

2 Year Olds Long Term Plan

2026 - 2027

Arboretum Primary School Vision

We are privileged to work in a community where we have a positive impact on children's lives and future every day. Our children are entitled to the best in education so they have the powerful knowledge and skills to compete at the highest level.

This will be achieved by:

- A well-sequenced, **knowledge-rich** curriculum with reading at the heart
- Planning that takes into account, research into **cognitive science**
- Extending and enriching their **vocabulary** across and beyond the curriculum
- Planning **experiences** that widen the children's knowledge base
- Our commitment to staff **development**
- Supporting our pupils to 'Reach for the Stars'

We believe that for our children to compete at their highest level, we must guide them to 'reach for the stars'; providing them with the knowledge and skills to be sensational both now and in their future.

Reach for the Stars

S - Safe
T - Tenacious
A - Ambitious
R - Respectful
S - Sensational

We want our children to know they can be what they want to be – there are no limitations!

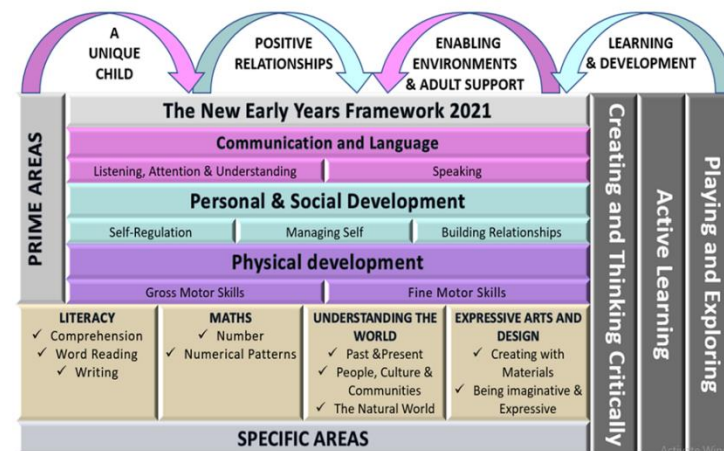
Curriculum intent

In our EYFS unit we intend for children to be ready, respectful and safe. Ready for the next stage in their learning journey. Ready to be challenged and to challenge themselves.

We teach children to be respectful of others and of the many wonderful differences that make each child unique.

We support children to feel safe through our positive relationships and our stimulating environment. We aspire for all children to feel safe to explore, manage their own risks and to make safe choices.

We are determined for our children to be confident, independent and to believe in themselves.



2YO – Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Potential Themes, experiences, enhancements, activities and lines of enquiry <i>NB: These themes may be adapted at various points to allow for children's interests to flow through the provision</i>	All About Me Exploring families Exploring babies Homes and my own home My feelings My body and features such as skin colour and facial features Similarities and differences between myself and others Seasons	Let's celebrate Exploring day and night, light and dark My fears and feelings Keeping myself safe and managing risks Nocturnal animals Stars, the moon and Space Building dens Celebrations – Diwali, Bonfire Night and Christmas Seasons	Tell Me a Story Planting and growing Healthy eating and exercise Construction and using different materials Farm animals Friendship, team work and helping others Exploring number and size Celebrations – Chinese New Year	New Beginnings Life cycles – Tadpoles, frogs, eggs and chicks Growing – flowers Baking Spring – baby animals Exploring shops Celebrations – Pancake day, Easter Seasons	The Books of Eric Carle Exploring animals- mini beasts, jungle animals and habitats Days of the week Exploring colours, counting and patterns Size and measurement – big, small, tall, short and long My body and exploring our bodies Healthy eating Movement to music	We all go Travelling By Exploring vehicles and transport Fast and Slow High and Low Movement – things that roll, spin and move Holidays What do you do on holiday? The weather Going to the beach and under the sea People who help us Maps Seasons
Possible Celebrations & Experiences	Harvest Black History Month	Halloween Bonfire Night Diwali Remembrance day World Nursery rhyme week Christmas	Burns Night Chinese New Year Story Telling Week Random Acts of Kindness Week Valentine's Day	Easter Mother's Day Science Week Pancake Day Eid	St George's Day Eid al-Adha	Father's Day

	Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. Creating and thinking critically: Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.
PRINCIPLES OF THE EYFS <i>Birth to 5 Matters</i>	A Unique Child Every child is a unique child, who is constantly learning and who can be resilient, capable, confident and self-assured. EYFS Statutory Framework Practitioners - observe and understand each child's development and learning, assess progress, plan for and act on next steps - support babies and children to develop a positive sense of their own identity and culture - identify any need for additional support - keep children safe - value and respect all children and families equally Positive Relationships Children learn to be strong and independent through positive relationships. EYFS Statutory Framework Positive relationships are - warm and loving, and foster a sense of belonging - sensitive and responsive to the child's individual needs, feelings and interests - supportive of the child's own efforts and independence - consistent in setting clear boundaries - stimulating - built on key person relationships in early years settings Enabling Environments Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. EYFS Statutory Framework Enabling Environments - value all people - value development and learning They offer - stimulating resources and spaces, inside and outside, relevant to all the children's cultures and communities - rich learning opportunities through play and playful teaching - support for children to take risks and explore Learning and Development (Recognise the importance of learning and development. Children develop and learn at different rates. EYFS Statutory Framework Learning and Development Practitioners teach children by ensuring challenging, playful opportunities across the Prime and Specific areas of development and learning. They foster the characteristics of effective early learning - Playing and exploring - Active learning - Thinking creatively and critically

Ongoing Communication and Language skills developed throughout the year through high quality interactions, group discussions, Story Time, singing and Nursery Rhyme Time	Term 1		Term 2		Term 3	
	All About Me	Let's Celebrate	Tell Me a Story	New Beginnings	The Books of Eric Carle	We All Go Travelling By
	- Children will continue to learn new vocabulary and its meaning. - Children will continue to use new vocabulary in conversations and discussions – with teachers and peers. - Children will continue to learn new rhymes, poems and songs – some of which they can recite from memory					
Listening, Attention and Understanding	LA I can listen with interest to the noises adults make when they read stories LA I recognise and respond to many familiar sounds, eg turning to a knock on the door, looking at or going to the door U I can identify action words by following simple instructions, eg <i>Show me jumping</i>		LA I show interest in play with sounds, songs and rhymes U I am beginning to understand more complex sentences, e.g. <i>Hang your coat away and then sit on the carpet</i>		LA I can show single channelled attention; I can shift to a different task if my attention is fully obtained – using my name to help me to focus U Developing understanding of simple concepts (eg <i>fast/slow, good/bad</i>) U I understand <i>who, what, where</i> in simple questions (eg <i>Who's that? Who can? What's that? Where is? </i>)	
Speaking	I use language to share feelings, experiences and thoughts I can holds a conversation, jumping from topic to topic		I learn new words very rapidly and I am able to use them in communicating I can use a variety of questions (eg <i>what, where, who</i>)		I can use longer sentences (eg <i>Mummy gonna work</i>) I am beginning to use word endings (eg <i>going, cats</i>)	
Implementation	Adults will: - Create a language-rich environment where adults talk, listen and respond to children throughout the day. - Get down to children's level, make eye contact where appropriate and use warm, responsive interactions to encourage communication. - Follow children's interests and comment on what they are doing, rather than relying heavily on questions. - Model clear, simple language, using short sentences that children can understand and gradually extending their vocabulary. - Repeat and extend children's words and phrases, for example, child says "car" and adult responds, "Yes, a red car!" - Introduce and model new vocabulary linked to children's experiences, interests and the curriculum. - Give children time to process language and respond, avoiding answering for them or rushing their communication. - Use songs, rhymes, poems and repetitive language throughout the day to develop listening, attention and vocabulary. - Share high-quality stories every day, encouraging children to listen, join in with repeated phrases and talk about pictures. - Re-read familiar stories regularly to develop understanding, confidence and recall. - Provide opportunities for children to listen to and follow simple instructions, gradually increasing the level of challenge. - Use visuals, gestures, objects and signs alongside spoken language where appropriate to support understanding. - Encourage children to communicate their needs, wants, feelings and ideas using speech, sounds, gestures, signs or other appropriate communication methods. - Model and teach vocabulary for emotions and feelings, helping children to communicate how they feel.					

