

Two Year Old Provision

Program of Study	Knowledge, Skills and Understanding	Possible activities
Comparison	<p>Knows that things exist, even when out of sight</p> <p>Compares amounts using words like 'lots' or 'more'</p>	<p>Draw attention to changes in amounts, for example, by adding more bricks to a tower, or eating things up</p> <p>Offer repeated experiences with the counting sequence in meaningful and varied contexts, outside and indoors. Suggestions: count fingers and toes, stairs, toys, food items, sounds and actions.</p>
Counting	<ul style="list-style-type: none"> • May be aware of number names through their enjoyment of action rhymes and songs that relate to numbers • Looks for things which have moved out of sight • Says some counting words • May engage in counting-like behaviour, making sounds and pointing or saying some numbers in sequence • Begins to say numbers in order, some of which are in the right order (ordinality) 	<p>Use available opportunities, including feeding and changing times for finger-play, outdoors and inside, such as 'Round and round the garden'.</p> <p>Sing finger rhymes which involve hiding and returning, like 'Two little dicky birds'.</p>
Cardinality	<ul style="list-style-type: none"> • Uses number words, like <i>one</i> or <i>two</i> and sometimes responds accurately when asked to give one or two things • In everyday situations, takes or gives two or three objects from a group • Beginning to notice numerals (number symbols) • Beginning to count on their fingers. 	<p>Help children to match their counting words with objects. Suggestions: move a piece of apple to one side once they have counted it. If children are saying one number word for each object, it isn't always necessary to correct them if they skip a number. Learning to count accurately takes a long time and repeated experience. Confidence is important.</p>
Shape	<ul style="list-style-type: none"> • Stacks objects using flat surfaces 	<p>Encourage babies and young toddlers to play freely with a wide range</p>

	<ul style="list-style-type: none"> • Responds to changes of shape • Attempts, sometimes successfully, to match shapes with spaces on inset puzzles Pushes objects through different shaped holes, and attempts to fit shapes into spaces on inset boards or puzzles • Beginning to select a shape for a specific space • Enjoys using blocks to create their own simple structures and arrangements • Moves their bodies and toys around objects and explores fitting into spaces • Begins to remember their way around familiar environments • Responds to some spatial and positional language • Explores how things look from different viewpoints including things that are near or far away 	<p>of objects - toddlers engage spontaneously in mathematics during nearly half of every minute of free play. Suggestions: when appropriate, sensitively join in and comment on:</p> <ul style="list-style-type: none"> - interestingly shaped objects like vegetables, wooden pegs, spoons, pans, corks, cones, balls - pots and pans, boxes and objects to put in them, shape sorters - stacking cups: hiding one, building them into a tower, nesting them and lining them up <p>Provide blocks and boxes to play freely with and build with, indoors and outside.</p> <p>Provide inset puzzles and jigsaws at different levels of difficulty.</p>
Measures	<ul style="list-style-type: none"> • Shows an interest in objects of contrasting sizes in meaningful contexts • Gets to know and enjoys daily routine • Shows an interest in emptying containers • Shows an interest in size and weight • Explores capacity by selecting, filling and emptying containers, e.g. fitting toys in a pram • Beginning to understand that things might happen now or at another time, in routines • Chooses puzzle pieces and tries to fit them in • Recognises that two objects have the same shape • Makes simple constructions 	<p>Use the language of size and weight in everyday contexts. Provide objects with marked differences in size to play freely with. Suggestions: dolls' and adult chairs, tiny and big bears, shoes, cups and bowls, blocks and containers.</p>
Pattern	<ul style="list-style-type: none"> • Joins in with repeated actions in songs and stories • Initiates and continues repeated actions • Becoming familiar with patterns in daily 	<p>Provide patterned material - gingham, polka dots, stripes etc. - and small objects to arrange in patterns. Use words like 'repeated' and 'the same' over and over.</p>

	<p>routines</p> <ul style="list-style-type: none"> • Joins in with and predicts what comes next in a story or rhyme • Beginning to arrange items in their own patterns, e.g. lining up toys • Joins in and anticipates repeated sound and action patterns • Is interested in what happens next using the pattern of everyday routines 	
<p>Spatial Awareness</p>	<p>Spatial awareness</p> <ul style="list-style-type: none"> • Explores space around them and engages with position and direction, such as pointing to where they would like to go • Enjoys filling and emptying containers • Investigates fitting themselves inside and moving through spaces • Explores differences in size, length, weight and capacity • Beginning to understand some talk about immediate past and future • Beginning to anticipate times of the day such as mealtimes or home time 	<p>Describe children's climbing, tunnelling and hiding using spatial words like 'on top of', 'up', 'down' and 'through'.</p>

