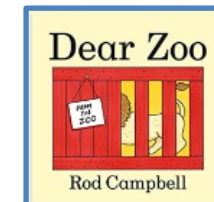
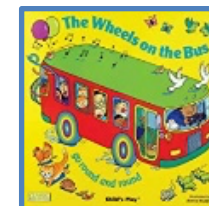
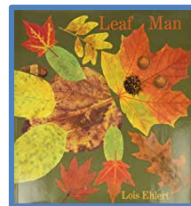
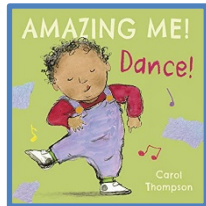




Frodsham Primary Academy

Two Year Old Curriculum

EYFS 2022-2023



Planning a sequenced curriculum to ensure all children make progress and are ready for the next stage of their education.

V1 December 2022

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING

The prime areas of learning and development

Why the prime areas are 'prime'

As emphasised in the original Tickell review of the EYFS, the prime areas are fundamental to children's successful learning in the specific areas. The specific areas cannot be encountered in isolation from communication and language or personal, social, emotional and physical development since children always experience the world through communication and physical and sensory involvement. A strong foundation in the prime areas is essential as evidence shows that, if it is not securely in place by age five, it holds children back in other areas of learning and development.

The new EYFS framework makes it clear that practitioners should observe and respond to each child in their care on an on-going basis. There should be a focus on the prime areas for younger children, with gradual building in of support in the specific areas for older children, as they develop. In all instances, the support should be appropriate to an individual child's level of development and progress.

Practitioners will take a flexible approach, responding to each child as an individual learner. There is nothing in the framework that prevents a practitioner from introducing aspects from the specific areas of learning and development for an individual child earlier than they might for other children, if they judge that to be appropriate. At this stage, practitioners will continue to look at the next stage of the progressive curriculum written for EYFS.

EYFS:

Sequenced Curriculum - 2022 to 2023

New EYFS Framework

Age Related Expectations * Teaching and learning to be differentiated through short term planning, driven by assessment

Consolidation and revisit of key skills, knowledge and understanding through continuous and enhanced provision

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Theme	All About Me	Let's Go Outside	Water	Growing	Transport	Animals
Planning around a quality text: Year B <i>Guidance - To be chosen following children's interests.</i>						
Linked texts	<ul style="list-style-type: none"> o Amazing Me – Music o Everybody Has a Body o My Presents – Rod Campbell 	<ul style="list-style-type: none"> o Seasons Come and Seasons Go - Tree o That's Not My Hedgehog 	<ul style="list-style-type: none"> o Orange Fish, Green Fish o There was an Old Lady who Swallowed the Sea o Only One You 	<ul style="list-style-type: none"> o Noisy Farm, flip and flap book o Spot Goes to the Farm o I Went Walking o On the Farm 	<ul style="list-style-type: none"> o That's Not My Bus o Toot Toot Beep Beep o Choo Choo Clickety Clack 	<ul style="list-style-type: none"> o It's Mine o That's Not My Tiger o Animals Babies o Poo in the Zoo
Linked rhymes / songs	<ul style="list-style-type: none"> o Hello Song o If You're Happy and You Know it o One Finger one Thumb Keep Moving o Wind the Bobbin Up o My Dog is a Good Dog o This is the Way We ... the Hands 	<ul style="list-style-type: none"> o Twinkle, Twinkle o All the Leaves are Falling Down o Ring, a Ring a Roses o We're Marching in our Wellingtons o I'm a Little Hedgehog 	<ul style="list-style-type: none"> o Five Little Specked Frogs o Sleeping Bunnies o One, Two, Three, Four, Five o Row Row Row Your Book o Incy Wincy Spider o Jack and Jill 	<ul style="list-style-type: none"> o Old McDonald Had a Farm o This little Piggie went to Market – finger rhyme o Five Little Ducks o Baa Baa Black Sheep o Little Bo Peep o Hey Diddle, Diddle 	<ul style="list-style-type: none"> o The Wheels on the Bus o We're driving in our Car 	<ul style="list-style-type: none"> o Teddy Bear, Teddy Bear Turn Around o When Goldilocks Went to the House of the Bears

