

WILLIAM LILLEY INFANT AND NURSERY SCHOOL



LONG TERM PLAN – 2 YEAR OLDS PROGRESSION OF KNOWLEDGE AND SKILLS 2025 update

YEAR OLDS – AUTUMN TERM - ALL ABOUT ME

	Communication and Language.	Physical Development	Personal, Social and Emotional Development	Literacy		Mathematics	Understanding the World			Expressive Arts and Design
				Reading	Writing		Investigation and Exploration:	People, Culture and communities	Past and Present	
Knowledge progression for Autumn term:	To begin to join in with some songs and Nursery Rhymes (even just with actions) To being to change attention to follow a prop or prompt. Listen to short stories in a small group. Use some single words to express their wants, needs and feelings. Recognise familiar objects to develop their vocabulary.	Feeling secure and comfortable during nappy time. At snack time sitting together with peers. Sitting and walking independently. Begin to sit on a small bike and know how it is used. Showing an interest in exploring materials and tools.	To build key person relationships, supporting children when separating from a Parent/Carer through the transitional period. With the support of a key person show an interest in play. Notice others around them. Build interactions through the interests of the child. To react to stimulus to help calm emotions and feelings for example: looking at family photographs together.	To explore looking at books independently. Explore sensory books and learn new vocabulary related to their senses. Enjoy looking at class made books related to families. To look at some non-fiction books related to Topics in small groups e.g. Autumn, Christmas etc. To use a basic picture book and find information following a prompt. E.g. Where is the dog?	To join in with short dough gym sessions to develop fine motor control To make marks on table tops to support core strength. Show an interest in mark marking- fingers, large apparatus, tools. Hold a tool with a fist palmer grip.	To combine objects such as stacking blocks and cups. Put objects inside others and take them out again. Begin to take part in finger rhymes with numbers. To explore and use shape sorters and puzzles.	Play and explore in their natural environment displaying high levels of engagement. Children to begin to respond by simple comments and nonverbal gestures and movements. Begin to explore seasonal change e.g. the leaves are falling off the tree. Exploring senses –and purpose of body parts Naming body parts Exploring light and colours through sensory play. Exploring sound linking to bonfire night. Play with a variety of wheeled toys, exploring pushing and pulling.	Recognise their family and key people during key person time. Children to name their family by using a family photograph. Understanding that Christmas is a special celebration. Settling in to their new environment and understanding where things are located in the classroom.	Learning about the basic routines of the day using a visual timetable. (Carpet time, tidy time, lunch time, home time etc.)	Explore different materials using all their senses. Begin to show an interest in early mark making. Explore sounds using musical instruments and sound makers. Use our voices to make sounds. Starting to develop imaginative play by exploring resources within the provision.

