


EYFS Nursery Long Term Plan (Year 2)

Our overview curriculum map aims to give a snapshot of the rich experiences and cycle of learning our children are submerged into. In addition, teaching and learning will reflect children's interests. Children's progression will be observed, targeted and tracked through our progression goals which lead to ELG and beyond. These statements are split, but all should apply on an ongoing basis throughout the year.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme (but not limited to.)	Once upon a time	Transport	Being Healthy	Animals around the World	Plants	Journeys
Important Dates	Recycling Week (19.09) Autumn Equinox (23.09) Harvest Festival (2.10) Black History Month (Oct)	Bonfire Night (05.11) Remembrance Day (11.11) Anti-Bullying Week (14.11) Nursery Rhyme Week (16.11) Children in Need (18.11) Advent (27.11) Christingle (01.12) Christmas Jumper Day (10.12)	RSPB's Big School's Birdwatch (05.01) Burns Night (25.01) NSPCC Number Day (04.02) Valentines Day (14.02)	St David's Day (01.03) Pancake Day (01.03) World Book Day (03.03) Red Nose Day (17.03) St Patrick's Day (17.03) Mother's Day (27.03) Easter (09.04)	Earth Day (22.04) St George's Day (23.04) May Day (01.05) World Bee Day (20.05)	Healthy Eating Week (13.06) Father Day (18.06)
Experiences /Trips	Harvest Festival, visit to our local church, Transport Trip, Nativity Play		Offsite Forest School Sessions, Zoo visit, Easter, Bird Watch walk in the local area		Offsite Forest School Sessions, Sports Day, Graduation party, Growing competition.	
C and L Early Talk and Early Talk Boost interventions	2-3 Understand simple instructions like "give to nanny" or "stop". Recognise and point to objects if asked about them. 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. Understand frequently used words such as 'all gone', 'no' and 'bye-bye'. Make themselves understood, and can become frustrated when they cannot		2-3 Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'. Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. Start to develop conversation, often jumping from topic to topic. Start to say how they are feeling, using words as well as actions		2-3 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' 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'	
	3-4 Begin to listen to longer stories. Retell familiar nursery rhymes.	3-4 Recall some key events from a story. Retell familiar nursery rhymes.	3-4 Begin to pay attention to more than one thing at a time. Be able to speak using 4 - 6-word sentences	3-4 Understand 2 step simple instructions. Take turns speaking and listening during a conversation	3-4 Understand and answer why questions. Ask why questions during a conversation	3-4 Respond appropriately during a conversation. Use talk to organise their play.
Core Books See EYFS Reading Spine for more information	In Nursery, core books associated with the topic of 'Traditional Tales' will be read. Non-fiction books..	In Nursery, core books associated with the topic of "Transport" will be read. Non-fiction books..	In Nursery, core books associated with the topic of 'Being Healthy' will be read. Non-fiction books..	In Nursery, core books associated with the topic of Wild Animals will be read. Non-fiction books..	In Nursery, core books associated with the topic of 'Plants' will be read. Non-fiction books..	In Nursery, core books associated with the topic of 'Journeys' will be read. Non-fiction books..
Talk 4 Writing Texts	The Three Billy Goats Gruff Mixed Up Fairy tales	The Train Ride The Naughty Bus	The Gingerbread Man Eat your Peas	Dear Zoo Brown Bear, Brown Bear What can you see?	Jasper's Beanstalk Errol's Garden	Whatever Next We're Going on A Bear Hunt
Core Rhymes	Hickory Dickory Dock Five Little Ducks Hey Diddle Diddle Incy Wincy Spider Dingle Dangle Scarecrow Jack and Jill Old King Cole	Jumping Up and Down on a Tractor London's Burning Row Row Row Your Boat The Wheels on the Bus The Big Ship Sails Riding my Bike The Vehicles Song	Head Shoulders Knees and Toes This is the way I brush my teeth. Pat-a-cake Ten Tall fingers Days of the Week If your happy and you know it	Down in the Jungle Kookaburra Sits in the Old Gum Tree Let's go to the Zoo. A Zookeeper Old MacDonalds Jungle song The Animals went in Two by Two The Animal Fair	Mary, Mary quite Contrary Round and Round the Garden There's a worm at the bottom of the garden. How to make the flowers grow Growing song Acorns into oak tree	Five Little Men in a Flying saucer In a Rocket Five Little Ducks Five Little Seashells The Grand Old Duke of York We're Driving in Our Car
Literacy Comprehension	2-3 Looks at the book as they are read to by an adult. 3-4 Joins in with repeated phrases for familiar stories.	2-3 Enjoy sharing books with an adult. 3-4 Expresses simple likes about a shared story.	2-3 Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. 3-4 Answers who and what questions linked to stories shared.	2-3 Develop play around favourite stories using props. Ask questions about the book. 3-4 Expresses simple likes and dislikes about a shared story.	2-3 Makes comments and shares their own ideas 3-4 Uses new vocabulary in their play.	2-3 Enjoy songs and rhymes, tuning in and paying attention. 3-4 Uses new vocabulary in conversations.
