

EYFS Nursery 2 Long Term Plan



Year Group: Nursery 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Non-Negotiables <i>These are fixed aspects of the curriculum at Clapgate that we believe all children should learn and revisit throughout their time in Foundation Stage.</i> <i>1X cooking opportunity each half term</i> <i>Caring for the school animals will be a non-negotiable that runs across the year.</i>	Our community Our families Royal family Visits from wider school community Black History Month Weekly outdoor learning	Diwali Bonfire night- Campfire experience and fire safety Autumn Halloween Christmas/Nativity Weekly outdoor learning Christmas decoration	Lunar New Year Winter Weekly outdoor learning Children's Mental Health Week Drama Experience	Easter Pancake Day Spring Growing Planting Weekly outdoor learning World Book Day Science Week	Eid Life cycles Growing up Weekly outdoor learning Spring Mini-beasts	Summer Beach Day Weekly outdoor learning Diversity week Geography week Sports day/ Sports week Farm Animals
	Nursery Learn how peel fruit- Recipe's and Ingredients: Identify food that they like don't like.	Nursery Post Box Visit Christmas Making firework toast- Preparation: With close supervision use the bridge hold to cut soft foods using a table knife.	Nursery Local Park Visit Making their own cheese twirls- Shaping and Assembling: Use hands to shape dough into simple shapes. Cold country focus - e.g. Antarctica Oracy- Listening and talking to another unfamiliar child.	Nursery Local Park Visit Making chocolate buns and pancakes: Mix, stir and combine small amounts of cold ingredients. Heating: Preparing food for baking with help e.g. greasing a tray. Oracy- Listening and talking to another unfamiliar child.	Nursery Caterpillars to look after Oracy- Talk partners	Nursery Farm Trip Making/ decorating biscuits- Weighing and Measuring: Measuring using spoons. Hot country focus Making ice Lollie's- Observation over time/ Changes in Matter Oracy- Talk Partners
Nursery Key Texts- Reading for Pleasure 1X Traditional tale/ fairy tale 1X PSED focus 1X Culture/ tolerance/ diversity focus 1x Numeracy book 1X Understanding of the World 2X teacher choice	Little Red Hen Super Duper You Giraffes Can't Dance My Mum and Dad Make Me Laugh Once there were giants We're Going On a Bear Hunt Owl Babies N1- Oh Dear	Goldilocks and the three bears Big Feelings Elmer A Pair of Socks The Old Bear The Tiger who Came for Tea Gruffalo N1- Spot Goes to the Park	Little Red Riding Hood Augustus and his smile The emperor and his new clothes One is a snail , Ten is a crab Lost and Found/ Freddie and the Fairy Whatever Next N1- Rabbit's Nap	Chicken Licken The Worrysaurus Pink is for boys 10 Little Dinosaurs How to Grow a Dinosaur Jaspers Beanstalk N1-Foxs Socks	Three Billy Goat Gruff Maisie and the Mountain My World and your world A Squash and a Squeeze Rainbows Monkey Puzzle There is a Dragon in My Book N1-That's not my tractor	Ugly Duckling Rainbow Fish 5 minutes Peace The Train Ride My Granny's Market Supermarket Zoo Aliens Love Underpants N1-Dear Zoo

Songs, Rhymes and Poems <i>These are the fixed songs and rhymes the children will learn each year.</i> Weather Song and Days of the Week song to run across the year.		Nursery Songs- Five Current Buns Miss Polly had a Dolly Head, shoulders, knees and toes If you're happy and you know it This Little Pig went to market Nursery Poems- Amazing Me	Nursery Songs- Wind the bobbin up Little Star Twinkle Twinkle Little Star 5 little fireman 5 fat snowman 5 mince pies in a bakers shop Nursery Poems- Brum Brum	Nursery Songs- 5 Little ducks Pat-a-cake Pat-a cake Humpty Dumpty Row row row your boat Dingle Dangle Scarecrow Nursery Poems- Winter	Nursery Songs- 5 little men in a flying sauces Twinkle Twinkle Dinosaur Wee Willie Winkie Hop Little Bunnies Jack in a box Nursery Poems- Tyrannosaurs Rex	Nursery Songs- Old Mcdonald had a Farm 5 little Monkey Baa Baa Black Sheeo There's a tiny caterpillar on a leaf Incy winky Spider Nursery Poems- Beautiful Butterfly	Nursery Songs- 5 speckled frogs Wheels on the Bus 1, 2, 3, ,4 ,5 Once I caught a fish alive. I had a little Turtle Horsey, Horsey don't you stop! Nursery Poems- Noisy Farm
Year Group: Nursery 2		Autumn			Spring		Summer
