



Crossens Nursery School



2YO Long Term Plan 2025-2026

Destinations: Positive Sense of Self, Budding Communicators, Curious Explorers

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Dates	3 rd Sept – 24 th Oct	3 rd Nov – 19 th Dec	6 th Jan – 13 th Feb	23 rd Feb – 27 th March	14 th Apr – 22 nd May	1 st Jun – 16 th Jul
Festivals/ other	MacMillan coffee morning 26 th Sept Autumn Assembly 24 th Oct	Diwali 20 th / Halloween 31 st Oct Bonfire night 5 th Nov Children in Need 14 th Nov Christmas performance 19 th Dec	Chinese New Year 17 th Feb Valentines/ love my community day 13 th Feb	World Book Day 6 th March Red Nose Day 21 st Mar Mother's Day 15 th Mar Easter Bonnet parade 27 th March Eid 19 th Mar		Father's Day 21 st Jun
Events	Woodland		Farm trip 19 th March Easter Bonnet parade 27 th March		Summer fair 6 th June	
2-3 year-olds	This is ME!		We Love Adventures		We Love Animals	
Essential understanding	I – Own self Own self – own belongings, who cares for me at home and at school, who keeps me safe, how I communicate, what I like to do, songs about self Own experiences – in school and at home Safe, build attachments, routine, build on language of each individual, belonging		We - Family Where they have been, what they have done, things seen, heard, experienced Reliving familiar experiences through stories and pretend play		We – School Understanding similarities and differences between animals – size, shape, sounds, where they live and adventures, they go on link back to own experiences	



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Areas of Learning and Development Progression

Each term will begin with a recap of roles, routines, responsibilities and expectations and new children will be supported to build relationships.

<p>CL</p>	<p>Listen, understand and follow Listen and respond to a simple instruction. Enjoy singing, music and toys that make sounds Recognise and are calmed by a familiar and friendly voice. Use gestures like waving and pointing to communicate Understand simple instructions like “give to nanny” or “stop”. Generally focus on an activity of their own choice and find it difficult to be directed by an adult. Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’).</p>	<p>Copying and Imitate Watch someone’s face as they talk. Copy what adults do, taking ‘turns’ in conversations (through babbling) and activities. Copy your gestures and words. Make themselves understood, and can become frustrated when they cannot. Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’. Use the speech sounds p, b, m, w. • Pronounce: - l/r/w/y - s/sh/ch/dz/j - f/th - multi-syllabic words such as ‘banana’ and ‘computer’ Listen to simple stories and understand what is happening, with the help of the pictures. 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’</p>	<p>Use language effectively Use intonation, pitch and changing volume when ‘talking’. Listen to other people’s talk with interest, but can easily be distracted by other things. Start to say how they are feeling, using words as well as actions. Start to develop conversation, often jumping from topic to topic.</p>
<p>PSED</p>	<p>Find ways to calm themselves, through being calmed and comforted by their key person. Find ways of managing transitions, for example from their parent to their key person. Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums. Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. Establish their sense of self</p>	<p>Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting. Engage with others through gestures, gaze and talk 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. Safely explore emotions beyond their normal range through play and stories Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</p>	<p>Learn to use the toilet with help, and then independently. Be increasingly able to talk about and manage their emotions. Thrive as they develop self-assurance. Develop friendships with other children. Talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...” Feel strong enough to express a range of emotions. Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person.</p>



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			Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. Express preferences and decisions. They also try new things and start establishing their autonomy.
PD	Lift their head while lying on their front. Push their chest up with straight arms. Roll over: from front to back, then back to front. Enjoy moving when outdoors and inside. Sit without support. Begin to crawl in different ways and directions. Pull themselves upright and bouncing in preparation for walking. Reach out for objects as co-ordination develops. Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. Begin to walk independently – choosing appropriate props to support at first.	Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. Walk, run, jump and climb – and start to use the stairs independently. Sit on a push-along wheeled toy, use a scooter or ride a tricycle. Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. Clap and stamp to music. Explore different materials and tools. Build independently with a range of appropriate resources. Develop manipulation and control.	Pass things from one hand to the other. Let go of things and hand them to another person, or drop them. Enjoy starting to kick, throw and catch balls. Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Start eating independently and learning how to use a knife and fork. Spin, roll and independently use ropes and swings (for example, tyre swings).
L	Enjoy songs and rhymes, tuning in and paying attention. Enjoy sharing books with an adult. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.	Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Pay attention and respond to the pictures or the words. Copy finger movements and other gestures. Enjoy drawing freely.	Make marks on their picture to stand for their name. Ask questions about the book. Make comments and shares their own ideas. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Repeat words and phrases from familiar stories. Sing songs and say rhymes independently, for example, singing whilst playing. Develop play around favourite stories using props.
M	Combine objects like stacking blocks and cups. Put objects inside others and take them out again. Climb and squeeze themselves into different types of spaces.	Notice patterns and arrange things in patterns. Count in everyday contexts, sometimes skipping numbers – '1-2-3-5' Complete inset puzzles	React to changes of amount in a group of up to three items.



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	Build with a range of resources.	Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Compare amounts, saying 'lots', 'more' or 'same'.	Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. Take part in finger rhymes with numbers.
UW	Repeat actions that have an effect. Explore natural materials, indoors and outside.	Explore materials with different properties. Notice differences between people.	Explore and respond to different natural phenomena in their setting and on trips. Make connections between the features of their family and other families.
EAD	Explore Show attention to sounds and music. Explore their voices and enjoy making sounds. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Explore a range of soundmakers and instruments and play them in different ways. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.	Experience Join in with songs and rhymes, making some sounds. Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. Move and dance to music. Make rhythmical and repetitive sounds. Anticipate phrases and actions in rhymes and songs, like 'Peepo'. Make simple models which express their ideas. Start to make marks intentionally.	Enhance Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone. Use their imagination as they consider what they can do with different materials. Respond emotionally and physically to music when it changes. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.