



Maple Room Two- Year-Old Long-Term Planning 2021 - 2022



	Autumn Term	Spring Term	Summer Term
Maple room	We plan activities to support children's developing interests, skills and knowledge.	We continue to support children's developing interests, skills and knowledge.	We promote, extend and challenge children's developing interests, skills and knowledge.
EYFS Curriculum Personal Social and Emotional Development	<ul style="list-style-type: none"> • Allowing children to make their own choices and decisions e.g. choosing water or milk at snack time. • Make children feel able to manage their own emotions by providing consistency and predictable routines. • The key person will initially work with their key child to provide consistency, reassurance and to feel emotionally safe. With time other adults will be involved and will provide comfort and support. • Children's independence will be encouraged by having resources available to readily access without needing help. 		
EEXAT Developmental Milestones Personal, Social and Emotional Development	<p>By 18 months (13-18 months)</p> <p>Self-Regulation</p> <ul style="list-style-type: none"> • Emotionally still very dependent upon familiar adult, may need support in new/unfamiliar situations. <p>Managing self</p> <ul style="list-style-type: none"> • Explores environment with increasing understanding but 'checks in' with familiar adults. Removes their own shoes or hat. <p>Building Relationships</p> <ul style="list-style-type: none"> • Plays contentedly and can give and receive objects to another person. Will alternate between clinging and resistance. 	<p>By 24 months (19-24 months)</p> <p>Self-Regulation</p> <ul style="list-style-type: none"> • Growing sense of will and determination. Listens and responds to simple information. Becomes frustrated if unable to communicate needs. <p>Managing self</p> <ul style="list-style-type: none"> • With support will engage in symbolic play. Is able to feed themselves using utensils e.g. using spoon or fork. <p>Building Relationships</p> <ul style="list-style-type: none"> • Parallel play present: plays contentedly near other children but not with them. Copies everyday adult activity. 	<p>By 30 months (25-30 months)</p> <p>Self-Regulation</p> <ul style="list-style-type: none"> • Cooperates with familiar boundaries and routines • Listens and responds to talk when playing alongside an adult or familiar peers. <p>Managing self</p> <ul style="list-style-type: none"> • Attempts to communicate toilet needs. <p>Building Relationships</p> <ul style="list-style-type: none"> • Watches other children at play before joining in. • Emotionally less dependent on familiar adult but still requires reassurance in unfamiliar situations.



Maple Room Two- Year-Old Long-Term Planning 2021 - 2022



<p>Maple room</p>	<p>We support opportunities to encourage children’s communication and language skills by holding twice daily speaking and listening activities.</p>	<p>We use and model a strong and wide range of rich vocabulary to continue to support children’s communication and language skills</p>	<p>We continue to create opportunities for communications and sharing children’s interests by asking lots of ‘I wonder’ questions.</p>
<p>EYFS Curriculum Communication and Language</p>	<ul style="list-style-type: none"> • Daily singing, action rhymes and story time will give children opportunities to hear and understand new words. • Children will be given role play based on the home e.g. kitchen, dining room and lounge. Adults will name items as children play. • Children will be given time to have conversations with their peers and with adults. • Adults will help children to express their feelings using words to describe their emotions like ‘happy’ or ‘sad’. 		
<p>EEXAT Developmental Milestones Communication and Language</p>	<p>By 18 Months (13-18 Months) Listening and Attention (i)</p> <ul style="list-style-type: none"> • Joins in with action songs and rhymes. • Understands simple everyday words and phrases e.g. drink, shoes, coat on. <p>Listening and Attention (ii)</p> <ul style="list-style-type: none"> • Shows understanding of cause and effect by repeating action and anticipating a response. <p>Understanding (i)</p> <ul style="list-style-type: none"> • Gives named familiar objects to a familiar adult. <p>Understanding (ii)</p> <ul style="list-style-type: none"> • Initiates interactions with others through actions, gestures or vocals. <p>Speaking (i)</p> <ul style="list-style-type: none"> • Still babbles but can use up to 20 familiar words used at home and in education setting. <p>Speaking (ii)</p> <ul style="list-style-type: none"> • Copies the words and gestures of adults. 	<p>By 24 Months (19- 24 Months) Listening and Attention (i)</p> <ul style="list-style-type: none"> • Recognises and responds to familiar sounds. <p>Listening and Attention (ii)</p> <ul style="list-style-type: none"> • Able to focus attention on an object or person when directed by a familiar adult. <p>Understanding (i)</p> <ul style="list-style-type: none"> • Can follow simple instructions when given visual clues or gestures. <p>Understanding (ii)</p> <ul style="list-style-type: none"> • Is able to recognise and name familiar objects from a photograph or picture. <p>Speaking (i)</p> <ul style="list-style-type: none"> • Can use up to 50 words and put two/three words together. <p>Speaking (ii)</p> <ul style="list-style-type: none"> • Links words and objects, asking for the name of familiar objects. • Beginning to use simple questions such as ‘who that?’ 	<p>By 30 Months (25- 30 Months) Listening and Attention (i)</p> <ul style="list-style-type: none"> • Beginning to understand simple sentences and phrases such as ‘go get coat’. <p>Listening and Attention (ii)</p> <ul style="list-style-type: none"> • Beginning to understand around 500 words. Uses language to find out by asking the question ‘What’s that?’ or ‘Why?’ <p>Understanding (i)</p> <ul style="list-style-type: none"> • Understands simple instructions <p>Understanding (ii)</p> <ul style="list-style-type: none"> • Links actions to words in games, action songs and rhymes. <p>Speaking (i)</p> <ul style="list-style-type: none"> • Can use up to 200 words. Links three/four words together. <p>Speaking (ii)</p> <ul style="list-style-type: none"> • Frequently uses short simple sentences in every day communication.



