

**Year Curriculum Plan- Prime Areas of Learning (2 year olds)**

**Be confident, be independent, be at one with nature, be a good friend, be resilient, be a problem solver, be an interested reader and writer and be inquisitive**

	<b>Communication and Language</b>	<b>Personal, Social and Emotional Development</b>	<b>Physical Development</b>
<b>First Term</b>	<p>To use gestures and single words to engage with others <b>Be confident, be a good friend, be an interested reader and writer and be inquisitive</b></p> <p>Imitate words, sounds and gestures</p> <p>To express needs <b>Be confident, be independent, be a problem solver</b></p> <p>To follow simple instructions <b>be a problem solver</b></p> <p>To be aware of visual aids <b>be independent, be a problem solver and be inquisitive</b></p> <p>To use familiar words and phrases during play <b>Be confident, be a good friend</b></p> <p>Focus with intent on an activity of their own choice <b>be independent</b></p> <p>To be able to listen to others for up to one minute <b>be an interested reader and writer and be inquisitive</b></p> <p>Show an interest in play with songs and sounds <b>be a problem solver, be an interested reader and writer and be inquisitive</b></p>	<p>Settling into their new environment <b>Be confident, be independent and be inquisitive</b></p> <p>Making relationships with familiar adults <b>Be confident, be independent, be a good friend, be resilient</b></p> <p>Engage with others through gaze, gesture and sounds <b>be a good friend, be resilient, be a problem solver</b></p> <p>Beginning to follow some routines <b>be independent</b></p> <p>Begin to respond to boundaries and rules <b>be independent, be a good friend, be resilient, be a problem solver</b></p> <p>Separate from main carer <b>Be confident, be independent, be resilient</b></p> <p>Begin to recognise own self and belongings <b>Be confident, be independent resilient, be a</b></p> <p>Beginning to show some independence skills (help to take own coat off) <b>Be confident, be independent, be a problem solver</b></p>	<p>Show high interest in filling and emptying containers <b>be resilient, be a problem solver, be inquisitive</b></p> <p>Show an interest in messy/ sensory play <b>be inquisitive</b></p> <p>To pull self up on large play equipment <b>be resilient, be a problem solver,</b></p> <p>To squat with readiness to play <b>be independent, be a problem solver</b></p> <p>To balance- to walk <b>Be confident, be independent, be a problem solver</b></p> <p>Use gross motor skills to push and pull objects <b>Be confident, be independent, be at one with nature, be a good friend, be resilient, be a problem solver, be an interested reader and writer and be inquisitive</b></p> <p>To walk up stairs using 2 feet to one step <b>Be confident, be independent</b></p> <p>Pick objects up using whole hand grasp <b>be independent</b></p> <p>To begin to balance blocks on top of each other <b>Be confident, be independent, be at one with nature, be a good friend, be resilient, be a problem solver, be an interested reader and writer and be inquisitive</b></p>

			Enjoy moving around indoors and outside <b>Be confident, be independent, be resilient, be inquisitive</b>
<b>Second Term</b>	<p>Begin to put words together to form basic sentences <b>Be confident</b></p> <p>Begin to ask 'w' questions <b>Be confident</b></p> <p>Recognise and point to objects they are asked about <b>Be confident, be independent, be inquisitive</b></p> <p>Listen to and enjoy basic songs, stories and jingles <b>Be confident, be independent, be an interested reader and writer and be inquisitive</b></p> <p>Begin to listen to others with interest <b>be inquisitive</b></p> <p>Focus with intent on an activity chosen by adults <b>be inquisitive</b></p> <p>To understand sentences with 2 part instruction <b>be independent</b></p> <p>Begin to understand simple questions <b>Be confident, be independent</b></p> <p>Recognise and respond to familiar sounds <b>be an interested reader and writer and be inquisitive</b></p>	<p>Find ways to calm themselves <b>be independent</b></p> <p>Begin to express a range of emotions <b>Be confident</b></p> <p>Begin to show interest in other's play <b>Be confident, be a good friend, be inquisitive</b></p> <p>Play alongside others involved in the same interest <b>be a good friend and be inquisitive</b></p> <p>Begin to share resources with others <b>be a good friend</b></p> <p>Be aware of and able to follow most of the routine <b>be independent</b></p> <p>Show understanding of rules and boundaries <b>Be confident, be independent, be resilient,</b></p> <p>Showing more independence and beginning to help self with dressing/undressing <b>Be confident, be independent, be resilient, be a problem solver</b></p> <p>Begin to show interest in toilet training <b>be independent, be resilient</b></p>	<p>Begin to show control in using basic tools like rolling pins and musical instruments <b>Be confident, be independent, be resilient, be a problem solver</b></p> <p>Show confidence in climbing on large play equipment <b>Be confident, be independent</b></p> <p>To balance on large play equipment <b>Be confident, be independent, be resilient, be a problem solver</b></p> <p>Use chunky mark making tools to create circle and line shapes <b>be independent</b></p> <p>Build and balance with various size blocks <b>be a problem solver</b></p> <p>Push and pull big objects <b>be independent, be a problem solver</b></p> <p>Enjoy starting to throw and kick balls <b>Be confident, be independent, be resilient</b></p> <p>To walk upstairs using alternative feet, holding onto a rail <b>Be confident, be independent, be a problem solver</b></p>
<b>Third Term</b>	<p>Use simple sentences <b>Be confident</b></p> <p>Understand more complex sentences <b>Be confident, be independent, be a problem solver</b></p> <p>Make themselves understood <b>Be confident, be independent, be resilient</b></p> <p>Develop and hold a conversation with another even if jumping from topic to topic <b>Be confident, be a good friend be inquisitive</b></p>	<p>Begin to manage emotions <b>be a good friend, be resilient, be a problem solver</b></p> <p>Be able to see self as a separate person <b>Be confident, be independent</b></p> <p>Play alongside and sometimes with others <b>Be confident, be independent, be a good friend, be resilient, be a problem solver</b></p>	<p>Show good control over using tools and objects <b>Be confident, be independent, be an interested reader and writer and be inquisitive</b></p> <p>Move freely both inside and outside in a range of ways (running, crawling, rolling, jumping) <b>Be confident, be independent</b></p> <p>Jump using both feet together <b>Be confident, be independent</b></p>

