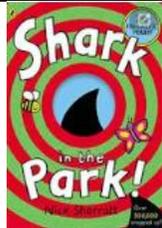
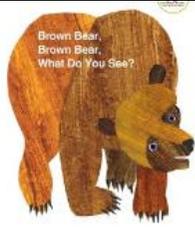
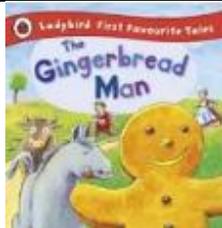
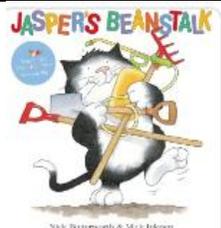
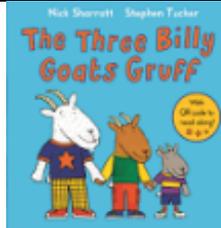


		Autumn Term		Spring Term		Summer Term	
Term		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text		 Shark in the Park	 Brown Bear, Brown Bear	 Gingerbread Man	 We're Going on a Bear Hunt	 Jasper's Beanstalk	 Three Billy Goats Gruff
Story Spine		<ol style="list-style-type: none"> 1. Me 2. Lenny and Wilbur 3. Lulu's 1st Day 4. Wind 5. Puddling 6. The Tiger who Came to Tea 	<ol style="list-style-type: none"> 1. Wow! Said the Owl 2. We're Going to a Birthday Party 3. How We Share 4. All I Want for Christmas 5. The Snowy Day 6. We're Going on a Leaf Hunt 	<ol style="list-style-type: none"> 1. Zeki gets a check up 2. 1, 2, 3 do the dinosaur 3. When Mummy Goes to Work 4. Where's Elephant? 5. Let's be Friends 6. How to Brush Your Teeth with Snappy Crocodile 	<ol style="list-style-type: none"> 1. We're going on a Lion hunt 2. Noisy Farm 3. There's A Chick in my Book 4. I Am Angry 5. Good Night Tractor 6. Tremendous Tractors 	<ol style="list-style-type: none"> 1. Tree 2. The Odd Egg 3. How We Feel 4. The Very Busy Spider 5. Lenny in the Garden 6. Kiki and Bobob's Sunny Day 	<ol style="list-style-type: none"> 1. Walking through the jungle 2. Go, Go Pirate Boat 3. Lollipop and Grandad and the Back Garden Safari 4. Mayas Walk 5. Amazing Aeroplanes 6. Blown Away
Rhyme Time		Round and Round the Garden Wind the Bobbin Up Pat A Cake Twinkle Twinkle	Christmas songs Christmas Pudding Christmas Cracker We Wish you a Merry Christmas Jingle Bells	Hickory Dickory Dock Humpty Dumpty Miss Polly had a Doll Jack and Jill	Hey Diddle Diddle Baa Baa Black Sheep 12345 Once I Caught a Fish Alive Grand Old Duke of York	Incy Wincy Spider Mary Mary Quite Contrart Ring a Ring a Roses 1,2 Buckle My Shoe	Wheels on the Bus Row Row Row your Boat A Sailor Went to Sea Down at the Station
Big Question		Who lives in my house?	How do we celebrate?	Who helps us?	What do we see at the farm?	How do we care for living things?	How do we travel to nursery?
EYFS Links – Prime and Cognitive	PSED	Self-Confidence and Self Awareness <ul style="list-style-type: none"> • Find own nose, eyes or tummy as part of naming games. • Learn that their own voice and actions have effects on others. • Use pointing and eye gaze to make requests and to share an interest. • Engage other people to help achieve a goal, e.g. to get an object out of reach. 					



