One and beyond.
- Encourage a love of learning and a sense of exploration in their learning within large and small groups, including both planned and spontaneous group sessions.
- Encourage self-help and independent learning skills across all areas.
- Follow a daily routine, yet recognize the value of adapting this routine due to children's interest, weather conditions and other events.
- Encourage parental/family participation in the children's learning.
- Protect the physical and psychological well-being of all children.

| Themes                                                                                                                        | Only One Me<br>Starting School<br>Autumn<br>Family                                                                                                                                                                                                                                                                                                                       | Traditional Tales<br>Harvest<br>Festival<br>Christmas                                                                                                                                  | People Who Help Us<br>Winter                                                                                                                                                                                                                                                                                                                                                   | On The Farm<br>Farm animals<br>Spring<br>Easter                                                                                                                 | Superheroes<br>Everyday<br>superheroes<br>(links to<br>People Who<br>Help Us)                                                                                                                                                                                                                                                                                                                       | Living Things<br>Outdoors<br>Gardening<br>Summer                                                                                                                                     | Progress check at<br>age three                                                                                                                                                                                                                                                                                            |
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| Topic-Specific Vocabulary                                                                                                     | <b>Core Vocabulary:</b><br>me, my, name,<br>family, home,<br>happy, sad<br><br><b>Extended Vocabulary:</b><br>friend,<br>emotions,<br>feelings,<br>favourite,<br>together                                                                                                                                                                                                | <b>Core Vocabulary:</b><br>story, once<br>upon a time,<br>end, book,<br>character<br><br><b>Extended Vocabulary:</b><br>castle, forest,<br>prince,<br>princess,<br>magic,<br>adventure | <b>Core Vocabulary:</b><br>doctor, nurse,<br>teacher, police,<br>fireman, help<br><br><b>Extended Vocabulary:</b><br>hospital,<br>uniform,<br>emergency,<br>protect,<br>community,<br>service                                                                                                                                                                                  | <b>Core Vocabulary:</b><br>farm, cow, pig,<br>sheep, horse,<br>tractor, animal,<br>barn<br><br><b>Extended Vocabulary:</b><br>farmer stable,<br>hey, pen, field | <b>Core Vocabulary:</b><br>hero, strong,<br>brave, help,<br>adventure,<br>map<br><br><b>Extended Vocabulary:</b><br>rescue,<br>mission,<br>discover,<br>journey,<br>challenge,<br>explore                                                                                                                                                                                                           | <b>Core Vocabulary:</b><br>animal, dog, cat,<br>tree, leaf,<br>flower, sun, rain<br><br><b>Extended Vocabulary:</b><br>insect, grow,<br>roots, soil,<br>weather,<br>habitat, seasons |                                                                                                                                                                                                                                                                                                                           |
| EYFS 2-year-olds                                                                                                              | Autumn                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                        | Spring                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                 | Summer                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                           |
| Communication and Language Development<br> | <b>The children will:</b> <ul style="list-style-type: none"> <li>- enjoy rhymes and begin to participate using actions</li> <li>- copy other peoples' facial expressions</li> <li>- respond to their name</li> <li>- show a responsiveness to music</li> <li>- use gestures to communicate</li> <li>- understand single words</li> <li>- repeat words/phrases</li> </ul> |                                                                                                                                                                                        | <b>The children will:</b> <ul style="list-style-type: none"> <li>- begin to respond to simple instructions confidently</li> <li>- begin to call adults/ other children by their name</li> <li>- begin to show greater focus and attention on chosen activities</li> <li>- begin to join 2 words together</li> <li>- understand simple questions (who, where, what?)</li> </ul> |                                                                                                                                                                 | <b>The children will:</b> <ul style="list-style-type: none"> <li>- begin to say how they feel</li> <li>- begin to develop conversations, jumping from topic to topic</li> <li>- begin to develop pretend play</li> <li>- ask simple questions</li> <li>- confidently join 2 words together</li> <li>- listen and join in during circle times, taking a more active role in participating</li> </ul> |                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• I like to listen to simple stories. I can understand what is happening, with the help of the pictures.</li> <li>• I can identify familiar objects when you describe them. I can point to the big boat in a book we're sharing. I can get an apple when you ask me to.</li> </ul> |