	<p>Listen to others with interest and respond to what they are saying <b>Be confident, be independent, be at one with nature, be a good friend, be resilient, be a problem solver, be an interested reader and writer and be inquisitive</b></p> <p>To use basic language to describe sensory exploration <b>Be confident, be independent, be inquisitive</b></p> <p>Listen to and follow a story using pictures as support <b>be an interested reader and writer and be inquisitive</b></p>	<p>May begin to form friendships <b>be a good friend</b></p> <p>Confidently share resources with others <b>Be confident, be a good friend, be resilient, be a problem solver</b></p> <p>Confidently follow and understand routines <b>Be confident, be independent</b></p> <p>Be independent with most self help skills <b>Be confident, be independent</b></p>	<p>Use a variety of mark making tools to create marks (paint brushes, pens, pencils, crayons) <b>be an interested reader and writer</b></p> <p>Begin to show preference for dominant hand <b>Be confident, be independent</b></p> <p>Begin to use fingers and tips of fingers to grasp objects <b>Be confident, be independent</b></p>
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**Year Curriculum Plan- Prime Areas of Learning (2 year olds)**

**How this will be met.**

	<b>Communication and Language</b>	<b>Personal, Social and Emotional Development</b>	<b>Physical Development</b>
<b>First Term</b>	<p>When talking to young children give a good response time (up to 10 seconds)</p> <p>Show a genuine interest, join in and respond to words and gestures used by the children</p> <p>When children use language, adults to repeat to reaffirm</p> <p>Encourage children to use their gestures and words to express what they want. Ask questions relating to what you can see and then wait for an appropriate response</p> <p>Provide simple instructions with the command at the end</p> <p>To introduce and use visual key rings and timetables throughout sessions and at group times so children become familiar with these</p> <p>Adults to show a genuine interest in the play and interests of the children, providing next steps and enhancements to play</p> <p>Have focused group times where an adult or child is speaking and others are waiting and listening (holding and passing an object can help to focus)</p> <p>Provide lots of opportunities during play and adult led teaching for songs, jingles, stories and musical instruments</p>	<p>Each child will have a key worker (familiar, secure adult) to whom they will build up a strong relationship with</p> <p>Speak with parents/carers to gain background information on the child that might help them to settle such as comforters, interests and dislikes</p> <p>Take the lead of the child as to how well they will settle, build up time if necessary</p> <p>Providing lots of opportunities to interact with others and explore their bodies and objects around them</p> <p>Encourage children to make choices, starting with limited options so they are not overwhelmed ("would you like the red train or the blue train?")</p> <p>Establish a strong routine from day 1 so that it becomes familiar to the children</p> <p>Use visual timetable to break the day down, taking away each transition to show it has happened</p> <p>Be consistent in approach to expectations (all staff do the same)</p> <p>Have mirrors in the environment for children to explore what they look like</p>	<p>Provide lots of opportunities for emptying and filling with a range of containers and resources (buckets, scoops, cups, bowls, bags, sand, water, sensory, small resources like stones, gems, play food)</p> <p>Provide groups times and activities during play where sensory and messy play can be explored (shaving foam, jelly, water, sand, rice, lentils, noodles, gloop)</p> <p>Provide specific outside time for exploration of large equipment like the climbing frame, slide and tunnel (the adult with model and support exploration)</p> <p>Provide soft play for exploration</p> <p>Provide trampoline</p> <p>Provide large and small wheeled toys to use indoors and outside (cars, trains, trucks, wheelbarrows, prams)</p> <p>Provide big blocks and tubes through continuous provision for building and balancing with (adults to model play)</p> <p>Provide lots of different things for children to grasp, hold and explore, like clay, finger paint, spoons, brushes, shells.</p>