- Support children to develop back-and-forth interactions, modelling turn-taking in conversations and play.
- Encourage children to initiate interactions with adults and other children.
- Model language for social interactions, including greetings, requesting, sharing, turn-taking and asking for help.
- Provide plenty of opportunities for peer-to-peer communication through small-group activities and shared play.
- Use everyday routines such as snack, mealtimes, toileting, dressing and tidy-up time as opportunities for meaningful conversation.
- Encourage children to talk about what they have done, what they are doing and what they might do next.
- Support children who are developing English as an additional language by valuing their home language and using visuals, repetition and familiar routines to support understanding.
- Work closely with families to understand children's communication styles, interests and home experiences.
- Observe children's communication carefully and use assessment to identify individual next steps, ensuring adult interactions and provision meet their needs.
- Provide frequent repetition and opportunities to practise new vocabulary and communication skills across different contexts.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Statutory Guidance from the EYFS Framework for Personal, Social and Emotional Development:

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.

	Term 1		Term 2		Term 3	
	All About Me	Let's Celebrate	Tell Me a Story	New Beginnings	The Stories of Eric Carle	We All Go Travelling By
Self-regulation	I can express a range of feelings through actions and a few words I am aware of others feelings and I am beginning to show empathy by showing comfort to another child or sharing in another child's excitement I can assert my own agenda strongly and may display frustration if I have to comply with		I can express a wide range of emotions I can make connections with what I am seeing and doing and how I am feeling I can seek comfort from familiar adults		I am beginning to recognise that some actions can hurt or harm others. I am beginning to stop myself from doing something that I shouldn't I can respond to the feelings of others by showing concern and comfort I am more able to talk about and manage my	

	others and when dealing with change and boundaries		emotions
Managing self	I know my own name I am beginning to show preferences and interests I find ways to manage transitions e.g. moving from their parent to their key worker	I am beginning to show awareness of similarities and differences in gender, ethnicity and ability I can assert my own ideas and preferences and make choices and decisions I can use the toilet with support	I can experiment with my own and others people's views of me and I can talk about myself I am beginning to learnt that actions have consequences I can use the toilet independently
Building relationships	I am beginning to separate from my carer and explore new situations with the support of my key worker or familiar adult I show some understanding that other people have perspectives, ideas and needs that are different to mine, eg I may turn a book to face you so you can see it I engage with others through gestures, gaze and talk	I show empathy and concern for people who are special to me or by partially matching others' feelings with their own, eg may offer a child a toy they know they like I am beginning to be able to cooperate in favourable situations, such as with familiar people and environments	I seek out others to share experiences with and may choose to play with a familiar friend I am developing friendships with other children
Implementation	Adults will: - Build warm, secure and responsive relationships with every child so they feel safe, valued and confident. - Provide a consistent key worker to support children to develop secure attachments and confidence to explore. - Welcome children warmly and support them to develop a strong sense of belonging within the nursery. - Establish predictable routines and boundaries, using consistent language and visual cues to help children understand what is expected. - Support children to develop independence by encouraging them to make simple choices and have a go at tasks for themselves. - Provide opportunities for children to choose where they play, what they play with and how they explore. - Model and teach language for feelings and emotions, helping children to recognise and begin to express how they feel. - Use books, puppets, songs and real-life experiences to explore different emotions and how they might make us feel. - Support children to begin to self-regulate, offering calm spaces, co-regulation and familiar strategies when they become overwhelmed. - Model calm and positive responses to difficult situations, helping children to understand that all feelings are okay, while setting clear boundaries around behaviour. - Use simple, consistent language to support children to understand safe and kind behaviour. - Model kind hands, gentle touch, sharing and turn-taking during play and routines.		

	- Support children to begin to understand the feelings and needs of others, for example noticing when someone is upset and offering comfort. - Provide opportunities for children to develop positive relationships with their peers through shared play and small-group activities. - Model appropriate ways to join play, ask for a turn, share resources and solve simple disagreements. - Give children time and support to develop confidence in social situations, without forcing interactions. - Encourage children to celebrate their own achievements and recognise the achievements of others. - Provide opportunities for children to develop resilience and perseverance, encouraging them to keep trying when something is difficult. - Use positive reinforcement and specific praise, such as "You kept trying even when it was tricky." - Provide manageable challenges that encourage children to develop a "have a go" attitude. - Support children to develop independence with self-care, including toileting, handwashing, eating, drinking and dressing. - Encourage children to take responsibility for their environment, such as helping to tidy away resources and care for the nursery. - Teach children about healthy lifestyles, including healthy food choices, physical activity, rest and good hygiene. - Provide opportunities for children to develop an understanding of themselves and their families, celebrating similarities and differences. - Ensure resources, books and experiences reflect children's individual families, cultures, interests and experiences. - Work closely with parents and carers to provide consistent approaches to supporting children's emotional and social development. - Observe children carefully to identify their individual social, emotional and independence needs, adapting adult support and provision accordingly.
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PHYSICAL DEVELOPMENT

