

# Primrose Hill Primary Curriculum Map 2021-22 - 2 Year Olds



	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 7 weeks
<b>Focus Key Texts</b>	Owl Babies	Brown Bear Brown Bear	We're Going on a Bear Hunt	Dear Zoo	The Very Hungry Caterpillar	The Three Billy Goats Gruff
<b>Themes</b>	Me and my family Woodland creatures	Colours Animals	Journeys	Animals	Lifecycles Growing	Farm animals Water
<b>Songs and Rhymes</b>	5 little speckled frogs 5 little ducks 5 little men 5 in the bed Went the little green frog... Sleeping bunnies Ring o roses	World Nursery Rhyme Week - 15th - 19th November Incy Wincy Spider Sleeping Bunnies Wind the Bobbin Head, Shoulders, Knees and Toes Down in the Jungle	Down at the station The bear went over the mountain The wheels on the bus She'll be coming round the mountain Bear likes honey Teddy bear, teddy bear	Down in the jungle Went to the animal fair I am the music man 1, 2 buckle my shoe	Tiny caterpillar Turtle song Ten green bottles There was an old woman who swallowed a fly	Old macdonald Baa baa black sheep Ten in the bed 2 dicky birds Farmers in the den
<b>Possible Trips and Enrichment</b>	Owls visit in school	Local walk Local parks	Visit from People Who Help Us Local Parks / walk Little Angel Theatre	Trip to London Zoo Postal Museum	Caterpillars Kings Cross Story Garden	Kentish Town City Farm Local parks
<b>Communication and language</b>	<p>Helicopter Stories Building vocabulary Understand simple instructions like "give to nanny" or "stop". Recognise and point to objects if asked about them. Generally focus on an activity of their own choice and find it difficult to be directed by an adult. Listen to other people's talk with interest, but can easily be distracted by other things. Make themselves understood, and can become frustrated when they cannot. Joining in with familiar songs and rhymes</p>		<p>Helicopter Stories Building vocabulary 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 to the shops'. Use the speech sounds p, b, m, w. Pronounce multi-syllabic words such as 'banana' and 'computer' Joining in with familiar songs and rhymes Joining in with repeated refrains</p>		<p>Helicopter Stories Building vocabulary Listen to simple stories and understand what is happening, with the help of the pictures. Identify familiar objects and properties for practitioners when they are described. Understand and act on longer sentences like 'make teddy jump' Understand simple questions about 'who', 'what' and 'where' Joining in with familiar songs and rhymes Joining in with repeated refrains</p>	
<b>Personal, Social and Emotional Development</b>	<p>Express preferences and decisions. Try new things and start establishing their autonomy. Engage with others through gestures, gaze and talk. Use that engagement to achieve a goal. Find ways of managing transitions, for example separating from parents / carers. Thrive as they develop self-assurance. Look back as they walk away from their key person. Look for clues about how to respond to something interesting. Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</p>		<p>Start to express a range of emotions. Grow in independence, rejecting help ("me do it"). Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Feel confident and enjoy exploring new places with their key person. Thrive as they develop self-assurance.</p>		<p>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. Develop friendships with other children. Safely explore emotions beyond their normal range through play and stories. Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". Learn to use the toilet with help, and then independently. Be increasingly able to talk about and manage their emotions.</p>	
<b>Physical Development</b>	<p>Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. Enjoy starting to kick, throw and catch balls. Build independently with a range of appropriate resources. Walk, run, jump and climb – and start to use the stairs independently. Introduce dough disco</p>		<p>Moving under, over, through it Spin, roll and independently use ropes and swings (for example, tyre swings). Sit on a push-along wheeled toy, use a scooter or ride a tricycle. Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. Dough disco</p>		<p>Chopping fruit Develop manipulation and control. Explore different materials and tools. Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. Dough disco</p>	
<b>Literacy - Reading</b>	Daily group and circle time					

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	<ul style="list-style-type: none"> <li>• Enjoy songs and rhymes, tuning in and paying attention.</li> <li>• Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</li> <li>• Say some of the words in songs and rhymes.</li> <li>• Copy finger movements and other gestures.</li> <li>• Sing songs and say rhymes independently, for example, singing whilst playing.</li> <li>• Enjoy sharing books with an adult.</li> <li>• Pay attention and respond to the pictures or the words.</li> <li>• Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</li> <li>• Repeat words and phrases from familiar stories.</li> <li>• Ask questions about the book. Makes comments and shares their own ideas.</li> <li>• Develop play around favourite stories using props.</li> </ul>		
<b>Literacy - Writing</b>	<ul style="list-style-type: none"> <li>• Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</li> <li>• Enjoy drawing freely.</li> <li>• Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</li> <li>• Make marks on their picture to stand for their name.</li> </ul> <p>Large and small mark making available inside and outside Use of different mark making tools</p>		
<b>Maths</b>	<p>Size - big / small Pouring and filling Colours Combine objects like stacking blocks and cups. Put objects inside others and take them out again. Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items. Compare amounts, saying 'lots', 'more' or 'same'.</p>	<p>Prepositions Shape boxes Revisiting Size Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' Climb and squeeze themselves into different types of spaces.</p>	<p>Counting Fruit patterns Revisiting Size Build with a range of resources. Complete inset puzzles. Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. Notice patterns and arrange things in patterns.</p>
<b>Understanding the World</b>	<p>Repeat actions that have an effect. Make connections between the features of their family and other families. Likes and dislikes Owls and their habitats Exploring the nursery environment Recognising and talking about special events and occasions Light and dark Learn about different cultural celebrations related to light.</p>	<p>Exploring textures and senses Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips. Look at different needs of animals. Revisiting Animal habitats Weather and seasons Different types of journeys Transport</p>	<p>Fruit tasting Introducing healthy foods Explore materials with different properties. Notice differences between people. Exploring different bridges Lifecycle of a caterpillar / butterfly Cooking Changes Exploring and learning about what animals are found on a farm.</p>
<b>Expressive Art and Design</b>	<p>Role play - home corner to Listening and moving to music from around the world. Singing a variety of songs. Colour mixing using different media Sponge printing Re-enact stories with puppets and props. Fireworks chalk pictures Dark den / firework role play areas. Make rhythmical and repetitive sounds. Anticipate phrases and actions in rhymes and songs,</p>	<p>Role play - home corner Listening and moving to music from around the world. Singing a variety of songs. Collage We're going on a bear hunt sensory / messy play Creating animal boxes Animal collages Re-enact stories with puppets and props. Explore a range of sound makers and instruments and play them in different ways.</p>	<p>Role play - home corner Listening and moving to music from around the world. Singing a variety of songs. Fruit printing Building a bridge Re-enact stories with puppets and props. Symmetrical butterfly paintings Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p>

Our long term plan is a simple structure that we follow to ensure that we have covered the EYFS framework throughout the year.

Our weekly learning opportunities vary to follow the interests of our children.

We assess children regularly using Tapestry and personalise the learning journey for our children by identifying their next steps so we can use these in our weekly planning.