

Two Year Old Provision

At the West Tyne Federation we aim to make learning irresistible. We provide the highest quality care and education for all our children therefore giving them a strong foundation for their future. We aim to ensure that all our children develop into independent and lifelong learners. Children feel valued and loved in school and we pride ourselves on our strong relationships between children, staff and parents. We treat every child as an individual and are committed to nurturing their strengths and interests.

* We support each child to identify their own sense of identity and self-worth, as well as focusing on each and every child’s individual needs and interests.
* We instil a sense of belonging in a homely, safe environment.
* We encourage child led play, independence and offer opportunities for the children to make their own choices and decisions and to take risks.

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| **COEL**  Engagement  Motivation  Thinking | **Characteristics of Effective Learning**  **Playing and exploring:** - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.  **Active learning:** - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.  **Creating and thinking critically:** - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on experiences which help them to solve problems and reach conclusions. |
| **Overarching Principles** | **Unique child:** Every child is unique and has the potential to be resilient, capable, confident and self-assured.  **Positive Relationships:** Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone - embrace each community.  **Enabling environments:** Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.  **Learning and Development:** Children develop and learn at different rates. We must be aware of children who need greater support than others. |

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| ‘WOW’ Moments  Enrichment | Bread Making  Berry picking/crumble making | Porridge making  Growing beans  Making edible sparklers  Visit from Santa  Baking gingerbread men | Edible cheesy star making  Cooking Chinese food/fortune cookies | Making pancakes  Local visits in and around Greenhead | Farm Visit | Make chapatis  Sports Day |

In the two-year-old provision we focus on the three prime areas:

* Personal, social and emotional development
* Communication and language
* Physical development

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|  | **Progression Point 1** | **Progression Point 2** | **Progression Point 3** |
| **Communication and Language** | To begin to join in with some songs and Nursery Rhymes (even just with actions).  To being to change attention to follow a prop or prompt.  Listen to short stories in a small group.  Use some single words to express their wants, needs and feelings.  Recognise familiar objects to develop their vocabulary.  Understand frequently used words, such as, ‘all gone’, ‘no’, ‘bye bye’ | Recognise familiar environmental sounds and say what they can hear.  Listen to some longer stories and join in with some key words and phrases in familiar stories.  Build on their repertoire of Nursery Rhymes and begin to sing them unprompted.  Begin to put a few words together and speak in simple sentences to express their wants, needs and feelings.  Use the speech sounds p,b,m,w | To be able to shift to a different task if attention fully obtained.  Listen and follow one step instructions.  Listen and join in during circle times, taking a more active role in participating.  Know and sing a wide variety of Nursery Rhymes and songs.  Role play familiar scenarios, communicating with one another, for example, going to the shops or the doctors.  Express themselves using a wide range of vocabulary and speak in longer sentences. |
| Personal, Social and Emotional Development | To build key person relationships, supporting children when separating from a Parent/Carer through the transitional period.  With the support of a key person show an interest in play.  Notice others around them.  Build interactions through the interests of the child.  To react to stimulus to help calm emotions and feelings for example: looking at family photographs together. | To begin to find their own unique way of managing transitions.  Begin to show confidence within their play.  Play alongside their peers and developing friendships.  With the support of an adult wait and take a turn for example rolling a ball or a car.  Begin to show an awareness of themselves. Using various props and resources. | To have developed a sense of assurance for example developing relationships with other adults and peers.  Show independence within their play and making choices.  To have established friendships with peers.  To begin to demonstrate taking a turn independently.  Explore emotions and feelings through stories and their play. |
| Physical Development | Feeling secure and comfortable during nappy time.  At snack time sitting together with peers.  Sitting and walking independently.  Begin to sit on a small bike and know how it is used.  Showing an interest in exploring materials and tools. | Showing an interest in Potty training.  Sitting together for snack times and trying different tastes and textures.  To gain control over their bodies through both indoor and outdoor play.  Developing fine manipulative skills through using different objects and tools. | To be independent with their self-help skills such as washing their own hands, using the toilet and attempting to fasten their own coat.  Following snack time routines, making choices independently.  To use large equipment, ride bikes and scooters with support.  To be able to hold tools and objects using a palm grasp comfortably. |

Every child wants to belong. Our children love being part of our clubs.

A child reading a book

Description automatically generatedLittle readers and writers

*To reach their full potential we aspire for children to have a love of reading to enable them to become their own storytellers and authors.*

To develop this children will:

* Enjoy spending time in a small group sharing their favourite stories.
* Be able to remember and use some key vocabulary and repeated refrains from their favourite stories.
* Fill in missing words from familiar stories.
* Take care of books, handling them with care and returning them to their place when finished.
* Innovate stories with their own ideas.
* Identify everyday sounds in their environment.
* Recognise rhythm in spoken words and blend compound words e.g. snow-man.
* Clap syllables in words.
* Recognise their name.
* Begin to hold a pencil with three fingers ‘Pinchy grip’.
* Make their own illustrations with a range of mark making materials and talk about their drawings.
* Mark make to represent their name.