Statutory Guidance from the EYFS Framework for Physical Development:

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 practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Gross motor skills	Term 1		Term 2		Term 3	
	All About Me	Let's Celebrate	Tell Me a Story	New Beginnings	The Stories of Eric Carle	We All Go Travelling By
	I can sit up from lying down or stand up from sitting.		I can jump up into the air with both feet leaving the floor and can jump forward		I am developing an increasing understanding bowel and bladder urges and	

	I can squat with steadiness to rest or play with an object on the ground, and rise to my feet without using my hands I can run safely on whole foot I can move in response to music or rhythms	I can walk, run and climb on different levels and surfaces I use wheeled toys with increasing skill such as pedalling, balancing and holding handlebars	I am starting to communicate my need for the toilet I can support an adult with my self-care skills and I am becoming increasingly independent at putting on and taking off simple clothing items such as hats, unzipped jackets, wellington boots I can kick a stationary ball with either foot, throw a ball with increasing force and accuracy and start to catch a large ball by using two hands and my chest to trap it
Fine motor skills	I may be beginning to show preference for dominant hand and/or leg/foot I can turn pages in a book, sometimes several at once	I show increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools I am able to feed myself independently	I hold mark-making tools with thumb and all fingers I can hold a cup with two hands and drink well without spilling
Implementation	Adults will: - Provide daily opportunities for children to develop their gross motor skills through active indoor and outdoor play. - Encourage children to run, jump, climb, balance, crawl and move in different ways, developing strength, coordination and confidence. - Provide a range of large physical equipment, such as climbing equipment, balancing equipment, steps, bikes and balls. - Model safe ways to use equipment and support children to assess and manage appropriate risks. - Provide opportunities for children to develop balance and spatial awareness through obstacle courses, movement games and physical challenges. - Encourage children to kick, throw, catch, roll and carry a variety of balls and objects. - Provide opportunities for children to develop core strength and stability through crawling, climbing, pushing, pulling and carrying. - Incorporate music and movement activities to develop coordination, rhythm and body awareness. - Provide regular opportunities for fine motor development through activities such as playdough, threading, puzzles, peg boards, posting activities and construction. - Develop children's hand strength and dexterity through squeezing, pinching, twisting, rolling and manipulating different materials. - Provide opportunities for children to explore mark making using a range of tools, such as crayons, chalk, paintbrushes, pencils and chunky pens. - Model and support children to develop an increasingly controlled grip when using mark-making tools. - Provide opportunities for children to develop hand-eye coordination through puzzles, construction, ball games and posting activities. - Encourage children to develop independence in self-care, including feeding themselves, drinking from an open cup, washing hands and attempting to put on or remove clothing. - Give children time to practise dressing skills, such as putting on coats, shoes and hats, with appropriate adult support. - Teach and model healthy routines, including handwashing, healthy eating, drinking water and looking after their bodies.		

- Talk to children about hygiene and self-care as part of everyday routines.
- Support children to develop awareness of their bodies, personal space and the space around others.
- Use everyday routines to develop physical independence, such as carrying their own belongings, tidying resources and helping at mealtimes.
- Provide appropriate adaptations and support so that all children can participate in physical experiences.
- Use Dough Disco, Squiggle While You Wiggle and other movement-based activities to develop gross and fine motor skills in an engaging way.
- Follow children's interests to provide meaningful physical challenges, both indoors and outdoors.
- Observe children's physical development and use assessment to identify individual next steps, adapting provision and adult support accordingly.

LITERACY

Statutory Guidance from the EYFS Framework for Literacy:

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them and enjoy rhymes, poems, and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing.)

