

Our Lady and St Edward's Catholic Primary School

2 yr old Medium Term Topic Plan

Spring Term 2021-22

<b>THEME: OURSELVES</b>			
<b>Spring 1</b>			
	<b>Shapes I can see</b>	<b>Making Patterns</b>	<b>Puzzles</b>
	<p>Observation Check</p> <ul style="list-style-type: none"> <li>By around 2 years old, is the child showing an interest in what other children are playing and sometimes joins in?</li> <li>Towards their second birthday, can the child use up to 50 words?</li> <li>Is the child beginning to put two or three words together: "more milk"?</li> <li>Is the child frequently asking questions, such as the names of people and objects?</li> </ul>		
<b>CL</b>	<p>Reach or point to something they want while making sounds. Constantly babble and use single words during play. Copy your gestures and words.</p>	<p>Copy your gestures and words.  Use intonation, pitch and changing volume when 'talking'.</p>	<p>Understand single words in context – 'cup', 'milk', 'daddy'. Understand frequently used words such as 'all gone', 'no' and 'bye-bye'.</p>
	<p>Observation Check</p> <p>Around the age of 2, does the child start to see themselves as a separate person? For example, do they decide what to play with, what to eat, what to wear?</p>		
<b>PSED</b>	<p>Develop friendships with other children Be increasingly able to talk about and manage their emotions.</p>	<p>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</p>	<p>Be increasingly able to talk about and manage their emotions. Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on.</p>
	<p>Observation Check</p> <p>Around their second birthday, can the toddler run well, kick a ball, and jump with both feet off the ground at the same time?</p>		
<b>PD</b>	<p>1. Gradually gain control of their whole body through continual practice of large</p>	<p>Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</p>	<p>1. Build independently with a range of appropriate resources.</p>

\*Based on 'Development Matters' Birth to three

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	movements, such as waving, kicking, rolling, crawling and walking.		
<b>L</b>	<ol style="list-style-type: none"> <li>Copy finger movements and other gestures</li> <li>Enjoy sharing books with an adult</li> </ol>	<ol style="list-style-type: none"> <li>Enjoy drawing freely</li> <li>Add some marks to their drawings which they give meaning to.</li> </ol>	<ol style="list-style-type: none"> <li>Pay attention and respond to the pictures or the words</li> <li>Notice some print such as the first letter of their name, a bus, a door or a familiar logo.</li> </ol>
<b>M</b>	Combine objects like stacking blocks and cups. Put objects inside others and take them out again.	Notice patterns and arrange things in patterns Take part in finger rhymes with numbers.	Complete inset puzzles Build with a range of resources Climb and squeeze themselves into different types of spaces.
<b>UW</b>	Explore materials with different properties	Repeat actions that have an effect	Explore natural materials indoors and outside
<b>EAD</b>	<ol style="list-style-type: none"> <li>Express ideas and feelings through making marks and sometimes give meaning to the marks they make.</li> <li>Make simple models which express their ideas.</li> </ol>	<ol style="list-style-type: none"> <li>Notice patterns with strong contrasts and be attracted by patterns resembling the human face.</li> <li>Start to make marks intentionally</li> </ol>	Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials.
<b><u>THEME: OUR World</u></b>			
<b>Spring 2</b>			
	<b>Rainbows</b>	<b>Colour Mixing</b>	<b>Colour in nature</b>
	<b>Observation Check</b> <ul style="list-style-type: none"> <li>Towards their third birthday, can the child use around 300 words? These words include descriptive language. They include words for time (for example, 'now' and 'later'), space (for example, 'over there') and function (for example, they can tell you a sponge is for washing).</li> <li>Is the child linking up to 5 words together?</li> <li>Is the child using pronouns ('me', 'him', 'she'), and using plurals and prepositions ('in', 'on', 'under') - these may not always be used correctly to start with.</li> <li>Can the child follow instructions with three key words like: "Can you <b>wash dolly's face?</b>"</li> </ul>		

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<b>CL</b>	Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'.	Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.	Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').
<b>PSED</b>	Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.	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 when taken out around the local neighbourhood and enjoy exploring new places with their key person.
<b>PD</b>	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.	Spin, roll and independently use ropes and swings (for example, tyre swings).
<b>L</b>	Sing songs and say rhymes independently, for example, singing whilst playing. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.	Repeat words and phrases from familiar stories. Ask questions about the book. Make comments and shares their own ideas. Develop play around favourite stories using props.	Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Enjoy drawing freely
<b>M</b>	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'. Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.	Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. Build with a range of resources.
<b>UW</b>	Explore and respond to different natural phenomena in their setting and on trips.	Explore materials with different properties.	Explore and respond to different natural phenomena in their setting and on trips. Explore materials with different properties. Explore natural materials, indoors and outside.
<b>EAD</b>	Use their imagination as they consider what they can do with different materials. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.	Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.	