CL	Listening, Attention and Understanding Speaking	To listen to short stories and shows awareness of main themes or events. To build up a repertoire of familiar songs and rhymes using gestures. To consistently and phrases/sentence of 3 or 4 words. To begin to make interaction with others in play by commenting of what others are doing. To begin to listen and focus on an activity not of their choosing for a short period of time. To shift attention form one thing to another with support. To join in with familiar stories when being read.			To follow instruction with two parts. To listen and focus on a activity not of their own choosing for a short period of time. To Shift attention form one thing to another without support. To speak using simple sentences. To begin to use different tenses. To maintain attention in small group. To use talk within play to engage others. To begin to listen to longer stories.		To ask and understand why questions. To hear and use new vocabulary when speaking on a weekly basis. To speak in sentences of 6 words or more. To understand why listening is important. To engage with story time sessions, rhymes and songs and comment on what they have seen and heard. To maintain attention in larger group. To use talk to organise their play. To listen to longer stories and comments on what is being read.
		To understand and use vocabulary for everyday objects. To be exposed to a range of vocabulary from, stories, rhymes, non-fiction and poems. To experiment using new vocabulary. To sing a wide range of familiar songs. To enjoy learning and listening to a range of stories, rhymes, poems and songs paying. To begin to use a range of social phrases across the day. To begin to start a conversation with other children and adults.					
PSED	Self-Regulation Managing Self Building Relationships	To remain focused on certain activities until their goal is achieved. To enjoy and begins to accept responsibility for carrying out small tasks. To begin to show more confidence with less familiar people. To begin to develop appropriate ways to be assertive. To begin to play with more than one child engaged in the same thing. To begin to understand why rules are important and follows them. To begin to take turns with adult support.			To take on a role within play with others engaged in the something and uses interactions to keep play going for an extended period of time. To talk about feels using words other than happy and sad. To follow classroom rules and routines without prompts from adults. To explore more areas within the classroom without adult support. To often expresses their wants and needs the words instead of physical emotions. To show increasing independence within the setting and when carrying out small tasks.		To play co-operatively with other children To begin to consider others' ideas and points of view when playing. To begin to compromise. To take turns without adult support. To interact with other children confidently. To be aware of the need to brush their teeth daily. To show an understanding of how others are feeling. To begin to show an understanding of how to solve conflicts using words. To explain the impact of their actions of others in the moment and through first-hand experience.
		To use the toilets on their own, wipes their own bottom and remembers to flush the toilet. To wash and dry their hands by themselves. To dress and undress themselves. E.g. socks, tights, shoes, coat and dressing up clothes. To explain the class rules.					
PD	Gross Motor Fine Motor	To use a balance bike, scooter, and trike confidently at speed To Put on their own socks. To run on steady feet. To begin to use the climbing frame with confidence independently. To stamps and clap to music. To use their core muscles to sit for around 10 minutes. To enjoy spinning around. To make movements side to side whilst crossing the body.			To Jump with both feet. To hop for a few seconds. To balance on one leg for ten seconds. To climb using alternate feet. To zip up their own coat up. To confidently explores all activities in movement play independently.		To pedal a bike with stabilisers or a trike. To use their core muscles to sit on the floor or at a table for around 20 minutes. To walk across balance beams of different widths To play throw and catch with another demonstrating increasing accuracy.

				To learn how to turn around and climb down this backwards. To kick a ball with increasing accuracy to another child To make circulars movements both clockwise and anticlockwise.		To show an awareness of space and speed when moving. To roll in different ways. To begin to remember patterns and sequences of movements especially to music. To use digging tools for a purpose.	