Word Reading	2-3 Points to objects when an adult says the word for example 'ball'. 3-4 Discriminates between sounds.	2-3 Sing songs and say rhymes independently, for example, singing whilst playing. 3-4 Develops book handling skills.	2-3 Pay attention and respond to the pictures or the words. 3-4 Can clap syllables.	2-3 Repeat words and phrases from familiar stories 3-4 Can recognise rhymes.	2-3 Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo 3-4 Identifies initial sounds	2-3 Develops book handling skills. 3-4 Able to develop oral blending skills.
Writing	2-3 Copy finger movements and other gestures 3-4 Can draw a straight line.	2-3 Copy finger movements and other gestures 3-4 Can draw curved lines in both clockwise and anti-clockwise directions.	2-3 Enjoy drawing freely. 3-4 Ascribes meanings to marks during play.	2-3 Add some marks to their drawings, which they give meaning to. For example: "That says mummy." 3-4 Responds to focus texts through mark making.	2-3 Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Make marks on their picture to stand for their name. 3-4 Ascribes meanings to marks.	2-3 Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Make marks on their picture to stand for their name. 3-4 Learn letter formation for name
Word Aware Concept Cat	Big Dry Noisy Fast In Empty Little	Wet Quiet Slow Out Full Top Loud	Bottom Lots Behind Long Old First	Under Small Tall Hard Day New Last	Large Shor Soft Night Some Front Around	Through Most Less Back Over After
PSE 	Being Me in My World Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Celebrating Difference Identifying talents Being special Families Where we live Making friends Standing up for yourself	Dreams and Goals Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Healthy Me Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Relationships Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Changing Me Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations

Physical Education	Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility					
Gross Motor Forest Fun sessions at Pool Meadow link to UTW Experiences for Pre-school Cohort	2-3 Gradually gain control of their whole body through continual practice of large movements. Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. 3-4 Explores moving their body in different ways.	2-3 Walk, run, jump and climb - and start to use the stairs independently. Spin, roll and independently use ropes and swings (for example, tyre swings 3- 4 Moves body to music showing when they can stop and start.	2-3 Explores moving their body in different ways. 3-4 Can follow instructions in simple races, running at speed and an obstacle course.	2-3 Sit on a push-along wheeled toy, use a scooter or ride a tricycle 3-4 To jump and land safely from a height.	2-3 Use large and motor skills to do things independently 3-4 To move safely with confidence and imagination, communicating ideas through movement.	2-3 Enjoy starting to kick, throw and catch balls 3-4 To be able to control a ball in different ways, balance on a variety of equipment and climb
Fine motor: Threading, cutting, weaving, playdough, Fine Motor activities will be out in the provision for children to access daily.	Forest School Open just for Reception	Forest School Open just for Reception	Forest School closed	Forest Fun: To co-construct safety rules for Forest School area. To explore the area with reference to safe risk taking.	Forest Fun: To know how to keep safe around a fire. To sort stick sizes. To know how to ensure a fire is safely extinguished.	Forest School Closed
	2-3 Build independently with a range of appropriate resources 3-4 Shows can use one handed tools.	2-3 Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. 3-4 Makes snips in paper using scissors.	2-3 Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. 3-4 Child shows a preference for a dominant hand.	2-3 Start eating independently and learning how to use a spoon and fork. Develop manipulation and control. 3-4 Begin to hold a pencil with a modified tripod grip to show control.	2-3 Use small motor skills to do things independently, for example manage buttons and zips, and pour drinks. 3-4 Demonstrate a growing independence putting on a coat and shoes, begin to do zips.	2-3 Shows can use one handed tools 3-4 Begin to use a knife and fork.
Number & Numerical Patterns	2-3 Listen to number rhymes and books about number. 3-4 Recognition of up to 3 objects.	2-3 Listen to number rhymes and books about number. 3-4 Recognition of up to 3 objects.	2-3 Take part in finger rhymes with numbers 3-4 Can count 5 objects from a larger group.	2-3 React to changes of amount in a group of up to three items. 3-4 Begins to compare quantities within 10.	2-3 Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence 3-4 Begins to represent numbers within 10 using pictorial representations.	2-3 Count in everyday contexts, sometimes skipping numbers - '1-2-3-5'. 3-4 Can use key language total/altogether.
