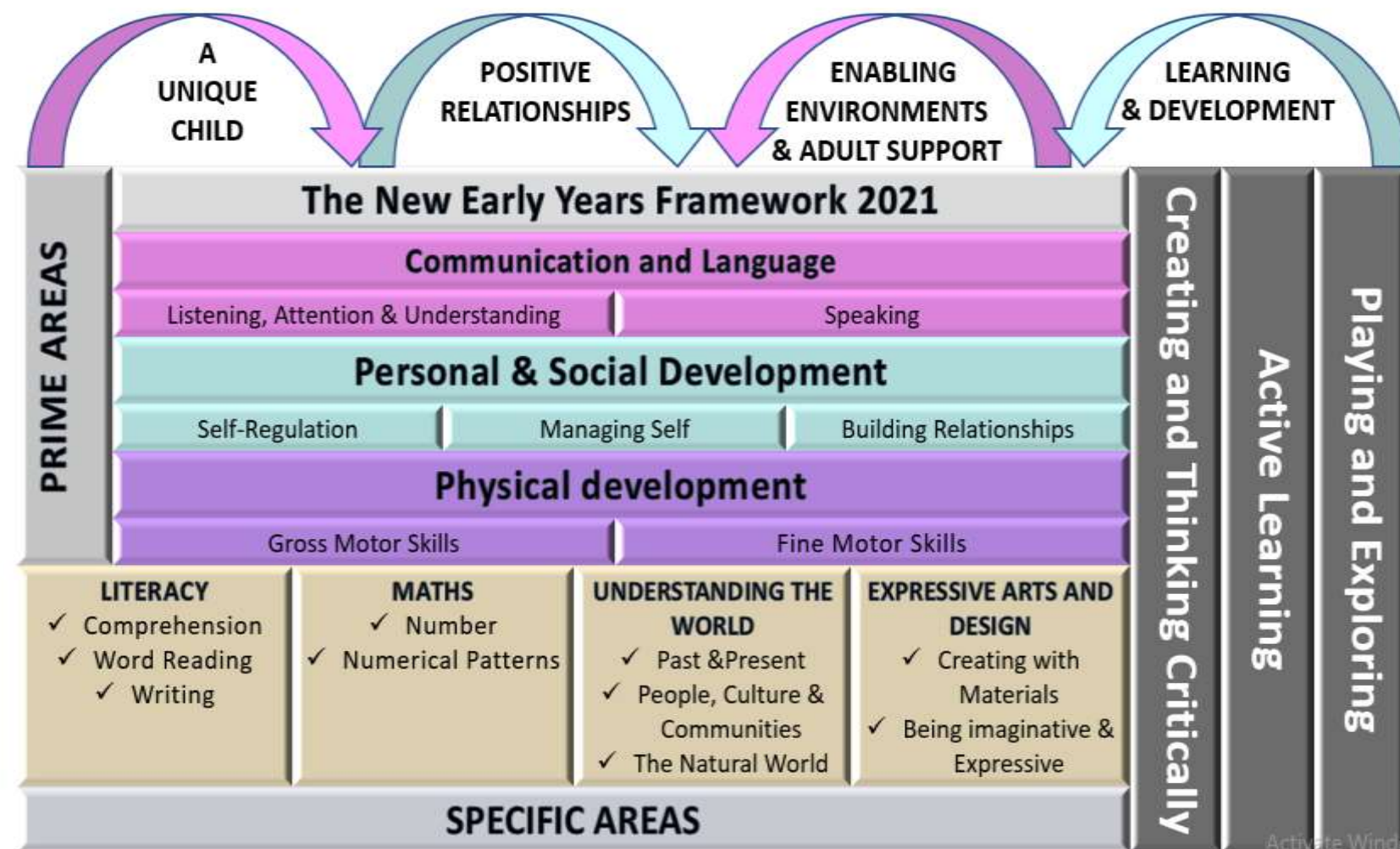









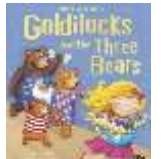

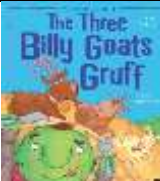
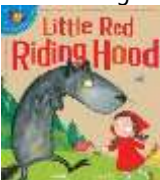
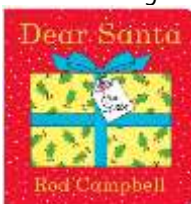



