

Two-year-old Long Term Overview 2023-24



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Families	Farm and Pets	Transport	Under the Sea	Jungle	Fantasy
Possible core texts	The Elephant and the Bad Baby And Tango Makes Three The Family Book Little Seahorse and the Big Question	100 dogs Where's spot Spot on the farm Busters farm Wow said the owl There's an owl in my towel Dear zoo Bathtime for Little Rabbit	Bear on a Bike Whales on the Bus Naughty Bus Toot Toot, Beep Beep	Hooray for fish Don't Worry Little Crab Rainbow Fish Commotion in the Ocean Little Fish's Opposites	Brown bear Rumble in the Jungle Jazzy in the Jungle It's Mine Our Jungle Flip Flap Safari A Quiet Day in the Jungle Walking Through the Jungle	The Gruffalo There's a Dragon in Your Book There's a Unicorn in Your Book
Songs	Finger Family Five Currant Buns Grand Old Duke of York Head, Shoulders, Knees and Toes Humpty Dumpty If You're Happy and You Know It Aunt Polly had a Dolly Rock a bye Baby Twinkle Twinkle	Baa Baa Black Sheep Sleeping Bunnies Dingle Dangle Scarecrow Three Little Kittens Five Little Ducks Five Little Speckled Frogs Hickory Dickory Dock Little Bo Peep Incy Wincy Spider Old Macdonald There's a Worm at the bottom of the garden	Wheels on the Bus Down at the Station I ride my little bicycle Row, Row Your Boat	1,2,3,4,5 Once I caught a Fish Alive A Sailor Went to Sea, Sea, Sea Ring-a-Rosie	Down in the Jungle Five Little Monkeys Look at the Sneaky Crocodile	Five Little Men in a Flying Saucer I can Sing a Rainbow
Outcomes						
	Step 1	Step 2	Step 3	Step 4	Step 5	
Communication and Language	Children enjoy listening to stories. They communicate using single words. Children can maintain eye contact.	Children repeat words or phrases from familiar stories. They join in with songs and actions. Children can say two words together. They can sustain engagement and interaction when sharing a book with an adult.	Children can fill in a missing word from a known phrase or rhyme. They understand simple instructions including two key words e.g. get mammy's shoes. They use words to ask for help. Children learn new words quickly and use them.	Children understand more complex sentences e.g. put your toys away and we will read a book. They understand simple questions. Children can say short phrases. They ask for their favourite book to be re-read and listen eagerly. They talk about ownership e.g. my teddy, your book.	Children show understanding of position words such as 'in' or 'on'. They use some pronouns correctly e.g. I, me, you. They can say all or part of a favourite nursery rhyme.	

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				They know their full name. Children understand a simple explanation.	
Personal, Social and Emotional Development	Children feel emotionally safe with a key person. They understand that some things are theirs, some things are shared and some things belong to other people. They make their own choices. They use adults as a source of support e.g. handing a toy to an adult if they are stuck.	Children show signs of independence. They watch other children play whilst engaged in their own play. They begin to initiate interaction with others. Children understand key parts of the nursery routine.	Children actively draw others in social interaction. They respond positively to a variety of familiar adults. Children can wait a little while before needing reassurance from an adult. They understand sharing and taking turns but might not always want to do it. They show concern for others who are upset and may offer comfort.	Children talk to another child to engage them in their play. Children follow simple rules of the nursery and begin to show 'effortful control' (can resist a strong impulse). They help an adult to complete a simple job, e.g. puts toys back in a basket.	Children are able to separate from their main carer with gentle support. They make a special friend. They are able to talk about their emotions in simple terms e.g. can say if they are sad.
Physical Development	Children play while squatting then rise to their feet without using their hands. They use whole hand grasp when playing. Children can build a tower of 5 blocks and complete a shape sorter.	Children run safely on whole foot. They enjoy trying to kick, throw and catch a large ball. Children use a spoon confidently and drink from an open cup without spilling.	Children indicate the need for the toilet by their behaviour (holds themselves or dances). They climb happily but may still need adult help to do so safely. Children can put on their own hat, unzip their coat and take it off when undone.	Children run and avoid obstacles. They turn pages in a book one at a time and show control in holding and using tools. Children pull up their own trousers.	Children are toilet trained with occasional accidents. Children are confident on nursery play equipment and walk down stairs two feet to each step while carrying a toy. Children are interested in mark-making using tools of their choice.
Literacy	Children are beginning to show interest in Nursery rhymes. They can sing a recognizable tune of a Nursery rhyme. They hold a book the right way up.	Children enjoy joining in with nursery rhymes and doing some of the actions. They can sit for a book with an adult. They can turn pages in a board book without missing any.	Children join in with some repeated refrains or words from a favourite story. They attempt to sing the words from a nursery rhyme.	Children can mark-make using different tools. They can sing a recognisable nursery rhyme along with actions. They can recognise some famous logos.	Children can draw lines and circles and may tell you what their picture is. They have a favourite nursery rhyme which they sing correctly.
Mathematics	Children show an interest in a number nursery rhyme. They enjoy filling and emptying containers. Children are beginning to negotiate space and 'make things fit'. They can	Children can tell a staff member how old they are. They can use shapes and blocks to build their own structure. They can arrange their own toys eg. lining up toys. Children begin to notice numerals. They begin to know their way	Children use 'big' and 'small' in their play for example when building. They can hold up their fingers to show numbers, although this may not always be accurate. Children can turn puzzle	Children can ask for 'more'. They are able to use and understand the preposition 'in'. Children begin to say some number names in order, but may miss some out.	Children will say random number names in their play. They can use and understand the preposition 'on'. Children can complete an inset puzzle independently. Children may begin to recognize numerals 1 to 3. They can match numeral to the right

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	complete a shape sorter. They can recognize two colours. Children can match two similar objects.	around the nursery environment and where things belong. Children know a few colours and can sort by colour.	pieces around to make them fit.	Children may begin to recognize numerals 1 and 2.	quantity up to 3. Children enjoy exploring pattern in the environment and play.
Understanding the World	Children are curious about people and visitors and may watch what they are doing. They enjoy looking at their family book in Nursery. Children can name some animals.	Children enjoy sharing their family book with staff or their friends. They know where things belong and can tidy up with support.	Children are curious about visitors and may ask them simple questions. They can talk about what they have seen in the environment. They enjoy playing with small world toys and resources.	Children can imitate play sequence that an adult has started. They enjoy looking at nature and sharing what they have found. They can match objects which go together- eg cup and a saucer	Children can imitate adults in their play with some accuracy eg making a cup of tea. They can put resources away independently. They enjoy playing with small world toys and resources and can create their own story.
Expressive Arts and Design	Children use different tools to make marks. They join in with some known songs. They use objects and pretend that they are something else	Children move to music. They notice when they have made marks and are happy with their work.	Children can copy movements to music such as clapping. They can make their own music using their bodies such as blowing, tapping etc. They use sound effects in their play such as a car or an animal noise.	Children can sing or make noises at the same time as moving to music or instruments.	Children enjoy mixing different colours and experiment.