Long Term Plan - 2 Year Olds

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Who am I?	How do people celebrate together?	Where do I belong?	What can we make?	What changes around me?	How can we travel?
MARVELLOUS ME! - Regulate me - All About me - My feelings - People who help us. - Autumn - Harvest - Halloween (flexiblie to meet indicidual needs and interests)	**LET'S CELEBRATE!!** - Bonfire Night - Nursery Rhyme Week - Birthdays - Weddings - Winter - Christmas (flexiblie to meet indicidual needs and interests)	**TICKETS PLEASE!** - Our school - Keelby - Grimsby - Road Safety - Transport - Valentines (flexiblie to meet indicidual needs and interests)	**MARVELLOUS MAKERS!** -The Hungry Caterpillar - Brown Bear, Brown Bear - The mixed up chameleon - The tiny seed -Easter (flexiblie to meet indicidual needs and interests)	**READY STEADY GROW!** - Minibeasts - Healthy Me - Butterflies - Plants - Kings & Queens - Seasons (flexiblie to meet indicidual needs and interests)	**AROUND THE WORLD!** - London - France - Italy - Seaside - Transition - Pirates (flexiblie to meet indicidual needs and interests)
KEY EVENTS • Autumn Trail • Remembrance Day • Harvest Time • Halloween stay and play	**KEY EVENTS** • Bonfire Night • Children in Need • Remembrance Day • Christmas stay and play • WNRW	**KEY EVENTS** • Big Garden Bird Watch • Pancake Day • Chinese New Year • Valentines Day	**KEY EVENTS** • Mother's Day • World book day • Egg Hunt • Holi Festival • The Easter Story • Craft Parent Stay and Play	**KEY EVENTS** • Earth day • World bee day • Caterpillars	**KEY EVENTS** • Plastic free July • Transition to school • Father's Day • Sports day • Moving Up Celebration
KEY VOCAB Name, me, my, face, eyes, nose, mouth, ears, hands, feet, fingers, toes, hair, tall, big, little, happy, sad, friend, play, baby, grown up, Autumn, halloween, dentist, doctor.	**KEY VOCAB** Happy, party, cake, candle, card, gift, song, dance, food, share, play, smile, fun, colour, balloon, friend, family, big, little, cold, christmas, snow, Nursery Rhyme.	**KEY VOCAB** home, nursery, Keelby, beach, park, living room, bathroom bedroom, kitchen, traffic lights, red, amber, green, love heart, car, bus.	**KEY VOCAB** Make, paint, draw, mark, colour, stick, glue, stick, paper, brush, pencil, cut, build, shape, big, small, wet, messy, soft, smooth, line, bumpy., Easter, rabbit, chocolate, Jesus.	**KEY VOCAB** Flower, garden, tree, leaf, grass, mud, water, bug, bee, butterfly, snail, worm, bird, look, see,, find, gentle, kind, grow, care, food, summer.	**KEY VOCAB** Car, bus, train, boat, airplane, walk, go, stop, fast, slow, , up, down, near, far, big, small, pirate, Nursery.

