



Blackhall Primary School



EYFS Curriculum - 2 Year Old Provision

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<ul style="list-style-type: none"> Autumn Ourselves & All About Me Fairy Tales & Traditional Tales 	<ul style="list-style-type: none"> Winter Bonfire Night Diwali Christmas 	<ul style="list-style-type: none"> Winter Shopping 	<ul style="list-style-type: none"> Spring Pirates Jungle 	<ul style="list-style-type: none"> Summer People Who Help Us The Farm 	<ul style="list-style-type: none"> Summer The Zoo The local area
Characteristics of effective learning	<p>Playing and Exploring: children investigate and experience things, and 'have a go'</p> <p>Active Learning: children concentrate and keep on trying if they encounter difficulties, and enjoy achievements</p> <p>Creative & Critical Thinking: children have and develop their own ideas, make links between ideas, and develop strategies for doing things</p>					
Overarching Principles	<p>Unique Child: Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured</p> <p>Positive Relationships: children learn to be strong and independent through positive relationships</p> <p>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. Children benefit from a strong partnership between practitioners and parents and/or carers.</p> <p>Learning & Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.</p>					
Assessment Opportunities	Baseline data collection EYFS meetings Ongoing observations 2 year check (child specific)	Baseline analysis Parents Evening EYFS meetings Ongoing observations 2 year check (child specific)	EYFS meetings Ongoing observations 2 year check (child specific)	Data Collection Ongoing observations Parents Meetings 2 year check (child specific)	EYFS meetings Ongoing observations 2 year check (child specific)	Data Collection Reports EYFS meetings Ongoing observations 2 year check (child specific)

At Blackhall Primary School, we understand that a strong foundation in the Prime Areas of learning is crucial to future success. For this reason, we have identified key knowledge, skills and understanding that will support our pupils to access the next stage of EYFS (nursery) to the best of their potential. Our expertise and the research we have undertaken has led us to identify the following key teaching and learning priorities for our youngest pupils:

- Colour identification & recognition
- Understanding Basic Concepts (big/little, wet/dry, soft/hard, full/empty, long/short)
- Higher Order Thinking Skills (Sorting, Matching, Sequencing, Memorising)
- Nouns
- Verbs
- Prepositions

You will notice that much of the key knowledge, skills and understanding outlined above is steeped in Communication and Language. This is because Communication and Language is the Prime Area which the pupils in our setting require the most support with, especially in their early years.

The planning below provides detail about what is taught and when it is taught in our 2-Year-Old setting.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1 Verbs Walk, run, jump, climb, crawl, tiptoe, dance, lie, sit, kneel, stand, crouch, point, stretch, look	Week 1 Verbs Pull, push, open, close, wave, clap, laugh, kiss, cuddle, kick, hit, throw, catch, roll, squeeze	Week 1 Verbs Pour, fill, empty, drop, pick up, give, take, trip, fall, hold, carry, lift, drag, lean	Week 1 Verbs Eat, bite, chew, swallow, lick, cut, tear, peel, drink, pour, fill, empty, suck, wash, dry, wipe	Week 1 Verbs Smile, stare, frown, wink, sniff, blow, spit	Week 1 Verbs Talk, speak, whisper, scream, shout, sing
Week 2 Colours Matching/Sorting	Week 2 Colours Matching/Sorting	Week 2 Colours Matching/Sorting	Week 2 Colours Matching/Sorting	Week 2 Colours Matching/Sorting	Week 2 Colours Matching/Sorting
Week 3 Prepositions In	Week 3 Prepositions Recap: in Teach: on	Week 3 Prepositions Recap: in, on Teach: under	Week 3 Prepositions Recap: in, on, under Teach: next to	Week 3 Prepositions Recap: in, on, under, next to Teach: behind	Week 3 Prepositions Recap: in, on, under, next to, behind Teach: in front
Week 4 Sequencing/Copying Copy the adult and retrieve 1 or 2 objects	Week 4 Sequencing/Copying Sequence 2 cards (first and last)	Week 4 Sequencing/Copying Copy the adult and retrieve 2 or 3 objects	Week 4 Sequencing/Copying Sequence 3 cards (first, next and then)	Week 4 Sequencing/Copying Copy a 2 or 3 repeated pattern, or, copy a photograph of a Term structure	Week 4 Sequencing/Copying Sequence more than three cards (first, next, then, last)
Week 5 Concepts Sorting/Odd One Out big/little	Week 5 Concepts Sorting/Odd One Out Open/close	Week 5 Concepts Sorting/Odd One Out Hard/soft	Week 5 Concepts Sorting/Odd One Out Boy/girl, man/women (adult to model pronouns <i>he</i> and <i>she</i>)	Week 5 Concepts Sorting/Odd One Out Slow/fast	Week 5 Concepts Sorting/Odd One Out Thick/thin
Week 6 Concepts Sorting/Odd One Out wet/dry	Week 6 Concepts Sorting/Odd One Out Long/short	Week 6 Concepts Sorting/Odd One Out Hot/cold	Week 6 Concepts Sorting/Odd One Out Light/dark	Week 6 Concepts Sorting/Odd One Out Tall/short	Week 6 Concepts Sorting/Odd One Out Heavy/Light