	<p>Provide lots of opportunities for small world play, adults to provide language and modelling</p>	<p>Have pictures of children on their peg and tray so they can recognise what is theirs and where it goes</p> <p>Encourage independence with hand over hand to take off slippers, unzip coat and take off</p> <p>Have resources stored at child level which are easily accessible for their own choosing</p>	
<p><b>Second Term</b></p>	<p>Wait for the child to speak or communicate with a sound or a look first – so that they are leading the conversation. When responding, expand on what has been said (for example, add a word)</p> <p>Create opportunities for exploration and questioning (natural resources, recreating experiences, small world play, pictures and signs in the environment)</p> <p>Adults to ask lots of simple questions and wait for and be attentive to responses</p> <p>Provide lots of opportunities through play and adult led teaching where children can listen to and join in with songs, rhymes, jingles and stories</p> <p>Provide lots of opportunities for shared play where conversations take place and children can share their interests with one another</p> <p>Create interesting and engaging group times where listening is required (song box, story sack, sand stories)</p> <p>Adults to give instructions to children that have 2 parts, emphasising the main points (“go put your slippers away and get your wellies” <b>“slippers away, get wellies”</b>)</p>	<p>Introduce the coat trick, working with the child each session to build up independence skills</p> <p>Encourage children to put away/collect their own belongings</p> <p>Encourage children to hang their own coat up and to put their slippers in their tray (some guidance may be needed here)</p> <p>Provide a ‘cosy area’ where children can relax and regulate themselves when upset or tired</p> <p>Encourage children to make choices, provide more availability (“I have lots of trains, which colour would you like”)</p> <p>Continue to use a strong routine that children can now follow with simple instructions of what is coming next</p> <p>Continue to use visual timetable to break the day down, with an adult or child taking away each transition to show it has happened</p> <p>Be consistent in approach to expectations, explaining what you expect and why (all staff do the same)</p>	<p>Provide rolling pins, musical instruments, basic play tools like hammers and saws through continuous provision (adults to model use of)</p> <p>Continue to provide specific outside time for exploration of large equipment like the climbing frame, slide and tunnel (there should be less need for adult support here)</p> <p>Provide basic obstacle courses for balancing across and climbing up and down</p> <p>Have a variation of chunky mark making tools in the indoor and outdoor environment for use (crayons, chalks, pencils)</p> <p>Provide brushes and water/paint outside to encourage mark making</p> <p>Provide big and small blocks and tubes through continuous provision for building and balancing with (adults to model play and extend children’s play)</p> <p>Provide a range of resources for throwing such as sponges, pompoms, cotton wool, sensory balls</p> <p>Provide large objects for transport like tyres, wheelbarrows, blocks, prams</p>

	Play listening games that involve real objects (sound box-horn, bell, rattle)	During play encourage turn-taking, initially with an adult and then with another child ("my turn, your turn, **** turn")	Continue use of soft play to encourage new ways of moving, balancing and climbing
<b>Third Term</b>	<p>Encourage children to use their language throughout play and for a means of communicating with others, giving time for them to expand and providing responsive language that will hold a conversation</p> <p>Ask complex sentences that may require a 2 part response but remember not to ask too many questions (4 comments to 1 questions)</p> <p>Provide opportunities for children to express themselves (likes/dislikes/friends/experiences)</p> <p>Model and encourage descriptive language through activities such as messy play (soft, smooth, hard, rough, squishy etc)</p> <p>Offer children a daily story time as well as sharing books throughout the session (repeat the book for a week-story of the week)</p> <p>Share picture books every day with children. Encourage them to talk about the pictures and the story with adults commenting on the pictures</p>	<p>When children show different emotions, comment on what you can see, ask what has made them feel that way ("I can see your crying. What has made you cry?")</p> <p>Talk about what could change the way the child feels</p> <p>Offer comments and questions about our uniqueness</p> <p>Be open to what children say about differences and answer their questions straightforwardly. Help children develop positive attitudes towards diversity and inclusion</p> <p>Support children to find ways to join others play by watching or offering a toy to another child</p> <p>Without limiting resources, provide a varied amount so that children share and take turns</p> <p>Encourage children to use the coat trick and to put on or take off their own belongings</p>	<p>By this point children should know how to use objects and tools for a purpose through continuous role modelling during play or adult led teaching</p> <p>Continue to provide specific outside time for exploration of large equipment like the climbing frame, slide and tunnel</p> <p>Have races (after time introduce running with an object)</p> <p>Provide more complex obstacle courses for balancing across, over, under and climbing up and down</p> <p>Provide trampoline</p> <p>Introduce sticky kids to encourage new ways of moving</p> <p>Provide a variety of mark making tools to create marks indoors and outside through continuous provision (paint brushes, pens, pencils, crayons, chalks)</p> <p>Provide activities that require more precise grasping such as threading, peg boards, using tweezers to pick up pom-poms</p>