	2-3 Combine objects like stacking blocks and cups. 3-4 Counts accurately to 3.	2-3 Build with a range of resources. Climb and squeeze themselves into different types of spaces. 3-4 Counts accurately to 5.	2-3 Complete inset puzzles. Compare amounts, saying 'lots', 'more' or 'same' 3-4 Counts accurately to 10.	2-3 Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. 3-4 Uses more or less, comparing numbers within 5.	2-3 Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. 3-4 Experiments with own symbols and numbers.	2-3 Notice patterns and arrange things in patterns. 3-4 Extend ABAB patterns
UTW Experiences Not limited to just these. Will be regularly reviewed depending cohort and will be flexible to react to child interest and events.	Past and Present Listen to family stories. The Natural World Explore changes in Autumn. Change materials by cooling, heating Combine and mix ingredients Explore a range of materials Shape and join materials	Past and Present Talk about their immediate family and their role in the family. The Natural World Explore what happens on cold winter days. Listen to sounds Identify electrical devices Use battery powered devices	Past and Present To talk about the concept of growing up / lifecycle of a human The Natural World Learn about how to take care of themselves Learn about our senses Talk about taking care of the world around us.	Past and Present Share past family experiences The Natural World Learn about simple animal lifecycles Compare adult animals to their babies Observe how baby animals change over time	Past and Present Share and understand how they have grown and changed. The Natural World Explore growing seeds and taking care of plants. Explore the surrounding natural environment Explore natural objects from the surrounding environment	Past and Present Explore changes over time. The Natural World Explore light sources Shine light on or through different materials Explored different forces
Building blocks for Religious Education / People, Culture and Communities Using things that are familiar to the children.	Creative play, make-believe, role play, dance and drama for stories/festivals (e.g. harvest, Christmas, Easter, others familiar to children), celebrations (e.g. birthdays, weddings, bonfire night) • making and eating festival food (e.g. hot cross buns; mince pies; bread) • talking and listening to each other; hearing and discussing stories of all kinds, including religious and secular stories with themes such as goodness, difference, the inner world of thoughts and feelings, and imagination • exploring authentic religious artefacts, including those designed for small children such as 'soft toy' artefacts or story books • seeing pictures, books and videos of places of worship and meeting believers in class • listening to religious music • starting to introduce religious vocabulary • work on nature, growing and life cycles or harvest • seizing opportunities spontaneously or linking with topical, local events such as celebrations, festivals, the birth of a new baby, weddings or the death of a pet • starting to talk about the different ways in which people believe and behave, and encouraging children to ask question (https://www.bbc.co.uk/cbeebies/shows/lets-celebrate)					
Creating with Materials	2-3 Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression. 3-4 Join different materials together	2-3 Notices and becomes interested in the transformative effect of their action on materials and resources. 3-4 Make choices about which materials to use when creating	2-3 Explore paint, using fingers and other parts of their bodies as well as brushes and other tools 3-4 Create closed shapes with continuous lines.	2-3 Start to make marks intentionally. Notice patterns with strong contrasts and be attracted by patterns resembling the human face. 3-4 Begin to include details on drawings	2-3 Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. 3-4 Represent feelings, noises, and movements through drawing.	2-3 Make simple models which express their ideas. 3-4 Explore colouring mixing
Being Imaginative and Expressive including Music	2-3 Explore their voices and enjoy making sounds. Anticipate phrases and actions in rhymes and songs, like 'Peepo'. 3-4 Join in with simple repetitive rhymes and songs.	2-3 Make rhythmical and repetitive sounds. Join in with songs and rhymes, making some sounds. 3-4 Perform songs and dances in a Christmas performance.	2-3 Explore a range of sound-makers and instruments and play them in different ways. 3-4 Explore sounds that can be made from percussion.	2-3 Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. 3-4 Follows teachers' signals/instructions when playing instruments (play and stop)	2-3 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 is a phone. 3-4 Create own songs using musical accompaniments.	2-3 Use their imagination as they consider what they can do with different materials. 3-4 Share likes and dislikes about a piece of music.
	Music Express Activities "Stories and Sounds"; Focus on structure. Listen with increased attention to sounds. Sing pitch of note (pitch match)	Music Express Activities "Working World". Focus on texture and layer. Sing songs in relation to topic. Create own songs/ improvise around known song	Music Express Activities "Special people" Focus on Pulse and Rhythm Play instruments with increasing control to express their feelings and ideas Begin to remember and sing entire songs	Music Express Activities "Going Places". Focus on high and low. Play instruments with increasing control to express feelings and ideas	Music Express Activities "Growth and Change"; Remember and sing entire songs. Respond to what they have heard, expressing their thoughts and feelings.	Music Express Activities "Moving Patterns". Focus on structure. Remember and sing entire songs. Express feelings and ideas using instruments
Parent Partnership	Harvest Assembly	Nativity	Pre-Writing workshop	Parents Evening	Phonics Workshop	Graduation Party