Reading	Term 1		Term 2		Term 3	
	All About Me	Let's Celebrate	Tell Me a Story	New Beginnings	The Stories of Eric Carle	We All Go Travelling By
	I have some favourite stories, rhymes, songs, poems or jingles		I have some favourite stories, rhymes, songs, poems or jingles		I have some favourite stories, rhymes, songs, poems or jingles	
	I repeat and use actions, words or phrases from familiar stories		I repeat and use actions, words or phrases from familiar stories		I repeat and use actions, words or phrases from familiar stories	
	I join in with stamping and clapping, rhythm and rhyme, raps and body percussion		I join in with stamping and clapping, rhythm and rhyme, raps and body percussion		I join in with stamping and clapping, rhythm and rhyme, raps and body percussion	
	I enjoy rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes		I enjoy rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes		I enjoy rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes	
			I sing songs and say rhymes independently, for example, singing whilst playing		I sing songs and say rhymes independently, for example, singing whilst playing	
					I ask questions about books, make comments and share my own ideas.	
					I develop play around favourite stories using props.	
Writing	I distinguish between the different marks I make		I distinguish between the different marks I make		I distinguish between the different marks I make	

	I enjoy drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology I build strength and control of my hand and fingers by using writing tools as an extension I enjoy drawing freely I add some marks to my drawings which I give meaning to e.g. "That says mummy." I begin to make marks on my picture to stand for my name	I enjoy drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology I build strength and control of my hand and fingers by using writing tools as an extension I enjoy drawing freely I add some marks to my drawings which I give meaning to e.g. "That says mummy." I begin to make marks on my picture to stand for my name	I enjoy drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology I build strength and control of my hand and fingers by using writing tools as an extension I enjoy drawing freely I add some marks to my drawings which I give meaning to e.g. "That says mummy." I begin to make marks on my picture to stand for my name
Story time	Children's language skills are developed through daily story time sessions. Children focus on a quality text shared throughout the week. Daily sessions encourage children to listen attentively, understand and use new vocabulary, story language and signs. Our Reading area is enhanced to provide opportunities for children to revisit the story, talk about the illustrations in the story and practise using key vocabulary. There will be opportunities for them to use props and small world resources to retell and act out familiar stories both with adults and peers.		
Core Songs and Rhymes	<u>Our Core Nursery Rhymes</u> Autumn 1 - Twinkle, Twinkle, Little Star Autumn 2 - Humpty Dumpty Spring 1 - Baa Baa Black Sheep Spring 2 - 1,2,3,4,5, Once I Caught a Fish Alive Summer 1 - Little Mousie Brown Summer 2 - Incy Wincy Spider		
Implementation	Adults will - Model and repeat new vocabulary throughout the day, linking words to children's experiences, actions and interests. - Talk alongside children during play and routines, using simple sentences and extending what children say. - Give children plenty of opportunities to listen and respond, including through songs, rhymes, stories and everyday conversations. - Share high-quality picture books daily, encouraging children to look closely at pictures, talk about what they see and join in with repeated phrases. - Re-read favourite stories regularly so children become familiar with characters, story language and repeated refrains. - Introduce and model rhythm, rhyme and alliteration through nursery rhymes, songs, poems and playful activities. - Encourage children to join in with rhymes and songs, leaving gaps for them to complete familiar words or sounds. - Model correct pronunciation and sentence structures without putting pressure on children to repeat or speak. - Support children's communication and language development by using visuals, gestures, objects and signs alongside spoken language where appropriate. - Provide opportunities for children to mark-make freely using a range of materials, such as crayons, chalk, paint, sand, mud and large-scale writing resources.		

	- Model purposeful early writing, showing children that marks have meaning—for example, making shopping lists, writing names, labelling models or taking messages. - Encourage children to develop a comfortable and effective pencil/mark-making grip through varied fine-motor experiences, without expecting formal handwriting. - Develop gross and fine motor skills through activities such as Dough Disco, threading, playdough, puzzles, construction and large-scale mark making to build the physical foundations for writing. - Make print meaningful and visible in the environment, including children's names, labels, signs, menus, photographs and familiar symbols. - Model how books are handled, including holding books carefully, turning pages and following pictures/text from beginning to end. - Create inviting book areas indoors and outdoors, ensuring books are accessible and reflect children's interests, cultures and experiences. - Encourage children to talk about pictures and predict what might happen next when sharing stories. - Use children's home languages positively and work with families to support communication and early literacy development. - Follow children's interests and use spontaneous moments to develop literacy—for example, reading a recipe while cooking. - Provide repeated opportunities to practise skills so that literacy becomes embedded naturally within play, routines and everyday experiences. - Observe children closely and use assessment to identify next steps in communication, language, reading and writing, adapting adult interactions and provision accordingly.
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MATHEMATICS