Maple Room Two- Year-Old Long-Term Planning 2021 - 2022



<p>Maple room</p>	<p>We support children’s physical development through a wide range of both indoor and outdoor activities. We provide rich opportunities to support, encourage and enhance both fine and gross motor skills. We travel with confidence modelling appropriate actions such as walking, climbing and balancing.</p>	<p>We continue to support physical development by actively taking part in Cosmic Yoga/ animal workouts and action songs in accordance with child interest.</p>	<p>We consistently model appropriate movements, actions and handling to continue to develop and support children’s growing skill acquisitions.</p>
<p>EYFS Curriculum</p> <p>Physical Development</p>	<ul style="list-style-type: none"> • Children will be given a wide range of opportunities to move throughout the day; inside and outside, alone or with others, with and without apparatus, children will be encouraged to take risks e.g. walking unaided on the planks and up slopes. • Children will be provided with at least one different fine motor activity each week. • Mark making will be available daily inside and outside; chalk, pencils, crayons, flour, rice, foam, paint amongst other items. • Malleable resources will be provided daily. • Children will be able to join in with action songs, cosmic yoga and acting out stories supported by adults. • Adults will encourage children to try a range of foods and children will also be able make their own choices e.g. apple or banana at snack time. Along with good eating habits e.g. sitting at the table, using cutlery appropriately and using polite manners. • Children will be encouraged to put on their own clothing such as Slippers, shoes, boots, hats, coats and gloves. • Opportunities to talk about good oral health will take place. 		
<p>EEXAT Developmental Milestones</p> <p>Physical Development</p>	<p>By 18 Months (13-18 Months)</p> <p>Gross motor</p> <ul style="list-style-type: none"> • <i>Walks well with feet apart, starts and stops safely.</i> <p>Fine motor</p> <ul style="list-style-type: none"> • <i>Can place objects with palmer or cylindrical grasp</i> 	<p>By 24 Months (19- 24 Months)</p> <p>Gross motor</p> <ul style="list-style-type: none"> • <i>Squats with steadiness and rises to feet with balance.</i> <p>Fine motor</p> <ul style="list-style-type: none"> • <i>Holds objects with precision.</i> 	<p>By 30 Months (25- 30 Months)</p> <p>Gross motor</p> <ul style="list-style-type: none"> • <i>Can move up and down a step or small slope maintaining balance.</i> <p>Fine motor</p> <ul style="list-style-type: none"> • <i>Holds and manipulates tools and equipment using a fist or pincer grip.</i>



