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|  | **AUTUMN 1 (7 WEEKS)** | **AUTUMN 2 (7 WEEKS)** | **SPRING 1 (6 WEEKS)** | **SPRING 2 (6 WEEKS)** | **SUMMER 1 (6 WEEKS)** | **SUMMER 2 (7 WEEKS)** |
| **Topic title (Cornerstones)** | **Why do you love me so much?** | **Why do leaves go crispy?** | **How does that building stay up?** | **How many colours in a rainbow?** | **Why is water wet?** | **Can we explore it?** |
| **Additional points to consider** | New children settling in.  **Diwali** (24th October 2022) | **Halloween** (31st October)  **Bonfire Night** (5th November 2022)  **Remembrance day** (11th Nov)  **Christmas Nativity**  ***Autumn term assessment***  Transition into Nursery | **Chinese New Year** (22nd Jan 23– year of the Rabbit) | **Pancake Day** (Tuesday 21st February)  **Mother’s day** (19th March 2023)  **Easter** (Easter Sunday 9th April 2023)  ***Spring term assessment***  Transition into Nursery | ***Final assessments for end of year data***  **Father’s Day** (18th June 2023)  Eid 21st April | Transition into Nursery ***End of year data*** |
| **WOW Event** | Sharing treasure boxes. Photo of family, special objects | Woodland walk on school grounds  Stay and play – Christmas Craft | Stay and play  Safety Week – visitors in school. Lollipop Lady | Caterpillar eggs in school |  | Parents invited in for end of year celebration/stay and play  Trip |
| **School Events** | McMillan Coffee morning  Harvest festival | Children in Need  Christmas concert  FS Nativity | Panto | Comic relief  World Book day 2;3;23  St Georges and St Patricks day |  | Sports Afternoon  Meet your new teacher |
| **Parental Engagement and workshops** | Tapestry information evening  Parents invited into school to induction evening and Stay and play with new 2 year olds | Parents in to watch Nativity Parents invited in for stay & play  Parents Evening | Parents invited into school to induction evening and Stay and play with new 2 year olds |  | Parents invited in for a tapestry drop-in | End of year reports  Transition Meetings for new starters and parents  Parents invited into school for sports day |
| **SHARED READ HIGH QUALITY TEXTS**  **(2 week cycle)** | **Shared Read: Guess how much I love you, Monkey puzzle, owl babies** | **Shared Read: Going on a bear hunt, Pumpkin Soup, Gruffalo’s Child, Stick man** | **Shared Read; Big bear, little bear, Three little pigs,** | **Shared Read: Elmer, Going on an egg hunt, Hungry caterpillar** | **Shared Read; Wide mouthed frog, Come on Daisy** | **Shared Read: The small small seed,** |
| **AREA OF LEARNING** | **Communication and Language**  **This underpins all areas of learning in EYFS**  In the two-year-old provision we understand that children’s back and forth interactions from an early age form the foundations for cognitive and language development. Therefore, in nursery we spend much of our time engaging in quality conversations with our children, whilst also immersing them in a language rich environment as we understand that this is crucial to their development. During independent play and planned activities, we build on the child’s language, commenting and being interested in what a child has to say. We always add new vocabulary (through shared read and topic sessions) to build on what they already know. | | | | | |
|  | **AUTUMN 1**  **(Coverage)** | **AUTUMN 2**  **(Coverage)** | **SPRING 1**  **(Coverage)** | **SPRING 2**  **(Coverage)** | **SUMMER 1**  **(Coverage)** | **SUMMER 2**  **(coverage)** |
| **Listening Attention and Understanding.**  **Speaking** | **\*Children turn to listen to familiar sounds including people’s voices and loud noises. (hello time, story time & singing)**  **\*Children make eye contact gazing at people’s faces and copying facial expressions (use of mirrors) – adults to use children’s names when wanting their attention (story and singing)**  **\*Begins to notice other children around them and the noises they make.**  **\*Uses sounds in play**  **\*Using eye gazing, pointing and waving to communicate.**  **\*Make sounds to gain attention, this could be crying, babbling, laughing in addition to speaking.**  **Nursery Rhymes – Head shoulders, knees and toes.** | **\*Understand single words e.g.; cup, ball, mummy, milk, water snack.**  **\*Listens to stories and rhymes – see above**  **\*Shows an interest in the noise’s adults make and how they move their bodies – ‘tumble tots’**  **\*Focuses on an activity and may be difficult to direct by adult.**  **\*Listens to others talk but can be easily distracted.**  **\*Frequently imitates words and sounds to communicate (no, bye & dog)**  **\*Are able to use one key word communication and copies adults’ words.**  **\*Introduce new vocabulary through topic, stories/ singing etc**  **Nursery Rhymes – Miss Polly, If your happy and you know it.** | **\*Enjoys toys that make sounds.**  **\*Beginning to listen and respond to simple instructions such as ‘stop and pass the ball’**  **\*Shows an interest in playing with others**  **\*Beginning to express how they feel this may be through actions and /or words Zones of regulation reference. Adults to name emotions such as sad happy or angry.**  **\*Introduce new vocabulary.**  **\*Uses to two to three key words**  **\*Copies gestures and words.**  **\*Practise speech sounds– model back the correct pronunciation rather than correcting them.** | **\*Listens to stories and rhymes and understands what is happening with the help of the pictures.**  **\*Copy what adults do, begin to take turns “in conversation”**  **\*Understands a range of everyday vocabulary ‘Tier 1 words’**  **\*Starts to develop a conversation – adult model this in play as a running commentary.** | **\*Understands concepts such as big and little.**  **\*Listens with interests to stories and rhymes and understands them.**  **\*Check understanding by asking children questions such as “point to the blue car”, “can you show me a truck”, “who’s jumping”.**  **\*Able to understand who, what and why questions.**  **\*Responds to simple instructions (3 key words) when using their name to gain attention, e.g., find your coat, make teddy jump.**  **\*Is able to move to a different task if their attention is fully engaged – use child’s name to help with this.**  **\*Understands more complex sentences e.g. put that away and them we will read a story.**  **\*Sings range of songs and moves to music.**  **\*** | **\*Able to talk about books with just pictures.**  **\*Introduce new vocabulary which children learn rapidly.**  **\*Use intonation and pitch when talking, changing volume when necessary.**  **\*Able to answer questions/ make comments from well-known stories e.g. what does spot like doing in the park? It looks like spot is having a good time – waiting for their response.**  **\*Being able to use everyday vocabulary, including descriptive language, words for time, space and function e.g. now and later, over there and what objects are for.** |
