

## Long term planning 2-year-old curriculum

Birth to 5 matters – range 4 – 24-36 months	Autumn		Spring		Summer	
Term	All about me	Let's go Outside/ celebrations	Water/ celebrations	Growing (plants/ farms)	Transport	Animals
<b>Focus text (subject to change)</b>	How do you feel? Spot loves his friends Bear and the picnic lunch Are you ready? We're going on a pumpkin hunt.	That not my witch Rosies walk That's not my hedgehog	Fidgety fish Bright Stanley What lives in the sea	Noisy farm On the farm Muddle farm Spot goes to the farm	Zoom, rocket zoom Maisy goes on a plane Tatty tractor	Dear zoo Walking through the jungle The tiger that came for tea Aaaargh spider Its quaking time
<b>Linked texts</b>	Spot books Big book of feelings	Autumn babies	Splash Here comes spring	I eat vegetables I am a rabbit	Dig, dig digging Choo, choo	Baby animals Little tigers, big surprise Animal music
<b>Key songs/ nursery rhymes (subject to change)</b>  <b>Maths</b>	Good morning song (including their name) If You're Happy and You Know It <b>Teddy bear, teddy bear</b> <b>Head, Shoulders, Knees and toes</b> Sleeping bunnies	<b>5 little pumpkins</b> I'm a little hedgehog All the leaves are falling Dingle dangle scarecrow	<b>5 little speckled frogs</b> <b>1,2,3,4,5 once I caught a fish alive</b> Row, row your boat Jack and jill Incy wincy spider Sailor went to sea	Old MacDonald had a farm Baa, baa black sleep This little piggy Little boo beep <b>5 little ducks</b> Here we go round the mulberry bush Ring, ring o roses.	Wheels on the bus We're driving in our car <b>5 little men in the flying saucer</b> Sticky kids – driving my car Jumping up and down on the big red tractor	Down in the jungle We're going to the zoo Peter rabbit has a fly upon his nose Alice the camel 5 little monkeys <b>Animals went in 2 by 2</b>
<b>Possible enrichments</b> <b>Geography</b>	Teddy bears picnic Halloween craft afternoon Family pictures Favourite book week	Autumn walk	<b>Frosty walk on a field</b> Pictures of sea	Family planting afternoon	Tractor visit	Zoo lab visit Vet visit
<b>Celebrations / festivals/ special events</b> <b>History</b>	Birthdays <b>Harvest festival</b>	Halloween (31st October) <b>Bonfire night (5th November)</b>	<b>Chinese New Year (17<sup>th</sup> Feb)</b>	Mother's Day (30th March) <b>Easter</b>		Father Day (15th June)

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<b>RE</b>						
<b>Communication and language</b>	<ul style="list-style-type: none"> <li>-Listens with interest to the noises adults make when they read stories.</li> <li>-Identifies action words by following simple instructions, e.g. show me jumping.</li> </ul>	<ul style="list-style-type: none"> <li>-Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.</li> <li>- Beginning to understand more complex sentences, e.g. (put your toys away and then sit on the carpet)</li> </ul>	<ul style="list-style-type: none"> <li>-Shows interest in play with sounds, songs and rhymes.</li> <li>-Learns new words very rapidly and can use them in communicating.</li> <li>- Uses language to share feelings, experiences and thoughts.</li> </ul>	<ul style="list-style-type: none"> <li>-Single channelled attention; can shift to a different task if attention fully obtained- using child's name helps focus.</li> <li>-Uses a variety of questions (e.g. what, where, who)</li> </ul>	<ul style="list-style-type: none"> <li>-Developing understanding of simple concepts (e.g. fast/slow, good/bad)</li> <li>- Uses longer sentences (e.g. mummy gonna work)</li> <li>Holds a conversation, jumping from topic to topic.</li> </ul>	<ul style="list-style-type: none"> <li>-Understands who, what, where in simple sentences e.g. (who's that? Who can? What's that? Where is?)</li> <li>-Beginning to use word endings (e.g. going, cats)</li> </ul>
<b>Personal, social and emotional</b>	<ul style="list-style-type: none"> <li>-builds relationships with special people but may show anxiety in the presence of strangers.</li> <li>-knows their own name, their preferences and interests and is becoming aware of their unique abilities.</li> <li>-expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feelings.</li> </ul>	<ul style="list-style-type: none"> <li>-is becoming more able to separate from their close carer and explore new situations with support and encouragement from another familiar adult.</li> <li>-is developing an understanding of and interest in differences of gender, ethnicity and ability.</li> <li>-can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or over-stimulated.</li> </ul>	<ul style="list-style-type: none"> <li>-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.</li> <li>-shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions.</li> <li>-is becoming able to think about their feelings as their brain starts to develop the connection that help them manage their emotions.</li> </ul>	<ul style="list-style-type: none"> <li>-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.</li> <li>-seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset.</li> <li>-participates more in collective cooperation as their experience of routines and understanding of some boundaries grows.</li> </ul>	<ul style="list-style-type: none"> <li>-is beginning to be able to cooperate in favourite situations, such as with familiar people and environments and when free from anxiety.</li> <li>-experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and they way they talk about themselves.</li> <li>-responds to the feelings of others, showing concern and offering comfort.</li> </ul>	<ul style="list-style-type: none"> <li>-seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest.</li> <li>-is gradually learning that actions have consequences but not always the consequences the child hopes for.</li> <li>-may recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions.</li> </ul>

