



Planning Across the Early Years Curriculum Document: Pre-School 1 (2-3 Year Old)





2-3 Year Old

At Tanfield Lea Community Primary School, we recognise that a strong foundation in the Prime Areas of Learning is crucial to children's future success and central to enabling them to reach their full potential across all areas of development. For this reason, we have identified the key knowledge, skills and understanding within the three Prime Areas that will support our children in their early development and prepare them for the next stage of the Early Years Foundation Stage (EYFS), within our Pre-School.

For our youngest children, these key areas are rooted firmly in Communication and Language. We ensure that children have daily opportunities to listen to high-quality stories through our Dialogic Reading approach, as well as a rich variety of rhymes and songs. Over time, we aim for children to develop familiarity with our 25 core stories and rhymes, joining in with repeated phrases alongside adults. Through carefully planned, hands-on experiences linked to our wider curriculum, children are introduced to ambitious and purposeful vocabulary that helps them make sense of the world around them.

Children are provided with frequent opportunities to develop both fine and gross motor strength and coordination. A wide range of sensory and exploratory play experiences, including messy play, supports this physical development. Alongside this, children are carefully supported in developing their personal, social and emotional skills, building a secure sense of self. They learn to express their likes and dislikes, to recognise and regulate a range of emotions, and to understand that others may feel differently. Children also develop an increasing awareness of boundaries, routines and expectations, learning to cooperate within familiar and consistent structures. The curriculum map below outlines what is taught and when it is taught for our two-three year-old children. In addition to the Prime Areas, children also learn across the four Specific Areas of Learning through our high-quality curriculum and carefully planned learning environment.





Key Teaching & Learning Priorities for our 2-3 Year Old Children:

- Colour identification & recognition
- Understanding Basic Concepts (big/little, wet/dry, soft/hard, full/empty, long/short)
- Higher Order Thinking Skills (Sorting, Matching, Sequencing, Memorising)
- Learning new words – nouns, verbs and simple phrases
- Learning rhymes & songs
- Learning Prepositions

Characteristics of Effective Learning:

Playing and Exploring: children investigate and experience things, and 'have a go'

Active Learning: children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

Creative & Critical Thinking: children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Overarching Principles of the EYFS:

Unique Child: Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured

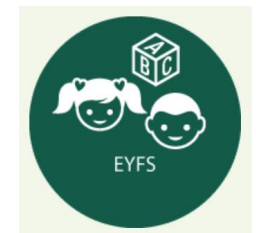
Positive Relationships: Children benefit from a strong partnership between practitioners and parents and/or carers. Children learn to be strong and independent through positive relationships

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.

Learning & Development: Children develop and learn at different rates. We must be aware of children who need greater support than others

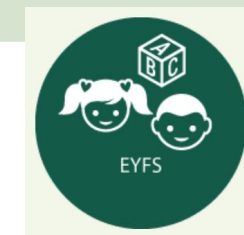


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Starting school Families Homes Ongoing throughout the year: Birthday celebrations	Autumn (exploring our local environment) Diwali Winter: Christmas celebrations	Winter (exploring our local environment) Pancake Day Mother's Day	Spring (exploring our local environment) Changes over time: new baby animals Easter celebrations	Summer: exploring our local environment. Changes: over time Fathers Day	Sports Day Transition
Stories and Rhymes: An introduction into our first 25 Dialogic Reading Books	Families, Families, Families The Three Little Pigs Room on the Broom Nursery Rhymes	Brown Bear Five Little Ducks Dear Santa Nursery Rhymes	Stick Man The Big Pancake Nursery Rhymes	The Very Hungry Caterpillar How a Baby Grows Nursery Rhymes	Farmer Duck The Three Bears Nursery Rhymes	Maisy's Sports Day Nursery Rhymes