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|                                                                                                                                              | - begin to use everyday simple words (nouns and verbs)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | -know and sing a wide variety of Nursery Rhymes and songs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• I can understand longer sentences. I can "Make teddy jump" when you say that as we're playing. When you say: "Find your coat." I can do that.</li> <li>• I can understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</li> <li>• I can understand simple instructions like: "Give to nanny" or "Stop".</li> </ul>                                                              |
| <b>Vocabulary</b>                                                                                                                            | <p><b>Core Vocabulary:</b> hello, goodbye, please, thank you, yes, no, more, stop, go, happy, sad, big, small</p> <p><b>Extended Vocabulary:</b> listen, talk, share, friend, help, name, story, rhyme, music, quiet, loud, question</p>                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Personal, social and emotional development</b><br><br> | <p><b>The children will:</b></p> <ul style="list-style-type: none"> <li>-build key person relationships</li> <li>-show an interest in play and begin to try new things</li> <li>-notice others around them</li> <li>- separate from main carer with some support and encouragement from a familiar adult</li> <li>-begin to name different emotions</li> <li>- learn about the basic routines of the day using a visual timetable. (Carpet time, tidy time, lunch time, home time etc.</li> <li>-feel secure and comfortable during nappy time</li> </ul> | <p><b>The children will:</b></p> <ul style="list-style-type: none"> <li>-begin to find their own unique way of managing transitions.</li> <li>-begin to show confidence within their play</li> <li>-play alongside their peers and begin to develop friendships</li> <li>-with the support of an adult wait and take a turn</li> <li>-begin to show an awareness of themselves</li> <li>-begin to label their own emotions</li> <li>- seek comfort from familiar adults when needed</li> </ul> | <p><b>The children will:</b></p> <ul style="list-style-type: none"> <li>- find ways to calm themselves and begin to self-regulate</li> <li>-develop a sense of assurance for example developing relationships with other adults and peers</li> <li>-show independence within their play and make choices</li> <li>-establish friendships with peers</li> <li>-begin to demonstrate taking a turn independently</li> <li>-explore emotions and feelings through stories and their play</li> <li>-say how they feel</li> <li>-begin to be independent with their self-help skills such as</li> </ul> | <ul style="list-style-type: none"> <li>• I am beginning to understand how to wait for my turn and learning to control my feelings when I want something.</li> <li>• I am learning how to talk about how I am feeling. This helps me to manage my feelings.</li> <li>• I am interested in other people. I notice and ask questions about differences such as skin colour, types of hair, gender, special needs and disabilities and religion.</li> </ul> |

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|                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                      | -show an interest in potty training                                                                                                                                                                                                                                                                                                                                                                          | washing their own hands, using the toilet and attempting to fasten their own coat                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• I am learning how to make friends with other children.</li> <li>• I am learning about other feelings through stories and play.</li> <li>• I am learning to talk about how I feel and using more words to do this: "I'm sad because...." or "I love it when..."</li> <li>• I am beginning to show you that I am ready to use the potty</li> </ul> |
| <b>Vocabulary</b>                                                                                               | <p><b>Core Vocabulary:</b> me, you, friend, happy, sad, cross, gentle, kind, share, help</p> <p><b>Extended Vocabulary:</b> calm, feelings, turn-taking, waiting, patience, choice, comfort, safe</p>                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Physical Development</b>  | <p><b>The children will:</b></p> <ul style="list-style-type: none"> <li>-begin to sit together at snack time and circle time</li> <li>-sit and walk independently</li> <li>-begin to sit on a small tricycle and know how it is used</li> <li>-show an interest in exploring materials and tools</li> <li>- begin to run safely in the space</li> <li>- begin pulling themselves up on climbing equipment</li> </ul> | <p><b>The children will:</b></p> <ul style="list-style-type: none"> <li>-sit together for snack times and try different tastes and textures</li> <li>-gain control over their bodies through both indoor and outdoor play</li> <li>-develop fine manipulative skills through using different objects and tools</li> <li>-run on whole foot</li> <li>- climb up and down equipment with more speed</li> </ul> | <p><b>The children will:</b></p> <ul style="list-style-type: none"> <li>-follow snack time routines, making choices independently</li> <li>-use large equipment, tricycles and scooters with support</li> <li>-be able to hold tools and objects using a digital pronate grip comfortably</li> <li>- run with varying degrees of speed</li> <li>- begin to draw circles and lines using gross motor skills</li> </ul> | <ul style="list-style-type: none"> <li>• I find different ways to support myself.</li> <li>• I can walk, run, jump and climb and I am learning to use the stairs independently.</li> <li>• I am learning to run by myself.</li> <li>• I can spin and roll.</li> <li>• I can sit on a push -along wheeled toy.</li> <li>• I can use a scooter or ride a tricycle.</li> </ul>               |

