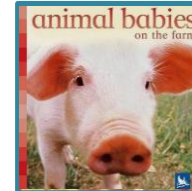
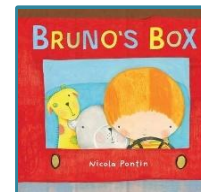
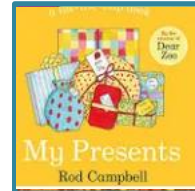
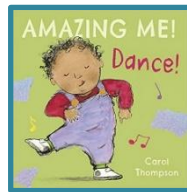


Two Year Old Curriculum

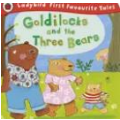
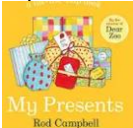
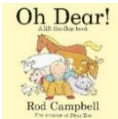
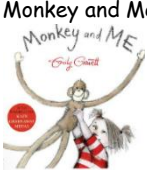
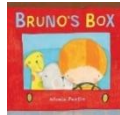
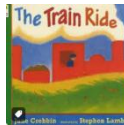
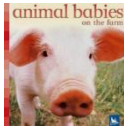
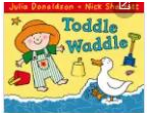
EYFS Framework



Planning a sequenced curriculum to ensure all children make progress and are ready for the next stage of their education.

Age Related Expectations * Teaching and learning to be differentiated through short term planning, driven by assessment

Consolidation and revisit of key skills, knowledge and understanding through continuous and enhanced provision

Area of Learning	Autumn		Spring		Summer	
EYFS Theme	All About Me	Celebrations	Amazing Animals	Off We go	In the Garden	Our World
Planning around a quality rhyme / song <i>To be chosen following children's interests.</i>	If You're Happy and You Know It Heads, Shoulder's Knees and Toes Ms Polly Had a Dolly Autumn Leaves are Falling Down I'm a Little Hedgehog Twinkle, Twinkle Little Star		Wheels on the Bus Row, Row Your Boat We're Going on a Journey Baa, Baa, Black sheep Old McDonald Had a Farm Five little Monkeys		Incey Wincey Spider One Finger and Thing Keep Moving This is the Way we ... Sleeping Children Caterpillar, Caterpillar Down in the Jungle	
Linked texts for Key Person Story Time and 1:1 Reads in Book Area	Goldilocks and the Three Bears  -The three little pigs  Amazing me! Dance! 	Goodnight moon!  Wow! Said the Owl  My Presents 	Polar Bear, Polar Bear  Oh Dear  Monkey and Me 	We're going on a bear hunt  Bruno's box  The Train Ride 	The Very Hungry Caterpillar  Plant a tiny Seed  Animal Babies on the farm 	Toddle Waddle  Walking through the jungle  Shark in the park 

Enrichments Visitors / trips	Walk into the community – to the post box	Walk into the community – to the shop	Walk into the community – to the bus stop
Celebrations / Festivals / Special Events	▪ Birthdays ▪ Celebrating specials cultural days / events within the group ▪ Christmas	▪ Birthdays ▪ Celebrating specials cultural days / events within the group ▪ Mother's Day	▪ Birthdays ▪ Celebrating specials cultural days / events within the group ▪ Transition into Nursery

Characteristics of Effective Teaching & Learning to be embedded through all areas of learning ... creating powerful learners and thinkers

Playing & Exploring	▪ Realise that their actions have an effect on the world, so they want to keep repeating them. ▪ Plan and think ahead about how they will explore or play with objects. ▪ Guide their own thinking and actions by talking to themselves while playing. <i>For example, a child doing a jigsaw might whisper under their breath: "Where does that one go? – I need to find the big horse next."</i> ▪ Make independent choices. ▪ Do things independently that they have been previously taught. ▪ Bring their own interests and fascinations into early years settings. This helps them to develop their learning. ▪ Respond to new experiences that you bring to their attention.
Active Learning	▪ Participate in routines, such as going to their cot or mat when they want to sleep. ▪ Begin to predict sequences because they know routines. <i>For example, they may anticipate lunch when they see the table being set, or get their coat when the door to the outdoor area opens.</i> ▪ Show goal-directed behaviour. <i>For example, babies may pull themselves up by using the edges of a low table to reach for a toy on top of the table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object.</i> ▪ Begin to correct their mistakes themselves. <i>For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit.</i> ▪ Keep on trying when things are difficult.
Thinking and Creating Critically	▪ Take part in simple pretend play. <i>For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup.</i> ▪ Sort materials. <i>For example, at tidy-up time, children know how to put different construction materials in separate baskets.</i> ▪ Review their progress as they try to achieve a goal. Check how well they are doing. ▪ Solve real problems: <i>for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries.</i> ▪ Use pretend play to think beyond the 'here and now' and to understand another perspective. <i>For example, a child role-playing the billy goats gruff might suggest that "Maybe the troll is lonely and hungry? That's why he is fierce."</i> ▪ Know more, so feel confident about coming up with their own ideas. Make more links between those ideas. ▪ Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.