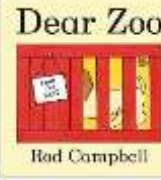


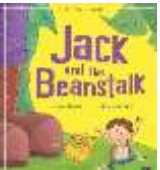

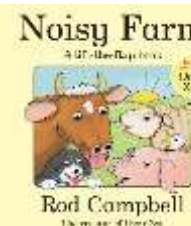

Hardwick Green Primary Academy

2-Year-Old Long Term Plan 2023-24



At Hardwick Green Primary Academy we offer a curriculum rich in wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning. It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others.

The main focus within the two-year-old provision is developing the prime areas (C&L, PD, PSED). You may wish to consider using enhancements to fit the theme and key texts however enhanced provision should predominately be directed by the children's interests.

2-3 LTP	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Where do I belong? 	Once Upon a Time 	Where in the world 	All creatures great and small 	Growing and farms 	Do you like to be beside the seaside? 
Explorations	All about me Family Our community People who help us Buildings	Traditional tales Christmas	Food from different countries Learning about different cultures Different countries Seasons	Animals Minibeasts Dinosaurs	Plants Farm animals Food Babies	The seaside Sea creatures
Key Texts	 Goldilocks and the three bears  The Tiger Who Came to Tea Judith Kerr Tiger who came to tea  Whatever Next! Jill Murphy	 The Three Billy Goats  Little Red Riding Hood  Dear Santa Rod Campbell	 Polar Bear, Polar Bear  Baby goes to market	 The Very Hungry Caterpillar  Dear Zoo Rod Campbell  Dear Zoo  Brown bear, brown bear	 Jack and the beanstalk  The little red hen  Noisy Farm Rod Campbell	 Hooray for fish!  At the beach
Potential experiences	Visit from emergency services Trip to the woods	Christmas Stay & Play	Food tasting	ZooLab/Butterfly World Easter stay & play	Farm visit	Seaside visit
Enhancements* (provision enhancements should also be directed by the children's interests)	Diwali Space Week	Halloween Bonfire Night Christmas World Nursery Rhyme Week	Chinese New Year Valentine's Day	World Wildlife Day World Book Day Mother's Day	Eid World Bee Day	World Ocean's Day Father's Day