	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Parental Involvement	<ul style="list-style-type: none"> -Parent transition sessions for children and parents/carers. -Photo's from home to discuss to fit with topic about me and my family. -Weekly Tweets to showcase our learning -Weekly home learning to enable families to join in with activities at home. -Discussions with parents during morning and evening drop off/pick ups 	<ul style="list-style-type: none"> -Stay and Play session for children and parents/carers. -Photo's from home to discuss autumn walk at home -Weekly Tweets to showcase our learning -Weekly home learning to enable families to join in with activities at home. -Discussions with parents during morning and evening drop off/pick ups 	<ul style="list-style-type: none"> -Photo's from home to discuss child's First Christmas. -Weekly Tweets to showcase our learning -Weekly home learning to enable families to join in with activities at home. -Discussions with parents during morning and evening drop off/pick ups 	<ul style="list-style-type: none"> -Stay and Play session for children and parents/carers. -Easter Egg Competition. -Photo's from home to discuss spring walk at home -Weekly Tweets to showcase our learning -Weekly home learning to enable families to join in with activities at home. -Discussions with parents during morning and evening drop off/pick ups 	<ul style="list-style-type: none"> -Photo's from home to discuss summer walk at home -Weekly Tweets to showcase our learning -Weekly home learning to enable families to join in with activities at home. -Discussions with parents during morning and evening drop off/pick ups 	<ul style="list-style-type: none"> -Sports Day for children and parents/carers. -Transition visits into my new class for children and parents/carers -Photo's from home to discuss spring walk at home -Weekly Tweets to showcase our learning -Weekly home learning to enable families to join in with activities at home. -Discussions with parents during morning and evening drop off/pick ups





	End of Autumn	End of Spring	End of Summer
<p>Personal, Social and Emotional (PSED)</p> <p>Prime Area</p>	<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. · Growing in independence, rejecting help ('I can do it!') Sometimes this leads to feelings of frustration and tantrums. 	<ul style="list-style-type: none"> · Greet key workers and peers on arrival. · Separate confidently from carer. · Anticipate routines through very simple statements and questions. · Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset. · Show awareness of others during parallel play by watching. · Help an adult with a task. · Engage in a wider repertoire of play activities. · Participate in simple domestic role play, imitating routines and actions. · Demonstrate curiosity when exploring the wider school site or local area from the secure base of familiar adults. · Is developing an awareness that their actions have consequences. 	<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. · Participate in domestic role play with some words and short phrases in role. · Helps prepare snack showing basic control giving out milk etc. · 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.



	End of Autumn	End of Spring	End of Summer
<p>Communication and Language (CL)</p> <p>(Prime Area)</p> 	<ul style="list-style-type: none"> • Make needs known by gestures, pointing and words. • Say around 50+ words consistently (they may not all be clear) • Make a choice between two things – Do you want the car or the ball? • Show understanding of different single words and some two-word phrases, such as “sit down” or “shoes on” • Engage in board books as an adult reads by 1- 1 joint attention to pictures. • Maintain attention through short story sessions 	<ul style="list-style-type: none"> • Puts two or more words together, “more milk”. • Name resources or favourite toys that they choose to play with • Understand frequently used words such as ‘all gone’, ‘no’ and ‘bye-bye’. • Focus on an activity of their own choice • Listen to other people’s talk with interest (May be easily distracted by other things) • Start to say how they are feeling, using words as well as actions. • Start to develop conversation, often jumping from topic to topic. • Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car’. • Actively seek adults to help with tasks around the setting • Listen to simple stories and understand what is happening, with the help of the pictures. • Identify familiar objects when they are described. For example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’. • Understand and respond to simple instructions - ‘make teddy jump’ ‘stop!’ or ‘find your coat’ • Join in with longer phrases in familiar rhymes, stories and songs 	<ul style="list-style-type: none"> • Use a wide variety of (around 300) simple words to talk and comment about things that interest me. • Build and respond to four or five word phrases and sentences. • Understand simple ‘who’, ‘what’ and ‘where’ questions and is beginning to use them. • Understand the words ‘big and ‘little’ and uses them to describe objects. • Attempt pronouns, plurals and prepositions. • Build and respond to four or five word phrases and sentences. • Talk about their own play and state their choices. • Can say the sounds p, b, t, d, m, n, w, k and g in words when they are talking. They may still make mistakes with how they say words, and might have difficulty saying more complicated sounds like sh, ch, th and r. However, people who know the child can mostly understand them. • Listen one to one or in a small group when the conversation interests me. • Engage in simple dialogue when playing alongside an adult. • Initiate verbal interactions • Follow instructions with at least two information carrying words/phrases. • Join in with longer phrases in familiar stories, rhymes and action songs • Talk about their own play and state their choices.



