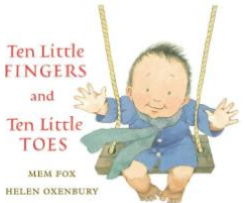
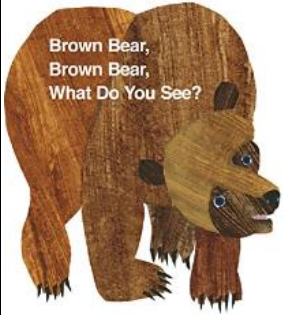
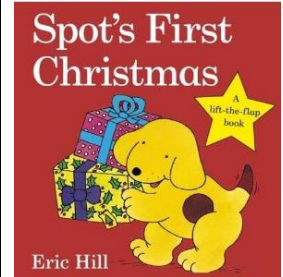
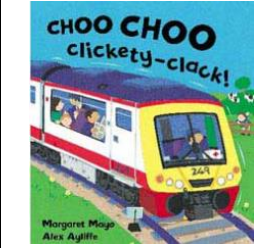


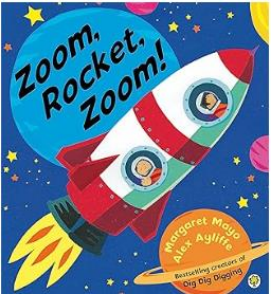
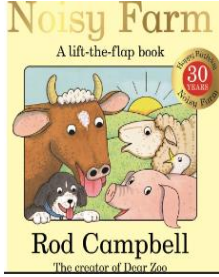
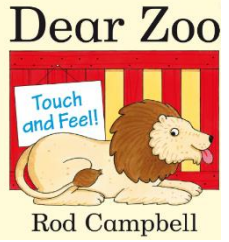



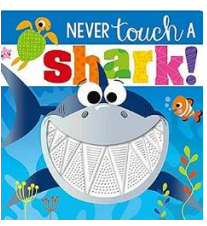
A united, caring community of learners
Two-year-old provision Long term plan

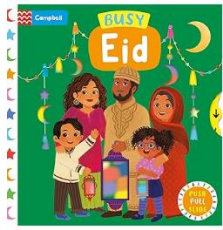
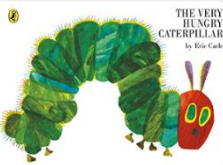
Autumn Term								
Term	Class Texts	Personal, Social and Emotional Development	Communication and Language	Physical Development	Maths	Literacy	Understanding of the World	Expressive Arts and Design
Autumn 1	 <p>Ten Little FINGERS and Ten Little TOES MEM FOX HELEN OXENBURY</p> <p>Additional texts for story time: Where's Spot? Fox's Socks How to Brush your teeth with Snappy Croc Lift the Flap Bible</p>	<p>To build a key person relationship, supporting children when separating from main parent/carer.</p> <p>With support from key person, show an interest in play.</p>	<p>To begin to join in with some nursery rhymes (even just with actions).</p> <p>To begin to listen to short stories in a small group.</p> <p>To use some single words to express their needs, wants and feelings.</p>	<p>To feel secure and comfortable during nappy time.</p> <p>To sit comfortably on a chair with both feet on the ground.</p> <p>To walk independently around the setting.</p>	<p>To combine objects such as stacking blocks and cups</p> <p>To put objects inside others and take them out again.</p>	<p>To show an interest with mark making using fingers, large apparatus and tools.</p> <p>To explore looking at books independently.</p>	<p>To recognise their family and key people during key person time. Children to name their family by using a family photograph (Linked to History).</p> <p>To learn about the basic routines of the day using a visual timetable (carpet time, tidy time, home time etc).</p> <p>I know where my eyes, ears, nose and mouth are. (Linked to Science).</p>	<p>To explore sounds using musical instruments and sound makers. (Linked to Music)</p> <p>To show an interest in early mark making. (Linked to Art)</p> <p><u>Key Nursery rhymes for this half term</u> Twinkle Twinkle Little Star, Humpty Dumpty and Miss Polly had a Dolly</p>



