

2 Year Old Curriculum

**At this age, learning is not necessarily a linear process, and depending on when a 2 year old joins the Neroche preschool setting depends on what they will be able to achieve. If a child is able to achieve the objectives stated below, they would progress onto the 3-4 year-old curriculum.*

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Theme Title Possible key learning emphasis to facilitate progression (alongside children's interests) | All about me/starting school New beginnings Harvest Autumnal changes People who help us | Festivals and Celebrations Diwali Bonfire night Remembrance Winter Christmas | Toys New Year Valentine's Day Pancake Day Superheroes Teddies Vehicles | Fantasy and Adventure (Storytelling) Signs of Spring Mothering Sunday Easter Superheroes Traditional tales | Science and investigation Growing plants Animals Insects Dinosaurs Changes | Places Seaside Summer Transition to Yr1 Food around the world Our environment |
| Personal, Social and Emotional Development Building Relationships | <ul style="list-style-type: none"> • Builds relationships with special people but may show anxiety in the presence of strangers. • Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it • Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety. • Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult • To know adult's names. • Shows empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like • Interact appropriately with an adult involved in the play/game • Share and take turns when playing with or alongside an adult. • Become more outgoing with adults, in the safe context of their setting. • To complete a simple given activity or instruction with guidance and support from an adult. • To take part in pretend play (being a mummy/daddy/doctor) • Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest | | | | | |

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| <p style="text-align: center;">Personal, Social and Emotional Development</p> <p style="text-align: center;">Managing Self</p> | <ul style="list-style-type: none"> • Knows their own name • Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions • Experiments with their own and other people’s views of who they are through their play, through trying out different behaviours, and the way they talk about themselves • Is gradually learning that actions have consequences but not always the consequences the child hopes for • Knows their preferences and interests and is becoming aware of their unique abilities • Is developing an understanding of and interest in differences of gender, ethnicity and ability • Express when they need the toilet and ask an adult for help (where appropriate) • Explore the classroom environment and access different activities of their interest. Experiment using different resources with an adult to model and reassure. • Introduce school/class expectations/rules • Follow the routines of the classroom • Tidying up after an activity with an adult • Learn the school routine – putting away belonging such as book bags and coats • Understand how to transport equipment and resources safely including scissors, drink bottles, tools. |
| <p style="text-align: center;">Personal, Social and Emotional Development</p> <p style="text-align: center;">Self-regulation</p> | <ul style="list-style-type: none"> • Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feeling • Can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or overstimulated • Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions • Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset • Responds to the feelings of others, showing concern and offering comfort • May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions • Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows |
| <p style="text-align: center;">Physical Development</p> <p style="text-align: center;">Fine motor</p> | <ul style="list-style-type: none"> • Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands • Sits comfortably on a chair with both feet on the ground • Runs safely on whole foot • Moves in response to music, or rhythms played on instruments such as drums or shakers • Jumps up into the air with both feet leaving the floor and can jump forward a small distance • Begins to walk, run and climb on different levels and surfaces • Begins to understand and choose different ways of moving |

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| | <ul style="list-style-type: none"> • Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it • Climbs up and down stairs by placing both feet on each step while holding a handrail for support • Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride |
| <p style="text-align: center;">Physical Development</p> <p style="text-align: center;">Gross motor</p> | <ul style="list-style-type: none"> • May be beginning to show preference for dominant hand and/or leg/foot • Turns pages in a book, sometimes several at once • Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making • tools • Holds mark-making tools with thumb and all fingers |
| <p style="text-align: center;">Physical Development</p> <p style="text-align: center;">Health and self-care</p> | <ul style="list-style-type: none"> • Very energetic in short bursts and needs time for rest and calm with at least three hours of a day of exercise including moderate- to vigorous-intensity • physical activity, spread throughout the day • Needs to sleep for 10–13 hours in a 24-hour period which may include a nap, with regular sleep and wake-up times • Feeds self competently • Can hold a cup with two hands and drink well without spilling • Develops some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support • Develops increasing understanding of and control • of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet • Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots • Begins to recognise danger and seeks the support and comfort of significant adults • Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions |

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| <p>Communication and Language</p> <p>Listening, Attention and Understanding</p> | <ul style="list-style-type: none"> • Listens with interest to the noises adults make when they read stories • Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door • Shows interest in play with sounds, songs and rhymes • Single channelled attention; can shift to a different task if attention fully obtained – using child’s name helps focus • Turns to look at an adult when their name is called. • Responds to simple questions • Engages in play with an adult for a period of time, responding back and forth. • Identifies action words by following simple instructions, e.g. Show me jumping • Beginning to understand more complex sentences, e.g. Put your toys away and then sit on the carpet • Understands who, what, where in simple questions (e.g. Who’s that? Who can? What’s that? Where is?) • Developing understanding of simple concepts (e.g. fast/slow, good/bad) |
| <p>Communication and Language</p> <p>Speaking</p> | <ul style="list-style-type: none"> • Uses language to share feelings, experiences and thoughts • Holds a conversation, jumping from topic to topic • Learns new words very rapidly and is able to use them in communicating • Uses a variety of questions (e.g. <i>what, where, who</i>) • Uses longer sentences (e.g. <i>Mummy gonna work</i>) • Beginning to use word endings (e.g. <i>going, cats</i>) |
| <p>Literacy</p> <p>Reading</p> | <ul style="list-style-type: none"> • Has some favourite stories, rhymes, songs, poems or jingles • Repeats and uses actions, words or phrases from familiar stories • Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a ... Begins to recognise familiar logos from children’s popular culture, commercial print or icons for apps • Enjoys 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 |

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| <p style="text-align: center;">Literacy</p> <p style="text-align: center;">Writing</p> | <ul style="list-style-type: none"> • Distinguishes between the different marks they make • Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology. |
| <p style="text-align: center;">Mathematics</p> | <p>Cardinality and Counting</p> |
| | <ul style="list-style-type: none"> • Begins to say numbers in order, some of which are in the right order (ordinality) • 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. |
| | <p>Comparison</p> |
| | <ul style="list-style-type: none"> • Beginning to compare and recognise changes in numbers of things, using words like <i>more</i>, <i>lots</i> or <i>'same'</i> |
| | <p>Pattern</p> |
| | <ul style="list-style-type: none"> • Joins in and anticipates repeated sound and action patterns • Is interested in what happens next using the pattern of everyday routines |
| | <p>Shape and Space</p> |
| | <ul style="list-style-type: none"> • 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 • Chooses puzzle pieces and tries to fit them in • Recognises that two objects have the same shape • Makes simple constructions |
| <p>Measure</p> | |
| <ul style="list-style-type: none"> • 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 | |

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| <p>Understanding the World Past and Present</p> | <ul style="list-style-type: none"> • Begin to make sense of their own life-story and family's history |
| <p>Understanding the World People, Culture and Communities</p> | <ul style="list-style-type: none"> • Has a sense of own immediate family and relations and pets • In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird • Beginning to have their own friends • Learns that they have similarities and differences that connect them to, and distinguish them from, others |
| <p>Understanding the World The Natural World</p> | <ul style="list-style-type: none"> • Notices detailed features of objects in their environment • Can talk about some of the things they have observed such as plants, animals, natural and found objects • Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake • |
| <p>Expressive Arts and Design Creating with materials</p> | <ul style="list-style-type: none"> • Joins in singing songs • Creates sounds by rubbing, shaking, tapping, striking or blowing • Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. <i>loud/quiet, fast/slow</i> • Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects • Enjoys and responds to playing with colour in a variety of ways, for example combining colours • Uses 3D and 2D structures to explore materials and/or to express ideas |
| <p>Expressive Arts and Design Being Imaginative and Expressive</p> | <ul style="list-style-type: none"> • Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations • Begins to make believe by pretending using sounds, movements, words, objects Beginning to describe sounds and music imaginatively, e.g. scary music • Creates rhythmic sounds and movements |