

N1 (2-3 Year old) Pre-School Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
School Value Focus	Kindness	Respect	Wellbeing	Cooperation	Honesty	Resilience
Natural Rhythms of the year and Enrichment Days	Settling in Harvest Festival Modelling of areas in Preschool and how to engage with their environment.	Bonfire night – 5th November Remembrance Day Carols and Christmas Craft with parents Signs of Autumn Diwali	Pancake day Lunar New Year Signs of winter	World Book Day/ Week Communication week Easter Signs of Spring Ramadan/Eid Mother's Day	Take One Picture – Art Week Petting Farm visit to preschool (bi-annually) Spring/ Growing/ Mini Beasts	Father's Day Transitions to N2 Preschool Splash Day
Key Texts	The Nose, Toes and Tummy Book That's not my... touch and feel books	Dear Santa Where's spot?	Rabbits nap Foxes socks	Zeki loves mummy I spy everything	Oi Frog Brown bear, Brown bear	Zeki loves daddy Guess how much I love you
Literacy Learning Focus: Enjoy sharing Books!	Key Tips for the 2-Year-Old Room: ● Board Books over Paper: They are more durable. ● Interactive - lift the flap books, textured touch and feel books. ● Props: Use puppets or physical objects to keep their eyes on you.					

	• The 5-Minute Rule: If they lose interest at page four, it's okay to stop! At this age, the goal is enjoying the book, not necessarily finishing the plot. • It is okay to use the books to generate talk rather than reading the story - if this is where their interest lies.					
Communication and Language	Listening & Attention: Shifts attention from one task to another when their name is called. Understanding: Follows simple one-step instructions ("Get your coat" or "Sit down").	Speaking: Uses a core vocabulary of single words (names of family, favorite toys, or foods). Understanding: Identifies familiar objects when named ("Where is the ball?").	Listening & Attention: Enjoys short stories with props or pictures and can listen for a few minutes. Speaking: Begins to put two or three words together ("More milk," "Mummy go," or "Big car").	Speaking: Starts to use descriptive words like "big," "blue," or "hot." Understanding: Understands simple "who," "what," and "where" questions ("Where is your teddy?").	Speaking: Uses "action" words (verbs) like "run," "eat," or "jump" to describe what they are doing. Understanding: Can follow a two-part instruction ("Get your shoes and wait by the door").	Speaking: Starts to ask "Why?" and "How?" to keep a conversation going. Listening & Attention: Can participate in a back-and-forth "serve and return" conversation with an adult.
Key Vocab	Body Parts Mine/ Yours Big/Small	Cold - Weather/ice play More Happy/sad Gone	On/Under Jump Fast/slow Eat/ drink	Soft/Hard 123 Wait Same/different Hungry/ thirsty	Mix Heavy/Light Look Please/ thank you	Why? Help Friend Up/ Down Next
Personal, Social and Emotional Development	Self-Regulation: Gradually learns that some actions are better than others (e.g., "walking feet" inside) with adult support.	Self-Regulation: Begins to express a wide range of emotions (joy, frustration, anger) and starts to accept comfort when upset.	Building Relationships: Starts to play alongside others (parallel play) and begins to notice what other children are doing.	Self-Regulation: Starts to understand simple rules and boundaries (e.g., "we share the bikes").	Building Relationships: Begins to join in with other children's play (cooperative play) for short bursts.	Building Relationships: Develops "special friendships" with one or two specific peers.

	Building Relationships: Seeks out a "key person" for comfort and begins to feel safe in the nursery environment.	Managing Self: Recognises their own image in the mirror and can identify "me."	Managing Self: Shows a "can-do" attitude—wants to do things independently, like pouring their own milk or putting on shoes. Make choices: Encourage the children to make informed choices. Limit to 2 at first: Red socks or blue socks? Milk or water?	Managing Self: Becomes more aware of their physical needs (e.g., telling an adult when they have a wet nappy or need the toilet).	Self-Regulation: Starts to understand that their actions can affect others (e.g., "If I push, my friend might cry").	Managing Self: Grows in confidence to take risks, such as trying a new piece of climbing equipment or a new food.
Physical Development	Gross Motor: Climbs onto furniture or play equipment independently and safely. Fine Motor: Can pull "large" zips or use a whole-hand grasp to hold a chunky crayon or brush.	Gross Motor: Begins to kick a large ball and can walk up stairs while holding a rail (often placing both feet on each step). Fine Motor: Enjoys "poking" and "squeezing" malleable materials like playdough or clay to build hand strength.	Gross Motor: Runs safely without falling and can avoid obstacles in their path (developing spatial awareness). Fine Motor: Begins to use a "pincer grasp" (thumb and finger) to pick up small objects like sequins or cereal.	Gross Motor: Enjoys "active" play like jumping off a low step with both feet or pedaling a tricycle. Fine Motor: Can turn the pages of a book, often one at a time, and starts to use a spoon more effectively during snack.	Gross Motor: Can catch a large ball by hugging it against their chest. Can balance on one foot for a split second. Fine Motor: Shows a preference for a dominant hand.	Gross Motor: Can squat down steadily to look at something on the floor and stand back up without using their hands. Self-Care: Begins to show an interest in self-care tasks, like pulling off their own socks or trying to put on a coat or apron.