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING

Enrichments Visitors / trips	Visitors / Videos <ul style="list-style-type: none"> ○ Family visits ○ Video messages from home 	Visitors / Videos <ul style="list-style-type: none"> ○ Garden centre- Tree delivery Trip: <ul style="list-style-type: none"> ○ Autumn walk – Forest School 	Visitors / Videos <ul style="list-style-type: none"> ○ Images from Sea life centre Trip: <ul style="list-style-type: none"> ○ Frosty walk on the school field 	Visitors / Videos <ul style="list-style-type: none"> ○ The farm Trip: <ul style="list-style-type: none"> ○ The farm 	Visitors / Videos <ul style="list-style-type: none"> ○ Fire officer/ PCSO Trip: <ul style="list-style-type: none"> ○ Visit to the fire station 	Visitors / Videos <ul style="list-style-type: none"> ○ Vet Trip: <ul style="list-style-type: none"> ○ Zoo lab
Celebrations / Festivals / Special Events	<ul style="list-style-type: none"> ○ Birthdays ○ Grandparents Day (3rd Oct) ○ Nursery Rhyme week (15th Nov) 	<ul style="list-style-type: none"> ○ Harvest Festival ○ Hannukah ○ Bonfire Night ○ National Tree Week (29th Nov – 3rd Dec) ○ Christmas 	<ul style="list-style-type: none"> ○ National story telling week (31st Jan) ○ Chinese New Year 	<ul style="list-style-type: none"> ○ Mother's Day (27th March) ○ Easter 	<ul style="list-style-type: none"> ○ Mental Health Awareness Week ○ Father's Day (19th June) 	<ul style="list-style-type: none"> ○ World Ocean Day (8th June) ○ Father's Day (19th June)

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING

Characteristics of Effective Teaching & Learning to be embedded through all areas of learning ... creating powerful learners and thinkers

Playing & Exploring

- Realise that their actions have an effect on the world, so they want to keep repeating them.
- Plan and think ahead about how they will explore or play with objects.
- Guide their own thinking and actions by talking to themselves while playing. *For example, a child doing a jigsaw might whisper under their breath: "Where does that one go? – I need to find the big horse next."*
- Make independent choices.
- Do things independently that they have been previously taught.
- Bring their own interests and fascinations into early years settings. This helps them to develop their learning.
- Respond to new experiences that you bring to their attention.

Active Learning

- Participate in routines, such as going to their cot or mat when they want to sleep.
- Begin to predict sequences because they know routines. *For example, they may anticipate lunch when they see the table being set, or get their coat when the door to the outdoor area opens.*
- Show goal-directed behaviour. *For example, babies may pull themselves up by using the edges of a low table to reach for a toy on top of the table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object.*
- Begin to correct their mistakes themselves. *For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit.*
- Keep on trying when things are difficult.

Thinking and Creating Critically

- Take part in simple pretend play. *For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup.*
- Sort materials. *For example, at tidy-up time, children know how to put different construction materials in separate baskets.*
- Review their progress as they try to achieve a goal. Check how well they are doing.
- Solve real problems: *for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries.*
- Use pretend play to think beyond the 'here and now' and to understand another perspective. *For example, a child role-playing the billy goats gruff might suggest that "Maybe the troll is lonely and hungry? That's why he is fierce."*
- Know more, so feel confident about coming up with their own ideas. Make more links between those ideas.
- Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING

COMMUNICATION & LANGUAGE: □ Listening, Attention & Understanding □ Speaking

Educational Programme: The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Autumn

Spring

Summer

Learning Priorities: Linked to Development Matters 2021

Listening, Attention and Understanding

- Listen to and **begin to** join in with rhythmic activities
 - ⇒ Responding to actions / words
- **Begin to** listen to and enjoy short stories (with clear illustrations / use of props)
 - ⇒ Read 1:1 (book share) / small KP group
- Listen with interest to the noises adults make then they read stories
 - * Also see Literacy / Reading
- Recognise and respond to some familiar sounds
- Pay attention when someone is talking 1:1
 - ⇒ Respond to name
 - ⇒ Show interest in others as they talk
 - ⇒ Watch someone’s face / mouth when they are talking
 - ⇒ Respond to gestures, actions, words
- ⇒ Develop vocabulary linked to daily experiences
 - ⇒ Reach / point / collect
- ⇒ Listen and respond to a simple instruction with gestures
 - ⇒ Linked to familiar routine / experience
 - ⇒ As part of Key Person group
- Understand and respond to ‘who’ and ‘what’ questions

Speaking

- **Begin to** join in with rhyme and song time
 - ⇒ Repeat - words / phrases
- **Begin to** extend vocabulary, repeating some heard words
- String two / three words together
 - ⇒ To share simple feelings / needs within the daily routine
 - ⇒ Within pretend play
- **Begin to** ask some ‘who’ and ‘what’ questions
- **Begin to** develop conversation 1:1