	End of Autumn	End of Spring	End of Summer
<p>Physical Development (PD)</p> <p>Prime Area</p>	<ul style="list-style-type: none"> • Build & stack with blocks, knock over blocks and rebuild • Collect and move resources in baskets, bags or boxes. • Fill containers with collections of little objects and tip out. • Use very simple action and reaction toys. • Squeeze and prod dough. • Use hands and fingers to explore objects and materials. • Explore making marks in a variety of ways. • Bounce and stamp in response to music. • Push transporter toys and move ride on toys by pushing with feet. • Squat and push a large ball away. 	<ul style="list-style-type: none"> • Squeeze, thump and flatten dough with hands. • Use small figures and vehicles with control in play, positioning and balancing. • Fill and empty containers in messy play, water and sand, using cups, scoops, spoons and spades. • Increasingly attempt more risky play such as climbing and balancing with adult support. • Tap and slap on the ground or on knees to accompany rhymes and songs. • Turn pages in a book, sometimes several at once. • Make more specific marks showing increasing control, such as big circles and lines. • Shake and tap non-tuned instruments • Run at speed in open spaces. • Reach up above head • Attempt to kick a large ball. • Move and transport large objects such as bowling tyres and barrels and pushing wheel barrows. • Use ride on toys & balance bikes by pushing feet • Start eating independently and learning how to use a spoon, knife and fork. • Help with nappy changing routines or access toileting with the support of an adult 	<ul style="list-style-type: none"> • Change the shape and texture of dough with hand actions to achieve an effect. • 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 pencil grip 1). • Move across a simple adult designed obstacle course with adult narration and physical support where necessary. • 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.





	Communication and Language (CL) CL Observation Checkpoint:	Personal, Social and Emotional (PSED)	Physical Development (PD)
Observation checkpoints taken from Development Matters- (Referred to throughout the year)	<p>CL Observation Checkpoint:</p> <p><u>Around 18 months:</u></p> <ul style="list-style-type: none"> -can the toddler listening and responding to a simple instruction like: “Adam, put on your shoes?” -using a range of adult like speech patterns (jargon) and at least 20 clear words? -understanding lots of different single words and some two-word phrases, such as “give me” or “shoes on”? <p><u>By around 2 years old:</u></p> <ul style="list-style-type: none"> -is the child showing an interest in what other children are playing and sometimes joins in? -can the child use up to 50 words? -Is the child beginning to put two or three words together: “more milk”? -Is the child frequently asking questions, such as the names of people and objects? -can the child understand many more words than they can say – between 200–500 words? -can the child understand simple questions and instructions like: “Where’s your hat?” or “What’s the boy in the picture doing?” <p><u>By around 3 years old:</u></p> <ul style="list-style-type: none"> -can the child shift from one task to another if you get their attention. Using the child’s name can help: “Jason, can you stop now? We’re tidying up”. -can the child use around 300 words? These words include descriptive language. They include words for time (for example, ‘now ’and ‘later’), space (for example, ‘over there’) and function (for example, they can tell you a sponge is for washing). -Is the child linking up to 5 words together? -Is the child using pronouns (‘me’, ‘him’, ‘she’), and using plurals and prepositions (‘in’, ‘on’, ‘under’) - these may not always be used correctly to start with. -can the child follow instructions with three key words -can the child show that they understand action words by pointing to the right picture in a book. For example: “Who’s jumping?” <p>Note: watch out for children whose speech is not easily understood by unfamiliar adults. Monitor their progress and consider whether a hearing test might be needed.</p>	<p>PSED Observation</p> <p>Checkpoint:</p> <p><u>Around 12 months:</u></p> <ul style="list-style-type: none"> - do toddlers start to be shy around strangers and show preferences for certain people and toys? 	<p>Physical Observation checkpoint</p> <p>Note: look out for young toddlers who appear underweight, overweight or to have poor dental health. You will need to work closely with parents and health visitors to help improve the child’s health.</p> <p><u>Around their second birthday:</u></p> <ul style="list-style-type: none"> -can the toddler run well, kick a ball, and jump with both feet off the ground at the same time? <p><u>Around their third birthday:</u></p> <ul style="list-style-type: none"> -can the child climb confidently, catch a large ball and pedal a tricycle? <p>Look out for children who find it difficult to sit comfortably on chairs. They may need help to develop their core muscles. You can help them by encouraging them to scoot on sit down trikes without pedals, and jump on soft-play equipment.</p>

