



2 Year Old



Long Term Curriculum Overview 2024-2025

| EYFS 2 Year Olds Room | Autumn | Spring | Summer |
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| Personal, Social and Emotional Development | <p>To build key person relationships, supporting children when separating from a Parent/Carer through the transitional period.</p> <p>With the support of a key person show an interest in play.</p> <p>Notice others around them.</p> <p>Build interactions through the interests of the child. To react to stimulus to help calm emotions and feelings for example: looking at family photographs together.</p> | <p>To begin to find their own unique way of managing transitions.</p> <p>Begin to show confidence within their play.</p> <p>Play alongside their peers and developing friendships.</p> <p>With the support of an adult wait and take a turn for example rolling a ball or a car.</p> <p>Begin to show an awareness of themselves. Using various props and resources.</p> | <p>To have developed a sense of assurance for example developing relationships with other adults and peers.</p> <p>Show independence within their play and making choices.</p> <p>To have established friendships with peers.</p> <p>To begin to demonstrate taking a turn independently.</p> <p>Explore emotions and feelings through stories and their play.</p> |
| Communication and Language | <p>To begin to join in with some songs and Nursery Rhymes (even just with actions)</p> <p>To begin to change attention to follow a prop or prompt.</p> <p>Listen to short stories in a small group.</p> <p>Use some single words to express their wants, needs and feelings.</p> <p>Recognise familiar objects to develop their vocabulary.</p> <p>Understand frequently used words, such</p> | <p>Recognise familiar environmental sounds and say what they can hear.</p> <p>Listen to some longer stories and join in with some key words and phrases in familiar stories.</p> <p>Build on their repertoire of Nursery Rhymes and begin to sing them unprompted.</p> <p>Begin to put a few words together and speak in simple sentences to express their wants, needs and feelings.</p> <p>Use the speech sounds p,b,m,w</p> | <p>To be able to shift to a different task if attention fully obtained.</p> <p>Listen and follow one step instructions.</p> <p>Listen and join in during circle times, taking a more active role in participating.</p> <p>Know and sing a wide variety of Nursery Rhymes and songs.</p> |