<p>Autumn 2</p>	<p>Bill Martin Jr / Eric Carle</p>  <p>Brown Bear, Brown Bear, What Do You See?</p>  <p>Spot's First Christmas</p> <p>Eric Hill</p> <p>Additional texts for story time: Elmer Wow! Said the Owl Rabbit's Nap Lift the Flap Bible</p>	<p>To settle into their new environment and begin to recognise where things are located in the classroom.</p> <p>To notice other children around them.</p> <p>To know and respond to my own name.</p> <p>To seek comfort from familiar adults when needed.</p>	<p>To recognise familiar objects to develop their vocabulary.</p> <p>To join in with nursery rhymes.</p> <p>To become more confident at listening to stories in a small group.</p> <p>To begin to repeat familiar words.</p>	<p>To begin to run on different surfaces using the whole of my foot.</p> <p>To squash playdough with hands and fingers to shape it.</p> <p>To feel secure and comfortable during nappy time.</p>	<p>To begin to take part in finger rhymes with numbers (Tommy Thumb etc).</p> <p>To explore and use shape sorters and puzzles.</p>	<p>To hold a tool with a fist palmer grip.</p> <p>To enjoy drawing freely.</p> <p>To use a basic picture book and find information following a prompt e.g. Where is the dog?</p>	<p>To begin to explore light and colour through sensory play. (Linked to Science).</p> <p>To know key locations of Saplings room and outside area. (Linked to Geography).</p> <p>To imitate everyday actions from family's cultural background in my play.</p> <p>To understand that Christmas is a special celebration. (Linked to RE).</p>	<p>To begin to explore colour. (Linked to Art).</p> <p>To use our voices to make sounds. (Linked to Music)</p> <p>Key Nursery rhymes for this half term Twinkle Twinkle Chocolate Bar, Incy Wincy Spider, Wind the Bobbin Up.</p>
Spring term								
<p>Spring 1</p>	 <p>CHOO CHOO clickety-clack!</p> <p>Margaret Maup Alex Ayllie</p>	<p>To seek out others to share experiences with and begin to develop friendships.</p>	<p>To begin to put two words together.</p> <p>To listen and respond to a simple instruction e.g. 'sit down, 'get coat' etc.</p>	<p>To know that if I bend my knees, it will make jumping easier.</p>	<p>To complete an inset puzzle and to demonstrate matching and sorting skills</p>	<p>To listen to simple stories and understand what is happening with the help of pictures.</p>	<p>To play with small world reconstructions building on first hand experiences, train tracks, farms etc.</p>	<p>To begin to use different tools for painting. (Linked to Art).</p>

	 <p>Additional texts for story time:</p> <p>Lift the flap bible Where's Mr Train That's not my fire engine You can't take an elephant on the bus</p>	<p>To begin to develop independence during play, often rejecting offers of help.</p> <p>To start to respond to the feelings of others, showing concern and offering comfort.</p>	<p>To begin to know some nursery rhymes and begin to sing them unprompted.</p>	<p>To begin to show an interest in toilet training.</p> <p>To sit together for snack times and try different tastes and textures.</p> <p>To begin to develop hand eye co-ordination through scooping/pouring and filling activities.</p>	<p>within their play.</p> <p>To begin to compare sizes e.g. bigger and smaller.</p>	<p>To choose books that interest them independently and begin to understand how to handle them carefully, turning the pages independently.</p> <p>To distinguish between the different marks that they make.</p>	<p>(Linked to History).</p> <p>To know some different methods of transport.</p>	<p>To begin to use different materials to make models. (Linked to DT).</p> <p>To join in singing songs and rhymes, copying actions. (Linked to Music)</p> <p><u>Key Nursery rhymes for this half term</u> Wind the Bobbin Up. The Wheels on the Bus, If you're happy and you know it.</p>
<p>Spring 2</p>	 	<p>With the support of an adult, wait and take a turn e.g. rolling a ball.</p> <p>To begin to show empathy and concern for people who are special to them e.g. may offer another child a toy that they like.</p>	<p>To begin to join in with some familiar words and phrases in familiar stories.</p> <p>To begin to use longer phrases of three to four words.</p> <p>To begin to recognise familiar environmental sounds and say what they can hear.</p>	<p>To develop more interest in toilet training.</p> <p>To gain control over my body through indoor and outdoor play.</p> <p>To know that I use my hands to throw. To begin to show a preference for a</p>	<p>To use number language in their play, beginning to sequence numbers orally 1 to 5.</p> <p>To notice and comment on patterns including stripes and spots.</p>	<p>To begin to make comments and share ideas during small group story time.</p> <p>To begin to understand simple questions about who, what and where sometimes with</p>	<p>To know that I need to care for animals. (Linked to Science).</p> <p>To identify and name farm animals e.g. sheep, pig, cow etc.</p>	<p>To begin to experience tone, pitch and volume. (Linked to Music)</p> <p>To begin to use resources imaginatively for pretend play e.g. using a block as a phone.</p>