Statutory Guidance from the EYFS Framework for Mathematics:

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

	Term 1		Term 2		Term 3	
	All About Me	Let's Celebrate	Tell Me a Story	New Beginnings	The Stories of Eric Carle	We All Go Travelling By
	Comparison Beginning to compare and recognise changes in numbers of things, using words like <i>more</i> , <i>lots</i> or <i>same</i> Counting Begins to say numbers in order, some of which are in the right order (ordinality) Cardinality (How many?) In everyday situations, takes or gives two or three objects from a group Beginning to notice numerals (number symbols) Beginning to count on their fingers. Spatial Reasoning		Comparison Beginning to compare and recognise changes in numbers of things, using words like <i>more</i> , <i>lots</i> or <i>same</i> Counting Begins to say numbers in order, some of which are in the right order (ordinality) Cardinality (How many?) In everyday situations, takes or gives two or three objects from a group Beginning to notice numerals (number symbols) Beginning to count on their fingers. Spatial Reasoning		Comparison Beginning to compare and recognise changes in numbers of things, using words like <i>more</i> , <i>lots</i> or <i>same</i> Counting Begins to say numbers in order, some of which are in the right order (ordinality) Cardinality (How many?) In everyday situations, takes or gives two or three objects from a group Beginning to notice numerals (number symbols) Beginning to count on their fingers. Spatial Reasoning	

	Moves their bodies and toys around objects and explores fitting into spaces Begins to remember their way around familiar environments Responds to some spatial and positional language Explores how things look from different viewpoints including things that are near or far away Shape Chooses puzzle pieces and tries to fit them in Recognises that two objects have the same shape Makes simple constructions Pattern Joins in and anticipates repeated sound and action patterns Is interested in what happens next using the pattern of everyday routines Measures Explores differences in size, length, weight and capacity Beginning to understand some talk about immediate past and future Beginning to anticipate times of the day such as mealtimes or home time	Moves their bodies and toys around objects and explores fitting into spaces Begins to remember their way around familiar environments Responds to some spatial and positional language Explores how things look from different viewpoints including things that are near or far away Shape Chooses puzzle pieces and tries to fit them in Recognises that two objects have the same shape Makes simple constructions Pattern Joins in and anticipates repeated sound and action patterns Is interested in what happens next using the pattern of everyday routines Measures Explores differences in size, length, weight and capacity Beginning to understand some talk about immediate past and future Beginning to anticipate times of the day such as mealtimes or home time	Moves their bodies and toys around objects and explores fitting into spaces Begins to remember their way around familiar environments Responds to some spatial and positional language Explores how things look from different viewpoints including things that are near or far away Shape Chooses puzzle pieces and tries to fit them in Recognises that two objects have the same shape Makes simple constructions Pattern Joins in and anticipates repeated sound and action patterns Is interested in what happens next using the pattern of everyday routines Measures Explores differences in size, length, weight and capacity Beginning to understand some talk about immediate past and future Beginning to anticipate times of the day such as mealtimes or home time
Number rhymes	Our Core Number Rhymes Autumn 1 - Round and round the garden, My teddy bear has 2 eyes Autumn 2 - 5 fat sausages, 5 big rockets Spring 1 - 5 little peas in a pea pod, 5 speckled frogs Spring 2 - 5 little ducks, 5 current buns Summer 1 - 5 little elephants, 5 little monkeys Summer 2 - 5 little firemen, 5 little men in a flying saucer		
Implementation	Adults will: - Model and use mathematical language throughout the day, including words such as <i>more, less, big, small, full, empty, under, over, next to and behind.</i> - Talk about numbers during everyday routines, such as counting children, plates, cups, steps and objects. - Provide frequent opportunities for children to hear and join in with counting rhymes and songs. - Encourage children to develop an understanding of number and quantity through practical, hands-on experiences. - Model subitising small quantities by showing small groups of objects and talking about how many there are without counting. - Provide opportunities for children to match objects to quantities, such as giving one cup to each child or one spoon to each bowl. - Support children to develop one-to-one correspondence through counting real objects during play and routines. - Encourage children to explore more and fewer through practical experiences, such as comparing groups of objects or snack portions. - Provide opportunities to explore sorting and grouping objects by colour, shape, size, type or other characteristics.		