		To cut through paper using whole palm scissors. To open own packed lunch box. Pencil Grip - To be able to use a four-fingered grasp. Fingers are held on the pencil shaft opposite the thumb, beginning to form the arc between the thumb and index finger (3-4 Years). 		To begin to use a knife for cutting but may not use a fork at the same time. To begin to use whole palm scissors to cut for a purpose To begin to show a dominate hand. Pencil Grip - To begin to use a three-fingered grip with support (including crossed thumb, thumb tucked or hyperextension). A three-finger grasp, where the thumb, index finger and middle finger work as one unit (4-6 years). 		To begin to use a pincer grip independently. To use whole palm scissors to cut shapes roughly. Pencil Grip - To begin to use a three-fingered grip with support (including crossed thumb, thumb tucked or hyperextension). A three-finger grasp, where the thumb, index finger and middle finger work as one unit (4-6 years). 	
		To enjoy large muscle movement e.g. parachute games, lifting and build large construction, running and rolling up and down hills, scarves, ribbons and pom poms. To enjoy using large mark making resources such as rollers, sweeping brushes, paint brushes. To notice the physical effects that exercise has on their body. Movement play will run across the year, see a separate skills progression document.					
		See EAD and Writing for drawing skills and development.					
L	Comprehension	To engage in extended conversation about stories, hearing new vocabulary and beginning to use it with support. To finish sentences within familiar stories. To enjoy changing parts of familiar stories and rhymes. To know that text in English is read top to bottom, left to right.		To show awareness of characters feelings. To be aware that stories have a start and a finish. To begin to sequence and retell familiar stories using props and pictures. To retell some key parts of familiar stories in the correct order using a story map for support. To explain that the title of the book is. To name a character in the story. To explain what an author does.		To have an awareness of characters feelings and begin to. To explain why they may feel this way. To answer what, where and why questions. To explain what the blurb is. To suggest where a book is set. To explain what an illustrator does. To experience and respond to different types of books, story , factual, rhyming and non-rhyming stories, realistic and fantasy.	
	Word Reading/phonics	<u>Listening, Attention and Auditory memory and sequencing</u> To follow and join in with listening and attention games and action songs e.g. Simon says. To retrieve up to 3 objects when asked. To identify a missing object from a set.	<u>Environmental, instrumental, voice and body sounds</u> To identify environmental sounds such as cars, knocking	<u>Rhyming and Rhythm</u> To enjoy and join in with number of different Nursery Rhymes. To have a favourite Nursery Rhyme.	<u>Rhyming</u> To confidently sings up to 5 nursery rhymes independently. To be able to fill in the missing rhyming	<u>Initial Sounds and Blending</u> To identify initial sounds in words when spoken. To be able to identify what words	<u>Blending and Segmenting</u> To begins to orally blend CVC words confidently using objects and pictures for support.

		<p>To sequence past events. To begin to remember and copy patterns e.g. order of animals/objects.</p>	<p>on a door, jumping in puddles etc. To identify common animal noises. To explore and understand that they can make noises can make with their voices and body. To explore and identify the noise instruments make. To distinguishes between sounds.</p>	<p>To enjoy rhyming books. To begin to fill in miss rhyming words at the end of sentences when the adult reading pauses. To be able to clap a beat Confidently clap the syllabus in words.</p>	<p>words in a sentence/poem's rhymes and books. To identify rhyming pairs. To identify the odd one out in a rhyming set.</p>	<p>begins with a given initial sound. To begin to orally blend with objects/pictures for support.</p>	<p>To begin to segment cvc words with objects/pictures for support.</p>
	All aspects of N2 phonics will be revisited throughout the year during both adults led and child-initiated learning opportunities.						