Env elopi ng	• Hide and seek/ peek-a-boo	• digging for treasure (S) • finding items in dough (D)	• Treasure baskets with blankets, scarves and cushions- (SA)	• Lift the flap books (RA)	• Dough Disco • Envelopes/ different textured paper- (FM) • Story bags (RA)	• shape sorting/ posting (MA) • Stacking cups (MA)	Natural objects to make homes (SW) Construction blocks to build houses (LC)	• dressing dolls- (HC)		• dressing up (HC) • bags and purses (HC) • wrapping presents- (WS)
Orie ntati on	• Grand old Duke of York (RA)	• Large cardboard boxed with hanging objects and peek holes (LC) • Toilet roll tubes for telescopes and binoculars (WS)	• Bean bag (SA) • Mirrors (HC) (SA)	• Going on a bear hunt (RA)	• Writing under tables and in dens (FM)	• Jigsaws (MA)	• Making paper aeroplanes (WS) • Magnifying glasses (IA)	• Maps and photos of local area (SW)		• Coloured cellophane (WS) • Colour sensory bottles (SA)
Tran sfor ming	• Pat-a-cake (RA) • Talk about change in seasons (IA)	• Blowing and making bubbles – whisks, jugs, scoops (Wa) • Large objects in dough (FM)	• Photos of self and family (IA)	• Jaspers Beanstalk (RA)	• Large roll of paper on the floor (FM)	• Different sized teddies to sort (MA)	• Different people who help us (SW) • Natural objects (SW)		• Changing baby to adult people (SW) • Changing baby to adult (IA)	• Dry to wet cornflour (Wa) • Bubble painting (P)
Traj ecto ry	• Parachute games	• Rain makers (SA) • Colanders, funnels and sieves (Wa)	• Regulating activities – zones of regulation	• Three little pigs (RA)	• Air drawing and large motion drawing (FM)	• Cars and tracks (SW) • Dominoes (MA)	• Magnets (IA)	• Remote control cars/bee bops on track (IA)	• Building and knocking down towers (LC)	• Sleeping bunnies, Hokey-Cokey • Ripping tissue paper collage (WS)
Rota tion		• Spinning and rolling activities	• Bandages, caring for others and first aid (HC)	• Wheels on the bus (RA)	• Ball mark making (FM)	• Rolling down ramps (LC)	• Helicopter leaves (IA)	• Washing machine moving parts (HC)	• Pass the parcel • Dough cutters (D)	• Vertical painting on easel (P)
Posi tioni ng	• Wooden animal names (SW) • Line up song	• Large tarpauling messy play • Exploring body position and orientation	• Muffin tins (D)	• Rosie's walk (RA)	• Lines and zigzags (WA)	• Five little ducks (RA) • Adding shapes to boxes with Velcro (WS)	• Bobbing balls in water and putting in cupcake trays (Wa)	• Pull along toys (SA) • Train tracks (SW) • Road and garage to park cars (SW)	• Pegging up clothes (HC)	• Windmill making (WS)
Encl osin g	• Den making	• Digging moats around castles (Sa)	• Different materials (SA)	• Whatever next? (RA)	• Drawing circles and enclosed shapes (FM)	• Boxes with lids (MA)	• Pushing objects through holes (ie sensory scarves)	• Zoos and farms (SW) • Hats (HC) • Wooden blocks to enclose animals (SW)	• Wrap babies in blankets (HC)	• Making wildlife park/farm (WS) • Making animal home (WS)
Con necti on	• Puppets to take around different areas (RA)	• Sensory boards with	• Putting shoes/wellies on and off	• Row, Row, Row your boat (RA)	• Sticky note display (WA)	• Threading (FM) • Russian dolls (MA)	• Large scale threading (Skipping)	• Pre-build objects for	•	• Objects such as spiders web with Velcro to

		different openings (SA)				• Wooden jigsaws (MA)	ropes, kitchen roll holders) • Horseshoe magnets (IA)	children to disconnect (SC)		take on and off (WS)
Transporting	• Tea party	• Filling balls into a pit on different places	• Putting objects in washing machine (HC)	• Jolly Postman (RA) • The train ride (RA)	• Moving vehicles with paint (P)	• Different sized gift boxes for teddies (MA) link Dear Zoo • Five currant buns	• Different sized containers to transport water/sand (Wa/Sa)	• Sail boats (Wa) to make (WS)	• Child-sized back packs (HC)	• Dustpan and brush (Sa)

SW – Small world	SC – Small construction	HC – Home corner	LC – large Construction	FM/D – Fine motor/dough	WS - Workshop	P - Painting	Wa - Water	Sa – Sand	W - Writing	M - Maths	RA – Reading area	S - Sensory	IA – Investigation area
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TWO YEAR OLDS – SPRING TERM - ANIMALS

	Communication and Language.	Physical Development	Personal, Social and Emotional Development	Literacy		Mathematics	Understanding the World			Expressive Arts and Design
				Reading	Writing		Investigation and Exploration:	People, Culture and communities	Past and Present	