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| | <p>as, 'all gone', 'no', 'bye bye'.</p> | | <p>Role play familiar scenarios, communicating with one another, for example, going to the shops or the Doctors.</p> <p>Express themselves using a wide range of vocabulary and speak in longer sentences.</p> |
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| <p>Physical Development</p> | <p>Feeling secure and comfortable during nappy time.</p> <p>At snack time sitting together with peers.</p> <p>Sitting and walking independently.</p> <p>Begin to sit on a small bike and know how it is used.</p> <p>Showing an interest in exploring materials and tools.</p> | <p>Showing an interest in Potty training.</p> <p>Sitting together for snack times and trying different tastes and textures.</p> <p>To gain control over their bodies through both indoor and outdoor play.</p> <p>Developing fine manipulative skills through using different objects and tools.</p> | <p>To be independent with their self-help skills such as washing their own hands, using the toilet and attempting to fasten their own coat.</p> <p>Following snack time routines, making choices independently.</p> <p>To use large equipment, ride bikes and scooters with support.</p> <p>To be able to hold tools and objects using a palmer grasp comfortably.</p> |
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| <p>Literacy-Reading</p> | <p>To explore looking at books independently. Explore sensory books and learn new vocabulary related to their senses.</p> <p>Enjoy looking at class made books related to families.</p> <p>To look at some non-fiction books related to Topics in small groups e.g. Autumn, Christmas etc.</p> <p>To use a basic picture book and find information following a prompt. E.g. Where is the dog?</p> | <p>To choose books that interest them independently and begin to understand how to handle them carefully, turning the pages independently.</p> <p>To obtain information from a more detailed image in a book following a prompt. E.g. What is the duck doing?</p> <p>Recognise their name alongside their photograph.</p> | <p>Have a selection of favourite stories.</p> <p>To understand that stories have a beginning and the end and join in saying 'The end'.</p> <p>To join in with key phrases when reading familiar books with adults.</p> <p>To talk in simple sentences and phrases about books they enjoy, using the images to help them.</p> <p>To listen to audio stories without images. Recognise familiar logos related to their interests.</p> |
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| <p>Literacy - Writing</p> | <p>To join in with short dough gym sessions to develop fine motor control</p> <p>To make marks on table tops to support core strength.</p> <p>Show an interest in mark marking- fingers, large apparatus, tools.</p> <p>Hold a tool with a fist palmer grip.</p> | <p>Distinguishes between the different marks they make.</p> <p>Use tweezers to pick up a small object.</p> <p>To develop hand-eye co-ordination through scooping/pouring and filling activities.</p> | <p>Imitate during simple shapes such as circles and lines.</p> <p>Make marks on a picture to stand for their name.</p> <p>Enjoy drawing freely using a range of tools.</p> <p>Notice some print such as familiar logo. Children to use a digital pronate grip.</p> <p>Use lacing cards to develop fine motor skills.</p> |
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| <p>Maths</p> | <p>To combine objects such as stacking blocks and cups.</p> <p>Put objects inside others and take them out again.</p> <p>Begin to take part in finger rhymes with numbers.</p> <p>To explore and use shape sorters and puzzles.</p> | <p>To begin to compare sizes, bigger, little and smaller.</p> <p>To use number language in their play, beginning to sequence numbers orally 0-5.</p> <p>To complete an inset puzzle and to demonstrate matching and sorting skills within their play.</p> <p>To notice and comment on patterns including stripes and spots etc.</p> | <p>To begin to use the language of weight in everyday contexts and through stories and rhymes.</p> <p>To explore space within the indoor and outdoor environment using their bodies to climb and travel through, over and under equipment to gain spatial awareness.</p> <p>To use objects to make simple arrangements, using associated language 'the same'.</p> <p>Begin to count objects and actions in everyday contexts and counting up to 3 fingers.</p> <p>Begin to notice numerals in the environment and make comments on what they see e.g. numerals on doors, buses, clocks etc</p> |
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| <p>Understanding the World</p> <p>Investigation & Exploration</p> | <p>Play and explore in their natural environment displaying high levels of engagement.</p> <p>Children to begin to respond by simple comments and nonverbal gestures and movements.</p> <p>Begin to explore seasonal change e.g. the leaves are falling off the tree.</p> <p>Exploring senses –and purpose of body parts Naming body parts</p> <p>Exploring light and colours through sensory play.</p> | <p>Continue to learn new vocabulary linking to seasonal change and notice the changes in the seasons.</p> <p>Observing changes of state through ice/water and using their senses to explore. Explore the natural world, focusing on digging and planting seeds.</p> <p>Observe and notice flowers and plants growing using their senses.</p> | <p>Use descriptive terms, such as 'hot' and 'cold'.</p> <p>Create simple dens with adult support and begin to understand shade and keeping cool. Use senses to explore sand/pebbles/water/bubbles.</p> |
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| | <p>Exploring sound linking to bonfire night. Play with a variety of wheeled toys, exploring pushing and pulling.</p> | | |
| <p>People, culture and communities</p> | <p>Recognise their family and key people during key person time. Children to name their family by using a family photograph. Understanding that Christmas is a special celebration.</p> <p>Settling in to their new environment and understanding where things are located in the classroom.</p> | <p>Begin to imitate their own family and cultures through pretend play.</p> <p>Understanding that Easter is a special celebration.</p> <p>Begin to understand that there are different environments, for example, understanding that penguins live where it is cold.</p> | <p>Bring in photos from family days out to share during Key Person time.</p> <p>Begin to have their own friends.</p> <p>Recognising familiar places and logos through looking at photos (local shops, places of interest).</p> <p>Talk about places they might go on a sunny day, for example, the beach. Imitate these experiences in the role play.</p> |
| <p>Time</p> | <p>Learning about the basic routines of the day using a visual timetable. (Carpet time, tidy time, lunch time, home time etc.)</p> | <p>Begin to understand the sequence of dressing in warm clothes for outside (putting on outdoor suit, then wellies, then hat, gloves etc.)</p> | <p>Understand the routine of the day with less prompts.</p> |

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| <p>Expressive Arts and Design</p> | <p>Explore different materials using all their senses.</p> <p>Begin to show an interest in early mark making.</p> <p>Explore sounds using musical instruments and sound makers.</p> <p>Use our voices to make sounds. Starting to develop imaginative play by exploring resources within the provision.</p> | <p>Manipulate and play with different materials, exploring textures.</p> <p>Make early marks using various tools and equipment.</p> <p>Beginning to experience tone, pitch and volume. Join in singing songs and rhymes copying actions. Beginning to use resources imaginatively, using resources in different ways. For example: using a block as a phone.</p> | <p>Use their imagination to begin to combine materials to make simple models, using tools to achieve what they have set out to do.</p> <p>Intentionally making marks in different styles.</p> <p>Expressing their ideas when mark making and sometimes giving meaning to them.</p> <p>Explore different rhythms, beat and using their bodies appropriately.</p> <p>Developing imaginative play from their own learning experiences, stories and rhymes.</p> |
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