Long Term Plan - 2 Year Olds

KEY KNOWLEDGE	KEY KNOWLEDGE	KEY KNOWLEDGE	KEY KNOWLEDGE	KEY KNOWLEDGE	KEY KNOWLEDGE
I know my name I know what I look like I know I have a family I know I have body parts I know what I like to play with I know I have feelings I know my friends have names too I know everyone is special I know people can help me I know my family helps me I know my teacher helps me I know a doctor helps us when we are poorly I know a dentist helps keep my teeth healthy I know leaves change colour in Autumn I know different types of fruits and vegetables I can begin to join in with a Harvest song I know I dress up on Halloween **Nursery Rhymes** • Baa baa black sheep • Hickory, Dickory, Dock • Humpty Dumpty • Miss Molly Had a Dolly	I know celebrations can be fun I know a woman might wear a wedding dress on her wedding day I know they will wear rings. I know it is cold in winter I know it might snow in winter I wear coat, hat and gloves in winter. I know I might celebrate Christmas **Nursery Rhymes** • Hey Diddle, Diddle • Incy Wincy Spider • Twinkle Twinkle Little Star	I know cars can take us places I know some transport has wheels I know we can travel by car, bus, train or airplane I know Valentines day is a day to show love and kindness I know I can give someone a card I can use red and pink to make a valentines card. **Nursery Rhymes** • 1,2,3,4,5 Once I caught a fish alive • Row, Row, Row your boat • One, Two Buckle my Shoe	I know I can stick things together I know different materials feels different I know my creations are special I know an Eric Carle story **Nursery Rhymes** • Pat-a-cake • Wind the Bobbin Up • Ring-a-ring-a-Roses	I I know birds visit gardens I know I should be gentle with living things. I know there are different seasons I know it can be hot and cold I know leaves change colour and fall I know the king wears a crown I know the queen wears a crown I know things around me can change **Nursery Rhymes** • Mary, Mary Quite Contrary • Round and round the garden • The Grand Old Duke of York	I know I can make a sandcastle at the beach I know sea and sand is at the beach I know that pirates use boats. I know what pirates wear and use **Nursery Rhymes** • A sailor went to sea • Down at the station • Wheels on the bus • Jack and Jill

AUTUMN 1: MARVELLOUS ME

COMMUNICATION AND LANGUAGE

Development Focus:



Links to Birth - 2Years;
-Copy what adults do, taking 'turns' in conversations (through babbling) and activities.
-Try to copy adult speech and lip movements
-Turn towards familiar sounds.
-They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent

- Enjoy singing, music and toys that make sounds.
- Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling).
- Recognise and are calmed by a familiar and friendly voice.
- Listen and respond to a simple instruction.
- Use gestures like waving and pointing to communicate.
- Reach or point to something they want while making sounds.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Development Focus:



Links to Birth - 2 Years;
-Find ways to calm themselves, through being calmed and comforted by their key person.
-Establish their sense of self.
-Engage with others through gestures, gaze and talk.
-Look back as they walk away from their key person.
-Look for clues about how to respond to something interesting.

- Find ways of managing transitions, for example from their parent to their key person
- Express preferences and decisions.
- They also try new things and start establishing their autonomy.
- Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.

PHYSICAL DEVELOPMENT

Development Focus:



Links to Birth - 2 Years;
-Begin to crawl in different ways and directions.
-Begin to walk independently – choosing appropriate props to support at first

- Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking.
- Clap and stamp to music.
- Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.
- Enjoy starting to kick, throw and catch balls.
- Build independently with a range of appropriate resources.

SPECIFIC AREA LINKS

Literacy

- Touches pages of books as they are read to by an adult.
- Points to objects when an adult says the word for example 'ball'.
- Copy finger movements and other gestures.
- Join in Dough Disco if ready.

Mathematics

- Take part in finger rhymes with numbers.
- Put objects inside other objects and take them out again.



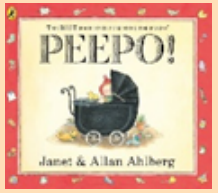
Understanding the World

- Develops a sense of belonging to their family and their key carer.
- Closely observes what animals, people and vehicles do. Watches toy being hidden and tries to find it, watches intently where a spider has scuttled away under leaves.
- Closely observes what people and pets do. Begin to label some body parts.

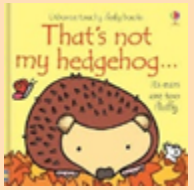
Expressive Arts and Design

- Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression.
- Make rhythmical and repetitive sounds. Join in with songs and rhymes, making some sounds

Suggested texts;









(see Book Progression document for more)

AUTUMN 2: LET'S CELEBRATE!

