

Fulwood St Peters Nursery Long Term Plan for 2's

Enhancements in the provision are linked to the development of the child and also their interests, which varies for each individual child.

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Topic	Marvellous Me!	Seasons and Celebrations	Traditional stories/Winter	Growing	Minibeasts	Summer
CLL	Enjoy singing and music. Recognise and identify a range of everyday objects. Understand simple instructions, such as find your coat or get your lunch box. Understands single and frequently used words in context, such as tidy up the cars.	Listen to and respond to a simple instruction. e.g. put this toy away in its place or put on your coat Focus on an activity of their own choice. Listen to other people talk with interest. Listen to stories- picture books	Start to develop conversations with others- friends, key person and other staff. Develop pretend Play- home corner, small world and imagination Identify familiar objects and properties. e.g. red car.	Start to say how they are feeling. Adults model it to them first so that they know what feelings are and then they can talk about how they are feeling, as some children may not know what feelings are or know how to express them. Begin to know about happy, sad, tired. Sings a range of familiar songs.	Listen to simple stories and understand what is happening, such as 'Where's Spot?' Understand and respond to longer sentences, often linking to routines e.g. take off your coat then wash your hands	Understands simple questions about who, what and where, through stories and also talking to the children at circle time about what they have done and who was there. Use a wider range of vocabulary.
PSED	Manage transition from parent to key person. Find ways to calm themselves with support. Begin to express a range of emotions, such as happy, sad	Establish a sense of self. Talk about interests and dislikes or show what they like and dislike Try new things e.g. food in the class to play with. They try to do something they don't like to do or that they have not done before. Express likes and dislikes. Engage in play with others. Enjoy exploring new places with confidence.	Develop self-confidence. Circle time talking about feelings and what they may have seen or done. Playing with increasing confidence on their own...with things they may have played with before or new things	Playing with increasing confidence with others. Safely explore emotions through play and stories. Read a story such as the Rainbow Fish and talk about how the characters are feeling. Role play.	Growing in independence. Beginning to show some control and wait their turn with support. Developing friendships.	Talk about and manage emotions. Notice and ask questions about differences Between themselves and others.
PD	Practising large movements such as waving, kicking, walking, going up and down.	Clap and stamp to music enjoying the rhythm. Fit themselves into spaces like tunnels, boxes, moving around and exploring. Both inside and outside. Making obstacles or use table and cloth to make a	Enjoy starting to kick, throw and catch balls. Model it to the children so that they can see how it's done. Children can do it whilst doing P.E. with the class and as a child led activity outside at playtime.	Beginning to sit on wheeled toys like a push-along toy or ride a tricycle and understanding it's me that makes them move.	Learning to use different materials and tools, practicing manipulation and control. E.g. blocks, jigsaws, threading, crayons and mark making items, board books.	Do three simple beginners Dough Disco moves, including squeeze, roll and pinch Learning to use the toilet with help and gradually becoming independent in this routine. Increased desire for independence, for example dressing/undressing.

		cave/den so they can go in and out.				
Literacy	Enjoy and joins in with songs and rhymes-Twinkle Twinkle Little Star and Wind the Bobbin Up. Enjoys sharing books with adults. Enjoys drawing freely.	Copy finger movements and gestures in songs and rhymes. Twinkle Twinkle Little Star, Wind the Bobbin Up and Miss Polly had a Dolly. Have favourite books.	Pays attention and responds to pictures and words in stories, including picture books such as 'Peepo' or 'That's Not My Dinosaur'.	Develop play around familiar stories, such as 'Goldilocks and the Three Bears' Give meaning to their marks. Talk about what they are drawing.	Sing songs and rhymes independently, such as Twinkle Twinkle Little Star, Wind the Bobbin Up, Miss Polly had a Dolly and Old MacDonald had a Farm. Repeats words and phrases from a familiar story.	Notifies some print such as a door number, the first letter of their name or a familiar logo. Enjoys drawing freely. Add some marks to their drawing, which they give meaning to. eg eyes to a face
Maths	React to changes of amount in a group of up to three items. Compare amounts, saying 'lots', 'more' or 'same'. For example when building a tower with bricks or eating food.	Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Counting objects in class such as teddies or fruit.	Climb and squeezing selves into different types of spaces. * Try to fit in different sizes of boxes and using the climbing frames outside	Build with a range of resources. In the classroom and also natural materials they may find outside. Use a range of building blocks and boxes.	Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. This can be adapted in different areas and also to each child's interests e.g. having different sized cars in the small world or having small weights in the home corner for heavy and light. Different sizes of chairs, bowls, spoons.	Notice patterns and arrange things in patterns...things around the class like circles on the walls or even patterns on clothing. This needs to be modelled first so that children are aware what patterns are. Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'
Understanding of the World	I can explore natural things indoors and outside, using my senses to feel and see different textures and shapes. Autumn-explore the world around them Healthy eating Use fruit and veg in the home corner that they can play with	I can explore natural things indoors and outside, using my senses to feel and see different textures and shapes. Celebrations- Christmas, Diwali Do activities linking to the celebrations that are suitable for the age group. Find simple stories that they can look through. (picture books for them to tell the story)	I can explore and react to different things in my environment, like the sun, rain, or wind, during play and simple outings around Nursery. Pancake Tuesday Help to make pancakes by measuring ingredients and mixing the ingredients. Talking about how they are made Winter-explore the world around them, by going on a winter walk and talking about the weather and what they can see	I can explore and react to different things in my environment, like the sun, rain, or wind, during play and simple outings around Nursery. Easter Eid - Do activities linking to the celebrations that are suitable for the age group. Find simple stories that they can look through (picture books for them to tell the story). Looking after our teeth * model of teeth and toothbrush/toothpaste in the home corner so that the children can play with them and model that they should be brushing teeth and keeping them clean. Spring -exploring the world * By going on a spring walk and	I can recognise features of my family and others, seeing what is similar and different. Bringing in pictures of family and talk about what makes everyone unique eg hair colour Spring-explore the world around them.	I can notice differences between people, showing that I understand and appreciate the special things about each person, noticing that not everyone is the same. Summer-explore the world around them. Go on a summer walk around the school grounds or the area. Talk about what they can see, smell, hear and touch. Notice that flowers are growing and the trees have green leaves etc Safety in the sun. Read stories about summer and talk about how we can stay safe in the sun. Talk about items such as sunhats, sunscreen and sun glasses

				seeing the changes. Adult to talk about the changes with the children. Eg leaves are growing or flowers are starting to grow.		
EAD	<p>Make rhythmical and repetitive sounds.</p> <p>Explore a range of sound-makers and instruments and play them in different ways, indoors and outdoors</p>	<p>Explore paint, using fingers and other parts of their bodies. Sensory painting with feet. The children can wash their feet themselves with a bucket and towel. as well as brushes and other tools.</p>	<p>Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</p>	<p>Explore different materials, using all their senses to investigate them.</p>	<p>Use their imagination as they consider what they can do with different materials.</p>	<p>Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.</p>