Educational Programme: The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Learning Outcomes 1

Learning Outcomes 2

Learning Outcomes 3

Learning Priorities: [Linked to Development Matters 2021](#)

Communication & Language

[Listening, Attention, Understanding and Speaking]

- Recognise and respond to some familiar sounds [Phase 1 phonics]
 - [Begin to](#) listen to and enjoy short stories with illustrations & props
 - One-to- one book share
 - Key Person story time
- Listen with interest and [begin to](#) respond to story / book noises
- Show interest and listen when others are talking:
 - Respond to name
 - Respond to gestures, actions, words
- Listen and respond to a simple instruction with gesture, if required
 - Linked to familiar routine / experience (activity)
 - As part of KP group
- Develop understanding of used vocabulary
 - Point
 - Reach
 - Collect
- [Begin to](#) respond to 'who' and 'what' questions linked to familiar experiences
- [Begin to](#) join in with rhyme and song time [\[including Number\]](#)
 - Copy [some](#) actions
 - Repeat [some](#) words / phrases
- Develop speech sounds – beginning, middle and end of words
- [Begin to](#) develop vocabulary, repeating some heard words, linked to
 - Names of key people
 - Daily routine
 - Learning environment
 - Experiences / activities
 - Theme – All About Me
 - Autumn Time[* Links to UW](#)
- String two / three words together, to share
 - Needs
 - Observations inside, outside, trip to post box[* Lks to UW](#)
- [Begin to](#) answer some 'who' and 'what' questions
- [Begin to](#) develop conversation 1:1 joining some words together

Literacy [\[Comprehension, Reading & Writing\]](#)

- [Begin to](#) show interest in sharing a book with an adult
- [Begin to](#) pay attention and respond to illustrations / words in books

Maths [\[Number and Numerical Pattern\]](#)

- [Begin to](#) have an awareness of number names through action rhymes and songs
- [Begin to](#) take part in finger rhymes with numbers
- [Begin to](#) use some number names in play situations
- [Begin to](#) compare sizes e.g....[big](#), [little](#)

Expressive Arts & Design [\[Being Imaginative & Expressive \]](#)

- [Begin to](#) anticipate some phrases and actions in familiar rhymes
- Explore voice sounds – copy and begin to make new sounds
- [Begin to](#) enjoy taking part in rhymes and songs as part of small group
- [Begin to](#) label some made marks
- With support [begin to](#) join in with some pretend play

[Instruments/](#)

[Put movements in physical](#)

Communication & Language

[Listening, Attention, Understanding and Speaking]

- Recognise and respond to new sounds [Phase 1 phonics, animal sounds, environmental sounds] [* Links to UW](#)
- Listen to and enjoy short stories, developing understanding
 - Pay attention to illustrations, use of props and linked noises
- Listen and respond when others are talking in short sentences [1:1 and small group] -
 - Match object / action to words
 - Follow familiar instructions
- [Continue to](#) develop speech sounds – beginning / middle /end of words
- Join in with [new](#) rhymes and songs [\[including Number\]](#)
 - Copy and join in with actions
 - Repeat - words / phrases
 - [Begin to](#) predict endings to sentences
- Listen to, repeat and use [new](#) vocabulary linked to,
 - Daily routine
 - Learning environment
 - Experiences / activities
 - Theme – Amazing Animals, Mum and baby animals
 - Transport
 - Spring Winter Time[* Links to UW](#)
- Answer and begin to ask -
 - 'who' and 'what' questions
- [Begin to](#) answer some 'where' questions
- [Continue to](#) develop conversation, initiating some
- String three / four words together, using some simple sentences to
 - Share needs and feelings
 - Observations inside, outside and trip to the shops[* Links to UW](#)
- [Begin to](#) use some
 - pronouns – [me / him / she](#)
 - prepositions – [in / on](#)[\[linked to mathematics\]](#)
 - plurals