<p>PSED</p>	<p>*Find ways of managing transitions, for example from their parent to their key person. *Increasing desire to be independent. *To be aware of rules and boundaries. Beginning to learn about the golden rules: for example 'kind hands', 'walking feet'.</p>	<p>*Beginning to express preferences and decisions. They also try new things and start establishing their autonomy. *Begins to feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. *Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. *Feel strong enough to express a range of emotions.</p>	<p>*Develop play with other children *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. *May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they shouldn't do.</p>	<p>*Notice differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. *Safely explore emotions beyond their normal range through play and stories. (Sign 4 feelings - begins to understand a range of emotions) *Be increasingly able to talk about and manage their emotions. *Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions.</p>	<p>*Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". *Develop independence and will try to do things by themselves. Will say no to help- but will sometimes be upset when unsuccessful. *Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others feelings.</p>	<p>*Find ways of managing transitions, for example from the 2-3's to 3-4's room. *Play with increasing confidence on their own and with other children- because they know their key person is nearby and available. *Feels strong enough to express a range of emotions. *Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. *Is able 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 (starting to show effortful control – and be aware of rules/boundaries)</p>
<p>C&L</p>	<p>*Enjoy singing, music and toys that make sounds. *Listen and respond to a simple instruction *Recognise and point to objects if asked about them. *Understand simple instructions like "give to mummy" or "stop" * Copy your gestures and words. *Understand single words in context – 'cup', 'milk', 'daddy'. *Understand frequently used words such as 'all gone', 'no' and 'bye-bye'. *Uses single words during play.</p>	<p>*Beginning to talk about people and things that are not present. * Beginning to put 2/3 words together *Start to say how they are feeling, using words as well as actions (Begin to express themselves) *Enjoys laughing and being playful with others. *Listens to and enjoys rhythmic patterns in rhymes and stories *Beginning to ask simple questions</p>	<p>*Beginning to know many rhymes. *Generally, focus on an activity of their own choice and find it difficult to be directed by an adult *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'. *Confidently put 2/3 words together. *Frequently asking questions. *Listens with interest to the noises adults make when they read stories. *Identifies action words by following simple instructions e.g. show me jumping *Begin to understand more complex sentences, e.g. put your toys and sit on the carpet *Learns new words rapidly and uses them in communicating.</p>	<p>*Begin to talk about familiar book. *Single channelled attention, can shift to a different task if attention is fully obtained – using child's name to fully focus child. *Uses language to share feelings, experiences and thoughts. *Beginning to use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p>*Be able to talk about familiar books. *Listens to familiar stories with increasing attention and recall. *Develop understanding of simple concepts, fast / slow good/bad *Understands the use of objects. – what do we use to cut *Use a wider range of vocabulary based on their own experiences.</p>	<p>*Understand and act on longer sentences like make teddy jump or find your coat. *Understands and uses simple questions about 'who', 'what' and 'where' (but generally not 'why'). * 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. For example: 'Hassan's coat', 'blue car', 'shiny apple'.</p>
<p>PD</p>	<p>*Try a wider range of foods with different tastes and textures. *Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. *Build independently with a range of appropriate resources.</p>	<p>*Beginning to sit on a push-along wheeled toy, use a scooter or ride a tricycle. *Clap and stamp to music. *Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. *Explore different materials and tools. (Playdough, real tools, hammers)</p>	<p>*Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. *Develop manipulation and control (one handed tools). *Holds mark making tools with thumb and all fingers.</p>	<p>*Use large and small motor skills to do things independently, for example attempts to do zips, and pour drinks. *Go up steps and stairs, or climb up apparatus, using alternate feet. *Enjoy starting to kick, throw and catch balls. *Able to build independently with a range of appropriate resources (Both large or small scale structures with loose parts).</p>	<p>*Spin, roll and independently use ropes and swings (for example, tyre swings). *To begin to use one-handed tools and equipment, for example, making snips in paper with scissors or a knife to spread jam. *Beginning to recognise danger and seeks support of significant adults for help. *Kicks a stationary ball with either foot.</p>	<p>*Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. *Beginning to match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. *Go up steps and stairs, or climb up apparatus, using alternate feet. *Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p>

