



Nursery 2 Curricular Goals

To build strong relationships and explore our emotions	
<p>First milestone</p> <p>I can separate from my carer. I feel happy to come to Nursery. I know my own name. I am noticing other children and beginning to show an interest in their play. To express emotions and know that its ok to feel upset or angry.</p>	<p>Use the “Look what I can do” booklet to... Discover the children’s likes and interests. Find out from their families how to soothe the children. Have any comfort objects available for the children when needed. Self-registration- owls in the tree. Hello Song- singing our names. Adults to model play and to help the children to notice others’ play. Adult to recognise emotional storms and respond sympathetically to help the child to regain control.</p>
<p>Second milestone</p> <p>I am learning new routines and becoming confident and settled in Nursery. I am interested in other’s play and am beginning to share play activities. I can choose my preferred learning activities. I am aware of who is in my family. To explore the emotions of themselves and others.</p>	<p>Visual timetable. Introduce new vocabulary about routines and activities. Small group activities. Encourage turn taking and sharing. Offer a variety of open-ended resources and activities to promote choice and independence. Family wall. Model play and co-operation Model emotions and how to manage them Name emotions and talk about them with the children.</p>
<p>Third milestone</p> <p>I am starting to form friendships. I seek out others to share experiences. I am learning that I have similarities and differences to others.</p>	<p>Adults model language that promotes children’s positive thinking. Adults model positive relationships. Interaction games. Draw attention to our similarities and differences. Introduce new vocabulary to help the children to discuss them. Share learning journeys/floor book Adults respond to children’s emotions by naming them and helping the child to recognise them. Provide uninterrupted time to play and explore. Join in play sensitively, fitting in with children’s ideas.</p>
<p>Final milestone</p> <p>I can transition to Nursery 3 with confidence having built secure relationships with adults and peers.</p>	



Nursery 2 Curricular Goals

To build a wide vocabulary and develop understanding	
<p>First milestone I can use 10 everyday words. I am beginning to put 2 words together. I can understand simple questions and instructions. I can remember 2 items correctly.</p>	<p>Regularly use the children's names to help them pay attention. Wait for the child to speak or communicate. When responding, expand on what has been said e.g. add a word. Give the child plenty of time to process and respond. Listening and attention groups. Vocabulary groups. Use WellComm screening to build an accurate picture of where the children are at.</p>
<p>Second milestone I am beginning to use the language of size. I am beginning to put 3 words together. I engage in imaginative play.</p>	<p>Talk about what you are doing to help the children learn language in context. Sing songs, action rhymes, share books to give children opportunities to understand new words. Model play, name things whilst playing.</p>
<p>Third milestone I can use prepositions. I can interact with others in play. I am using 'who, what, where' questions. I am using action words. I am using plurals.</p>	<p>Snack time counting, following instructions 'in, on, under'. Group time activities. Use the child's name and specific instructions to get their attention.</p>
<p>Final milestone I can answer to my name. I can follow 3 key word instructions. I can link 3-5 words. I am beginning to share toys.</p>	



Nursery 2 Curricular Goals

To develop an interest in books and rhymes	
<p>First milestone Begin to show an interest in books Begin to show an interest in rhymes.</p>	<p>Big 5 Daily story-time Library book choose – adult 1:1 reads Use puppets/story sacks – model in small groups then leave in continuous provision. Reread the same books Nursery rhyme cards</p>
<p>Second milestone Begin to handle books and to know which way to hold it. Beginning to pay attention and respond to pictures and words. Begin to join in with nursery rhymes</p>	<p>Talk about pictures. Find things in the pictures together. Introduce concepts of print – i.e. holding the book the correct way and turning the pages. Model actions for nursery rhymes.</p>
<p>Third milestone Handle books appropriately and turn pages Copy finger movements and actions in rhymes and stories Join in with singing</p>	<p>Use props Act out stories Dress up Model actions</p>
<p>Final milestone To hold a book appropriately and turn the pages. To sit and listen to a favourite story read by an adult To join in with singing rhymes and doing actions.</p>	



Nursery 2 Curricular Goals

To be able to sit, listen and participate in short group time sessions	
<p>First milestone To notice other children sitting and listening.</p> <p>To covertly show an interest in what is happening at group time.</p>	<p>Use visuals for 'Good sitting', 'Good looking' and 'Good listening'.</p> <p>Use children's names to gain attention.</p> <p>Positive praise.</p> <p>Model good sitting.</p>
<p>Second milestone To come closer to the group to observe openly.</p> <p>To show an interest in joining in.</p>	<p>Visuals</p> <p>Ring games</p> <p>Children can choose rhyme cards</p> <p>Story sacks</p> <p>Encourage interaction and participation</p>
<p>Third milestone To begin to sit for short periods with support and encouragement.</p> <p>Show joint attention.</p> <p>Begin to follow instructions.</p>	<p>Visuals.</p> <p>Interactive stories.</p> <p>Emphasize facial expressions and gestures.</p> <p>Keep voice light and exciting</p> <p>Positive praise</p>
<p>Final milestone To sit and listen with minimal support To understand and follow 3 key word instructions.</p>	