	Term 1	Term 2	Term 3
<p>Communication & Language</p>	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p> <p>EYFS Statutory Educational Programme</p>		
<p>Listening & Attention Speaking</p> <p><i>C&L is developed through the year through high quality interactions, daily group discussions, stories, singing, speech and language interventions, Read Write Inc,</i></p>	<ul style="list-style-type: none"> • Make needs known by gestures, pointing and words. • Watch or play alongside an adult. Process or produce one word naming vocabulary during play. • Engage in board books as an adult reads by 1-1 joint attention to pictures. • Maintain attention through a very short rhyme 	<ul style="list-style-type: none"> • Engage in simple dialogue when playing alongside an adult. • Initiate verbal interactions • Use simple words to denote the passage of time and space. • Attempt pronouns, plurals and prepositions. Follow instructions with at least two information carrying words/ phrases. • Build and respond to four or five word phrases and sentences. • Join in with longer phrases in familiar rhymes and songs • Initiate interactions or respond to others during play, linking up with those who share their interests and play preferences • Actively seek adults to help with tasks around the setting • Talk in very simple terms about how they are feeling and the feelings of others. • Participate in domestic role play with some words and short phrases. • Name resources, building their use of two, three word level . 	<ul style="list-style-type: none"> • Engage in simple dialogue when playing alongside an adult. • Initiate verbal interactions • Use simple words to denote the passage of time and space. • Attempt pronouns, plurals and prepositions. • Follow instructions with at least two information carrying words/phrases. • Join in with longer phrases in familiar rhymes and song • Build and respond to four or five word phrases and sentences.
<p>Key Words & Phrases</p>	<p>Mam, Dad, there ,now, no, yes , gone, more, bye bye Use up to 50 words</p>	<p>My turn, your turn, now, then, next, yours, mine, milk, cup, potty All gone, shoes on, coat on, mammy come, more milk, over there, blue car, Katie's coat on, me do it Put 2,3,words together</p>	<p>Later, then, when, next, who Use speech sounds p,b,m,w Pronounce l/r/w/ y f/th s/sh/ch/dz/j/Me, him, she in on under multi syllabic words : such as banana computer Link 5 word together</p>
<p>Nursery Rhymes (Over the year)</p>	<ul style="list-style-type: none"> • Twinkle Twinkle Little Star • Baa Baa Black Sheep • Old Macdonald (one verse) 	<ul style="list-style-type: none"> • Humpty Dumpty • Three Blind Mice • If you're happy & you know it 	<ul style="list-style-type: none"> • Incy Wincy Spider • Five little ducks went swimming one day • Right a ring a roses

	Term 1		Term 2		Term 3	
Personal, Social & 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. EYFS Statutory Educational Programme					
Jigsaw	Being Me in My World	Celebrating Difference	Dreams & Goals	Healthy Me	Relationships	Changing Me
Managing Self Self-Regulation Building Relationships	<ul style="list-style-type: none"> • Manage staged separation from carer(s). • Form secure relationships with key worker; seek him or her on entry. • Follow simple routines with prompts and support. • Develop or demonstrate play preferences 		<ul style="list-style-type: none"> • Greet key worker and other members of the group on arrival. • Separate confidently from carer. • Anticipate routines through very simple statements and questions. • Show awareness of others during parallel play by watching. • Help an adult with a task. • Use simple eating and drinking equipment independently. • Develop and articulate snack preferences. • Engage in a wider repertoire of play activities. • Participate in simple domestic role play, imitating routines and actions • Help with nappy changing routines 		<ul style="list-style-type: none"> • Initiate interaction or respond to others during play, linking up with those who have similar play preferences. • Actively seek adults to help with tasks around the setting. • Show concern when another child is hurt or upset. • Talk in very simple terms about the feelings of characters in stories • Participate in domestic role play with some words and short phrases in role. • Prepare snack showing basic control giving out plates, cups and passing food. • Show an early interest in toilet training, alerting adults for support and demonstrating involvement with changing routines • Work in partnership with an adult to put on and take off outdoor clothing. • Demonstrate curiosity when exploring the wider school site or local area from the secure base of familiar adults • Demonstrate curiosity when exploring the wider school site or local area from the secure base of familiar adults 	
Key Words & Phrases	need, want, mine, snack, foods, nappy		Big, little, high, low, soft, hard, round, long		Your turn, my turn, now, then, next, yours, mine, happy, sad, angry, excited	

