

Curriculum Plan - Spring Term 2023 - 2 Year Olds

Week	Seasonal / Theme	What we want our 2 year olds to learn: (Intent)	Learning Opportunities that we provide and how we deliver that learning (Implementation)	Development Matters Area Focus
Weeks 1-3	<p>→ Finding out about children's experiences of the Christmas and New Year celebrations (All about Me and my family)</p>	<p><u>PSED – Self Regulation, Managing Self and Building Relationships</u></p> <ul style="list-style-type: none"> → Express preferences and decisions. Try new things and start establishing their autonomy (pg.45) → Engage with others through gestures, gaze and talk.(pg.45) → Find ways to calm themselves, through being calmed and comforted by their key person. → Find ways of managing transitions, for example from their parents to their key person. → Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.(pg.46) → Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.(pg.47) <p><u>Understanding the World</u></p> <ul style="list-style-type: none"> → Make connections between the features of their family and other families.(pg. 103) <p><u>Physical</u></p> <ul style="list-style-type: none"> → Use large and small motor skills to do things independently, for example manage buttons and zips, 	<ul style="list-style-type: none"> → Welcome returning children → Find out about children's experiences of the holidays, share photos during focus week. → New child's stay and play sessions with parents, followed by 2 hour settling in sessions. → Welcoming new children. Encourage returning children to introduce themselves to new peers. Share names, favourite things, our age etc. → Support new and returning 2 year olds to find ways to manage their feelings as they separate from their parents. Key People to be on hand to offer consistency and reassurance. → Help children to make informed choices from a range of options such as what they would like to eat at snack time. → Talk about friends, how to be kind and considerate of others. → Talk about routines, rules and boundaries in preschool for both returning and new children. → Model how to use a free access environment, how to select chosen resources and put them away when they have finished. → Help children to learn each other's names, as they welcome and meet new children. Adults to ensure that they are modelling the correct pronunciation and preferred names. → Encouraging independence in self care skills and dressing, model doing up zips, putting on gloves and hats 	<p>PSED – Self Regulation, Managing Self and Building Relationships</p> <p>Physical - Self Care</p> <p>Expressive arts and design</p>

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		<p>and pour drinks.</p> <ul style="list-style-type: none"> → Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress (pg.103) <p><u>Expressive arts and design</u></p> <ul style="list-style-type: none"> → Start to make marks intentionally. → Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. → Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.(pg. 117) 	<ul style="list-style-type: none"> → Offer painting opportunities both during free play and small group time. Talk to children about what they would like to paint, discuss ideas, shapes, colours etc that they would like to use. 	
Weeks 3-6	<ul style="list-style-type: none"> → Valentines day 14th Feb → Farm trips to Bocketts on 10th and 20th Feb → Pancake day (21st Feb) 	<p><u>UtW – Past and Present, People, Culture and Communities and The Natural World</u></p> <ul style="list-style-type: none"> → Explore and respond to different natural phenomena in their setting and on trips.(pg 102) <p>Literacy</p> <ul style="list-style-type: none"> → Enjoy sharing books with an adult. → Pay attention and respond to the pictures or the words → Ask questions about books. Make comments and share their own ideas (pg.77) 	<ul style="list-style-type: none"> → Add in farm books to our core books and share during small group time. → Add in farm animal small world to accessible continuous provision → Provide pictures of farm animals in classroom to prompt discussion → Discussions with children about going to the farm with preschool, encourage children to contribute with their own experiences. → Encourage children’s exploration, curiosity, appreciation and respect for living things. → Make and explore a variety of different voice sounds – including animal sounds through games and songs such as ‘Old MacDonald had a farm’ → ‘Things that we love activity’ Encourage children to think 	<p>Maths</p> <p>Understanding the World</p>

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		<p><u>Maths</u></p> <ul style="list-style-type: none"> → Compare amounts, saying 'lots', 'more' or 'same' → Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. (pg.86) <p><u>PSED</u></p> <ul style="list-style-type: none"> → Express preferences and decisions. Try new things and start establishing their autonomy. → Engage with others through gestures, gaze and talk. (pg.45) <p><u>Communication and language</u></p> <ul style="list-style-type: none"> → Listen to other people's talk with interest (pg.25) → Start to develop conversation, often jumping from topic to topic (pg.26) <p><u>Physical development</u></p> <ul style="list-style-type: none"> → Gradually gain control of their whole body through continual practice of large movements, 	<p>about the people, experiences and things that are important to them. Exploring paint, printing and patterns.</p> <ul style="list-style-type: none"> → Pancake tasting activity where we ask the children to vote on their favourite toppings. We will then get the children to create a visual representation of each vote using stickers so that they can count / estimate which was the most. → Encourage children to try a variety of foods as they become more independent eaters, → Encourage young children's personal decision-making by offering real choices . Encourage discussion on eating healthily, staff will listen to children's responses and develop conversations about this. → Ask children about what they are doing for pancake day, such as have they had pancakes for breakfast? Which toppings are they going to have at home? <ul style="list-style-type: none"> → Begin to explore a variety of physical activities such as: climbing frame, bikes, tricycles, ball games, balancing activities. Talk about using these safely and confidently at preschool. → We will provide a wide range of opportunities for children to move throughout the day: indoors and outside, alone 	