Maple Room Two- Year-Old Long-Term Planning 2021 - 2022



<p>Maple Room</p>	<p>We plan Literacy activities to support children’s developing interests, skills and knowledge.</p>	<p>We regularly change our mark- making tools and implement new media and materials. We introduce new story books, story props and sacks to continue to support children’s changing interests.</p>	<p>We hold regular small group sessions, to encourage children to join in with familiar songs, poems or rhymes. We model appropriate actions with enthusiasm. We use a rich and wide vocabulary at all times.</p>
<p>EYFS Curriculum Literacy</p>	<ul style="list-style-type: none"> • Song and rhyme times happen spontaneously throughout the day, along with planned speaking and listening activities. • Nursery rhyme blocks, pictures and story sacks are available for children to make their own choices from. • A wide range of books are available and are kept up to date/changed through the seasons, special occasions and though child interest. Books are available inside and outside, also in small world play and the bird watching area. • There is print within the environment on displays, posters and pictures. 		
<p>EEXAT Developmental Milestones Literacy</p>	<p>By 18 Months (13-18 Months)</p> <p>Word Reading</p> <ul style="list-style-type: none"> • <i>Beginning to recognise and discriminate between familiar objects, sound and pictures and can express a preference.</i> <p>Comprehension</p> <ul style="list-style-type: none"> • <i>Engages with a story by patting pictures or pages. Turns pages in a cloth or board book.</i> <p>Writing (i)</p> <ul style="list-style-type: none"> • <i>Picks up objects with either hand using a palmer or cylindrical grasp.</i> <p>Writing (ii)</p> <ul style="list-style-type: none"> • <i>Uses palmer grasp to pass an object from one hand to the other.</i> 	<p>By 24 Months (19- 24 Months)</p> <p>Word Reading</p> <ul style="list-style-type: none"> • <i>When looking at picture books or on a screen can point to a names object for example ‘Where is the dog?’</i> <p>Comprehension</p> <ul style="list-style-type: none"> • <i>Shows an emotional response when looking at or sharing a book. Able to fill in the missing word (sign or speech) when a story or rhymes is read to them.</i> <p>Writing (i)</p> <ul style="list-style-type: none"> • <i>Uses extended arms when moving, dancing, or climbing.</i> <p>Writing (ii)</p> <ul style="list-style-type: none"> • <i>Uses hands to explore different textures.</i> 	<p>By 30 Months (25- 30 Months)</p> <p>Word Reading</p> <ul style="list-style-type: none"> • <i>Points to objects, coloured pictures or photographs to indicate a choice.</i> <p>Comprehension</p> <ul style="list-style-type: none"> • <i>Uses finger puppets/props and everyday resources to play with songs, rhymes or stories.</i> <p>Writing (i)</p> <ul style="list-style-type: none"> • <i>Grasps a mark making implement and creates a forward, backwards or circular movement.</i> <p>Writing (ii)</p> <ul style="list-style-type: none"> • <i>Uses hand and arm actions to rotate and turn.</i>



Maple Room Two- Year-Old Long-Term Planning 2021 - 2022



<p>Maple Room</p>	<p>We plan our activities using a wide range of natural objects in line with the Curiosity Approach. We look for opportunities to seek out shapes and numbers in the environment through mark- making, hopping and puddle jumping, sweeping in foam, driving small vehicles through water and making footprints in mud.</p>	<p>We go on listening and learning walks, exploring our garden area collecting resources with our wheelbarrows. We take every opportunity to recite and sing number songs and read together to continue to support early mathematical development.</p>	<p>We regularly adapt and enhance our resources to support children’s growing interests, skills and knowledge.</p>
<p>EYFS Curriculum Mathematics</p>	<ul style="list-style-type: none"> • A maths area is available for children to select their own resources from, the area is changed weekly with seasonal objects. • Maths activities are set weekly to maintain interest; stacking, filling and emptying containers, counting objects and puzzles, and number rhymes. • Adults will model mathematical language such as, more, less, on, under and down. • Children will be encouraged to say one number word for each object. 		
<p>EEXAT Developmental Milestones Mathematics</p>	<p>By 18 Months (13-18 Months)</p> <p>Numbers (i)</p> <ul style="list-style-type: none"> • Explores moving blocks, counters or small toys into small and larger groups. <p>Numbers (ii)</p> <ul style="list-style-type: none"> • Actions show recognition of the rhythm of counting. <p>Numerical Patterns (i)</p> <ul style="list-style-type: none"> • Puts objects in and out of containers, repeating actions. <p>Numerical Patterns (ii)</p> <ul style="list-style-type: none"> • Stacks objects or blocks. 	<p>By 24 Months (19- 24 Months)</p> <p>Numbers (i)</p> <ul style="list-style-type: none"> • Matches one object with another object or picture during play. <p>Numbers (ii)</p> <ul style="list-style-type: none"> • Participates in number rhymes and action games. <p>Numerical Patterns (i)</p> <ul style="list-style-type: none"> • Build a tower or creates lines with objects. <p>Numerical Patterns (ii)</p> <ul style="list-style-type: none"> • Uses signs or speech to request ‘more’. 	<p>By 30 Months (25- 30 Months)</p> <p>Numbers (i)</p> <ul style="list-style-type: none"> • Organises a set of natural or everyday objects in a group. <p>Numbers (ii)</p> <ul style="list-style-type: none"> • Plays hide and seek with people or objects and knows that they exist even when out of sight. <p>Numerical Patterns (i)</p> <ul style="list-style-type: none"> • Plays with a range of block/solid shapes to construct and position. <p>Numerical Patterns (ii)</p> <ul style="list-style-type: none"> • Fills and empties containers with using sand, water and other play materials.