Knowledge progression for Spring term:	Develop understanding of the use of objects.	Show growing control and coordination in small movements.	Explore activities with a familiar adult.	Begin to listen to stories with increasing attention and recall.	Join in with short dough gym sessions to develop fine motor control	Begin to use everyday mathematical language linked to time position, size, shape and colour.	Begin to talk about and notice the world around them.	Begin to comment on aspects of their own lives.	Beginning to remember and share recent events they have been part of.	Begin to use representation to communicate.
	Listen to some longer stories and join in with some key words and phrases in familiar stories.	Handle tools with increasing control.	Choose resources needed for chosen activities.	Show interest and enjoyment in books.	Make marks on table tops to support core strength.	To notice and comment on patterns including stripes and spots etc.	Use resources to represent real objects.	Begin to talk about past and present events in their own lives and in the lives of family members.	Beginning to recognise, remember and talk about significant events in their own experiences.	Explore with colour, tools and materials.
	Demonstrate some existing understanding when trying new approaches.	Begin to dress with increasing independence.	Express own preferences and interests.	Use an increasing range of vocabulary.	Begin to give meaning to marks they make.	Begin to understand that familiar events have an order or sequence.	Experiment with different outcomes- exploring cause and effect.	In pretend play, imitates everyday actions from own family and cultural background.	Beginning to recognise and describe special times or events for family members or friends.	Play alongside others who are exploring new ideas.
	Observe, think, talk and express ideas.	Develop fine motor skills, coordination when using equipment, different objects and tools.	Seek put others to share experiences.	Join in and remember rhymes including number rhymes and action games.	Use hands and tools to make marks- showing increasing control.	Begin to recognise and talk about numbers in stories and rhymes.	Begin to explore movement and force.	Understanding that Easter is a special celebration.	Begin to understand the sequence of dressing in warm clothes for outside (putting on outdoor suit, then wellies, then hat, gloves etc.)	Begin to use their imagination, along with own experiences to create settings and stories.
	Listen to and enjoy rhythmic patterns in rhymes and stories. Build on their repertoire of Nursery Rhymes and begin to sing them unprompted	Recognise the need for safety, consider how to manage risks without direct supervision-e.g., transporting equipment safely.	Recreate everyday activities.	Begin to know that information can be found in print and look at books independently and with others.	Begin to distinguish between the different marks they make.	Begin to show an interest in shape by constructing.	Explore the familiar world and talk about it.	Begin to understand that there are different environments, for example, understanding that penguins live where it is cold.	Begin to represent own ideas, thoughts and feelings through stories.	
	Begin to put a few words together and speak in simple sentences to express their wants, needs and feelings.	Showing an interest in Potty training.	Start to show satisfaction and perseverance in their work.	Begin to make links between pictures and objects.	Make marks with purpose.	To use number language in their play, beginning to sequence numbers orally 0-5.	Ask questions about the world around them.		Join construction pieces together to build and balance.	
	Begin to develop own narratives by connecting ideas or events.	Sitting together for snack times and trying different tastes and textures.	Begin to show confidence in asking adults for help.	Begin to represent a sequences of events in their play.	Use tweezers to pick up a small object.		Begin to show care and concern for living things and the environment.		Begin to observe, think, communicate, talk and express ideas.	
	Use a growing vocabulary including adjectives to describe shape, size and colour.	To gain control over their bodies through both indoor and outdoor play.	Begin to initiate conversation and take account of what others say.		To develop hand-eye co-ordination through scooping/pouring and filling activities.	Begin to engage in lining up, placing, arranging or repositioning materials.	Continue to learn new vocabulary linking to seasonal change and notice the changes in the seasons.		Engage in imaginative role play based on first hand experiences.	
	Use language to show understanding-		To begin to find their own unique way of managing transitions.			Begin to group objects- begin to compare sizes, bigger, little and smaller.	Observing changes of state through ice/water and		Beginning to experience tone, pitch and volume.	

	recognise familiar environmental sounds and say what they can hear. Use the speech sounds p,b,m,w		With the support of an adult wait and take a turn for example rolling a ball or a car.			To complete an inset puzzle and to demonstrate matching and sorting skills within their play.	using their senses to explore. Explore the natural world, focusing on digging and planting seeds. Observe and notice flowers and plants growing using their senses.			Join in singing songs and rhymes copying actions.
Curriculum links	Communication and Language.	Physical Development	Personal, Social and Emotional Development	Literacy: Reading	Literacy: Writing	Mathematics	UW: Investigation and Exploration:	UW: People, Culture and communities	UW: Past and Present	Expressive Arts and Design
Enveloping	Feely boxes	Wrapping items in large leaves.	Here is the beehive- with parachute	Lift the flap books. Tommy thumb	Shaving foam Hidden mats- reveal the image when board is clean	Hide and seek activities to develop positional language	Freeze objects in ice.	Small boxes and containers to make beds for small world animals	Wrapping small world animals in dough	Cut and reveal pictures. Wax painting
Orientation	Hide and seek	Yoga Balancing	Heads shoulders knees and toes	Rosies walk	Birds eye view- climb high to observe an area and mark make	Velcro on building blocks to attach to the wall Tape animals to different objects in different positions	Bug hunts- magnifying glasses	Safari role play- peep holes, binoculars	Make kaleidoscopes	Reflective items to explore Paint with feet on a wall
Transforming	Explore echoes.	Cornflour- add water	Sensory modelling dough	Little Red Hen	Malleable materials to mark make in.	Sequence a recipe	Add food colouring/ washing up liquid to puddles	Baking Hats and scarves in home corner with mirrors	Observe the seasons	Food colouring in bubble mixture- pop the bubbles on paper
Trajectory	Sleeping bunnies	Throwing bean bags to knock down objects.	Parachute games- making light objects e.g. feathers float	Hokey cokey	Painting large chalk numbers on the floor- children wipe away using wet sponges	Exploring the hands on clocks	Beebots Dropping objects from a height	Observe coloured streamers from tree branches	Wind up toys/ pull along toys	Spray bottle vertical painting.
Rotation		Parachute Sensory scarves and ribbons	Vet role play- caring for animals- adding bandages	Round and round the garden.	Rotational mark making- salad spinners, whisks.	Spinning objects- group them	Selection of objects that will roll.	Wheels on the pushchair- what do you notice?	Circle games- remembering games from prior weeks	Creating marks with wheeled objects.
Positioning	5 little ducks- children positioned in a line.	Explore ways of travelling- standing on high and low objects.	Floristry workshop- children create bouquets- link	Explore the alphabet by adding sticker	Draw around animal shadows- position animals	Size order nesting dolls	Stack pebbles in the water tray- pour water over.	Hang washing on a washing line.	Natural objects through magnifying glasses.	Mosaic style designs- e.g. beads in the dough/ ripped