Literacy [\[Comprehension, Reading & Writing\]](#)

- Show interest in sharing a book with an adult in the Book Area
 - [Begin to](#) hold a book the right way up
 - Join in turning pages
- Pay attention and respond to illustrations / words in books
- [Begin to](#) repeat words and phrases from familiar stories
- [Begin to](#) answer some simple story questions [literal]

Maths [\[Number and Numerical Pattern\]](#)

- [Continue to](#) have an awareness of number names through action rhymes and songs
- Enjoy joining in finger rhymes with numbers
- [Begin to](#) count in everyday contexts saying some numbers in order
- [Continue to](#) compare sizes e.g....[big](#), [little](#), [smaller](#), [bigger](#)
- [Begin to](#) compare amounts e.g.... [more](#), [lots](#)
- [Begin to](#) notice patterns around them

Expressive Arts & Design [\[Being Imaginative & Expressive \]](#)

- Anticipate phrases and actions in familiar rhymes
- Explore [new](#) voice sounds, including different animals e.g. farm, wild animals
- Enjoy taking part in rhyme and song time with others
- Ascribe some meaning to marks – stringing some words together
- [Begin to](#) join in some pretend play linked to own experiences

Communication & Language

[Listening, Attention, Understanding and Speaking]

- Recognise and respond to a range of sounds [Phase 1 phonics]
 - Environmental
 - Instrumental
 - Body Percussion
- Listen to and enjoy a range of short stories
- Respond when others are talking, including less familiar adults, using longer sentences
- [Continue to](#) develop speech sounds – beginning / middle /end of words
- Join in with [new](#) rhyme and song time [\[including Number\]](#)
 - Predict some sentences endings
- Listen to, repeat and use [new](#) vocabulary linked to
 - Daily routine
 - Learning environment
 - Experiences / activities
 - Theme –
 - Minibeast
 - Plants
 - Spring / Summer Time
 - Different environments – seaside, Jungle, Park[* Links to UW](#)
- Answer who / what / where questions with some understanding
- [Begin to](#) ask own questions – who / what / where / why
- [Continue to](#) develop conversation
 - [Begin to](#) string four / five words together, some in simple sentences
 - Use some pronouns – [me / him / she](#)
 - Use some prepositions – [in / on](#) [\[linked to mathematics\]](#)
 - Use some plurals

Literacy [\[Comprehension, Reading & Writing\]](#)

- [Begin to](#) spend time independently in the Book Area
 - Hold a book the right way up
 - [Begin to](#) turn pages one at a time
 - Share a book with an adult / friend / teddy bear
- Respond to short stories / looking at books
 - Talk about illustrations
 - [Begin to](#) recall simple events
 - Repeat words and phrases from familiar stories
 - Answer simple questions
- [Begin to](#) recognise own name

Maths [\[Number and Numerical Pattern\]](#)

- [Begin to](#) have an awareness of number names through action rhymes and songs
- Sing some finger rhymes with numbers
- [Continue to](#) count in everyday contexts saying some numbers in sequence
- [Continue to](#) compare sizes and weights e.g....[smaller](#), [bigger](#), [tall](#), [heavy](#)
- [Continue to](#) compare different amounts e.g.... [more](#), [lots](#), [same](#)
- Notice patterns around them and [begin to](#) talk about what they see
- [Begin to](#) arrange things in patterns
- [React to](#) changes in amounts of up to three items
- [Begin to](#) show interest in shapes in the environment

Expressive Arts & Design [\[Being Imaginative & Expressive \]](#)

- Anticipate phrases and actions in rhymes with increasing accuracy
- Explore voices and enjoy making [new](#) sounds
- Enjoy taking part in rhymes and song time
 - Have some favourite songs
 - Use a prop to request a song
- Ascribe some meaning to marks using some simple sentences
- Join in some pretend play linked to own experiences