Nursery 2 Curricular Goals

To begin to demonstrate self-care with support	
<p>First milestone</p> <p>I am beginning to become aware of my bladder and bowel urges.</p> <p>I know when I have soiled my nappy.</p> <p>I am beginning to drink from a cup.</p> <p>I can find my coat peg and identify my coat.</p>	<p>Show the children their own pegs and where to hang their coats up – by the loop.</p> <p>Talk about what is happening during nappy changes. Introduce relevant vocabulary.</p> <p>Use the nappy change time for some 1:1 communication time, e.g., give a running commentary, sing songs and rhymes.</p>
<p>Second milestone</p> <p>I can put my belongings in the right place.</p> <p>I am aware of my bowel and bladder urges in advance.</p> <p>I am showing an interest in using the toilet.</p> <p>I can drink from a cup without support.</p>	<p>To hang my own coat and bag up and put my lunchbox away.</p> <p>Recognise the signs of when a child needs the toilet and help them to identify this need, i.e, “You are crossing your legs, let’s see if you need a wee”.</p> <p>At nappy change time, encourage the child to have a sit on the toilet or potty.</p> <p>Provide opportunities to pour own drinks and drink independently.</p> <p>Model how to drink from a cup.</p>
<p>Third milestone</p> <p>I can attempt to take my coat and shoes off and put my coat and wellies back on.</p> <p>I can use the toilet, wash my hands and ask for help if I need it.</p>	<p>Adults to provide modelling and praise for the children’s efforts. Independence encouraged with regard to toileting and hand-washing. Independence promoted.</p> <p>Adults to model and teach the ‘clever coat trick.’</p> <p>Adults to respond sensitively to toileting accidents.</p>
<p>Final milestone</p> <p>I am attempting to put on and take off my coat and footwear.</p> <p>I can use the potty or toilet with support.</p> <p>I can drink from a cup without spilling.</p>	



Nursery 2 Curricular Goals

To nurture curiosity in our world and to explore with confidence	
<p>First milestone To show curiosity about their natural surroundings. Use senses to explore the Natural world.</p>	<p>Walks to the Spinney and around the school field using vocabulary to explain what we can see. Provide real materials and items from the natural world and everyday life. Treasure baskets.</p>
<p>Second milestone Begin to use new vocabulary to talk about what they see. Explore and respond to nature</p>	<p>Plan and introduce new vocabulary related to the ongoing topic and encourage children to use it. Provide opportunities to explore in outdoor play Provide resources with different textures, sounds, smells and tastes. Sensory wall</p>
<p>Third milestone Begin to handle things with care and concern. Notice differences between themselves and others.</p>	<p>Provide fragile objects to teach the children to handle them with care. Talk about ourselves and our families. Family photo wall. Use number children at snack time to talk about our differences and similarities.</p>
<p>Final milestone I can explore different materials creatively. I can talk about my family. I am curious about my surroundings and show an interest in the world around me.</p>	



Nursery 2 Curricular Goals

To begin to hold and use basic tools effectively.	
<p>First milestone To begin to show an interest in different tools and ways of making marks. To explore textures. To use gross motor movements and whole bodies to make marks. To make random marks with a range of tools – brushes and pencils.</p>	<p>Provide opportunities for large scale mark making to help strengthen shoulder muscles. Adults model how to use tools correctly and safely using vocabulary to discuss and explain. Activities to strengthen core muscles. Provide wide range of materials, e.g. corn flour, mud paint, glitter Dough Disco Playdough Painting Funky Fingers Using ball tweezers.</p>
<p>Second milestone Begin to show a preference for dominant hand. To use hand-eye co-ordination to explore and manipulate tools and resources.</p>	<p>Threading and peg activities. Tweezer work. Use a range of mark making resources for free use.</p>
<p>Third milestone Make more controlled movements with mark-making tools such as lines and circles. To notice the marks they make and attempt to copy marks. Hold scissors and open and close them. Develop pincer grip.</p>	<p>See resources for first and second milestone. Use the language of up, down, round and back. Modelling holding scissors correctly (hand over hand) Encourage writing for a range of purposes – cards, lists, envelopes. Have a wide range of stationary for free use.</p>
<p>Final milestone To begin to make purposeful marks with a range of tools, brushes and pencils. Begin to talk about and distinguish between the different marks they make.</p>	



Nursery 2 Curricular Goals

To begin to develop an understanding of numbers

First milestone

Develop an awareness of number names.
To know that things exist even when out of sight.
Spatial awareness.

Number rhymes

Counting in everyday contexts – group time, lining up.
Counting at snack time
Showing numbers in the environment.

Second milestone

To explore capacity
To begin to use the language of size and quantity
Begin to group objects.

Provide containers and equipment to explore capacity. Boxes and tins etc.
Model language of size and amounts.
Provide different sized resources.

Third milestone

To begin to use positional language.
Engage in counting like behaviours.
Be able to say some number names.

Model positional language.
Snack time
Counting songs and books
Use props.

Final milestone

Show an interest in sorting different objects.
Say some number names