	Additional texts for story time: Oh Dear! No more Nappies! Spot goes to the Farm Peppa's day at the zoo	To continue to develop friendships with their peers. To begin to understand that actions have consequences (even though they might not be consequences they hope for).	To use the speech sounds p, m, b and w.	dominant hand when throwing. To begin to use jumbo tweezers to manipulate and object.		prompts from my key person. To sometimes add meaning to marks they make e.g. 'It's Mummy.'	To understand that Easter is a special celebration (Linked to RE) . To understand that Eid is a special celebration. (Linked to RE) .	Key Nursery rhymes for this half term Baa Baa black sheep, Old MacDonald had a farm, Sleeping Bunnies, Moo Moo Jersey Cow
Summer 1	  <p>Additional texts for story time: Goldilocks and the Three Bears The Three Little Pigs Little Red Riding Hood The Gingerbread Man</p>	I am beginning to recognise that some actions can hurt or harm others and can begin to stop myself from something I shouldn't do. To show independence through my play and begin to make my own choices. To have established friendships with my peers.	To listen and join in during group times, taking a more active role in participating. To know and sing a wide variety of Nursery rhymes. To begin to understand and follow an instruction that has two parts e.g. get your coat and wait at the door.	To know that I kick a ball with my foot. To begin to show a dominant foot for kicking a ball. To begin to hold tools and objects using a palmer grasp comfortably. With support, to begin to use the toilet at Nursery.	With support, I know spatial words like, on top of, through and down. I know what is meant by empty and full. I am beginning to know how to count on my fingers.	To have a selection of favourite stories. To understand that stories have a beginning and an end. To begin to imitate simple shapes such as circles and lines.	To begin to recognise familiar places and logos through looking at photos (local shops, places of interest etc.) (Linked to Geography) . To begin to understand that there are different environments, for example understanding that fish live in the sea. (Linked to Science) .	To experiment with ways to enclose a space, create shapes and represent actions, sounds and objects. (Linked to Art) . To experiment with different ways of playing instruments. (Linked to Music) Key Nursery rhymes for this half term Hickory Dickory Dock, Grand Old Duke of

								York, Tommy Thumb
<p>Summer 2</p>	  <p>Additional texts for story time: Goldilocks and the Three Bears The Three Little Pigs Little Red Riding Hood The Gingerbread Man</p>	<p>To begin to take a turn independently.</p> <p>To explore emotions and feelings through stories and play.</p> <p>To show continued independence in my play and make my own choices.</p>	<p>To know how to use talk to organise myself and my play “let’s go on a bus, I am the driver.”</p> <p>To begin to speak in a sentence of four to six words.</p> <p>To understand and follow an instruction that has two parts e.g. get your coat and wait at the door.</p>	<p>To follow snack time routines, making choices independently.</p> <p>To begin to become independent with self-help skills including washing hands, going to the toilet and putting on their coat.</p> <p>To show increasing control when holding and manipulating a range of tools and objects.</p>	<p>To begin to count objects and actions in everyday contexts and counting up to 3 fingers.</p> <p>Begin to notice numerals in the environment and make comments on what they see e.g. on buses, doors etc.</p>	<p>To take part in threading activities to develop fine motor control for writing.</p> <p>To make marks on a picture to stand for their name.</p> <p>To imitate simple shapes such as circles and lines.</p> <p>To talk in simple sentences and phrases about the books they enjoy, using pictures to help them.</p>	<p>To remember and talk about significant events in my own experience. (Linked to History).</p> <p>To observe and notice growth and change e.g. caterpillars changing to butterflies. (Linked to Science)</p> <p>To understand that Eid is a special celebration. (Linked to RE).</p>	<p>To develop imaginative play from their own learning experiences, stories and rhymes.</p> <p>To explore different rhythms, beat and use their bodies appropriately. (Linked to Music)</p> <p><u>Key Nursery rhymes for this half term</u> Tiny Turtle, 3 Little Ducks, 3 Little Monkeys, Row row row your boat.</p>