	Term 1	Term 2	Term 3
Physical Development	<p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁷. 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.</p> <p>EYFS Statutory Educational Programme</p>		
Fine Motor Gross Motor	<ul style="list-style-type: none"> • Build with a few blocks, knock over and rebuilds • Collect and move resources in baskets, bags or boxes. • Fill containers with collections of little objects and tip out. • Push chunky small world toy vehicles along a chosen route. • Arrange sturdy small world animals and figures. • Use very simple action and reaction toys. • Squeeze and prod dough Bounce and nod in response to music. • Push transporter toys and move ride on toys by pushing with feet. • Squat and push a large ball away • Drink from a 2 handled sippy cup 	<ul style="list-style-type: none"> • Explore very simple joints and mechanisms in everyday objects and construction kits. • Squeeze, thump and flatten dough. • Use small figures and vehicles with control in play, positioning and balancing. • Fill and empty containers with water and sand, using cups, scoops, spoons and spades. • Use hammering games with increasing accuracy. • Increasingly attempt more risky play such as climbing with adult support. • Tap and slap on the ground or on knees to accompany rhymes and songs. • Run at speed in open spaces. • Squeeze inside small spaces. • Jump face to face with an adult holding hands. • Attempt to kick a large ball. Move and transport large objects such as bowling tyres and barrels and pushing wheel barrows. • Move ride on toys on short journeys by pushing feet • Drink from a straw 	<ul style="list-style-type: none"> • Wrestle with more challenging mechanisms such as screw lids and more complex construction kits. • Sustain exploration of a wide range of intriguing objects such as feathers, shells, pieces of velvet, tissue paper etc • Change the shape and texture of dough with hand actions to achieve an effect • Use pressure to cut dough precisely with knives and cutters • Use smaller figures and vehicles and build with blocks of various shapes and sizes. • Combine malleable materials and loose parts, showing pleasure in effects created. • Make marks on different scales, on different surfaces, with different media and with a range of tools using a fist grip. • Use hands to make sounds with very simple non-tuned percussion. • Move across a simple adult designed obstacle course with adult narration and physical support where necessary. • Commando crawl and slide on tummy under low barriers. • Jump from a higher to a lower level holding adult hands. • Begin to pedal a wheeled toy. Climb and jump more daringly. • Pour accurately with buckets large jugs or watering cans into large containers. • Kick a large ball, chase and collect • Drink from a beaker
Key Words & Phrases	Full, empty, tip, pour, push, pull, car, van, lorry, tractor, squash, squeeze	Happy, sad, angry, excited, coat, wellies, gloves, hat, shoes Kettle, table, cup, plate, bowl, straw, car, bus, top, road, track, wheels, big, small, fast, slow, push, go	Coat, hat, gloves, can you get your shoes? Can you get your coat? Big, little, high, low, under, over, up down soft, hard, round, long