Key Vocabulary Development

Learning Outcomes 1	Learning Outcomes 2	Learning Outcomes 3
<u>Daily Routines</u> ■ snack time ■ lunch time ■ home time ■ group time ■ play time ■ toilet time ■ tidy up time ■ getting ready to go outside ■ different foods and drink <u>Learning Environment</u> ■ indoors ■ outdoors ■ key person group space ■ key furniture – table, chair, book shelf, easel ■ workshop areas [indoors] ■ learning zones [outdoors] ■ snack table ■ toilets ■ coat peg ■ apron peg ■ naming key resources and media in each learning space ■ family photographs <u>People [names / pronouns]</u> ■ key person ■ children in KP group ■ other practitioners in room ■ important family members – mum / dad / siblings / grandparents ■ friend ■ me ■ you ■ mine <u>Group Time / 1:1</u> ■ listen ■ look ■ song ■ rhyme ■ action ■ story ■ book ■ front cover ■ page ■ picture ■ end ■ music ■ take turns ■ share ■ like / don't like ■ who / what ■ words ■ emotions – happy / sad / smile / laugh / cry <u>Linked Theme / Topic</u> <u>All About Me</u> ■ key body parts – head, body, tummy, arms, legs, hand, fingers, feet, hair, ears, nose, mouth ■ body movements – walk, run, climb, jump, dance, ride, balance, push, pull, lift, dig, pat, move, hug, stand, sit, crawl, squeeze, roll, wave, clap, splash, stack, build, paint, fill, pour, mix, draw, make marks, scrunch, kick ■ small ■ big ■ baby ■ same ■ different <u>Autumn time</u> ■ tree / s ■ leaf ■ leaves ■ crunch ■ pine cones ■ stick ■ mud ■ grass ■ puddle ■ rain ■ wind ■ birds ■ hedgehogs ■ same ■ different ■ dry ■ wet <u>Celebrations / Special Events</u> <u>Birthday</u> ■ special day ■ birthday cake ■ birthday card ■ candles ■ present ■ party ■ music ■ primary colours <u>Christmas</u> ■ star ■ moon ■ presents ■ card ■ post box ■ Father Christmas Additional vocabulary - Introduced through experiences / children's interests	<u>Daily Routines</u> ■ <u>Learning Environment</u> ■ <u>All About Me</u> ■ Movements – march, throw, peddle, <u>People [names / pronouns]</u> ■ children across key groups ■ new children ■ names of pets ■ him ■ she ■ yours <u>Group Time / 1:1</u> <i>Continuation of words from outcomes 1</i> ■ back cover ■ turn pages ■ emotions – feel / feeling, ■ number names to 5 ■ prepositions – in / on ■ who / what / where ■ sentence <u>Linked Theme / Topic</u> <u>Amazing Animals</u> ■ different pets – cat, dog, rabbit, fish ■ names of common farm animals – cow, sheep, pig, horse, chicken, goat, duck ■ actions – walk, run, jump, climb, crawl ■ noise – bark, meow, cluck, grunt ... ■ farm ■ farmer <u>Winter time</u> ■ ice ■ snow ■ storm ■ falling ■ catch ■ cold ■ <u>Celebrations / Special Events</u> <u>Birthday</u> <i>continuation of words from outcomes 1</i> ■ one / two / three <u>Mother's Day</u> ■ love ■ kind ■ special ■ card ■ present <u>Visit to the shops</u> ■ shop ■ road ■ pavement Additional vocabulary - Introduced through experiences / children's interests	<u>Daily Routines</u> ■ <u>Learning Environment</u> ■ <u>All About Me</u> ■ Movements – hop, stop, start, up, down, circles, <u>People [names / pronouns]</u> ■ new children ■ they / them ■ driver ■ pilot <u>Group Time / 1:1</u> <i>continuation of words from outcomes 1 & 2</i> ■ prepositions – under ■ who / what / where ■ sentence <u>Linked Theme / Topic</u> <u>On the Move</u> ■ Different types of transport – car, bus, train and aeroplane ■ <u>Spring / summer time</u> ■ warm ■ sun ■ growing ■ sunglasses ■ <u>Celebrations / Special Events</u> <u>Birthday</u> <i>continuation of words from outcomes 1 & 2</i> <u>Visit to the bus stop</u> ■ bus ■ bus stop ■ shelter Additional vocabulary - Introduced through experiences / children's interests

PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT with links to ■ Understanding the World

Educational Programme: Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Learning Outcomes 1	Learning Outcomes 2	Learning Outcomes 3
Learning Priorities: Linked to Development Matters 2021		
Personal, Social & Emotional Development [Self-Regulation; Managing Self; Building Relationships] ■ Begin to develop a relationship with Key Person ■ Begin to see themselves as part of a Key Person group □ Join in group time □ Learn name of KP and peers ■ With practitioner support explore setting, indoors and outdoors □ Discover familiar and some new resources and activities ■ With support begin to show interest in developing independence within care routines e.g. <i>washing hands; feeding self</i> ■ Begin to recognise and respond to own achievements ■ Begin to express some emotions with others using gestures / single words – <i>happy / sad</i> ■ With support find ways to calm selves when upset / frustrated □ Seek out Key Person for comfort □ Find object / special toy □ Favourite activity ■ With support from Key Person manage transitions throughout the day □ Key Person group time into provision □ Indoor and outdoor learning □ Snack / lunch time □ Home time ■ Show and interest in others and begin to seek them out to share experiences □ Someone familiar □ Key Person □ Peer ■ Begin to respond to the feelings of others e.g. <i>showing concern / offering support [hug / finding favourite toy]</i> ■ Begin to follow behaviour boundaries within the setting □ Daily routine □ Cooperation with others ■ With support begin to recognise that some actions can hurt others Understanding the World [People, Culture and Communities; Past & Present] ■ Begin to develop a sense of self □ Respond to name □ Participate in KP daily 'Hello' song □ Observe self in photographs / mirror □ Identify and name some key body parts □ I was a baby □ Express some preferences through gestures / choices / words e.g. <i>food / drink / toy</i> □ Respond to praise □ ■ Begin to share some special events e.g. <i>birthday</i> ■ Develop an awareness of others □ KP group / nursery □ Family - photographs □ Autumn Walk ■ With support join in some KP / Nursery events - Christmas Stay and Play	Personal, Social & Emotional Development [Self-Regulation; Managing Self; Building Relationships] ■ See themselves as part of a Key Person group □ Know group space □ Participate in group time ■ Explore setting, indoors and outdoors, with developing confidence □ Make <u>some</u> independent learning choices □ Access familiar resources □ Engage for short periods of time in familiar and new activities □ Have the confidence to play on their own, following own interests ■ Begin to develop independence within care routines e.g. <i>washing hands; using the toilet; feeding self; trying to put on own boots / hat</i> ■ Recognise own achievements and begin to recognise those of others ■ Express some emotions with others using gestures / stringing words together - <i>happy / sad</i> ■ Find ways to calm selves when upset / frustrated □ Seek out Key Person / familiar person for comfort □ Find object / special toy / favourite activity ■ Manage familiar transitions throughout the day ■ Seek out others to share experiences and develop some friendships □ With support begin to show 'effortful' control to wait for a turn ■ Respond to the feelings of others e.g. <i>seeking help from a practitioner</i> ■ Follow behaviour boundaries within the setting □ Daily routine □ Cooperation with others ■ Recognise that some actions can hurt others and with support begin to adapt some inappropriate behaviours Understanding the World [People, Culture and Communities; Past & Present] ■ Continue to develop a sense of self □ Express own preferences using words □ Explore new activities / experiences ■ Continue to develop an awareness of others □ nursery staff / children □ family - photographs / begin to imitate roles in role play □ visit to the shop ■ Begin to know ability to influence others with actions / emotions ■ Begin to know that they belong to the Nursery class ■ Know that there are different types of transport– walk in the local area ■ With support join in some KP / Nursery events - Easter Hat Parade	Personal, Social & Emotional Development [Self-Regulation; Managing Self; Building Relationships] ■ Participate in Key Person group time with confidence □ Share some ideas and thoughts □ Make some suggestions e.g. <i>rhyme / song to sing</i> ■ Explore setting, indoors and outdoors, with confidence □ Make independent learning choices □ Use resources / activities with developing purpose □ With support help to tidy up ■ Continue to develop independence within care routines e.g. <i>using toilet, putting on own coat ...</i> ■ Celebrate own achievements and those of others e.g. <i>clapping hands</i> ■ Express some emotions with others using some simple sentences - <i>happy / sad</i> ■ Calm self when upset / frustrated using familiar strategy ■ Manage familiar and some new transitions throughout the day with increasing confidence ■ Seek out others to share experiences and develop some friendships □ Begin to show 'effortful' control to wait for a turn □ Begin to play collaboratively with another child / small group ■ Respond to the feelings of others with some understanding ■ Follow behaviour boundaries within the setting with understanding □ Daily routine □ Cooperation with others ■ Recognise that some actions can hurt others and begin to adapt some inappropriate behaviours Understanding the World [People, Culture and Communities; Past & Present] ■ Continue to develop a sense of self □ Express own preferences using words, including new □ Explore new activities / experiences □ Share some special events e.g. <i>event / trip</i> ■ Develop an awareness of others and notice some differences □ nursery staff / children ■ Know ability to influence others with actions / emotions ■ Know that they belong to the Nursery class and join in with events ■ Begin to make connections between the features of their family and other families