	Writing	<p>To imitate drawing simple shapes. For example: circle, square. To imitate drawing a simple face. For example: circle for the head, nose, eyes, and mouth.</p>	<p>To draw simple and recognisable shapes. For example: sun, tree. To distinguish between the different marks, they make. To copy own initial letter in their name. To draw spontaneous and recognisable forms. To draw a person with a head and one or two other features.</p>	<p>To starts to copy simple horizontal and vertical letters. For example: t l k j v w. To give meaning to marks as they draw and paint. To begin to copy letters from the alphabet, including letters from their name. To begin to write random letter strings to convey meaning, some of which are correctly formed.</p>			
M	Number Numerical Patterns	<p>To join in with number rhymes. To compare amounts using the language more than, fewer than, same. To hear and say number names in order up to 5. To play and explore with 2D and 3D shapes. To explore and describe natural shapes and objects. To respond to spatial and positional language To talk about simple positions (on, under, next to, behind, in front) To make simple line patterns.</p>	<p>To count up to three objects in number rhymes. To represent numbers up to 5 on a five frame. To count up to 5 using 1:1 correspondence. To notice numbers as symbols and labels. To label amounts as 1, 2 and 3. To use the language accurately, heavy/heavier and light/lighter. To take and give amounts up to 5. To explain simple pattern arrangements e.g. spotty, stripey, zig, zag. To subitise amounts up to 3.</p>	<p>To name 2D shapes. To create own AB pattern after copying and repeating AB patterns. To link numerals to amounts up to 5. To recognise arrangements of 4 and 5. To remove an object from amounts up to 5. To sort and talk about their own collections. To count out up to 5 from a larger amount. To explore measure using the language long/longer, short/shorter, tall/taller.</p>			
		<p>To counting the number of children present, daily timetable, using the stencils and labels in provision. To show an enjoyment in number rhymes and begins to use fingers and props to represent number but are not always accurately. To demonstrate maths skills within play but not always accurately.</p>					
UW		History					

	Past and Present	<p>To show an awareness of time and to be able to use simple vocabulary associated with it such as before, now, next, then.</p> <p>To describe some differences between themselves as a baby and as they are now.</p> <p>To confidently talk about immediate members of my family in detail.</p> <p>Black History Month- figure to be decided.</p>	<p>To show an awareness of time and to be able to use simple vocabulary associated with it such as before, now, next, then.</p> <p>To talk about things that are important to them that have happened in the past.</p> <p>To begin to identify something as being in the past e.g. objects or pictures.</p> <p>To begin to know some differences between things in the past and now.</p> <p>To be aware that objects now may look differently to in the past</p> <p>To begin to identify things that are from now and things from the past.</p>	<p>To talk about things that are important to them that have happened in the past.</p> <p>To begin to identify something as being in the past e.g. objects or pictures.</p> <p>To begin to know some differences between things in the past and now.</p> <p>To be aware that objects now may look differently to in the past.- Nursery rhyme focus</p> <p>To begin to identify things that are from now and things from the past- Nursery rhyme focus</p> <p>To understand cause and effect. E.g. why things have changed to them personally because of something else or why things happen to book character.</p> <p>To begin to talk about why things happen and how things work.</p> <p>To recap on changes from a baby to now and talk about changes within the Nursery year.</p> <p>To sequence up to 4 events</p>
		<p>To understand and talk about festivals that they and their families celebrate and are beginning to be aware that other people may celebrate different things. To confidently understand and talk about their school day using symbols prompts. To have an awareness of the days of the weeks and can name some using songs and rhymes. To show curiosity about finding out about the past through exploring and why, what, and how questions. To sing a range of nursery rhymes from the past. To show an interest in different occupations and understands features of their roles. To listen and enjoys books about people, events, and theme of the past. To show an interest in different occupations through role play, books, small world, and conversations.</p>		
		Geography		
		<p>To know that their city they live in is Leeds and the country is England.</p> <p>To recognise the shape of the United Kingdom.</p> <p>To show an awareness of the world around them and some features of the world that are out of their immediate environment.</p>	<p>To know that there are hot and cold places in the world.</p> <p>To begin to identify features of hot and cold countries by picking the odd one out.</p> <p>To know what a globe is and what it shows.</p> <p>To explore a map of the local park ready for a visit.</p> <p>To begin to understand that some animals live in certain environments e.g. penguins live in cold places, Lions live in warm places.</p>	<p>To identify land and sea on a map.</p> <p>To categorise where animals live (land, water) and begin to understand that some animals live in certain environments e.g. penguins live in cold places, Lions live in warm places.</p> <p>To explore maps of the school</p> <p>To create maps in imaginative play.</p> <p>To use positional language when using Beebots</p> <p>To describe their home, street and familiar places</p>
