


Area of learning	 East Brent C of E Academy - Curriculum Overview 2 -3 year olds		
	Autumn	Spring	Summer
Communication and language	I can look at someone's face when they are talking and take turns in conversations and activities	I am beginning to join in with familiar songs that we are singing. Find instruments and use them independently.	I listen and respond to instructions from adults in the setting.
	I can begin to communicate my needs	I can start my own conversations with my friends and familiar adults.	I can focus on my own activity. I am beginning to be directed by an adult.
	I enjoy listening to music and toys that make sounds	I am beginning to listen and to respond to instructions from adults in the setting.	I can listen to others for short periods of time.
			I know the name of all the adults and children in PS and can use them confidently.
	I know the name of my key worker and my close friend	I know the name of all the key workers and my group of friends	I can tell adults how I am feeling.
	I can focus on a short activity of my choice for 5 minutes	I can focus on a short activity of my choice 5 - 10 minutes	I can answer questions such as 'who, what, why, where, when.' I am beginning to ask my own questions.
			I am beginning to listen to my friends.
	I can look at picture books and can share picture books with my friends	I am beginning to tell an adult what I need and how I am feeling.	By around 3 years old, can the child shift from one task to another if you get their attention. Using the child's name can help: "Jason, can you stop now? We're tidying up".
	By around two years old, is the children showing an interest in what other children are playing and sometimes join in?	I can share books with my friends and can answer questions about the story.	Towards their third birthday, can the child use around 300 words? These words include descriptive language. They include words for time e.g. now, later, space e.g. over there and function e.g. they can tell you a sponge is for washing. Is the child linking up 5 words together?
	Towards their second birthday, can the child use up to 50 words?	I am beginning to understand 'who, what, why, where, when.'	
Is the child asking questions, such as the names of people and objects?		Is the child using pronouns (me, him, she) and using plurals and prepositions (in, on, under) these may not always be correctly used to start with.	
Around the age of 2, can the child understand many more words than they can say - between 200 - 500 words?		Can the child follow instructions with three key words like "Can you wash Dolly's face?"	
Around the age of 2, can the child understand simple questions and instructions like: "Where's your hat?" or "What's the boy in the picture doing?"			
		I can listen to stories and talk about what they have seen and heard. I can listen to new vocab and begin to use some of them myself.	

Personal, Social and Emotional Development	I can communicate through gestures, gaze and talk.	Developing self-assurance	I am happy to change from different activities in PS
	I am happy to leave my carer at the door of PS	I am confident to play on my own and alongside my friends without my keyworker.	I am happy to explore the local environment with my key worker and can talk about what I see.
	I am happy to play on my own and alongside my peers. My adult may need to be near me.	I am happy to explore the local environment with my key worker.	I am beginning to show some control when it is time to share and take turns.
	I can express my emotions confidently. I may need an adult to help me understand my emotions.	I am confident to do things myself. I may need an adult to help me at times if I become frustrated.	I can talk about my emotions and how I am feeling.
	Around the age of 2, does the child start to see themselves as a separate person? E.g. do they decide what to play with, what to eat, what to wear?	I have made friends and I am beginning to take turns.	I am happy to ask questions about things that I see, hear and smell etc.
Safely explore emotions beyond their normal range through play and stories			
	Between the ages of 2 and 3, does the child start to enjoy the company of other children and want to play with them?	I can talk about how I feel and I am beginning to talk about why. I am sad because...	

Physical development	I can wave, kick, roll, crawl and walk	I can clap and stamp when music is playing.	I can spin and roll independently. I can throw a ball
	I am happy to go through spaces like tunnels, dens and large boxes and move around in them	I can confidently kick a ball to a friend.	I can sit on a push along wheeled toy.
	Around their second birthday, can the toddler run well, kick a ball and jump with both feet off the ground	I am beginning to build simple models with an adult near by.	I can build independently with a range of resources
	I am beginning to explore different materials and tools	I am beginning to manipulate small tools and objects independently.	Around their third birthday, can the child climb confidently, catch a large ball and pedal a tricycle?
	I can build simple model with adult support	I can explore different materials and tools independently	I can use the toilet independently.
	I can confidently feed myself.	I am beginning to understand when I need the toilet.	I am beginning to dress myself, do buttons, pour my own drink

Literacy	I enjoy sharing books with adults	I can repeat words and phrases from familiar stories	I can ask questions about the book and share my own ideas.
	I can look at the book that is being read and I am beginning to notice things in the book.	I am beginning to use play to help me retell stories.	I can use play to retell favourite stories
	I have favourite books which I like to share with peers and adults.	I am beginning to notice some print, such as the first letter of their name, a bus or door number or a familiar logo	I confidently notice print and logos
	I am beginning to mark some marks	I am confident to make marks and draw independently.	I can make marks for my name. I can give meaning to the marks that I make.

Mathematics	I can take part in finger rhymes with numbers	Reacts to changes in amount in a group of up to 3 items	I can compare amounts saying lots, more or same
	I am beginning to make counting sounds, pointing or saying some numbers in sequence	I can count in everyday contexts. I might miss some numbers	I can complete inset puzzles
			I can compare sizes weights etc using gesture and language 'bigger/little/smaller', high/low 'tall' 'heavy'
		I notice patterns and arrange things in patterns	

Understanding of the world	I can explore materials with different properties	I can explore and respond to different natural phenomena in my setting and on trips	I can make connections between the features of my family and other families.
	I can explore natural materials indoors and outside		I can notice differences between people

Expressive arts and design	I can join in with songs and rhymes and making some sounds	I can make rhythmical and repetitive sounds	I can notice patterns with strong contrasts and be attracted by patterns resembling the human face.
	I can start to make marks intentionally	I can explore a range of sound-makers and instruments and play them in different ways	I can use my imagination when using different materials
	I can explore paint, using fingers and other parts of their bodies as well as brushes and other tools	I can express ideas and feelings through making marks and sometimes give a meaning to the marks they make.	I can make simple models which express their ideas
	I enjoy and take part in action songs such as twinkle, twinkle	I can start to develop pretend play, pretending that one object represents another	
	I can explore different materials using all of my senses to investigate them. Manipulate and play with different materials		