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| <b>Vocabulary</b>                                                                                              | <b>Core Vocabulary:</b> run, walk, jump, sit, stand, hands, feet, up, down, fast, slow<br><b>Extended Vocabulary:</b> climb, balance, stretch, reach, spin, hop, throw, catch, push, pull                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Literacy – Reading</b><br> | <b>The children will:</b><br>-explore looking at books independently<br>-explore sensory books and learn new vocabulary related to their senses<br>-enjoy looking at class made books related to families<br>-look at some non-fiction books related to topics e.g. Autumn, Christmas<br>-use a basic picture book and find information following a prompt: 'Where is the dog?' | <b>The children will:</b><br>-choose books that interest them independently and begin to understand how to handle them carefully, turning the pages independently<br>-obtain information from a more detailed image in a book following a prompt. E.g. What is the duck doing?<br>-recognise their name alongside their photograph | <b>The children will:</b><br>-have a selection of favourite stories<br>-understand that stories have a beginning and the end and join in saying 'The end'<br>-join in with key phrases when reading familiar books with adults<br>-talk in simple sentences and phrases about books the enjoy, using the images to help them<br>-listen to audio stories without images<br>-recognise familiar logos related to their interests | <ul style="list-style-type: none"><li>● I have favourite books. I like to share my favourite books with you and my friends. I also like to look at books on my own.</li><li>● I like to repeat words and phrases from my favourite stories.</li><li>● I like to talk about books.</li><li>● I share my ideas and ask questions.</li><li>● I like to use props to act out familiar stories.</li><li>● I am interested in familiar print. I notice the first letter of my name, bus or door numbers and logos.</li><li>● I express ideas and feelings through mark making. I sometimes give meaning to my marks.</li></ul> |  |
| <b>Vocabulary</b>                                                                                              | <b>Core Vocabulary:</b> book, story, page, picture, read, look, listen, name<br><b>Extended Vocabulary:</b> title, character, beginning, end, favourite, describe, retell                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| <b>Literacy-Writing</b><br>  | <b>The children will:</b><br>-join in with short dough gym sessions to develop fine motor control<br>-make marks on table tops to support core strength<br>-show an interest in mark marking- fingers, large apparatus, tools                                                                                                                                                   | <b>The children will:</b><br>- distinguish between the different marks they make<br>-use tweezers to pick up a small object<br>-develop hand-eye co-ordination through scooping/pouring and filling activities                                                                                                                     | <b>The children will:</b><br>-imitate during simple shapes such as circles and lines<br>-make marks on a picture to stand for their name<br>-enjoy drawing freely using a range of tools<br>-notice some print such as familiar logo                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |

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|                                                                                                                     | -hold a tool with a fist palmer grip                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                 | -use a digital pronate grip<br>-use lacing cards to develop fine motor skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Vocabulary</b>                                                                                                   | <b>Core Vocabulary:</b> mark, draw, line, circle, name, big, small<br><b>Extended Vocabulary:</b> scribble, letter, write, pattern, shape, trace, copy                                                                             |                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Mathematical Development</b><br> | <b>The children will:</b><br>-combine objects such as stacking blocks and cups<br>-put objects inside others and take them out again<br>-begin to take part in number nursery rhymes<br>-explore and use shape sorters and puzzles | <b>The children will:</b><br>-begin to compare sizes, bigger, little and smaller<br>-use number language in their play, beginning to sequence numbers orally 0-5<br>-complete an inset puzzle and demonstrate matching and sorting skills within their play<br>-notice and comment on patterns including stripes and spots etc. | <b>The children will:</b><br>-begin to use the language of weight in everyday contexts and through stories and rhymes<br>-explore space within the indoor and outdoor environment using their bodies to climb and travel through, over and under equipment to gain spatial awareness<br>-use objects to make simple arrangements, using associated language 'the same'<br>-begin to count objects and actions in everyday contexts and counting up to 3 fingers<br>-begin to notice numerals in the environment and make comments on what they see e.g. numerals on doors, buses, clocks etc | •I like to count in everyday routines and play. I sometimes skip numbers – '1-2-3-5.' I like to climb and squeeze myself into different types of spaces.<br>• I enjoy building with lots of different resources such as blocks and boxes.<br>• I can do inset puzzles.<br>• I use words and gestures to compare size and weight: 'bigger/little/smaller', 'high/low', 'tall', and 'heavy'.<br>• I notice patterns and arrange things in patterns. |
| <b>Vocabulary</b>                                                                                                   | <b>Core Vocabulary:</b> one, two, three, big, small, same, different, round, tall, short<br><b>Extended Vocabulary:</b> count, number, more, less, full, empty, heavy, light, pattern, sort                                        |                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