Listening, Attention and Understanding

- Listen to and join in with rhythmic activities in KP group
 - ⇒ **Begin to** match actions to words
- Listen to and enjoy short stories (with clear illustrations / use of props)
 - ⇒ Read 1:1 (book share) / small KP group
- Listen with interest to the noises adults make then they read stories and **begin to** make story links
- Recognise and respond to some new sounds
- Pay attention when someone is talking 1:1 / KP group
 - ⇒ Respond to gestures / actions / words / simple sentences
- Develop vocabulary linked to daily experiences
 - ⇒ Reach / point / collect
- Listen and respond to a simple instruction with two key words
 - ⇒ Linked to familiar and some new experiences
- **Begin to** understand and respond to ‘where’ questions

Speaking

- Join in with rhyme and song time
 - ⇒ Repeat - words / phrases / simple sentences
 - ⇒ Identify missing words at the end of sentences
- **Begin to** use a wider range of vocabulary
 - ⇒ Linked to: □ daily routine □ interests
- String three / four words together
 - ⇒ To share simple feelings / needs within the daily routine
 - ⇒ Within pretend play
- Ask some ‘who’ and ‘what’ questions
- **Continue to** develop conversation 1:1
- **Continue to** develop enunciation of speech sounds – p / b / m / w
- **Begin to** use pronouns – *me / him / she*
- **Begin to** use prepositions – *in / on*
- **Begin to** use some plurals

Listening, Attention and Understanding

- Listen to and join in with an increasing range of rhythmic activities
 - ⇒ Match actions to words
- Listen to and enjoy short stories (with clear illustrations / use of props)
 - ⇒ Read 1:1 (book share) / small KP group
- Listen with interest to the noises adults make then they read stories and make story links
- Recognise and respond to an increasing range of sounds
- Pay increasing attention when someone is talking in KP group
 - ⇒ Respond to gestures / actions / words / longer sentences
- Develop vocabulary linked to daily experiences
 - ⇒ Reach / point / collect
- Listen and respond to a simple instruction with three key words
 - ⇒ Linked to familiar and some new experiences
- Understand and respond to ‘who’, ‘what’ and ‘where’ questions

Speaking

- Join in with rhyme and song time
 - ⇒ Repeat - words / phrases / simple sentences
 - ⇒ Identify missing words at the end of sentences
- **Continue to** use a wider range of vocabulary
 - ⇒ Linked to: □ daily routine □ interests
- String four / five words together
 - ⇒ To share simple feelings / needs within the daily routine
 - ⇒ Within pretend play / share experiences
- **Begin to** ask some ‘where’ questions
- Develop conversation 1:1
- Develop enunciation of speech sounds – p / b / m / w
- Use pronouns – *me / him / she*
- Use prepositions – *in / on / under*
- Use some plurals

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING

Personal, Social and Emotional Development □ Self-Regulation □ Managing Self □ Building relationships

Educational Programme: Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life

Autumn

Spring

Summer

Learning Priorities: Linked to Development Matters 2021

Self-Regulation

- **Begin to** self soothe
 - ⇒ Through discussion with family members about what techniques work at home
 - ⇒ Using a comfort object if required
- **Begin to** respond to KP soothing techniques
- **Begin to** express a range of emotions through actions or expressions
- **Begin to** show limited awareness of effortful control

Managing Self

- **Begin to** interact with others around them
- **Begin to** explore their own bodies
 - ⇒ **Begin to** copy the actions of KP when pointing to eyes/nose/moth
- **Begin to** explore with objects in their surrounding and familiar area
- **Begin to** accept praise and reassurance
- **Begins to** be aware of differences in others around them
 - ⇒ Children may ask questions for example ‘Why do they have red hair? Why are they smaller?’
 - **Begin to** communicate that they have a wet/soiled nappy
 - **Begin to** tell you when they are urinating

Building Relationships

- **Begin to** build relationship with KP
- **Begin to** engage with others through talk/gesture/gaze
- **Begin to** seek praise from KP or familiar adult
- **Begins to** conform with care routines provided by KP
- Can play on their own with a KP close by
- **Begin to** be aware of other children in their environment

Self-Regulation

- Can self soothe when leaving parent each session.
 - ⇒ Using a comfort objects/ seeking reassurance from KP/ getting busy and engaging with their environment.
 - **Begin to** use words to express their emotions such as ‘sad’ ‘angry’ or ‘happy’
 - Can show some awareness of effortful control and is able to wait their turn with support from the KP

Managing Self

- Shows and interest in familiar objects
- **Begin to** have a preference for a particular item/toy/drink/snack
- **Begin to** try new things from the proximity of a close adult or KP
- **Begins to** show confidence and a determination in achieving their owns goals
- Seeks praise and encouragement from trusted adults
- **Begin to** show independence in asking for help
- **Begin to** accept the needs of others
- Tell KP or trusted adult when they are about to urinate

Building Relationships

- Talks or communicates their choices with KP or familiar adults
- Joins in with care routines with familiar adult
- Plays alongside other children with KP close by
- Is aware of other children and **begins to** be more independent when smiling and looking at others for engagement.