			to working together.	dots to letter outlines.	so shadow falls onto paper.	Creating simple abab patterns.	Nature bracelets			paper into a pattern on paper.
Enclosing	Make the noise of the animal in the pen.	Sensory scarves- pushing them into different sized holes.	Create a calm den using pillows and blankets.	Farmers in his den.	Chalk to draw parking spaces for cars/ pens for animals.	Add shells/ stones to outside of sandcastles	Measuring cups, filling and emptying in porridge oats- changing textures.	Looking after pets- animal cages/ hutches	Bury bulbs/ seeds for children to find- look at growing.	Frame a picture Paint the inside of a box.
Connection	Puppets- talking as a puppet.	Large scale threading e.g kitchen roll tubes	Putting on and off coat/ dress up clothes.	Ring a ring a roses	Post it notes- make marks- move the post it around the room	Grouping objects.	Hiding feathers in play dough- link to animals with feathers	Puppets linked to family- home corner in pushchairs etc.	Creating towers using familiar household objects.	Weaving materials through a wire rack.
Transporting	Picnic- move food to the plates.	Trucks and crushed cereal to move.	Pick up empty wrappers and put them in a bin- linked to caring for environment.	One elephant went out to play.	Small world animals in paint- create footprints.	Variety of baskets and boxes to count objects into.	Creating different ramps for vehicles to travel down.	Watering plants	Unload the food shopping into the cupboards.	Exploring musical instruments.

TWO YEAR OLDS – SUMMER – OUT AND ABOUT

	Communic ation and Language	Physical Development	Personal, Social and Emotional Development	Literacy		Mathematics	Understanding the World			Expressive Arts and Design
				Reading	Writing		Investigation and Exploration:	People, Culture and communities	Past and Present	
Knowledge progression for Summer term:	To be able to shift to a different task if attention fully obtained. Listen and follow one step instructions. Listen and join in during circle times, taking a more active role in participating. Know and sing a wide variety of Nursery Rhymes and songs.	To be independent with their self-help skills such as washing their own hands, using the toilet and attempting to fasten their own coat. Following snack time routines, making choices independently. To use large equipment, ride bikes and scooters with support. To be able to hold tools and objects using a palmer grasp comfortably.	To have developed a sense of assurance for example developing relationships with other adults and peers. Show independence within their play and making choices. To have established friendships with peers. To begin to demonstrate taking a turn independently. Explore emotions and feelings through stories and their play.	Have a selection of favourite stories. To understand that stories have a beginning and the end and join in saying 'The end'. To join in with key phrases when reading familiar books with adults. To talk in simple sentences and phrases about books they enjoy, using the images to help them. To listen to audio stories without images. Recognise familiar logo related to their interests.	Imitate during simple shapes such as circles and lines. Make marks on a picture to stand for their name. Enjoy drawing freely using a range of tools. Notice some print such as familiar logo. Children to use a digital pronate grip. Use lacing cards to develop fine motor skills	To begin to use the language of weight in everyday contexts and through stories and rhymes. To explore space within the indoor and outdoor environment using their bodies to climb and travel through, over and under equipment to gain spatial awareness. To use objects to make simple arrangements, using associated language 'the same'. Begin to count objects and actions in everyday contexts and counting up to 3 fingers. Begin to notice numerals in the environment and make comments on what they see e.g. numerals on doors, buses, clocks etc.	Use descriptive terms, such as 'hot' and 'cold'. Create simple dens with adult support and begin to understand shade and keeping cool. Use senses to explore sand/pebbles/water/bubbles.	Bring in photos from family days out to share during Key Person time. Begin to have their own friends. Recognising familiar places and logos through looking at photos (local shops, places of interest). Talk about places they might go on a sunny day, for example, the beach. Imitate these experiences in the role play.	Understand the routine of the day with less prompts.	Use their imagination to begin to combine materials to make simple models, using tools to achieve what they have set out to do. Intentionally making marks in different styles. Expressing their ideas when mark making and sometimes giving meaning to them. Explore different rhythms, beat and using their bodies appropriately. Developing imaginative play from their own learning experiences, stories and rhymes.
CUICU	Communic ation and	Physical Development		Literacy:		Mathematics	UW:			Expressive Arts and Design

