

Two-year-old Long Term Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	Families	Farm and Pets	Transport	Under the Sea	Jungle	Fantasy
<b>Possible core texts</b>	<p>The Elephant and the Bad Baby                      And Tango Makes Three                      The Family Book                      Little Seahorse and the Big Question                      Home                      Bath time for little rabbit                      Time for bed spot</p>	<p>100 dogs                      Where's spot                      Spot on the farm                      Busters farm                      Wow said the owl                      There's an owl in my towel                      The grumpy reindeer                      Peter rabbit: the Christmas star</p>	<p>Bear on a Bike                      Whales on the Bus                      Naughty Bus                      Toot Toot, Beep Beep</p>	<p>Hooray for fish                      Don't Worry Little Crab                      Rainbow Fish                      Commotion in the Ocean                      Little Fish's Opposites</p>	<p>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</p>	<p>The Gruffalo                      There's a Dragon in Your Book                      There's a Unicorn in Your Book                      Today I found a mermaid                      The pirates are coming                      There's a with in your book</p>
<b>Songs</b>	<p>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</p>	<p>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</p>	<p>Wheels on the Bus                      Down at the Station                      I ride my little bicycle                      Row, Row Your Boat</p>	<p>1,2,3,4,5 Once I caught a Fish Alive                      A Sailor Went to Sea, Sea, Sea                      Ring-a-Rosie                      Baby shark</p>	<p>Down in the Jungle                      Five Little Monkeys                      Look at the Sneaky Crocodile                      The noisy animals in the jungle</p>	<p>Five Little Men in a Flying Saucer                      I can Sing a Rainbow</p>

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Outcomes		
	2 YO entry	2YO Exit/ 3YO Entry
<b>Communication and Language</b>	<p>Children enjoy listening to stories. 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.</p>	<p>Children understand more complex sentences e.g. put your toys away and we will read a book. They understand simple questions. They ask for their favourite book to be re-read and listen eagerly. They talk about ownership e.g. my teddy, your book. They know their full name. 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 of a favourite nursery rhyme. Children use a wide range of words including nouns, adjectives and verbs. Although they may not always use them correctly, children use pronouns and plurals. Children can follow simple instructions with support. Children can shift from one task to another, if you get their attention by using their name. Children understand the purpose of objects e.g. scissors, umbrella. Children understand and can answer who, what and where questions with prompts. Children can listen and respond appropriately on a 1:1 basis. Children talk about themselves or their family e.g. "I live with my mammy". They make their needs known through speech and are able to express their point of view or give an opinion. Children speak using 4 to 6 word sentences e.g. "I want to play outside". They use past and future tenses e.g. "I went to the park". Mistakes can be made at times e.g. "I go-ed to the park".</p>
<b>Personal, Social and Emotional Development</b>	<p>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. They show concern for others who are upset and may offer comfort.</p>	<p>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. 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 know that they belong to a group within nursery and where to find it and who their key worker is. They can focus at an adult-led activity in a small group of up to 3. They can stay at an activity of their choice for up to 5 minutes. Children wash their hands independently when told to do so. Children can put on their coat, shoes and wellies with adult support. Children are proud of their own achievements and enjoy sharing this with others. Children can recognise how another child is feeling. They recognise when they need the toilet and can go independently.</p>
<b>Physical Development</b>	<p>Children play while squatting then rise to their feet without using their hands. Children walk steadily using their whole foot. 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</p>	<p>Children run and avoid obstacles. They 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. They show awareness of how to keep themselves safe when climbing. Children have the core strength to sit comfortably without a back support. They take part in movements that cross their mid-line e.g. flipper flapper. They can move in a range of ways in their play. Children can use scissors to make snips in</p>

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	can put on their own hat, unzip their coat and take it off when undone. They turn pages in a book one at a time. Children are interested in mark-making using tools of their choice.	paper. They have a preferred hand during play. They can sit with their legs crossed on the floor. They can pedal a single trike. Children sit comfortably on a chair.
<b>Literacy</b>	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 attempt to sing the words from a nursery rhyme. Children can mark-make using different tools.	They can sing 2 or 3 nursery rhymes from memory. Children join in with some repeated refrains or words from a favourite story. Children respond appropriately to a story and have a favourite book. Children can predict what a story will be about by looking at the front cover. They can recall some information from a story they have just heard. They can recognise some famous logos. Children can draw lines and circles and may tell you what their picture is. Children attempt to write their name. It may not be recognisable but the child will tell you that it is their name.
<b>Mathematics</b>	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 complete a shape sorter. They can recognize two colours. Children can match two similar objects. 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. They begin to know their way around the nursery environment and where things belong. 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 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 quantity up to 3. They are able to count using one to one correspondence to 5. Children recognise, and are beginning to talk about patterns around them using simple language. Children can rote count to 3 and beyond. They are able to subitise 1 and 2. They demonstrate their awareness of shape in their play. Children simply compare objects by their size, length, weight and capacity. They demonstrate mathematical awareness in their mark-making and play. Children demonstrate awareness of shape in their play and are beginning to talk about it using everyday language.
<b>Understanding the World</b>	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. They know where things belong and can tidy up with support. 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. Children can make up their own play in the home corner. Children talk about their family. They can discuss a family photograph and talk about who lives in their house. They take part in a celebration and may be able to talk about it. Children know the name of a friend. They notice they have similarities and differences to the way others look e.g. hair colour, skin type, disability. Children operate simple mechanical equipment in their play. They talk about a material and its properties using simple everyday language. Children talk about the changes in their environment and about what they see. They show respect and care for animals.
<b>Expressive Arts and Design</b>	Children use different tools to make marks. They join in with some known nursery rhymes. They use objects and pretend that they are something else. Children move to	Children can sing or make noises at the same time as moving to music or instruments.

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	<p>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.</p>	<p>Children enjoy mixing different colours and experiment. Children create their own props to use in play. They can use a colour for a purpose. Children can name colours (red, blue, yellow, green, purple, orange) and mix them for fun. Children can draw a simple representation of a person. Children can play a simple instrument and can match sounds to objects or pictures. After listening to music, children can tell you their opinion about the music they have heard. Children can continue an adult-led role-play activity and use objects to represent something else in their play.</p>
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**Last updated: September 2024**