	- Model mathematical thinking through open-ended play, asking questions such as “I wonder how many we need?” or “Which one is bigger?” - Encourage children to explore shape and space through blocks, puzzles, construction and everyday objects. - Introduce and model the names of common 2D and 3D shapes within meaningful contexts. - Provide opportunities to develop an understanding of position and spatial awareness, using words such as <i>in, on, under, beside, behind</i> and <i>between</i>. - Encourage children to explore size, weight, capacity and length through water, sand, dough, construction and messy play. - Model comparative language such as longer/shorter, heavier/lighter, taller/shorter and full/empty. - Provide opportunities for children to explore patterns and sequences through songs, movement, objects, colours and repeated actions. - Encourage children to notice and continue simple patterns within play and everyday experiences. - Use number and mathematical vocabulary outdoors, for example when counting steps, comparing sticks, filling containers or building towers. - Incorporate mathematics into role play, such as counting money in a shop, setting the table or sharing food between dolls. - Provide a range of open-ended mathematical resources, including loose parts, natural objects, blocks, containers, puzzles and construction materials. - Allow children time to explore mathematical concepts through self-directed play, with adults joining in and extending their thinking. - Use songs, stories and books that have strong mathematical concepts to develop children's understanding in an engaging context. - Observe children's mathematical development and use this to identify next steps, adapting adult interactions and provision to meet individual needs. - Give children repeated opportunities to revisit and practise mathematical concepts so that skills become embedded in everyday experiences
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UNDERSTANDING THE WORLD

Statutory Guidance from the EYFS Framework for Understanding the World:

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

	Term 1		Term 2		Term 3	
	All About Me	Let's Celebrate	Tell Me a Story	New Beginnings	The Stories of Eric Carle	We All Go Travelling By
Past and Present	I have a sense of my own immediate family, relations and pets		I have a sense of my own immediate family, relations and pets		I have a sense of my own immediate family, relations and pets	
People, culture and communities	In pretend play, I imitate everyday actions and events from my own family and cultural background, eg making and drinking tea, going to the barbers, being a cat, dog or bird I learn about the similarities and differences that connect me to, and distinguish me from others I make connections between the features of my family and other families.		In pretend play, I imitate everyday actions and events from my own family and cultural background, eg making and drinking tea, going to the barbers, being a cat, dog or bird I learn about the similarities and differences that connect me to, and distinguish me from others		In pretend play, I imitate everyday actions and events from my own family and cultural background, eg making and drinking tea, going to the barbers, being a cat, dog or bird I learn about the similarities and differences that connect me to, and distinguish me from others I make connections between the features of my family and other families.	

	I am beginning to have my own friends	I make connections between the features of my family and other families. I am beginning to have my own friends	I am beginning to have my own friends
The natural world	I notice detailed features of objects in my environment	I can talk about some of the things I have observed such as plants, animals, natural and found objects I explore natural materials, indoors and outside.	I enjoy playing with small world reconstructions, choosing what to investigate and building on first-hand experiences, eg visiting farms, garages, train tracks, walking by river or lake
ICT	I seek to acquire basic skills in turning on and operating some digital equipment I play with water to investigate “low technology” such as washing and cleaning	I select and investigate different pipes, funnels and other tools to carry/transport water from one place to another I talk with others about how something works or how to fix it	I operate mechanical toys, eg turn the knob on a wind-up toy or pull back on a friction car
Implementation	Adults will: – Provide opportunities for children to explore and investigate their environment using their senses. – Model and introduce vocabulary linked to children’s experiences – Encourage children to notice changes in the environment, such as weather, seasons, plants growing and changes to materials. – Provide regular opportunities for children to explore natural materials, including leaves, sticks, stones, flowers, mud, sand and water. – Support children to develop an understanding of the world around them through outdoor exploration – Encourage children to observe and talk about plants, animals and insects, modelling respect and care for living things. – Involve children in simple gardening activities, such as planting seeds, watering plants and observing growth. – Provide opportunities for children to explore cause and effect, such as what happens when they pour, mix, freeze, melt, drop or build. – Encourage children to use simple technology and everyday equipment appropriately – Use children’s family experiences and home lives as starting points for conversations, play and learning. – Provide resources that reflect different families, cultures, communities and ways of life. – Encourage children to talk about people who are important to them and their own experiences. – Support children to develop a sense of past and present through photographs, familiar objects and conversations about experiences. – Encourage children to explore similarities and differences between themselves, others, objects, animals and environments. – Model care and responsibility for the environment, including tidying, recycling, looking after plants and caring for animals. – Use stories, songs and real-life experiences to help children develop an understanding of different places and communities. – Follow children’s interests and use spontaneous opportunities to develop curiosity and understanding of the world.		