| **AREA OF LEARNING** | **Personal, Social and Emotional Development**  In the two-year-old provision this area of learning is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the vital attachments that shape their social world. Children learn how to understand their own feelings and the feelings of other through experiencing warm, supportive and strong relationships with adults. We need to support our children to manage their emotions, develop a sense of self-worth, set themselves goals and develop confidence in their own abilities. | | | | | |
|  | **AUTUMN 1**  **(Coverage)** | **AUTUMN 2**  **(Coverage)** | **SPRING 1**  **(Coverage)** | **SPRING 2**  **(Coverage)** | **SUMMER 1**  **(Coverage)** | **SUMMER 2** |
| **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT.**  **Self- regulation**  **Managing Self**  **Building Relationships** | \*Find ways of managing transition such as parting from parents/carers.  \*Be able to play naming games such as pointing to their nose, mouth, ears, eyes etc – when learning about ourselves.  \*Understand yes and no and responds to some boundaries.  \*Is able to make their own choices e.g. what to have for snack and what they want to play with.  \*Building relationships with keyworkers.  \*Notices but is wary of unfamiliar adults. | \*Able to calm themselves when this has been modelled by an adult.  \*Establish their sense of self.  \*Use eye gazing to make request or share an interest.  \*Allows a familiar adult to sooth them.  \*Able to share their feelings with a familiar adult e.g. excitement or for emotional refuelling when tired or upset.  \*Beginning to enjoy the company with other children and wanting to come and play with them. | \*Feel confident if taken away from the setting e.g. nature walk in a field  \*Enjoy exploring new places.  \*Express preferences and decisions.  \*Begin to cooperate and assist with care giving experiences e.g. dressing  \*Develop friendships with other children. | \*Learn that their own actions and voice can affect other people.  \*Is able to ask other people for help.  \*Develops confidence to try new things on their own or with others.  \*thrive as they develop self-assurance.  \* Explore emotions through stories and play.  \*Is able to sooth themselves.  \*Is able to draw others in to social interaction.  \*Is able to interact with others and respond differently to children and adults, showing an interest in their activities. | \*Is able to separate from main parent/carer  \*Express on likes and dislikes.  \*Demonstrates independence -likes to do things for themselves and may say no to an adult. This may lead to frustration.  \*Be increasingly able to manage their own emotions and talk about them.  \*Is able to use an adult for comfort if needed.  \*Is able to respond to boundaries and routines-sometimes with support and encouragements.  **\*Play cooperatively with an adult e.g. rolling back and forth**  **\*Shows concern and affection for people who are special to them.**  \*Play alongside others. | **\*Is able to express a range of emotions**  **\*Is able to wait their turn and resist the impulse to grab what they want or push to the front.**  **\*Growing in independence, rejecting help.**  **\*Play cooperatively with an adult e.g. rolling back and forth**  **\*Shows concern and affection**  **\*Notices difference such as skin colour, types of hair, gender, disabilities etc-develop positive attitudes towards diversity and inclusion.**  **\*Begins to develop a special friendship with another child.** |
| **AREA OF LEARNING** | **Physical Development**  In the two-year-old provision we provide valuable opportunities, indoors and out, for children to develop their fine and gross motor skills. We plan and resource activities outdoors to develop our children’s stability, coordination and spatial awareness. Indoors we work on our fine motor skills, focussing on smaller movements and completing the more intricate tasks such as cutting with scissors, turning cardboard pages and using mark making tools. | | | | | |
|  | **AUTUMN TERM COVERAGE** | | **SPRING TERM COVERAGE** | | **SUMMER TERM COVERAGE** | |
| **PHYSICAL DEVELOPMENT**  **Gross Motor**  **Fine Motor** | **\*able to lean forward and pick things up.**  **\*Pass things from one hand to another, hands them to another person or drops them.**  **\*Is able to negotiate soft play equipment.**  \*Practice large motor movements such as waving, kicking, rolling, crawling and walking  \*Jump with bot feet off the ground  \*Practise large movements  \*Pick small things up using their thumb and finger  \*Feed themselves snack  \*Begin to use a spoon and fork | | \* Balances equipment with a purpose in mind e.g. building a tower  \*Explores different malleable materials e.g. play dough/clay and manipulated for a purpose  \*To pour their ow drink  \*Clap and stamp to music  \*Sit on push along toys e.g. balance bike/tricycle  \*Walk, jump, roll, spin and climb  \*Use toilet with help  \*Use steps independently. | | **\*To kick, throw and catch a ball**  **\*Run Safely**  **\*Squat and balance whilst playing**  **\*Assist with dressing and putting on their own coat – including managing buttons and zips.**  **\*Use toilet independently**  **\*Turn pages in a book**  **Use mark making tools – when using a pencil pronate grasp/ quadruped grasp**  **\*Use a spoon and fork more independently** | |