

Topic: Do dragons exist? Why can't I have chocolate for breakfast? (Plans will also reflect children's needs and interests)

Characteristics of effective learning		
Playing and Exploring: <ul style="list-style-type: none"> Developing curiosity and using senses in exploration Engaging in open-ended activities Realise their actions have an effect Responding to new experiences 	Active Learning: <ul style="list-style-type: none"> Showing high levels of energy and fascination Maintaining focus for a short period of time Showing satisfaction and pride when successful. Participating in routines Showing goal directed behaviour 	Creating and Thinking Critically: <ul style="list-style-type: none"> Having their own ideas and reviewing them Making links with their experiences Finding new ways to do things Sorting materials within play Taking part in pretend play
Communication and Language:	Physical Development:	Personal, Social and Emotional Development:
<p>Children aged 2-3 will be learning to:-</p> <ul style="list-style-type: none"> Enjoy singing, music and toys that make sounds Join in with familiar rhymes Recognise and be calmed by a friendly and familiar voice Use intonation, pitch and changing volume when talking Use at least 20 clear words, linking 5 together when talking Understand frequently used words Understand some 2 word phrases and simple instructions Start to listen to other people's talk with interest but will be distracted by other things Develop pretend play Focus on an activity of their own choice Show an interest in what other children are playing and sometimes join in 	<p>Children aged 2-3 will be learning to:-</p> <ul style="list-style-type: none"> Try a wider range of food with different tastes and textures Express food likes and dislikes Clap and stamp to music Enjoy starting to kick, throw and catch balls Walk, run well, and jump with both feet off the ground Climb, spin and roll with more independence Use stairs independently Catch a large ball Use a scooter and/or tricycle Use large and small motor skills to do things independently such as buttons, zips and pouring drinks Learn to use the toilet with help and then with more independence (by age 3, 9 out of 10 children are dry most days) Build independently with a range of appropriate resources Develop manipulation and control Explore different materials and tools 	<p>Children aged 2-3 will be learning to:-</p> <ul style="list-style-type: none"> Find ways to manage transitions, for example leaving parent to come to Nursery Find ways to calm themselves Engage with others through gestures and talk Express preferences and decisions Thrive as they develop self-assurance Begin to enjoy the company of other children and want to play with them Notice and ask questions about differences Grow in independence, rejecting help sometimes Begin to wait for a turn and resist grabbing or pushing, so exercising 'effortful control'. Be increasingly able to talk about and manage their emotions, starting to say I am sad because.....

- Start to say how they are feeling, using words as well as actions
- Use speech sounds p, b, m, w accurately in talking
- Using pronouns, prepositions and plurals with some accuracy
- Listen to simple stories
- Shift from one task to another if you get their attention (using name)
- Understand who, what and where questions

- Show an increasing desire to be independent, for example with dressing and eating

- Show confidence when exploring their environment