Matthew Arnold Primary
Curriculum Long Term Plan

2026-2027 Year: MAPS

This document sets out intended learning experiences by term. It is designed to support practitioner's planning and will be adapted flexibly to meet the needs, stages and interests of the children through short-term planning.

	Our 2 year old Curriculum is story based and focuses on Communication and Language development. We look at the same story over a 1- 2 week period to ensure our children have time to become truly immersed within the language and vocabulary within the story.					
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Theme	**All About Me/ All about my Family**	**Celebrations** ***Diwali*** ***Christmas***	**Animals**	**Healthy Eating/Mothers Day/ Easter**	**Planting/ Minibeasts**	**Under the Sea** **Holidays** **Nursery Readiness**
Key Texts	Goldilocks Shark in the Dark Everybody has a body Meg and Mog The Gruffalo How to Brush Your Teeth Is This My Nose? Potty Superstar	The Gingerbread Man Star of the Zoo Say Hello to the Snowy Animals Diwali Shark in the Snow Dear Santa That's not my Reindeer Father Christmas needs a Wee	Little Red Riding Hood Are you My Mummy Little Polar Bear? That's not my Snowman The Great Race Dear Zoo Spot goes to the Farm Peppa Pig - Easter at the Farm	Jack and the Beanstalk Guess How Much I Love You The Very Hungry Caterpillar Where are the Yellow Chicks Spot? 5 little Easter Bunnies We All Belong Potty Superstar Just one of those Days	Jaspers Beanstalk No Room for Baby Roo Peace at Last Sneaky Snappy Mr Croc Creepy Crawly Calipso Foxes Socks How to Brush Your Teeth	Three Little Pigs Shark in the Park Barry the Fish with Fingers Lets Brush Our Teeth Little Tigers Holiday Rabbits Nap Goat Goes to Playgroup
Nursery Rhymes	2 Little Dicky Birds Twinkle, Twinkle, Little Star I hear Thunder Wind the Bobbin Up Miss Polly		Old McDonald Dingle Dangle Scarecrow Little Bow Beep Baa Baa Black Sheep This Little Piggy		There's A Worm At The Bottom Of The Garden Row Row Row Your Boat 5 Little Ducks Humpty Dumpty The Wheels on the Bus	
Parents as Partners	*Stay and Play* *PJ and hot chocolate stay and play*	*Christmas Stay and Play*	*Stay and Play Number Day*	*Easter Bonnet Parade*	*Superhero Day*	*Transition meetings*
Parents as Partners Resources	*https://www.nhs.uk/start-for-life/toddler/learning-to-talk/learning-conversations-and-telling-stories-3-to-5-years/*		*https://www.bbc.co.uk/tiny-happy-people*		*https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/look-say-sing-play/*	

Ongoing In Continuous Provision	Animals, Numbers, Colour, Shape Daily Nursery Rhymes/ Song bag Daily Counting Planning of children's interests Daily Story Time Daily key worker time Daily additional provision Daily school readiness focus group Daily WellComm activities					
Key dates/ Festivals	Black History Month World mental health day	Bonfire night Remembrance day Diwali Anti-Bullying week Children in Need Christmas Jumper Day	Chinese New Year Safer Internet Day	World Book Day Mother's Day Easter Eid	Walk to school week	Father's Day World Refugee Day
	Progression of Skills					
	Autumn		***Spring***		***Summer***	
Daily Practice to support CL development	*WellComm, Daily song time, intensive interactions, daily story time, daily turn taking/early listening skills, tuff tray linked to story of the week, home role play area, high quality back and forth interactions, daily small group discussions*					
	Communication and Language					
Curriculum Goal	*To become a confident communicator!*					
Communication and Language	- *Listens with interest to the noises adults make when they read stories* - *Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door* - *Identifies action words by following simple instructions, e.g. Show me jumping* - *Uses language to share feelings, experiences and thoughts*		- *Shows interest in play with sounds, songs and rhymes* - *Beginning to understand more complex sentences, e.g. Put your toys away and then sit on the carpet* - *Learns new words very rapidly and is able to use them in communicating* - *Uses a variety of questions (e.g. what, where, who)*		- *Single channelled attention; can shift to a different task if attention fully obtained – using child's name helps focus* - *Understands who, what, where in simple questions (e.g. Who's that? Who can? What's that? Where is?)* - *Developing understanding of simple concepts (e.g. fast/slow, good/bad)* - *Holds a conversation, jumping from topic to topic* - *Uses longer sentences (e.g. Mummy gonna work)* - *Beginning to use word endings (e.g. going, cat*	
	Personal, Social, Emotional Development					
Curriculum Goal	*To become a kind, independent individual!*					
Personal, Social, Emotional Development	- *Builds relationships with special people but may show anxiety in the presence of strangers* - *Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult*		- *Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it* - *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*		- *Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety.* - *Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest*	