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<p><b>Physical development</b></p>	<p>Fundamental movements                      – Running.                      - runs safely on whole foot                      -start to use a knife, fork or spoon independently                      -start to hold a cup independently.                      -start to develop some independence and show awareness of routines but still needs adult support.</p>	<p>Fundamental movements                      – Hopping                      -awareness of potty, start to being potty trained.                      -turns pages in a book, sometimes several at once.                      -begins to understand and choose different ways of moving.</p>	<p>Fundamental movements                      – Jumping                      -begins to walk, run and climb different levels and surfaces.                      -uses wheeled toys with increasing skills (pedalling, balancing, holding a handrail for support).</p>	<p>Fundamental movements                      – catch                      -moves in response to music or rhythms played on instruments such as drums or shakers.                      -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.</p>	<p>Fundamental movements-                      throwing (overarm)                      -jumps up into air with both feet leaving the floor and can jump forward a small distance.                      -may be beginning to show preference for dominant hand, leg or foot.                      -can hold a cup and drink well without spilling.</p>	<p>Fundamental movements                      – underarm throw                      -holds mark-making tools with thumb and all fingers                      -shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers.                      -feeds self competently.                      -develop independence in self-care (hand washing, getting themselves dressed, coats on and off)                      -can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions.</p>
<p><b>Literacy</b></p>	<p>-start to have favourite stories, songs and rhymes.</p>	<p>-repeat and uses actions, words or phrases from familiar stories.</p>	<p>-fills in the missing word or phrase in a known rhyme, story or game.</p>	<p>-begins to recognise familiar logos from children’s popular culture, commercial print or icons for app.                      -distinguishes between the different marks they make.</p>	<p>-enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch screen technology.</p>	<p>-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.</p>
<p><b>Phonics</b></p>	<p>Red rose Teaching block 1</p>	<p>Red rose Teaching block 2</p>	<p>Red rose Teaching block 3</p>	<p>Red rose Teaching block 1</p>	<p>Red rose Teaching block 2</p>	<p>Red rose Teaching block 3</p>

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	Aspects 1,2,3	Aspects 1,2,3	Aspects 1,2,3	Aspects 1,2,3	Aspects 1,2,3	Aspects 1,2,3
<p><b>Maths</b></p> <p>Maths</p>	<p><b>Comparison:</b> -beginning to compare and recognise changes in number of things, using words like more, lots and same</p> <p><b>Counting:</b> -begins to say numbers in order, some of which are in the right order</p>	<p><b>Spatial Awareness:</b> -moves their bodies and toys around objects and explores fitting them into spaces. -begins to remember their way around familiar environments -explores how things look from different viewpoints including that are near or far.</p>	<p><b>Measures:</b> -explores differences in size, length, weight and capacity -beginning to understand some talk about immediate past and future -beginning to anticipate times of the day such as mealtimes or home time.</p>	<p><b>Cardinality:</b> -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</p>	<p><b>Pattern:</b> -joins in and anticipates repeated sound and action patterns -is interested in what happens next using the pattern of everyday routines.</p>	<p><b>Shape:</b> -choose puzzle pieces and tries to fit them in -recognises that two objects have the same shape -makes simple constructions</p>
<p><b>Understanding the world</b></p> <p>History</p> <p>Computing</p> <p>Geography</p> <p>Science</p>	<p><b>People and communities:</b> -has a sense of own immediate family and relations and pets. -in pretend play, imitates everyday actions and events from own family and cultural backgrounds. -beginning to have their own friends</p>	<p><b>The world:</b> -notices detailed features of objects in their environment. <b>Technology:</b> -seeks to acquire basic skills in turning on and operating some digital equipment</p>	<p><b>Technology:</b> -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.</p>	<p><b>People and communities:</b> -learns that they have similarities and differences that connect them to, and distinguish them from, others.</p> <p><b>The world:</b> -can talk about some of the things they have observed such as plants, animals, natural and found objects.</p>	<p><b>Technology:</b> -operates mechanical toys e.g. turns the knob on a wind-up toys or pull back on a friction car</p>	<p><b>The world:</b> -enjoys playing with small world reconstructions, building on first-hand experiences e.g., visiting a farm, garages, train racks, walking by a lake.</p>
<p><b>Expressive, arts and design</b></p> <p>Science</p>	<p><b>Creating with materials:</b> -joins in singing songs</p>	<p><b>Creating with materials:</b> -creates sounds by rubbing, shaking, tapping, striking or blowing -shows an interest in the way sound makers and instruments sound and</p>	<p><b>Being imaginative and expressive:</b> -uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations.</p>	<p><b>Creating with materials:</b> -experiments with ways to enclose a space, create shapes and represent actions, sounds and objects.</p>	<p><b>Creating with materials:</b> -enjoys and responds to playing with colour in a variety of ways, for example combining colours.</p>	<p><b>Creating with materials:</b> -uses 2D and 3D structures to explore materials and/or to express ideas.</p>

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		experiments with ways of playing them, e.g. loud/quiet, fast/slow		Being imaginative and expressive: -begins to make believe by pretending using sounds, movements, words, objects.	Being imaginative and expressive: -creates rhythmic sounds and movements	
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