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible enhancements to provision	<ul style="list-style-type: none"> Domestic role play Small world sets of people, animals Wooden train track/trains Range of malleable material Wooden blocks, construction kits and loose parts Rotating collections of board books story string & Over Over stories Mud kitchen, water and sand with a range of tools Transporting equipment such as bags, Sound making resources Seasonal resources Large balls Containers of different sizes Sit on chunky wheeled vehicles Drainpipe 		<ul style="list-style-type: none"> Home from home role play (real items, foods, cereal packets) Small world building, carpark, farm and vehicles -- chunky figures, jungle animals, pirate Range of simple mechanisms including screw top lids. Very simple construction kits Paper books Large cardboard boxes Mud kitchen-small parts/ utensils Till and shopping baskets, real food packets and tins Simple clothes for dressing dolls, baby bath, high chair and potty Outdoor sound wall Crates, planks, wooden boxes and wheels Small balls Paint rollers, large emulsion brushes Spoons of different sizes Ride on toys with pedals 		<ul style="list-style-type: none"> Home from home role play plastic knives, that cut forks and spoons Small world - zoo & farm animals Dinosaurs and volcano Additional sensory materials (shaving foam, glup, Additional malleable materials Playdough station Pipettes and large meat basting pipettes Seasonal resources (petals, leaves, Dressing up clothes simple fastenings straw hats, caps, scarfs and capes Large balls 	
Past & Present Possible Enhancements	<u>Who is in my family?</u> <ul style="list-style-type: none"> Talk about members of their family Recognise at least 3 members of their family 		<u>What are other families like?</u> <ul style="list-style-type: none"> Recognise their family is the same or different to others, e.g. 1 sister is different to 2 brothers 		<u>Who is in my community?</u> <ul style="list-style-type: none"> Talk about people in their community Recognise people from their community 	
Culture & Communities Possible Enhancements	<ul style="list-style-type: none"> Pictures of Church Small world church Diva lamp Christmas tree in the role play area Small world church Range of texts based on Christmas story added to reading area 		<ul style="list-style-type: none"> Children's bible in the reading area Images of Holy books & artefacts Easter crafts 		<ul style="list-style-type: none"> Pictures of places of worship in construction area 	
The Natural World Possible Enhancements	<u>Natural Materials</u> <ul style="list-style-type: none"> Explore natural materials Explore different natural phenomena in their setting or environment. 				<u>Living Things</u> <ul style="list-style-type: none"> show respect for living things 	
Creating with Materials - Possible Enhancements	<u>Mechanisms (DT)</u> <ul style="list-style-type: none"> Engage with pull-along toys Repeat the actions of moving toys/instruments in different ways. Take enjoyment in playing instruments by moving them. <u>Structures (DT)</u> <ul style="list-style-type: none"> Stack 6 blocks without them falling Place the biggest cups in a stack-up cup pack when building tower Put smaller objects inside bigger objects. <u>Home Economics (DT)</u> <ul style="list-style-type: none"> Develop their manipulation and control through messy play (play dough, noodles, rice) and baking. 					

	<ul style="list-style-type: none"> • Be increasingly independent when tasting foods - beginning to use a knife and fork. • Show understanding of concepts 'taste', 'smell', 'touch' and 'mix' by showing appropriate gestures. <p><u>Drawing (Art)</u></p> <ul style="list-style-type: none"> • Make marks intentionally. • Express their ideas and feelings through marks. • Sometimes give meaning to the marks they make. <p><u>Sculpture (Art)</u></p> <ul style="list-style-type: none"> • Independence- Begin to develop their own ideas. • Begin to develop hand eye coordination. • Begin to develop fine motor control. <p><u>Colour (Art)</u></p> <ul style="list-style-type: none"> • Develop an understanding of colour through the use of their senses. • Express their ideas and feelings through art. • Manipulate and play with different coloured materials. 		
<p>Being Imaginative & Expressive Possible Enhancements</p>	<p><u>Listening & Singing</u></p> <ul style="list-style-type: none"> • Join in with songs and rhymes, making some sounds 	<p><u>Composition</u></p> <ul style="list-style-type: none"> • Makes rhythmical and repetitive sounds. • Can play instruments with both hands and alternately whilst using beaters. • Can play sound-makers and instruments in different ways whilst showing some control. For example, tapping, rubbing sweeping, scraping, shaking etc. 	<p><u>Performance</u></p> <ul style="list-style-type: none"> • Take part in action songs.

Key words & phrases children should know by the end of each half term

Autumn 1	Autumn	Ourselves & All About Me	Fairy Tales & Traditional Tales
	Wind, rain, school, orange, red	Family, friends, brothers, sister, mam, dad, grandma, grandad, nana	Once upon a time, they all lived happily ever after, good, bad
Autumn 2	Winter	Bonfire Night	Diwali
	Cold, snow, freeze, coat, gloves, hat	Fireworks, safe, bright, loud, bang	Celebrate, party
	Christmas		
	Gifts, family, Santa, donkey		

Key words & phrases children should know by the end of each half term

Spring 1	Winter	Shopping	Jungle
	See above	Shop, money, pay, change, buy	Snake, lion, tiger, monkey, elephant, crocodile
Spring 2	Spring	Pirates	
	Sun, grass, flowers, lamb, chick	Ship, flag, boat, parrot, patch, treasure	

Key words & phrases children should know by the end of each half term

Summer 1	Summer	People Who Help Us	The Farm
	Sun, hot, holiday, aeroplane, beach, sun cream, warm	Police, doctor, firefighter, fire engine, police car, ambulance, help	Pig, cow, horse, chickens, dog, sheep, goat, goose, duck, eggs, field, hay, tractor, farmer
Summer 2		The Zoo	The local area
		Lion, zebra, panda, gorilla, elephant, rhino, monkey, giraffe, penguin, frog, ostrich	Blackhall, beach, park, home, street, church