	Physical Development		
Curriculum Goal	*To become a talented tool user and an amazing athlete!*		
	Daily Squiggle while you Wiggle		
Physical Development	- *Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands* - *Sits comfortably on a chair with both feet on the ground* - *Runs safely on whole foot* - *Moves in response to music, or rhythms played on instruments such as drums or shakers* - *Jumps up into the air with both feet leaving the floor and can jump forward a small distance* - *Very energetic in short bursts and needs time for rest and calm with at least three hours of a day of exercise including moderate- to vigorous-intensity physical activity, spread throughout the day* - *Needs to sleep for 10–13 hours in a 24-hour period which may include a nap, with regular sleep and wake-up times* - *Feeds self competently*	- *Begins to walk, run and climb on different levels and surfaces* - *Begins to understand and choose different ways of moving* - *Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it* - *Climbs up and down stairs by placing both feet on each step while holding a* - *Can hold a cup with two hands and drink well without spilling* - *Develops some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support* - *Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet* - *handrail for support*	- *Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride* - *May be beginning to show preference for dominant hand and/or leg/foot* - *Turns pages in a book, sometimes several at once* - *Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools* - *Holds mark-making tools with thumb and all fingers* - *Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots* - *Begins to recognise danger and seeks the support and comfort of significant adults* - *Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions*
	Literacy		
Curriculum Goal	*To become a brilliant book worm and a wow writer!*		
Literacy	- *Has some favourite stories, rhymes, songs, poems or jingles* - *Repeats and uses actions, words or phrases from familiar stories* - *Distinguishes between the different marks they make* - *Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.*	- *Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a … Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps* - *Distinguishes between the different marks they make* - *Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.* -	- *Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes* - *Distinguishes between the different marks they make* - *Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.*
	Mathematics		
Curriculum Goal	*To become a master of maths!*		
Maths	- *Chooses puzzle pieces and tries to fit them in* - *Recognises that two objects have the same shape* - *Makes simple constructions*	- *Joins in and anticipates repeated sound and action patterns* - *Beginning to understand some talk about immediate past and future* - *Begins to say numbers in order, some of which are in the right order (ordinality) Cardinality (How many?)*	- *Is interested in what happens next using the pattern of everyday routines* - *Explores differences in size, length, weight and capacity* - *Beginning to anticipate times of the day such as mealtimes or home time*

	- *Beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same' Counting* - *Spatial Awareness* - *Moves their bodies and toys around objects and explores fitting into spaces s*	- *Begins to remember their way around familiar environment*	- *In everyday situations, takes or gives two or three objects from a group* - *Beginning to notice numerals (number symbols)* - *Beginning to count on their fingers.* - *Responds to some spatial and positional language* - *Explores how things look from different viewpoints including things that are near or far away*
	Understanding the World		
Curriculum Goal	*To become an explorer!*		
Understanding the World	- *Has a sense of own immediate family and relations and pets* - *Notices detailed features of objects in their environment* - *Seeks to acquire basic skills in turning on and operating some digital equipment*	- *In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird* - *Can talk about some of the things they have observed such as plants, animals, natural and found objects* - *Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car*	- *Learns that they have similarities and differences that connect them to, and distinguish them from, others* - *Beginning to have their own friends* - *Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake* - *Plays with water to investigate "low technology" such as washing and cleaning* - *Uses pipes, funnels and other tools to carry/ transport water from one place to another*
	Expressive Arts and Design		
Curriculum Goal	*To become a creator!*		
Expressive arts and Design	- *Joins in singing songs* - *Creates sounds by rubbing, shaking, tapping, striking or blowing* - *Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects* - *Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations* -	- *Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow* - *Begins to make believe by pretending using sounds, movements, words, objects*	- *Enjoys and responds to playing with colour in a variety of ways, for example combining colours* - *Uses 3D and 2D structures to explore materials and/or to express ideas* - *Beginning to describe sounds and music imaginatively, e.g. scary music* - *Creates rhythmic sounds and movements*