	Language.		Personal, Social and Emotional Development	Reading	Writing		1.Investigation and Exploration: 2.People, culture and communities. 3.Past and present			
Enveloping	Follow instructions to wrap a toy.	Wrap a toy using paper and tape.	Where are the children hiding? - using lycra	Lift the flap books. Open, shut, them song	Making marks in shaving foam Making marks in sand and hiding them	Hide and seek activities to develop positional language	1.Wrapping items in cellophane to see the colour change.	2.Wrapping cars and vehicles in dough Cut and reveal pictures.	3.Find the object that has been hidden- memory skills	Combining different collage materials.
Orientation	Positional language using puppets	Yoga Balancing	Tidying skills, turn taking	Obstacle course using positional language	Writing in different positions and places	Creating patterns using natural objects- lining them up	Maps/ road mats to drive vehicles around.	Move the character- photos of themselves on lollipop sticks	Variety of toy cars and vehicles older and newer	- Tape and ribbon to create lines, zig-zags and curves.
Transforming	Hickory Dickory Dock	Add food colouring to playdough with the children	Colour mixing	Tiny caterpillar	Paint with dry powder paint and spray with water.	Capacity in the water	Melting ice- solid to liquid	Food colouring in bubble mixture- pop the bubbles on large roll of paper	Observe the seasons	Zip lock bag paint mixing
Trajectory	Bouncing high, bouncing low song	Throwing bean bags to knock down objects.	Dropping soft toys into a large tub	Roll the ball/ car to...	Painting wheels on cars and driving them through paint	Observe coloured streamers from tree branches	Watching water move down chutes- using jugs and funnels	Wind up toys/ pull along toys along a road way Spray bottle vertical painting.	Water wheels	Drip and flick painting
Rotation	Spin the 'talk wheel'	Parachute Sensory scarves and ribbons	Staying safe- when spinning Large wheel rolling	Round and round the garden.	Circular motions on paper- spirals, circles and loops	Spinning objects- group them	Selection of objects that will roll.	Circle games- remembering games from prior weeks Creating marks with wheeled objects.	Turn and sort screw top containers	Reflective items to explore Paint with feet on a wall
Positioning	Where should it go? Pics of grass, water and houses- put the objects in the right place	Explore ways of travelling- standing on high and low objects.	Setting the table	Simple story sequencing	Draw around animal shadows- position animals so shadow falls onto paper.	Line up loose parts	Create a mini garden using pots, soil and flowers	Natural objects through magnifying glasses. Mosaic style designs- e.g. beads in the dough/ ripped paper into a pattern on paper.	Post office- posting letters/ shape sorters	Collage in rows
Enclosing	Whats in the box?	Filling and emptying treasure baskets		Story trays with fences around them.	Chalk to draw parking spaces for cars/ pens for animals.	Sort into different containers	Measuring cups, filling and emptying in kinetic sand- changing textures.	Building houses and homes.	Wind up toys/ pull along toys	Circle frames for artwork.
Connection	Talking about home and family	Large scale threading e.g kitchen roll tubes	Connect soft toys using ribbon	Simple story re-tell using props- velcro onto a board	Mark making using clipboards	Linking construction objects together- compare the length	Hiding vehicles in playdough Puppets linked to family- home corner in pushchairs etc.	Creating towers using familiar household objects. Weaving materials through a wire rack.	Circle games- remembering games from prior weeks	Junk modelling using connectors

Transporting	Add narrative to small world play-selling food in a shop.	Wheelbarrows outside	Filling and emptying tote bags.	Carry it, move it, tip it out song.	Paint brush attached to vehicle and move along.	Variety of baskets and boxes to count objects into.	Diggers and dumper trucks to move sand.	Unload the food shopping into the cupboards. Exploring musical instruments.	Natural objects through magnifying glasses.	Free use of continuous provision-transport items to the work station .
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