COMMUNICATION AND LANGUAGE	Development Focus: • Babble, using sounds like 'baba', 'mamma', • Use intonation, pitch and changing volume when 'talking'. • Copy your gestures and words. Understand single words in context – 'cup', 'milk', 'daddy'. • Understand simple instructions like "give to nanny" or "stop". • Recognise and point to objects if asked about them.
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	Development Focus: • Thrive as they develop self-assurance. • Gesture towards their cup to say they want a drink. • Develop friendships with other children.
PHYSICAL DEVELOPMENT	Development focus: • Walk, run, jump and climb – and start to use the stairs independently. • Spin, roll and independently use ropes and swings (for example, tyre swings). • Use small motor skills to do things independently, for example pincer grip to pick up and place small objects and pour/empty into containers.

SPECIFIC AREA LINKS

Literacy

- Enjoy sharing books with an adult.
- Sing songs and say rhymes independently, for example, singing whilst playing.
- Enjoy drawing freely.
- Join in Squiggle Wiggle if ready

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Mathematics

- React to changes of amount in a group of up to three items.
- Build with a range of resources. Climb and squeeze themselves into different types of spaces.

UW and EAD

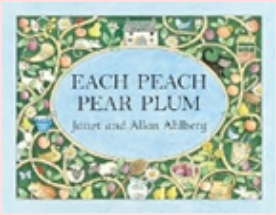
- Has a sense of own immediate family and relations and pets.
- Begin to join in celebrations.
- Repeat actions that have an effect.
- Begin to explore different sensory materials linked to celebrations.
- Notices and becomes interested in the transformative effect of their action on materials and resources.
- Explore a range of sound-makers and instruments and play them in different ways.

Other weekly topics linked to Nursery;

- Bonfire Night
- Nursery Rhyme Week
- Birthdays
- Weddings
- Winter & Christmas

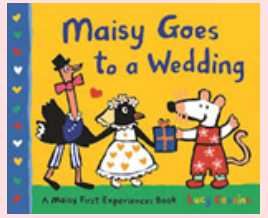
Suggested texts;

(see Book Progression document for more)









SPRING 1: TICKETS PLEASE!

COMMUNICATION AND LANGUAGE	Development Focus: • Understand frequently used words such as 'all gone', 'no' and 'bye-bye'. • Make themselves understood, and can become frustrated when they cannot be easily understood. • Generally, focus on an activity of their own choice and find it difficult to be directed by an adult. • Listen to simple stories and understand what is happening, with the help of the pictures.
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	Development Focus: • Feel confident when taken out around the school and enjoy exploring new places with their key person. • Feel strong enough to express a range of emotions. • Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".
PHYSICAL DEVELOPMENT	Development Focus: • Sit on a push-along wheeled toy, use a scooter or ride a tricycle. • Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.

SPECIFIC AREA LINKS

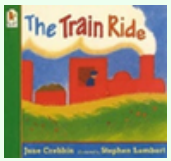
Literacy

- Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.
- Pay attention and respond to the pictures or the words.
- Add some marks to their drawings, which they give meaning to. For example: "That says mummy."

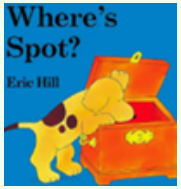
Mathematics

- Develop counting-like behavior, such as making sounds, pointing or saying some numbers in sequence.
- Complete inset puzzles. Compare amounts, saying 'lots', 'more' or 'same'.

Suggested texts;







(see Book Progression document for more)

UW and EAD

- Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc.) and is interested in photographs of themselves with these.
- Enjoys stories about people. nature and transport and is interested in photographs of themselves with these.
- Explore materials with different properties.
- Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.
- Enjoy and take part in action songs, such as 'Row Row your boat'.
- Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.
- Start to make marks intentionally.
- Other topics linked to Nursery; Our school, Keelby, Transport, Valentines

SPRING 2: MARVELLOUS MAKERS

COMMUNICATION AND LANGUAGE	Development Focus: • Start to develop conversation, often jumping from topic to topic. • Start to say how they are feeling, using words as well as actions. • Identify familiar objects and properties for practitioners when they are described. For example: 'Poppy's coat', 'blue car', 'shiny apple'. • Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	Development Focus: • Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. • Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. • Explores confidently when they feel secure in the presence of a familiar adult and is more likely to engage in new or challenging situations.
PHYSICAL DEVELOPMENT	Development Focus: • Use large and motor skills to do things independently. • Start eating independently and learning how to use a knife and fork. • Develop manipulation and control. • Explore different materials and tools.