Literacy: Reading	Enjoys sharing books with an adult. Develop a love of reading	Pay attention and respond to the pictures or the words Develop a love of reading	Have favourite books and seek them out and share them. Develop a love of reading	Repeat words and phrases from familiar stories Develop a love of reading	Ask questions about the book, make comments and share their own ideas. Develop a love of reading	Develop play around favourite stories using props Develop a love of reading
Literacy: Writing	Enjoys the sensory experience of making marks in messy play (using fingers in flour, foam, or mud). Makes large-scale movements with arms to create marks ("painting" the fence with water and big brushes).	Begins to notice the difference between a drawing and a "scribble" on a page. Shows interest in seeing adults write (watching a teacher write a name label or a shopping list).	Moves from a whole-palm grasp to holding a chunky crayon or chalk with more control (often using the "palmar supinate" grasp). Starts to make intentional marks, such as circular motions or repetitive lines.	Begins to give a name to the marks they make (pointing to a circle and saying "That's a ball" or "That's Me"). Starts to understand that marks stay on the paper (learning the boundaries of the page).	Begins to imitate an adult's vertical or horizontal lines ("Can you make a line like mine?"). Gains enough strength in the hands to use smaller tools like triangular crayons or thick felt-tips.	May begin to draw "enclosed" shapes (circles or squares) to represent people or objects. Understands that writing is a way of communicating (e.g., "writing" a pretend letter or a menu in the home corner).
Nursery Rhymes/songs	Round and round the garden This little piggy	Baa Baa Black sheep Can you play at peek-a-boo	Pat-a-cake Two little dicky birds	Open, shut them Teddy bear, Teddy bear	row, row, row your boat Ring-o-roses	5 little ducks The sun has got his hat on
Maths	Number: Notices when a small group of objects has changed (e.g.,	Number: Begins to use fingers to show "how many" (usually up to 2 or 3).	Number: Recites some number names in order (1, 2, 3...) during play or songs.	Number: Points to objects while counting (1-to-1 correspondence),	Number: Subitises small groups (looks at two items and	Number: Understands the concept of more and same when

	someone takes a toy). SSM: Sorts objects into simple groups (all the blue cars or all the dinosaurs).	SSM: Understands the "rhythm of the day" (e.g., snack comes after play time).	SSM: Enjoys filling and emptying containers (exploring capacity in sand or water).	even if they miss some. SSM: Uses spatial words like "under," "on top," and "inside" while playing.	knows it's two without counting). SSM: Can complete simple inset puzzles and begins to notice patterns in the environment.	comparing two groups of objects. SSM: Builds with shapes and experiments with weight (heavy vs. light) or length (long vs. short).
Understanding of the World	People: Makes connections between their own family and others "I have a sister too"). The World: Notices natural changes in the immediate environment (e.g., picking up crunchy leaves or feeling the wind).	People: Shows interest in photographs of themselves and their friends/family. The World: Explores different materials with their senses (e.g., "cold" ice or "sticky" dough).	Shows interest in toys with buttons and flaps; begins to understand cause and effect (e.g., "I press this, it makes a sound"). The World: Noticing growth in the garden (e.g., seeing buds or flowers starting to grow).	People: Begins to recognise that some people are different from them (e.g., different hair, glasses, or clothes). The World: Learns to treat living things with care (e.g., being gentle with a plant or a pet).	The World: Explores how things change when they are mixed (e.g., adding water to sand or paint colors together).	People: Enjoys hearing stories about different places and ways of life. The World: Notices features of the local environment (e.g., a tall building, the park, or the post box).
Expressive Arts and Design	Exploring Materials: Joins in messier play, enjoying the feel of paint, flour, or damp sand on their hands. Imagination: Begins to use "props to represent something else (e.g., holding a block to their ear like a phone).	Colour & Mark Making: Notices that their actions leave marks (a crayon on paper or a finger in sand). Music/Dance: Responds to music by bobbing, clapping, or spinning	Exploring Materials: Begins to use tools for a purpose, like a chunky brush to paint or a rolling pin with dough. Imagination: Starts to engage in "pretend" play with others, like "cooking" in the	Colour & Mark Making: Begins to show a preference for certain colours and may give names to their marks eg. That's Mummy. Music/Dance: Can follow a simple instruction like tapping a drum fast	Exploring Materials: Experiments with joining things together (e.g., using glue, masking tape, or stacking blocks high). Imagination: Play becomes more complex—they might "dress up" and	Colour & Mark Making: Explores what happens when they mix colors together (e.g., seeing blue and yellow turn into green). Music/Dance: Enjoys making their own music using

		and begins to join in with favorite songs.	home corner or "driving" a bus.	or slow to match a teacher's beat.	take on a role for a short period.	found objects (like banging pots) or simple instruments.
--	--	--	---------------------------------	------------------------------------	------------------------------------	--