



## 2 Year Old Long Term Overview 2019-2020

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Personal, social and emotional</b>	To begin to feel safe and to build relationships with key worker Enjoys finding own nose, eyes or tummy as part of naming games.	To continue to feel safe and begin to build relationships with key worker and seeks to gain attention in a variety of ways, drawing others into social interaction e.g. arms up or point to make a request	Engages other person to help achieve a goal, e.g. to get an object out of reach. Cooperates with caregiving experiences, e.g. dressing.	Responds to a few appropriate boundaries, with encouragement and support. •Plays cooperatively with a familiar adult, e.g. rolling a ball back and forth.	Interested in others' play and starting to join in. Demonstrates sense of self as an individual, e.g. wants to do things independently, says "No" to adult.	To be able to engage in pretend play with toys (supports child to understand their own thinking may be different from others).
<b>Communication and Language</b>	Understanding of single words in context is developing, e.g. 'cup', 'milk', 'daddy'	Selects familiar objects by name and will go and find objects when asked, or identify objects from a group.	Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations.	Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations.	Selects familiar objects by name and will go and find objects when asked, or identify objects from a group	Beginning to talk about people and things that are not present.
<b>Physical development</b>	Enjoys the sensory experience of making marks in damp sand, paste or paint	Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different strokes	Beginning to balance blocks to build a small tower Shows a desire to help with dressing/undressing and hygiene routines.	Makes connections between their movement and the marks they make	Shows awareness of what a potty or toilet is used for.	Shows control in holding and using jugs to pour, hammers, books and mark-making tools.
<b>Understanding the world</b>	Enjoys playing with small world models such as farm, garage, train track. Beginning to have friends. Learns that they have similarities and differences to others.	Seeks to acquire basic skills in turning on and operating equipment. Notices features of the environment. Can talk about some of the things they have observed.	Can talk about things they have observed e.g. changes to ice. Shows an interest in the lives of people who are familiar to them.	Comments and asks questions about aspects of their familiar world such as where they live. Shows care and concern for living things and the environment.	Knows what makes them unique and talks about similarities between families and friends.	Talk about why things happen. Recognises and describes special times or events for family and friends. Exploring senses – healthy living focus.
<b>Expressive art and design</b>	Creates sounds by banging, shaking, tapping or blowing. Beginning to make believe by pretending.	Taps out a repeated rhythm. Creates movement to music. Realises tools can be used for a purpose Experiments with colour.	Enjoys joining in with ring games and dancing. Notices what adults do, imitating what is observed.	Engages in role play based on own first hand experiences. Uses various construction materials.	Using a range of media to make drawings, paintings and models. Join in with simple songs, controlled movements and use percussion. Sinking and floating	Joins construction pieces together. Developing preferences for forms of expression
<b>Literacy</b>	Has some favourite stories, rhymes, songs, poems or jingles. Distinguishes between the different marks they make	Holds books up the correct way. Enjoys rhyming and rhythmic activities. Sometimes gives meanings to marks they draw and paint.	Shows an awareness of alliteration. Ascribes meanings to marks that they see in different places.	Looks at books independently. Handles books with care. Gives meanings to marks they make.	Phonics, Early book skills. Uses some clearly identifiable letters to communicate meaning.	Know information can be relayed in the form of print. Recognises familiar words and signs. Enjoys an increasing range of books.
<b>Mathematics</b>	Uses some number names accurately in play. Shows an interest in shape, space by playing with shapes or making arrangements.	Shows awareness of shapes in the environment. Begins to use language size. Uses some number names and number language in	Shows an interest in shape and space by playing with shapes or making arrangements. Recognises some numerals of personal significance.	Beginning to talk about shapes of everyday objects. Understand some talk about immediate past and future e.g. before Recites numbers to 10.	Beginning to use mathematical names for 3D shapes and 2D shapes Careful counting Beginning to be able to carefully count objects.	Uses shape appropriately for tasks Uses positional language Knows that numbers identify how many objects in a set.

Skills and concepts are built upon and developed throughout each term.



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