PHYSICAL DEVELOPMENT with links to ■ Understanding the World ■ Expressive Arts & Design		
Educational Programme: Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.		
Learning Outcomes 1	Learning Outcomes 2	Learning Outcomes 3
Learning Priorities: Linked to Development Matters 2021		

Physical Development [Gross Motor Skills; Fine Motor Skills] - Continue to develop control of large-scale movements - Walk □ Run □ Climb – two feet side by side - Fit / squeeze and crawl into small spaces - tunnels / dens / boxes - Jump with both feet off the ground at the same time - With support begin to develop balancing skills - walk along a low-level obstacle course – two feet side by side - Use feet to push self along on a low-level tricycle - Clap and stamp to music - Roll and kick a large ball - Move objects from one place to another - Push - <i>pram / wheelbarrow</i> □ Pull – <i>trolley</i> □ Lift – <i>blocks</i> - Begin to participate in finger action songs, copying movements - Begin to manipulate small objects - paired / single handed - Line □ Group □ Stack □ Transport □ Pour □ Build - Begin to use some different equipment and tools - Jugs for filling and pouring □ Spoons for mixing □ Paintbrushes □ Rolling pins in dough - With support begin to show interest in developing independence within care routines e.g. <i>washing hands; feeding self</i> Literacy [Writing] - Begin to enjoy sensory experience of making marks - Mud □ Damp sand □ Paint - Begin to enjoy drawing freely Maths [Number and Numerical Pattern] - Begin to combine objects - Stacking blocks and cups □ Building towers - Begin to match shapes with spaces - Inset puzzles Understanding the World [Natural World] - With support get to know the outdoor learning space - Experience Autumn time - Watch the leaves falling □ Walk through leaves □ Collect leaves / pinecones □ Walk and jump in puddles □ Stand in the rain and wind - Explore some natural objects / materials - Autumn leaves – stack / scrunch □ Pinecones - stand in a line / roll □ Water, sand, mud – fill, mix, dig, pat □ Brush treasure basket □ Stack and build with wooden blocks □ Textured books / boxes - Begin to notice changes in the environment...<i>weather</i> Expressive Arts & Design [Creating with Materials] - Engage in multi-sensory mark making opportunities using hands and fingers e.g. <i>sand, mud, paint, water</i> □ Free exploration - Begin to paint at the easel – making marks with hands / paintbrush - With support print using hands and fingers - With support begin to attach using a glue stick - Pat, pull and roll playdough using hands	Physical Development [Gross Motor Skills; Fine Motor Skills] - Develop control and confidence when using large-scale movements - Walk □ Run □ Climb beginning to use alternate feet - Begin to show an awareness of space, travelling around obstacles - Continue to develop balancing skills - walk along a low-level obstacle course using alternate feet □ with support walk up a low-level ramp - With support begin to use feet to travel on a scooter } Learn to stay on the track - Begin to attempt to use peddles on tricycle - Move to music - □ march □ make big steps - Roll, kick and throw a large ball - Wave arms and streamers – exploring movements - Participate in finger action songs, copying movements - Manipulate objects with increasing control - paired / single handed - Line □ Group □ Stack □ Transport / pour □ Build - Begin to show hand dominance - Use different equipment and tools - Jugs for filling and pouring □ Spoons for mixing □ Paintbrushes □ Brush for brushing □ Spade for digging - Begin to show interest in developing independence within care routines e.g. <i>using the toilet; pulling up and down pants; trying to put on own boots / hat</i> Literacy [Writing] - Continue to enjoy sensory experience of making marks - Mud □ Damp sand □ Paint - Continue to enjoy drawing