Self-Regulation

- Responds well to predictable routines and uses their knowledge of this to self soothe
- Can express their own feelings through actions or words
- **Begin to** find ways to manage their own emotions using resources or environmental strategies
 - ⇒ **Begins to** talk about their own emotions and what has made them feel that way
 - Can wait their turn when engaging in play or games with a trusted adult close by.
 - **Begins to** ask questions about emotions that are displays in books, for example when a character is crying and **begins to** give suggestions for how to manage the emotion.
 - **Begin to** give reasons and explanations for their own emotions

Managing Self

- **Begin to** enjoy exploring new places with KP and trusted adults
 - ⇒ School trips/ local area walk/ joint play session/Park
- Shows independence when needing help or support
- Accepts through questions and response that people have differences but that everyone can be included
- Communicates with KP or trusted adults about their desire to use the potty or the toilet.

Building Relationships

- Is confident to share experiences with KP and familiar adults
- Is able to play with other children who are familiar and enjoy the same interests.
- Develops preferred friendships with other children

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING

Physical Development Gross Motor Fine Motor

Educational Programme: Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Autumn

Spring

Summer

Learning Priorities: [Linked to Development Matters 2021](#)

Gross Motor

- **Begin to** show control over their full body
 - ⇒ Waving, kicking, rolling, walking and running
- **Begin to** move when they hear music
- **Begin to** build independence when tackling a new resource such as blocks, monkey bars, tunnels, soft play, climbing walls etc.
- **Can walk independently**
- **Begin to** climb with adult support
- **Begin to** use the stairs independently
- Can sit on a push-along wheeled toy

Fine Motor

- **Begin to** join in with mealtimes by holding their own spoon or fork to feed themselves.
- Can hold their own sippy cup for a drink
- **Begin to** show an interest in pouring and filling using large containers.
- **Begin to** show a desire in assisting with dressing routines
- **Begin to** zip their own coat when supported by an adult
- **Begin to** show explore different ways to manipulate paper
 - ⇒ Make marks
 - ⇒ Tear
 - ⇒ Draw
 - ⇒ Cut
 - ⇒ Scrunch
 - ⇒ Roll
- Begin to explore different objects by picking up and using
 - ⇒ Brushes
 - ⇒ Rolling pins
 - ⇒ Shells
 - ⇒ Clay/Playdough

Gross Motor

- Shows some controlled movements when walking/running/ kicking and **begin to** jump using two feet.
- **Begin to** clap and stamp their feet when they hear music
- Can fit themselves into a tunnel/den/large box by manoeuvring their body
- **Begin to** kick and throw balls
- Explores new outdoor equipment with confidence and using these with more independence.
- Awareness of how to jump using two feet jump off the ground
- Can use a scooter independently

Fine Motor

- Can feed themselves independently using a spoon
- **Begin to** hold an open topped cup to drink from using two hands
- Can pour from one container to another using two hands
- Can take off their own shoes and put on their own welly boots
- **Begin to** assist with putting coats on- arms supported
- **Begin to** assist with dressing routines.
- **Begin to** show control over their
 - ⇒ Mark making- circles/lines
 - ⇒ Tear- one hand tear
 - ⇒ Draw- Shapes/faces
 - ⇒ Cut- Using two hands scissor hold
 - ⇒ Scrunch using two hands
 - ⇒ Roll- showing pressure from two hands
- Begin to explore different objects by picking up and using
 - ⇒ Brushes- Palmer grasp
 - ⇒ Rolling pins- two handed
 - ⇒ Shells- Pincer grip
 - ⇒ Clay/Playdough- Manipulate by rolling, squeezing, poking

Gross Motor

- Shows different ways of responding to music
 - ⇒ Clap, stomp, jump, hop, spin
- **Begin to** show awareness of the size of 'object' that they can fit into in relation to their body.
- **Begin to** catch balls and shows more accuracy with kicking and throwing
- Can walk, run, climb and jump independently
- Can use a tricycle and **begin to** pedal without support.

Fine Motor

- **Begin to** drink from a range of cups without support
- **Begin to** explore food using a knife and fork at meal times to cut their food.
- Can pour a drink from a large jug
- Can put on their own coat independently
- **Begin to** attempt fastening their own buttons
- Controls mark making apparatus and equipment with improved control
 - ⇒ Mark making- Pressure applied to tools to create
 - ⇒ Drawing- Familiar objects can be seen
 - ⇒ A defined pincer grip
 - ⇒ Begins to show a preference for a dominant hand
- Shows control when exploring different objects

CORE VALUES:

CHILDREN FIRST

RESILIENCE

PIONEERING