	The Natural World	<p>To explore globe and maps within the classroom provision. To use simple vocabulary to describe different types of weather and simple weather features e.g. cold, freezing, chill, hot, warm, boiling. The sun is up because it is light but it's behind the cloud. To begin to use vocabulary related to the 4 seasons (spring, summer, autumn, winter) and can explain some of the natural changes they notice during some seasons. To sing the daily weather song and discussion about suitable clothes for different weathers. To show curiosity about the world around them by asking what, how and why questions. Listens to and enjoys books about the world around them.</p>		
		Science		

	People, Culture and Communities	<p>To name body parts and what different parts are used for. To understand floating and sinking concepts and can begin to explain why an object may sink or float. To make observation about the natural world.</p>	<p>To distinguishes between materials and can names common materials e.g. wood, metal, glass and plastic. To talk about what plants need to grow and notices when things start to grow. To carry out investigations using trial and error and can begin to talk about what they think and notice.</p>	<p>To talk about changes in plants as they grow and decay. To show and interest in a range on creature e.g. minibeast and talks about things they notice. To talk about where a selection of animals live and begin to identify obvious features of their habitats, beginning to categorise. To observe and talk about the life cycles of an minibeast- Butterfly. To begin to use mark making to record what they notice and learn. Making ice Lollie's- Observation over time/ Changes in Matter To discuss features of light and dark.</p>
		<p>Working scientifically skills – begin to ask questions, begin to make predictions, begin to set up tests, begin to observe/measure, begin to recording data, begin to interpret and communicate results. To explore a range of animals using small world resources. To make simple comments about seasonal changes across the year. To understand what is needed to care for animals. To enjoy exploring the natural world and outdoor learning commenting out what they can see.</p>		
		<p style="text-align: center;">Computing (E-safety, Technology in our lives, Multimedia, Programming, Data Collection) A Technology area will be present within the nursery classroom all year</p>		
		<p>E-safety I can identify some examples of personal information (name, age, location- Leeds, Belle Isle) (Privacy and Security) I can describe some ways that people can be unkind and how that can make others feel. (Online Bullying) I can recognise some ways the internet can be used. (Online Relationships) Technology in our lives Recognise purposes for using technology in school and at home. Model how to use the internet to play and learn. Multimedia To show an interest in making marks on the interactive board. To complete a simple game on the interactive board or tablet. Programming To help adults operate equipment around school. Data Collection N/A</p>	<p>E-safety I can describe some ways that people can be unkind and how that can make others feel. (Online Bullying) I can describe people that I can trust. (Privacy and Security) I can recognise that I can say 'No' and 'Please stop'. (Self-Image and Identity) I can identify rules that keep us safe and healthy in and beyond the home. (Health, Wellbeing and Lifestyle) Technology in our lives Recognise purposes for using technology in school and at home. Model how to use the internet to play and learn. Multimedia To explore using apps to create. Programming To help adults operate equipment around school. To explores using remote control toys. Data Collection N/A</p>	<p>E-safety I can begin to understand how to use the Internet to find things out. (Managing online information) I can begin to identify I could use to access information. (Managing online information.) I can name my work so others know it belongs to me. (Copyright and Ownership) Technology in our lives Recognise purposes for using technology in school and at home. Model how to use the internet to play and learn. Multimedia To take part in a video when creating a green screen video. To use a sound recorder to collect and record sounds. Programming To help adults operate equipment around school. To explore programmable toys. Data Collection N/A</p>
		RE		
		<p>To join in with celebration of Divali-Hinduism. To join in with celebration of Christmas-Christianity. To talk about people that are special to them. To talk about their own experiences.</p>	<p>To join in with the celebrations of Lunar New year. To join in with the celebration of Holi-Hinduism. To join in with the celebration of Easter-Christianity. To talk about own feelings. To talk about things that are important to them.</p>	<p>To join in with the celebration of Eid-Islam. To talk about what makes a good helper and why helping is important.</p>

		To show an interest in different occupations through role play, books, small world and conversations. To begin to be understand people celebrate different festivals. To begin to identify similar and difference between festivals. To listen and comment on a range of stories from a range of different religions and world views. To be aware of similarities and difference between people. To have positive attitudes towards others. To be aware for different occasions and celebrations e.g. birthdays, weddings, christenings, Halloween, bonfire night, jubilee.		
