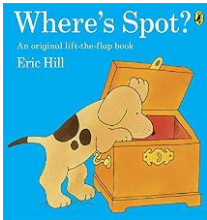
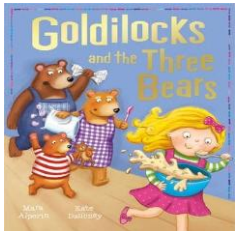
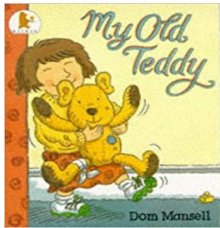
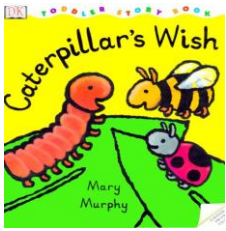
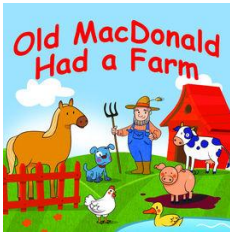
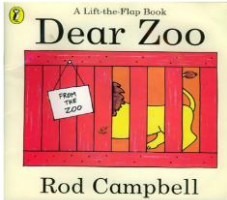


Two-Year-Old Provision Long Term Plan 2025-2026

Themes		Where's Spot?	Goldilocks and the Three Bears	My Old Teddy	Caterpillar's Wish	Old MacDonald	Dear Zoo
							
Trips							
Parent Link Days			Christmas Crafts		Easter		Sports Day
Role Play		Kitchen Fruit Shop	Kitchen Bear's House	Kitchen Teddy Bear Doctors	Kitchen Minibeast Garden with puppets	Kitchen Farm	Kitchen Jungle masks and animals.
3 Prime Areas of Learning and Development	Personal, Social and Emotional Development	• Involve all children in welcoming and caring for one another. • Give your full attention when young children look to you for a response. • Enable children to explore by providing a secure base for them. • Help young children to understand the feelings of others by labelling emotions such as sadness or happiness. • Ensure that children have opportunities to join in. • Help them to recognise and understand the rules for being together with others, such as waiting for a turn. • Continue to talk about feelings such as sadness, happiness, or feeling cross. • Model ways of noticing how others are feeling and comforting/helping them • Model pretend play. • Talk to children about choices they have made, and help them understand that this may mean that they cannot do something else. • Be aware of cultural differences in attitudes and expectations. • Encourage children to see adults as a resource and as partners in their learning. • Teach children to use and care for materials, and then trust them to do so independently					
	Physical Development	• Tell stories that encourage children to think about the way they move. • Treat mealtimes as an opportunity to help children to use fingers, spoon and cup to feed themselves. • Help young children to find comfortable ways of grasping, holding and using things they wish to use, such as a hammer, a paintbrush or a teapot in the home corner. • Give as much opportunity as possible for children to move freely between indoors and outdoors. • Talk to children about their movements and help them to explore new ways of moving, such as squirming, slithering and twisting along the ground like a snake, and moving quickly, slowly or on tiptoe.					

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		•Encourage body tension activities such as stretching, reaching, curling, twisting and turning. •Encourage children in their efforts to do up buttons, pour a drink, and manipulate objects in their play, e.g. 'Can you put the dolly's arm in the coat?'
	Communication and Language	•Encourage repetition, rhythm and rhyme by using tone and intonation as you tell, recite or sing stories, poems and rhymes from books. •Use talk to describe what children are doing by providing a running commentary, e.g. 'Oh, I can see what you are doing. You have to put the milk in the cup first.' •Provide opportunities for children to talk with other children and adults about what they see, hear, think and feel. •Build vocabulary by giving choices, e.g. 'apple or satsuma?' •Model building sentences by repeating what the child says and adding another word, e.g. child says 'car', say 'mummy's car' or 'blue car'. •Talk with children to make links between their body language and words, e.g. "Your face does look cross. Has something upset you?" • Introduce new words in the context of play and activities