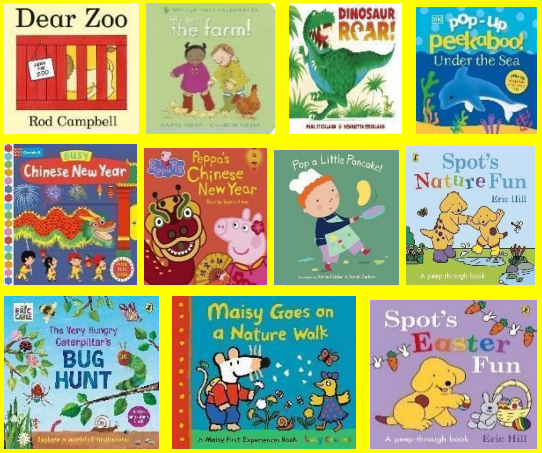
Yearly Overview- Two Year Olds/Rising Threes

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes		Settling in/ All about me Colours, Winter (Diwali/Christmas)		Animals, Minibeasts, (Chinese New Year, Easter)		Growing, People who help us Summer	
Literacy	**Core books (Immersion)**						
	Writing Focus	**Gross motor control** – developing shoulder and arm strength for future writing **Introduction to mark-making** – using fingers, tools, and objects **Sensory exploration** – linking physical exploration to early self-expression		**Fine motor strengthening** – hand, finger, wrist control **Intentional mark-making** – choosing tools and repeating patterns **Early drawing** – circles, lines, dots		**Early mark-making with meaning** – marks represent thoughts, feelings, ideas **Drawing to communicate** – talking about what they've drawn **Name recognition** (beginning stage only – seeing names, not writing yet)	
As Mathematicians we will be learning about…..		**Number awareness** (number songs, hearing and saying number words) **Sorting and matching** (colours, shapes, textures) **Introducing quantities** ("more", "lots", "one") Calendar (daily)		**Counting & Quantity** (1-to-1 correspondence to 3 or 5) **Shape exploration** (naming and feeling 2D shapes) **Exploring space** (stacking, fitting, building) Number songs and rhymes Calendar (daily)		**Size and comparison** (big/little, more/less) **Positional language** (in, on, under, behind) **Simple problem-solving** through play Number songs and rhymes Calendar (daily)	
Understanding the World	**Science**	Our Early Years setting and its grounds Seasonal Changes		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		Living things-How did Jasper's beanstalk grow? What can we do to keep our teeth clean? Seasonal changes	
	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	

Yearly Overview- Two Year Olds/Rising Threes

	Computing	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
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"