	<ul style="list-style-type: none"> *Walk, run, jump and climb – and start to use the stairs independently *Beginning to develop manipulation and control. (through playdough, threading, puzzles etc.) When holding crayons, chalks etc, *Makes connections between their movement and the marks they make. 				<ul style="list-style-type: none"> *Throws a ball with increasing force. *Starts to catch a large by using two hands and their chest to trap it. 	<ul style="list-style-type: none"> *Use large muscle movements to wave flags and streamers, paint and make marks.
Lit	<ul style="list-style-type: none"> * Copy finger movements and other gestures. *Enjoys songs and rhymes tuning in and paying attention. *Pay attention and responds to the pictures or the words. * Enjoy drawing freely. *Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. (Begin to engage in phonic phase 1 activities) 	<ul style="list-style-type: none"> *Enjoys sharing books with an adult. *Enjoys drawing freely. *Enjoys rhythmic and musical activity with percussion, songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes *Sing songs and say rhymes independently, for example, singing whilst playing. *Pay attention and responds to the pictures or the words. 	<ul style="list-style-type: none"> *Have favourite books and seeks them out, to share with an adult. *Repeat words and phrases from familiar stories. *Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology. *Say some of the words in songs and rhymes 	<ul style="list-style-type: none"> *Add some marks to their drawings, which they give meaning to. For example: “That says mummy.” *Develop play around favourite stories using props. *Ask questions about the book. Makes comments and shares their own ideas. *To join in with songs and rhymes, copying sounds, such as loud, quiet, fast, slow, using instruments. 	<ul style="list-style-type: none"> * Develop play around favourite stories using props. *Beginning to join in with conversations about stories and learn new vocabulary 	<ul style="list-style-type: none"> *Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. (Recognises important prints to me) *Sing songs and say rhymes independently, for example, singing whilst playing. * Repeat words and phrases from familiar stories. *Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone. *Make marks on their picture to stand for their name (recognise important prints to me)
Math	<ul style="list-style-type: none"> *React to changes of amount in a group of up to three items. *Beginning to recite number names in sequence. *Take part in finger rhymes with numbers. * *Say some number names randomly 	<ul style="list-style-type: none"> *Combine objects like stacking blocks and cups. Put objects inside others and take them out again. *Build with a range of resources. *Complete inset puzzles. *Beginning to categorise objects according to properties such as shape or size 	<ul style="list-style-type: none"> *React to changes of amount in a group of up to three items. *Count in everyday contexts, sometimes skipping numbers - ‘1-2-3-5.’ *Recites some number names in sequence *Beginning to recite numbers past 5. *Beginning to show finger numbers up to 5. *Beginning to recognise numerals of personal significance. 	<ul style="list-style-type: none"> *Beginning to categorise objects according to properties such as shape or size. *Beginning to use positional language. *Notices patterns and arrange things in patterns. *Climb and squeezing selves into different types of spaces *Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc. 	<ul style="list-style-type: none"> *Recites numbers in order to 10. *Counts up to three or four objects by saying one number name for each item. *Recognise some numerals of personal significance. *Fast recognition of up to 3 objects, without having to count them individually (‘subitising’). * Recite numbers past 5. * Say one number for each item in order: 1,2,3,4,5. * Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). * Experiment with their own symbols and marks as well as numerals. *Selects a small number of objects from a group when asked. *Compare amounts, saying ‘lots’, ‘more’ or ‘same’. 	<ul style="list-style-type: none"> *Uses positional language. *Make comparisons between objects relating to size, length, weight and capacity *Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. *Combine shapes to make new ones – an arch, a bigger triangle etc. *Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc. *Compare sizes, weights etc. using gesture and language - ‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy’.
UW	<ul style="list-style-type: none"> *Repeat actions that have an effect. (Exploring how things work) *Explore materials with different properties. 	<ul style="list-style-type: none"> *Explore and respond to different natural phenomena in their setting and on trips. (standing in the rain with wellies and umbrellas, jumping 	<ul style="list-style-type: none"> *Talk about the differences between materials and changes they notice. (Snow, Ice melting) 	<ul style="list-style-type: none"> * Beginning to plant seeds and care for growing plants. *Explore collections of materials with similar and/or different properties. 	<ul style="list-style-type: none"> *Show interest in different occupations i.e. doctors, postman, refuse collectors. * Explore how things work. (problem solving & science experiments) 	<ul style="list-style-type: none"> *Make connections between the features of their family and other families. *Notice differences between people. *Explore and respond to different natural phenomena in their setting and on trips.

	<p>*Beginning to explore natural materials, indoors and outside. (curiosity, loose parts natural thinkers)</p>	<p>in puddles, bugs, local walks etc)</p>	<p>*Notice differences between people. (culture wheels, family days/ photos)</p>		<p>* Able to talk about what they see, using a wide vocabulary. *Plant seeds and care for growing plants. (showing respect for the natural world) *Beginning to use all their senses in hands-on exploration of natural materials (curious to explore and make own choices).</p>	
EAD	<p>*Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. *Explore their voices and enjoy making sounds. *Move and dance to music</p>	<p>*Show attention to sounds and music. (when you play different cultural/genre music etc.) *Explore different materials, using all their senses to investigate them. (cornflour, shaving foam for example) *Beginning to make marks intentionally.</p>	<p>*Begin to use their imagination as they consider what they can do with different materials. *Explore their voices and enjoy making sounds. (loud, quiet, fast, slow) *Manipulate and play with different materials using various tools like scissors, cutters, hammers.</p>	<p>*Beginning to make simple models which express their ideas. *Makes marks intentionally. (in flour, sand, pens, crayons, paint etc) *Freely explores paint, using fingers and other parts of their bodies as well as brushes and other tools. *Explore different materials, using all their senses to investigate them. *Join in with songs and rhymes, making some sounds.</p>	<p>*Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. *Able to make simple models which express their ideas. i.e. junk modelling, loose parts. *Beginning to develop their own ideas and then decide which materials to use to express them. *Explore colour and colour-mixing *Respond emotionally and physically to music when it changes. •Make rhythmical and repetitive sounds. •Explore a range of sound-makers and instruments and play them in different ways.</p>	<p>*Use their imagination as they consider what they can do with different materials. *Make simple models which express their ideas *Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. *Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.</p>