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		such as waving, kicking, rolling, crawling and walking.(pg.62)	or with others, with and without apparatus. → Help young children learn what physical risks they are confident and able to take. Encourage children to climb unaided and to stop if they do not feel safe.	
Weeks 7-9	→ Looking at the signs of Spring	<p><u>UtW – Past and Present, People, Culture and Communities and The Natural World</u></p> <ul style="list-style-type: none"> → Explore and respond to different natural phenomena in their setting and on trips. (pg. 102) → Explore natural materials, indoors and outside.(pg.101) <p><u>Communication and Language</u></p> <ul style="list-style-type: none"> → Start to develop conversation, often jumping from topic to topic.(pg.26) → Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’).(pg.29) 	<ul style="list-style-type: none"> → Share photographs of our trip to the farm with the children, use photo displays to ensure that children can easily see them, and talk about shared experiences and reference animals they found interesting. Allow plenty of time to have conversations together. → Signs of Spring’ scavenger hunts in the KGV fields and woods (in addition to our usual walks) Encourage their natural curiosity for living things by showing an interest in things that they have found, model being gentle with insects that they might have discovered. Talk about the importance of returning them where we found them. → Encourage our children to explore the outdoor areas at KGV including the woodland and fields. Allow the children time to explore different experiences, such as standing in puddles with wellies on, climbing on logs, walking through tall grass. → Ask children to collect natural items that interest them and bring them back to preschool for further exploration. Look at using these items in free play, or in an interest box where children can continue to explore different textures. 	<p>Understanding the World</p> <p>Communication and Language</p>

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Weeks 10-11	<ul style="list-style-type: none"> → Trip to the Vineries Garden Centre → Easter and Springtime celebrations 	<p><u>Understanding the world</u></p> <ul style="list-style-type: none"> → Make connections between the features of their family and other families.(pg.103) → Notice differences between people. <p><u>Understanding the World</u></p> <ul style="list-style-type: none"> → Explore and respond to different natural phenomena in their setting and on trips. (pg.102) <p><u>Communication and Language</u></p> <ul style="list-style-type: none"> → Listen to simple stories and understand what is happening, with the help of the pictures.(pg.29) <p><u>Literacy</u></p> <ul style="list-style-type: none"> → Enjoy sharing books with an adult. → Pay attention and respond to the pictures or the words. → Ask questions about the book. Make comments and shares their own ideas (pg.77) 	<ul style="list-style-type: none"> → Encourage discussion about Easter and the different ways that people celebrate the springtime and easter. Display photos from Focus Week of children's home lives. → Give children the opportunity to ask questions about differences that they might have noticed, staff should be open to answering, ensuring that we point out similarities as well as differences. Model a positive attitude towards differences throughout these discussions. → Trip to The Vineries Garden Centre to buy seeds for indoor planting and summer bulbs to plant outside → Share stories with children around growth and change in the garden, use "I wonder...." prompts to encourage children to share their thought in what is happening in the pictures/story → Provide a themed book selection which closely links to the experiences of the children this week. → Staff share their personal knowledge of planting and gardening, look together with the children at pictures, photos and books. This is a great opportunity to introduce some new vocabulary to them, which we can continue to build on as the children get the opportunity to plant their own seeds and watch them grow. 	<p>Understanding the World</p> <p>Communication and Language</p> <p>Literacy</p> <p>Maths</p>

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		<p><u>Maths</u></p> <ul style="list-style-type: none"> → Understand spatial words like 'up and 'down' (pg.87) → Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. → Count in everyday contexts, sometimes skipping numbers – '1-2-3-5' (pg.86) 	<ul style="list-style-type: none"> → Easter egg scavenger hunt with numbered eggs - matching numerals and patterns. Use spatial words with our 2 year olds such as 'on top of', 'up', 'down' to help children find hidden objects, describing where they might be able to find them 	