Some ways we will help children to achieve this:

* Dedicated story sessions with high quality texts chosen for their simple language, beautiful illustrations or specific learning focus.
* Promoting ‘listening ears’ wherever we go. Listening to and identify sounds in our environment. Listening to songs and rhymes. Listening to each other.
* Enjoying music through songs and rhymes with actions.
* Messy play with a range of mark making tools supports our gross and fine motor skills.

A young child playing with clay

Description automatically generatedLittle learners

*To reach their full potential we aspire for children to become confident and curious learners with skills to empower them to be able to navigate and explore the world independently.*

To empower children in this they will:

* Have formed secure attachments with staff and other children to enable them to come into Nursery happily.
* Explore the environment, selecting who, where and what they want to play with.
* Follow routines with increasing independence e.g. washing hands.
* Move freely with confidence using their whole body.
* Imitate movement in response to music.
* Use tools and equipment with a purpose in mind.
* Develop their own friendships.
* Notice similarities and differences between themselves and others.
* Listen when in a small group.
* Name and express their own feelings.

Some ways we will help children to achieve this:

A child and a person making a cake

Description automatically generatedCreative Cooks Club

Every week we enjoy cooking, baking and food activities. We learn how to use different utensils such as wooden spoons, whisks, sieves and graters. We learn to clean up after ourselves. We get to eat our creations and try new foods.

A child sitting on a bed with rainbow colored fabric

Description automatically generatedMagical Movers Club

Everyday we have lots of physical fun time together. Sometimes we move our whole bodies to stretch, jump, balance and dance. Other times we develop our arm and finger muscles with fine motor activities e.g. dough disco.

A close-up of a child with her hand to her ear

Description automatically generated

Morning Meeting Club

Each day we begin with a morning meeting where we say hello, chat together listen to each other. We talk about our news and our feelings.

Little Explorers

*To reach their full potential we aspire for children to notice the world around them and see themselves as part of the local community, giving them a sense of belonging and community spirit.*

Children will experience this by:

* Understanding the rules of the classroom.
* Helping with counting routines, e.g. to count how many children are here today.
* Having the confidence to leave the Nursery environment to explore the local environment and community within a small group.
* Enjoying walks in the local area, holding hands and walking with a partner or member of staff and having some awareness of road safety.
* Taking part in community events and outings, e.g. to the local café.
* Demonstrating independence in routines for going outside, e.g. getting their coat and wellies.
* Noticing and being able to talk about changes in the weather, seasons and plants through first-hand experiences.
* Learning new vocabulary based on their first-hand experiences.
* Being able to identify some features of their environment by name, e.g. daffodil.
* Identifying and responding to familiar sounds, e.g. hearing birds sing in the trees.
* Discussing themselves and their families, remembering special events from their past.

Some ways we will help children to achieve this:

Forest Fairies Club

We spend lots of time outside exploring the natural world in our large forest area. We climb trees, find natural treasures, experience different weather conditions and seasonal changes.

Morning Meeting Club

(see above)

*To reach their full potential we aspire for children to be inspired by what they see, hear, feel and experience and be able to respond creatively and imaginatively.*

To enable this, children will:

* Join in with words and actions to their favourite sons and be able to clap or tap in time to the beat or rhythm.
* Enjoy a range of sensory experiences, describing the textures, colours and patterns and being able to make a range of marks such as circles, lines and crosses with their fingers or a tool.
* Use open ended materials with a purpose to construct, manipulate and transform during self-directed play.
* Manipulate loose parts to create transient art.
* Listen to different types of music and move responsively.
* Create and explore sounds by experiments with instruments and objects in different ways such as tapping and banging.
* Explore paint and other media to observe the effects of colour mixing.
* Make marks to represent objects, thoughts, feeling or abstract concepts, e.g. warmth/cold.
* Use less familiar themes within pretend play and substitute objects to resemble the real thing, e.g. a block for a bus.

Some ways we will help children to achieve this:

Music and Movement Club

Every day we will spend time singing familiar songs and action rhymes. We will learn to new songs and perform them. We will explore instruments, move to music and listen to music from a variety of genres.

A child painting with a paintbrush

Description automatically generatedAmazing Art Club

In our art studio area you will find all you need to paint, collage, design, invent and explore.

Little Mathematicians

*To reach their full potential we aspire for children to develop skills needed to uncover their inner mathematician.*

To embed these skills, we:

* Sing songs and number rhymes like ‘5 little speckled frogs’ using props and actions.
* Explore loose parts, arranging, sorting, counting and categorising things based on shapes, colours and sizes.
* Use and learn new language to describe differences and changes in amounts, e.g. adding more and saying bigger/taller.
* Use number names in play and begin to display counting behaviours by gesture or sounds.
* Notice patterns in the environment, such as spots on ladybirds.
* Help an adult with counting activities, e.g. adding spoons of flour during a baking session.
* Begin to understand the concept of sharing.
* Show an understanding of capacity by filling and emptying containers.
* Talk about the shape of things, using descriptive language, e.g. pointy, round, straight.

Some ways we will help children achieve this:

Numerals, shapes and counting objects are available all day, every day and everywhere in our environments. The adults in the room will use everyday routines, adult directed tasks and child-led play to develop mathematical skills. We will sing lots of number and shape songs and incorporate mathematical enquiry into all aspects of Nursery life.