**2 Year Old Provision**

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|  | **Strands** | **Links to:** | **Term 1 Focus** | **Term 2 Focus** | **Term 3 Focus** |
|  |  |  | 2-year-old provision- smaller environment and higher adult ratio |
| **Prime areas** | **Personal and Social Development** | **PSHE** | Building a relationship with familiar adultsHandwashing with supportExplores the environment with a familiar adultSeparates from family being calmed by key person | Taking an interest in toilet trainingShows an interest in joining in daily routinesBegin to explore with support from other adultsBegins to self-sooth when separated from family | Toilet training and handwashingTaking turnsFollowing daily routinesPlays alongside other children with a key person nearbySeparating from family with confidence |
| **Physical** | **NC: PE****NC: English** | Show control over large whole body movements e.g walking, crawling and wavingUse chunky chalk and paint brushes to make marksCollect own coats  | Develop control over large whole body movements e.g jumping, Use a range of small tools-rolling pins with adult supportUndo zips on coats | Show more control over large whole body movements e.g running, climbingNegotiate climbing equipment safelyUse a range of small tools-shaped cutters Put arms in coats Practice putting on and taking off shoes |
| **Communication and Language** | **NC: English** | Understands single words in contextRecognise and points to objects if points to themUses gestures or words to communicate needsFamiliarise with picture timetableAcknowledging own name by word or gesture  | Understands sentences of increasing length.Uses an increasing number of speech soundsBegin to copy familiar words and rhymesUses words to communicate needsAnticipate some events using picture timetableListens to familiar rhymes and short stories | Understanding simple instructions with supportDeveloping conversation but may jump from topic to topicJoin in with familiar nursery rhymes using words and actionsUse picture timetable to anticipate now and nextListen and respond to simple instructionsSometimes listens to conversationsShow independent interest in books and beginning to tell them with the help of pictures |
| **Specific areas** | **Literacy** | **NC: English** | Shows interest in books and rhymes Sensory exploration of mark making | Begins to have favourite books and rhymesBegins to understand the cause and effect of mark making | Sings songs and says rhymes independently Has favourite books and seeks them out to share with othersKnow that the marks they make are of value |
| **Maths** | **NC: Maths** | Stacks cups and blocksPuts objects of similar shapes inside others and takes them out | Explores space around them and uses pointing to show where they want to goMaybe aware of numbers through action rhymesMore accurate in using inset puzzles | Compare measures- big/small, heavy/light, high/lowUses some random numbers in playBegins to count by point or saying number names in sequence Uses blocks to create simple structures |
| **Understanding the World** | **NC: History, RE, Geography, Science** | Explore natural materials inside and outsideTakes part in Diwali, bonfire night and Christmas celebrations  | Is interested in themselvesExploring different weathers | Is interested in people and objects they see around them |
| **Expressive arts and design** | **NC: Art and DT****NC: Music, Art** | Multi-sensory exploration | Copies and improvises actions that are modelled | Make simple modelsNotice changes to materials  |

After Term 3 children move to Nursery curriculum which is fully progressive throughout the whole of our EY provision with milestones mapped alongside. EY curriculum is based upon Early Years Framework, supported by Development Matters and Birth to Five Years.