SPECIFIC AREA LINKS

Literacy

- Develop play around favourite stories using props. Ask questions about the book. Makes comments and shares their own ideas.
- Repeat words and phrases from familiar stories.
- Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.

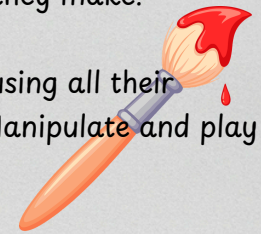
Mathematics

- Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'
- Compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'

UW and EAD



- Is interested in photographs of themselves and other familiar people and objects.
- Make connections between the features of their family and other families.
- Explore natural materials, indoors and outside.
- Closely observe different animals and begin to label them and share noises they make.
- Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.
- Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.



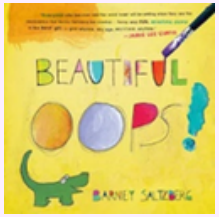




Suggested texts;







(see Book Progression document for more)

SUMMER 1 - READY STEADY GROW!

COMMUNICATION AND LANGUAGE	Development Focus: • Use the speech sounds p, b, m, w. • Pronounce: - l/r/w/y - s/sh/ch/dz/j - f/th - multi-syllabic words such as 'banana' and 'computer'. • Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). • Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. 
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	Development Focus • Be increasingly able to talk about and manage their emotions • Be increasingly independent as they get dressed and undressed, for example, putting arms in a coat or putting on an apron. • Begin to play with one or more other children, extending and elaborating play ideas. 
PHYSICAL DEVELOPMENT	Development Focus: • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues • Use a comfortable grip with good control when holding pens and pencils. 

SPECIFIC AREA LINKS

Literacy

- Enjoy songs and rhymes, tuning in and paying attention.
- Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.
- Make marks on their picture to stand for their name.

Mathematics

- Recite numbers to 3
- Begin to notice patterns

Suggested texts;

(see Book Progression document for more)







UW and EAD

- In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, or shops.
- Notice differences between people.
- Explore and respond to different natural phenomena in their setting.
- Closely observe the caterpillars and watch them grow.
- Make simple models which express their ideas.
- Use their imagination as they consider what they can do with different materials.

Other learning topics linked to Nursery;

- Minibeasts, Healthy Me, Butterflies, Plants, Seasons

SUMMER 2 - AROUND THE WORLD!

COMMUNICATION AND LANGUAGE	Learning Focus: • Sing a large repertoire of songs. • Use longer sentences of four to six words. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	Learning Focus: • Understand gradually how others might be feeling. • Learn to use the toilet with help, and then independently. • Begin to find solutions to conflicts and rivalries. For example, accepting that not everyone can pretend to be the same in the game, and suggesting other ideas.
PHYSICAL DEVELOPMENT	Learning Focus: • Start taking part in some group activities which they make up for themselves, or in teams. • Begin to show a preference for a dominant hand.

SPECIFIC AREA LINKS

Literacy

- Begin to engage in extended conversations about stories, learning new vocabulary
- Count or clap syllables in a word - recognise words with the same initial sound, such as money and mother
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page.

Mathematics

- Recite numbers past 5.
- Begin to arrange things in patterns.

UW and EAD



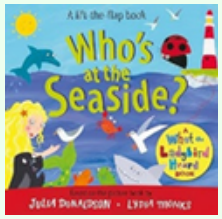
- In pretend play imitates actions from things they have watched or been part of, being a cat, dog or bird.
- Show interest in different occupations and places.
- Talk about what they see, using a wide vocabulary.
- Closely observe different animals in the sea. Begin to label them and share some facts.
- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Listen with increased attention to sounds.

Other learning linked to Nursery topics,

- Class bear travels to London, France, Italy, Seaside

- Transition into main Nursery

Suggested texts;







(see Book Progression document for more)