EAD	Creating With Materials	Art and Design and Technology		
		<u>Sculpture</u> To use a cutter (shapes and roller) independently. To use a range of materials to enclose space when constructing. To revisit -Understands and can use the technique of ripping, snipping and scrunching. <u>Painting</u> To begin to enclose spaces and use continuous lines to represent objects. <u>Printing</u> To begin to consider placement when using printing resources. <u>Collage</u> To use PVA glue and a spreader to join materials. <u>Food Technology</u> Learn how peel fruit- Recipe's and Ingredients: Identify food that they like don't like Making firework toast- Preparation: With close supervision use the bridge hold to cut soft foods using a table knife.	<u>Sculpture</u> To use a rolling pin to flatten malleable materials. To have their own ideas of what they want to construction and uses a range of materials to do so. To understand and can use the technique of folding. <u>Painting</u> To explore colour and colour mixing and can talk about what they notice when colours are mixed. <u>Drawing</u> To follow simple guided drawings. <u>Collage</u> To begin to use tape and a dispenser to join materials. <u>Food Technology</u> Making their own cheese twirls- Shaping and Assembling: Use hands to shape dough into simple shapes. Making chocolate buns and pancakes- Mix, stir and combine small amounts of cold ingredients.	<u>Sculpture</u> To execute their own ideas within malleable area using a range of skills. To select resources independently to construct their own ideas, begin to evaluate what they have done and make changes and improvements. To understand and can use the technique of rolling. <u>Painting</u> To use various painting resources to create a chosen effect, ie, Using the continues provision painting trolley. <u>Drawing</u> To draw upon experiences and create recognisable images when drawings using a range of resources. <u>Textiles</u> To use a needle and thread. <u>Food Technology</u> Making/ decorating biscuits- Weighing and Measuring: Measuring using spoons.
	Being Imaginative and Expressive	To explores and manipulates paints, materials, malleable resources, and tools using sensors. To confidently use whole palm scissors. For drawing skills, see writing strand and ensure a range of resources are explored i.e. chalk, felt tips, dabbers, wax crayons. When painting, children will explore colour and be taught to identify different colours by name. During food technology activities the children will develop food safety and hygiene skills by taking part in simple cleaning up tasks (e.g. clearing and cleaning tables).		
		Music and Drama		
		<u>Music</u> To join in with actions songs. To explores a range of sound makers and instruments. To copy and make rhythmic patterns using body, voice, and instruments. <u>Drama</u> To engage in roleplay alongside other involved in the same theme using props. To use small world resources to retell parts of familiar stories and make links to the real world. To begin to create and become immersed in a imaginary concept using real-life experiences and places.	<u>Music</u> To sing the pitch of a tone. To name and explore a range of instruments in different ways. To copy and make rhythmic patterns using body, voice, and instruments. <u>Drama</u> To begin to use a narrative alongside props within roleplay. To begin to explore different characters within role play with peers. To begin to develop narratives using small world.	<u>Music</u> To create their own songs and change words or parts of songs. To sing a moving melody. To remember and sing an entire song <u>Drama</u> To use a narrative within roleplay that is extended and supported by others. To make their own imaginative small worlds using other resources. To begin to create and become immersed in an imaginary concept using real-life experiences and places.

			To begin to create and become immersed in a imaginary concept using real-life experiences and places.	
		To use Talk 4 Writing actions and use their bodies to represent key words within story.		