## Understanding the World



### The children will:

- play and explore in their natural environment displaying high levels of engagement
- begin to respond by simple comments and nonverbal gestures and movements
- begin to explore seasonal change e.g. the leaves are falling off the tree.
- explore senses –and purpose of body parts
- name body parts
- explore light and colours through sensory play
- explore sound through musical instruments and environmental sounds
- play with a variety of wheeled toys, exploring pushing and pulling
- recognise their family and key people during key person time - name their family by using a family photograph
- settling in to their new environment and understanding where things are located in the classroom

### The children will:

- continue to learn new vocabulary linking to seasonal change and notice the changes in the seasons
- observe changes of state through ice/water and using their senses to explore
- explore the natural world, focusing on digging and planting seeds.
- observe and notice flowers and plants growing using their senses
- begin to imitate their own family and cultures through pretend play --begin to understand that there are different environments, for example, understanding that penguins live where it is cold
- begin to understand the sequence of dressing in warm clothes for outside (putting on a coat, then wellies, then hat, gloves etc.)

### The children will:

- show curiosity about living things (minibeasts/insects)
- plant and grow a seed
- use descriptive terms, such as 'hot' and 'cold'
- use senses to explore sand/pebbles/water/bubbles
- bring in photos from family days out to share during Key Person time
- begin to have their own friends - recognise familiar places and logos through looking at photos (local shops, places of interest)
- talk about places they might go on a sunny day, for example, the beach
- imitate these experiences in the role play

- **I enjoy exploring the natural world such as splashing in puddles, looking for worms and minibeasts.**

- **I am learning to make connections between the features of my family and other families.**

- **I notice differences between people.**

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| <b>Vocabulary</b>                                                                                                          | <p><b>Core Vocabulary:</b> me, family, home, car, tree, water, sun, moon, day, night, church, God, Easter, Christmas</p> <p><b>Extended Vocabulary:</b> weather, seasons, warm, cold, nature, animal names, explore, change, grow, belief, prayer, celebrate, kindness, respect, special</p>                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b>Expressive Arts and Design</b></p>  | <p><b>The children will:</b></p> <ul style="list-style-type: none"> <li>-explore different materials using all their senses</li> <li>-begin to show an interest in early mark making</li> <li>-explore sounds using musical instruments and sound makers – start to develop imaginative play by exploring resources within the provision</li> </ul> | <p><b>The children will:</b></p> <ul style="list-style-type: none"> <li>-manipulate and play with different materials, exploring textures</li> <li>-make early marks using various tools and equipment</li> <li>-begin to experience tone, pitch and volume</li> <li>-join in singing songs and rhymes copying actions</li> <li>-begin to use resources imaginatively, using resources in different ways. For example: using a block as a phone</li> </ul> | <p><b>The children will:</b></p> <ul style="list-style-type: none"> <li>-show an interest in musical instruments</li> <li>- create sounds by tapping, shaking and banging</li> <li>- move while singing or listening to sounds/music</li> <li>- explore with a range of materials</li> <li>- create sound effects and movements to accompany play</li> <li>- begin to pretend that one object represents another during imaginative play</li> </ul> | <ul style="list-style-type: none"> <li>● <b>I am beginning to take part in pretend play. I pretend one object represents another, e.g. holding a wooden block to my ear and pretending it's phone.</b></li> <li>● <b>I like to explore different materials, using all of my senses to investigate them. I manipulate different play materials like play - dough.</b></li> <li>● <b>I use my imagination when I think about what I can do with different materials.</b></li> <li>● <b>I can express my ideas through making simple models.</b></li> <li>● <b>I enjoy mark making. I am starting to make marks intentionally.</b></li> <li>● <b>I enjoy exploring paint, using my fingers and other parts of my body as</b></li> </ul> |

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|            |                                                                                                                                                                                  |  |  | well as brushes and other tools.<br>● I enjoy taking part in action songs, such as 'Twinkle Twinkle Little Star.' |
| Vocabulary | <b>Core Vocabulary:</b> draw, paint, sing, dance, music, colour, make, build<br><b>Extended Vocabulary:</b> create, pretend, act, instrument, mix, light, dark, pattern, texture |  |  |                                                                                                                   |