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Maple Room	We plan activities to support individual interests and support knowledge by talking about and responding to people or events children see or experience in the natural world.	We continue to plan and support activities and play by encouraging children’s skills and interests with enthusiasm, further interest and delight. We extend activities to enhance children’s curiosities.	We continue to support Understanding the World, by incorporating and celebrating special days and events and by introducing ‘real’ and ‘special’ items into play.
EYFS Curriculum Understanding the World	<ul style="list-style-type: none"> • Children will be encouraged to explore, be curious, appreciate and respect living things. • Children will explore what happens with the changes in the seasons. • A garden plot is available. Adults will support children to grow fruit and vegetables from seeds, look after and harvest what they’ve grown. • Cooking activities take place weekly. • Adults to provide and encourage the use of a wide variety of diverse and multicultural resources to include texts. 		
EEXAT Developmental Milestones Understanding the World	<p>By 18 Months (13-18 Months)</p> <p>Past and Present</p> <ul style="list-style-type: none"> • Engages in familiar everyday play experiences, sometimes with familiar children. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Engages in multi-sensory explorations of familiar objects with familiar adults, sometimes alongside other children. <p>The Natural World</p> <ul style="list-style-type: none"> • Actions show understanding that some objects belong together, e.g. the wind rustling in the trees, the feel of grass on bare feet. 	<p>By 24 Months (19- 24 Months)</p> <p>Past and Present</p> <ul style="list-style-type: none"> • Shows awareness of belonging to a small group. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Actively and with increased independence explores and shows interest in immediate environments at home and in settings. Sometimes indicates recognition experiences/resources. <p>The Natural World</p> <ul style="list-style-type: none"> • Talks about or responds to what they are seeing or experiencing in the natural world. 	<p>By 30 Months (25- 30 Months)</p> <p>Past and Present</p> <ul style="list-style-type: none"> • Can identify significant people in their lives and talk about this in response to stimuli. Responds to photographs or digital media showing shared events/familiar people or places. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Through self-initiated play experiences, using a range of familiar materials and resources, is able to communicate things of personal significance about their lives, beliefs and culture. <p>The Natural World</p> <ul style="list-style-type: none"> • Actively explores and organises items/objects based on similar features e.g. wooden items, spikey objects.



Maple Room Two- Year-Old Long-Term Planning 2021 - 2022



Maple Room	We provide children with a wide and rich range of media and materials in line with their interests.	We explore sound and movement both indoors and outdoors by making instruments using natural objects. We use both solid and malleable resources within our play.	We continue to explore the properties and possibilities of different medias and materials to continue to support and develop children's interests, knowledge and skills.
EYFS Curriculum Expressive Art and Design	<ul style="list-style-type: none"> • Children will be stimulated through the enjoyment of music through singing, playing musical instruments and singing games. • Musical instruments are used to tell stories and play and perform with. • A wide range of materials are available for children to explore, children will be encouraged to paint, draw, make models, explore pattern and colour. 		
EEXAT Developmental Milestones Expressive Art and Design	<p>By 18 Months (13-18 Months)</p> <p>Creating with materials</p> <ul style="list-style-type: none"> • <i>Uses hands and feet to explore marks made in paint or other materials.</i> <p>Being imaginative and expressive</p> <ul style="list-style-type: none"> • <i>Explores properties and possibilities of toys, convenient everyday objects and sound makers with interest.</i> 	<p>By 24 Months (19- 24 Months)</p> <p>Creating with materials</p> <ul style="list-style-type: none"> • <i>Actively explores, using all their senses a wide range of media and materials. Starts to question 'What's that?' and express their emotional response.</i> <p>Being imaginative and expressive</p> <ul style="list-style-type: none"> • <i>Uses everyday objects and instruments to make sounds/music. Imitates sounds from the natural world.</i> 	<p>By 30 Months (25- 30 Months)</p> <p>Creating with materials</p> <ul style="list-style-type: none"> • <i>Uses relevant vocabulary to support explorations in multi-sensory ways of textures, movement, feel and look of different media and materials.</i> <p>Being imaginative and expressive</p> <ul style="list-style-type: none"> • <i>Explores sounds, songs/simple rhymes and movement. Beginning to make believe by pretending.</i>
Parent Partnership Opportunities	<p>'In The Moment' parent conversations with child's key person.</p> <p>2 year old progress check meetings with child's key person.</p> <p>Daily communication books</p> <p>Wow tree, parents are invited to celebrate their child's special achievements with us.</p> <p>Annual fundraising events – Big Toddle, Children in Need</p> <p>Evergreen events – Christmas Market.</p>		