Long Term Plan – 2 Year Olds

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		<p>Managing Feelings and Behaviour</p> <ul style="list-style-type: none"> • Use a familiar adult to share their feelings with such as excitement or pleasure, and for ‘emotional refuelling’ when feeling tired, stressed or frustrated. • Start to soothe themselves and may like to use a comfort object. • Cooperate with care-giving experiences, e.g. dressing. • Understand ‘yes’, ‘no’ and some boundaries. <p>Making Relationships</p> <ul style="list-style-type: none"> • Seek to gain attention in a variety of ways, drawing others into social interaction. • Build relationships with special people. • Notice and are wary of unfamiliar people. • Interact with others and explore new situations when supported by a familiar person. • Show interest in the activities of others and respond differently to children and adults, e.g. may be more interested in watching children than adults or may pay more attention when children talk to them.
	PD	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> • Lean forward to pick up small toys. • Hold an object in each hand and bring them together in the middle, e.g. holds two blocks and bang them together. • Show pleasure in the sensory experience of making marks in damp sand, paste or paint. • Walk upstairs holding the hand of adult. • Actively cooperate with nappy changing <p>Fine Motor Skills</p> <ul style="list-style-type: none"> • Pick up small objects between their thumb and fingers. • Hold a pen or crayon using a whole hand (palmar) grasp and make random marks with different strokes. • Start to balance blocks to build a small tower. • Hold their own cup. • Eat finger foods and bring them to their mouth. • Begin to drink from an open cup
	CL	<p>Listening and Attention</p> <ul style="list-style-type: none"> • Pay attention to dominant stimulus and are easily distracted by noises, children or other people talking. • Show interest in adults making sounds and moving their bodies. • Start to notice other children making noises around them. • Listen to and respond to simple instructions. <p>Understanding</p> <ul style="list-style-type: none"> • Start to follow others’ body language, including pointing and gesture. • Respond to the different things said when in a familiar context with a special person, e.g. ‘Where’s Mummy?’, ‘Where’s your nose?’ • Start to understand single words in context, e.g. ‘cup’, ‘milk’, ‘daddy’. • Select familiar objects by name and will go and find objects when asked or identify objects from a group. • Understand simple sentences, e.g. ‘Throw the ball.’



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	Speaking	<ul style="list-style-type: none"> Use sounds in play, e.g. 'brrrm' for a toy car. Use single words. Frequently imitate words and sounds. Babble and increasingly experiment with using sounds and words to communicate for a range of purposes, e.g. teddy, more, no, bye-bye. Use pointing with eye gaze to make requests and to share an interest. Create personal words as they begin to develop language. 					
	Literacy	<ul style="list-style-type: none"> Show interest in books and rhymes and begin to have favourites. Handle books and printed material with interest. 					
	Maths	<p>Number</p> <ul style="list-style-type: none"> Number songs and action songs (up to 5) Begin to organize and categorise objects <p>Shape, space and measure</p> <ul style="list-style-type: none"> Explore and build with blocks and objects Get to know daily routines Concept: big/small 	<p>Number</p> <ul style="list-style-type: none"> Number songs and action songs (up to 5) Begin to say some number names (up to 3) Concept: more/less <p>Shape, space and measure</p> <ul style="list-style-type: none"> Explore and begin to create structures with shapes and objects Link objects and actions to daily routines, e.g., cup to snack time Begin to fit shapes into inset boards and puzzles Explore and talk about patterns 	<p>Number</p> <ul style="list-style-type: none"> Number songs and action songs (up to 5) Begin to give correct amount of objects from collections (up to 3) <p>Shape, space and measure</p> <ul style="list-style-type: none"> Create simple structures using blocks and objects Link sequence of actions with daily routines Match and complete inset jigsaw puzzles Concept: full/empty 			
Self Help Skills	Wash hands with support	Roll up sleeves independently	Undo straps on nappy	Pull down trousers with support	Tidy up objects in the classroom, place items in the correct baskets	Independently navigate nursery environment inside and outside ready for 3-4 room	
	Roll up sleeves with support	Turn taps on/off and wash hands	Attempt to wipe own bottom	Sit on potty/toilet	Use a dustpan and brush	Put shoes on with support	
	Drink from an open cup	Dry hands with a paper towel	Fasten shoes	Take off shoes with support	Take of shoes		
	Recognise own belongings	Drink from an open cup	Pour own drink with support	Pour own drink	Find own cup and bowl for snack		