freely - Begin to give meaning to marks that they make Maths [Number and Numerical Pattern] - Continue to combine objects - Boxes □ Blocks - Continue to explore shape and spaces - Inset puzzles □ Simple jigsaws - Play freely with loose parts - Grouping items Understanding the World [Natural World] - Enjoy spending time in the outdoor learning space - Experience Winter time - Watch the snow falling □ Make footprints / marks in the snow □ Explore how ice looks and feels - Explore some natural objects / materials - Wooden treasure basket □ Wooden blocks □ Textured books - Begin to talk changes in the environment...<i>weather</i> Expressive Arts & Design [Creating with Materials] - Engage in multi-sensory mark making opportunities using familiar tools and different media e.g. <i>chunky chalks, crayons</i> - Independently paint at the easel - With support print using a range of resources - large small world animals – foot prints - Rip paper for sticking - Make playdough shapes using: □ cutters □ small world animals - Use different media to create patterns e.g.... <i>cars / wheels/animal patterns – spots, stripes</i> - Dough □ Paint □ Corn flour □ Shaving foam □ Collage	Physical Development [Gross Motor Skills; Fine Motor Skills] - Develop control of large-scale movements - Show an awareness of space □ Stop and start □ Climb using alternate feet □ Begin to learn to hop - Continue to develop balancing skills - walk along a low-level obstacle course using alternate feet □ walk up and down a low-level ramp - Begin to use feet to travel on a scooter } Staying on the track - Start to use peddles on a tricycle - Move to music - □ small steps □ walking on tip toes □ with support learn to stop still when the music stops □ stand still - Roll, kick and throw large and some smaller balls - Wave arms and streamers with increasing control – copying some simple movements e.g. <i>up / down / circles</i> - Develop a repertoire of finger action songs, copying movements - Manipulate smaller objects with control - single handed - Line □ Group □ Stack □ Transport / pour □ Build - Continue to develop hand dominance - Use different equipment and tools with control and purpose - Jugs for filling and pouring □ Spoons for mixing □ Paintbrushes □ Brush for brushing □ Spade for digging - Begin to develop increasing control over different equipment and tools - Safety scissors □ Plastic knives □ Chunky chalks □ Crayons □ Markers □ Pencils - Show interest in developing independence within care routines e.g. <i>trying to put on own coat / apron; begin to use a knife and fork/ put on own wellies</i> Literacy [Writing] - Develop a range of marks in sensory experiences - Lines □ Circles - Continue to give meaning to marks that they make - Begin to make marks to represent their name Maths [Number and Numerical Pattern] - Continue to explore shape and spaces - Simple jigsaws - Begin to explore 1:1 correspondence with loose parts - Build with a range of resources - Begin to use spatial words (prepositions) to describe movements e.g...<i>On top of, In, Under, Up, Down</i> Understanding the World [Natural World] - Enjoy spending time in the outdoor learning space with others - Experience Spring and Summer time - Observe seeds and flowers grow □ Watch water dry in the sun □ Find and watch mini beasts □ Listen to the birds □ Watch caterpillars grow and turn into butterflies - Explore some natural objects / materials - Wet / dry sand □ Rolling treasure basket □ Textured books - Notice and comment on what they see in the environment...<i>weather</i> Expressive Arts & Design [Creating with Materials] - Engage in multi-sensory mark making opportunities and begin to use a comfortable grip e.g. <i>chunky pencils</i> □ Free exploration □ Repeat / copy made marks □ Purpose e.g. <i>event / relationship / name</i>
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