EXPRESSIVE ARTS AND DESIGN

Statutory Guidance from the EYFS Framework for Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.						
Creating with materials	Term 1		Term 2		Term 3	
	All About Me	Let's Celebrate	Tell Me a Story	New Beginnings	The Stories of Eric Carle	We All Go Travelling By
	I experiment with ways to enclose a space, create shapes and represent actions, sounds and objects		I experiment with ways to enclose a space, create shapes and represent actions, sounds and objects		I experiment with ways to enclose a space, create shapes and represent actions, sounds and objects	
	I explore and use colour becoming engrossed in the possibilities of art media, eg powder paint and water		I explore and use colour becoming engrossed in the possibilities of art media, eg powder paint and water		I explore and use colour becoming engrossed in the possibilities of art media, eg powder paint and water	
	I use 3D and 2D structures to explore materials and/or to express ideas		I use 3D and 2D structures to explore materials and/or to express ideas		I use 3D and 2D structures to explore materials and/or to express ideas	
	I join in singing songs		I join in singing songs		I join in singing songs	
Being imaginative and expressive	I show an interest in the way sound makers and instruments sound, and experiments with ways of playing them, eg <i>loud/quiet, fast/slow</i>		I show an interest in the way sound makers and instruments sound, and experiments with ways of playing them, eg <i>loud/quiet, fast/slow</i>		I show an interest in the way sound makers and instruments sound, and experiments with ways of playing them, eg <i>loud/quiet, fast/slow</i>	
	I create rhythmic sounds and movements		I create rhythmic sounds and movements		I create rhythmic sounds and movements	
	I use everyday materials to explore and represent my world, ideas and fascinations		I use everyday materials to explore and represent my world, ideas and fascinations		I use everyday materials to explore and represent my world, ideas and fascinations	
	I begin to describe sounds and music imaginatively, eg <i>scary music</i>		I begin to describe sounds and music imaginatively, eg <i>scary music</i>		I begin to describe sounds and music imaginatively, eg <i>scary music</i>	
Implementation	I begin to make-believe by pretending, using sounds, movements, words, objects		I begin to make-believe by pretending, using sounds, movements, words, objects		I begin to make-believe by pretending, using sounds, movements, words, objects	
	- Adults will: - Provide daily opportunities for children to explore and experiment with different creative materials. - Offer a wide range of open-ended resources including paint, crayons, chalk, playdough, clay, collage materials, fabrics and natural materials. - Model how different tools and materials can be used - Encourage children to explore colour, texture, shape, sound and movement through creative experiences.					

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| | <ul style="list-style-type: none"> - Encourage children to explore music and sound using instruments, everyday objects and their voices. - Sing regularly with children and encourage them to join in with familiar songs, rhymes and actions. - Encourage children to respond to music through dance, movement and actions, allowing them to express themselves freely. - Provide opportunities for role play and imaginative play, using familiar experiences such as home, shops, doctors, restaurants and transport. - Introduce props, costumes and open-ended resources to extend children's imaginative play. - Model simple storylines and language within role play while allowing children to develop their own ideas. - Encourage children to use small world resources to create their own stories and scenarios. - Provide opportunities to explore construction and 3D modelling, using blocks, boxes, tubes and loose parts. - Value children's creative choices and focus on the process rather than the finished product. - Display and celebrate children's creative work, talking to them about what they have created and how they made it. - Introduce children to a range of artists, musicians, creative experiences and cultural celebrations in age-appropriate ways. - Follow children's interests and provide opportunities for them to express their ideas, emotions and experiences creatively. - Provide repeated opportunities for children to explore, revisit and develop their creative skills through continuous provision. |
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As well as the planned learning above there will also be incidental learning that will happen throughout the year which the children will experience. These will be led by the children and their interests both in school and from home.