

Yearly Overview- Two Year Olds/Rising Threes

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | |
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| Themes | Settling in/ All about me Colours, Winter (Diwali/Christmas) | | Animals, Minibeasts, (Chinese New Year, Easter) | | Growing, People who help us Summer | | |
| Trips/Visitors | | | Little City | | | | |
| Literacy | Core books (Immersion) | | | | | | |
| | Writing Focus | <p>Gross motor control – developing shoulder and arm strength for future writing</p> <p>Introduction to mark-making – using fingers, tools, and objects</p> <p>Sensory exploration – linking physical exploration to early self-expression</p> | | <p>Fine motor strengthening – hand, finger, wrist control</p> <p>Intentional mark-making – choosing tools and repeating patterns</p> <p>Early drawing – circles, lines, dots</p> | | <p>Early mark-making with meaning – marks represent thoughts, feelings, ideas</p> <p>Drawing to communicate – talking about what they've drawn</p> <p>Name recognition (beginning stage only – seeing names, not writing yet)</p> | |
| | Reading Time Texts | <p>The Itsy Bitsy Snowman (Jeffrey Burton) Peppa's Snowy Day, Percy Parkeeper's colours, Where's Spot (Eric Hill) Peppa's Colours,</p> | | <p>Noisy Farm (Rod Campbell), Spot goes to the farm (Eric Hill) That's not my... (Fiona Watt) What the ladybird heard (Julia Donaldson), Mrs Wishy Washy, The very lazy ladybird (Isobel Finn) 10 little bugs (Mike Brownlow) Stories from Acorn Wood (Julia Donaldson)</p> | | <p>Busy Book-Grow (Campbell), From head to toe (Eric Carle) Maisy, Charley and the Wobbly Tooth, People Who help us series.</p> | |
| As Mathematicians we will be learning about..... | | <p>Number awareness (number songs, hearing and saying number words)</p> <p>Sorting and matching (colours, shapes, textures)</p> <p>Introducing quantities ("more", "lots", "one")</p> <p>Calendar (daily)</p> | | <p>Counting & Quantity (1-to-1 correspondence to 3 or 5)</p> <p>Shape exploration (naming and feeling 2D shapes)</p> <p>Exploring space (stacking, fitting, building)</p> <p>Number songs and rhymes</p> <p>Calendar (daily)</p> | | <p>Size and comparison (big/little, more/less)</p> <p>Positional language (in, on, under, behind)</p> <p>Simple problem-solving through play</p> <p>Number songs and rhymes</p> <p>Calendar (daily)</p> | |
| Science | Our Early Years setting and its grounds | | Seasonal changes | | Living things-How did Jasper's beanstalk grow? | | |

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| Understanding the World | | Seasonal Changes | Living things – noticing animals, plants, and bugs -How many legs does a spider have?/ Which farm animals lays eggs? Exploring natural materials – sensory experiences | What can we do to keep our teeth clean? Seasonal changes |
| | ICT | Recognising and interacting with familiar technology in daily life. | Early cause-and-effect understanding and basic tool use. | Cause and effect – making things happen, problem-solving |
| | Geography | Weather & seasonal changes Exploring our Early Years setting and its grounds | Weather and seasons – changes they can feel and see | Weather & seasonal changes Transport and places – linking experiences to real-world settings |
| | History | Recognising familiar people and places Sense of self and family – who I am, who I belong to | Talking about celebrations | People in the community – simple awareness of roles (e.g. doctor, fire fighter) |
| | RE | Celebrations: Diwali and Christmas | Celebrations: Chinese New Year, Shrove Tuesday and Easter | Celebrations: Eid |
| Physical Development | | Gross motor exploration – crawling, climbing, jumping, balancing Body awareness – discovering what their body can do Sensory physical play – building strength and confidence through movement | Fine motor strengthening – hand and finger control Tool use and coordination – early control for mark-making and manipulation Movement control – balancing, stopping, starting | Balance and coordination – stable movement and body control Self-care routines – dressing, feeding, toileting Risky play and body confidence – climbing, jumping, safe challenges |
| Expressive Arts & Design | Music | Hearing and Listening | Vocalising and Singing Moving and Dancing | Exploring and Playing |
| | Art/ D&T | Exploration – of textures and colours Beginning mark-making – with fingers, tools, and body | Creative expression – choosing colours, materials, tools Representing with movement and mark-making | Combining media – collage, sculpture, sound Sharing creative work with others |
| Personal, Social & Emotional Development | | Settling and separation – forming secure attachments Trust and relationships – building bonds with key person and peers Expressing emotions – learning to communicate needs safely | Recognising and naming feelings Beginning social interaction – turn-taking, sharing Developing self-identity – choices, preferences, opinions | Developing independence – in routines and self-help Confidence in new experiences – exploring environment more freely Understanding boundaries – simple rules and expectations |
| Communication and Language | | Attention & Listening – tuning in to voices and sounds Understanding simple language – following everyday instructions Early expressive language – gestures, single words, familiar phrases | Vocabulary building – naming objects, actions, people Responding to questions – “Where’s the...?”, “What’s that?” Using 2–3 word phrases – combining words meaningfully | Expressive communication – sharing needs, interests, ideas Conversational turn-taking – back-and-forth interactions Understanding more complex instructions – “Find your hat and sit down” |