**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 adults  Handwashing with support  Explores the environment with a familiar adult  Separates from family being calmed by key person | Taking an interest in toilet training  Shows an interest in joining in daily routines  Begin to explore with support from other adults  Begins to self-sooth when separated from family | Toilet training and handwashing  Taking turns  Following daily routines  Plays alongside other children with a key person nearby  Separating from family with confidence |
| **Physical** | **NC: PE**  **NC: English** | Show control over large whole body movements e.g walking, crawling and waving  Use chunky chalk and paint brushes to make marks  Collect own coats | Develop control over large whole body movements e.g jumping,  Use a range of small tools-rolling pins with adult support  Undo zips on coats | Show more control over large whole body movements e.g running, climbing  Negotiate climbing equipment safely  Use 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 context  Recognise and points to objects if points to them  Uses gestures or words to communicate needs  Familiarise with picture timetable  Acknowledging own name by word or gesture | Understands sentences of increasing length.  Uses an increasing number of speech sounds  Begin to copy familiar words and rhymes  Uses words to communicate needs  Anticipate some events using picture timetable  Listens to familiar rhymes and short stories | Understanding simple instructions with support  Developing conversation but may jump from topic to topic  Join in with familiar nursery rhymes using words and actions  Use picture timetable to anticipate now and next  Listen and respond to simple instructions  Sometimes listens to conversations  Show 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 rhymes  Begins 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 others  Know that the marks they make are of value |
| **Maths** | **NC: Maths** | Stacks cups and blocks  Puts objects of similar shapes inside others and takes them out | Explores space around them and uses pointing to show where they want to go  Maybe aware of numbers through action rhymes  More accurate in using inset puzzles | Compare measures- big/small, heavy/light, high/low  Uses some random numbers in play  Begins 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 outside  Takes part in Diwali, bonfire night and Christmas celebrations | Is interested in themselves  Exploring 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 models  Notice 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.