

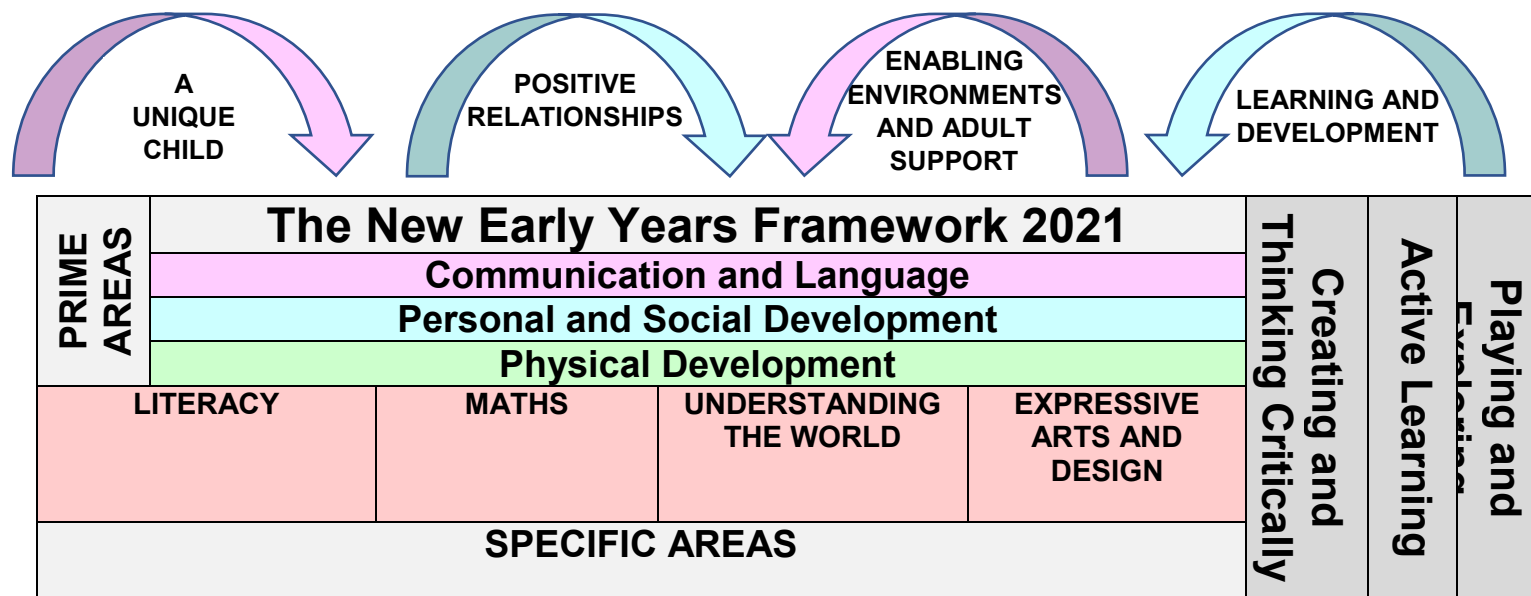
# Me2 Nursery

## Long Term Plan

### 2021-2022





We understand and appreciate the importance of the outdoor environment including what our local area and community can offer. Our outdoor area is a continuation of our indoor provision and will be used at every opportunity. At Whiteleigh Primary School we provide our children with opportunities to develop their gross motor skills, to learn holistically, through play, experimentation and exploration whilst making friends, developing social skills and cultural capital. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and up to date. Communication is important to us and we greatly value the relationship we develop with parents throughout this vital year." Whiteleigh Primary EYFS Team

"An integral aspect of the curriculum is that children are prepared for the future – during their time in our Early Years Department, they become the very best version of themselves. Their individual identity is valued and our children are kind and caring while also aspiring to be the best that they can be in whatever area they choose to pursue. We believe that every child is unique – they all have the potential to achieve; and our broad, varied curriculum allows every child to excel based upon their own personal strengths, interests and core values." Whiteleigh Primary EYFS Team



## Me2 Nursery LONG TERM PLAN 2021-2022

	AUTUMN	SPRING	SUMMER
<p><b>GENERAL THEMES</b></p> <p>NB: These themes may be adapted at various points to allow for children's interests to flow through the provision.</p>	<p><b><u>WELCOME TO MY WORLD</u></b></p> <p>Starting nursery/Making new friends/Separating from parent/carer.                      New routines – <b>Ring o' roses</b>                      Human Body – <b>Head shoulders knees and toes</b>                      Me – What do I look like/What are my favourite toys/Family – <b>Finger family song</b>  <b>Round and round the garden</b>                      Feelings and Emotions – <b>Happy and you know it</b>                      Playing with other children                      Autumn/Winter                      Christmas – Christmas crafts and songs – <b>Twinkle little star</b>                      Letters to Santa</p>	<p><b><u>GOODIES AND BADDIES</u></b></p> <p>People who help us – <b>Miss Polly had a dolly, Wheels on the bus, Pat a cake, Grand old Duke</b>                      Traditional/Fairy tales                      Weather/Seasons                      Winter/Spring                      Planting Seeds                      Plants and Flowers                      Spring – Life cycle                      Easter – Story and crafts</p>	<p><b><u>THE GREAT OUTDOORS</u></b></p> <p>Weather                      minibeasts/minibeast hunt – <b>Incy wincy spider, Old Mcdonald, 5 little ducks, Row your boat, 5 little speckled frogs</b>                      The World – Who lives in my house                      Sea and land animals                      Animal names / sounds                      Plants and flowers                      Summer – weather/holidays/clothes</p>
<p><b>POSSIBLE TEXTS AND 'OLD FAVOURITES'</b></p>	<p>Autumn – Ailie Busby                      I'm starting nursery                      Finger family song                      Happy and you know it                      Head, shoulders, knees and toes                      Sometimes I feel sunny                      Twinkle little star                      Christmas Story</p>	<p>People who help us – fiction and non-fiction                      Miss Polly had a dolly                      Wheels on the bus                      Pat a cake                      Grand old Duke                      Winter/Spring – Ailie Busy                      How things grow</p>	<p>Incy wincy spider                      5 little ducks                      Row your boat                      5 little speckled frogs                      Old McDonald had a farm nursery rhyme                      Stories about different countries                      Maps on display / Road maps</p>
<p><b>'WOW' MOMENTS/EXPERIENCES</b></p>	<p>Autumn Trail                      Halloween                      Bonfire Night                      Remembrance Day                      Diwali                      Black History Month                      Christmas                      Listens to a story at a local library                      Bakes biscuits and cakes</p>	<p>Winter Welly Walk                      Chinese New Year                      Valentine's Day                      Visit from Emergency Services                      Mother's Day                      Easter Egg Hunt                      Grow their own plants.                      Bakes biscuits and cakes</p>	<p>Spring Walk                      Food tasting – different cultures                      Father's Day                      Teddy Bears Picnic                      Crafts                      Explore the outdoors                      Observe the life cycle of a butterfly</p>

	AUTUMN	SPRING	SUMMER
GENERAL THEMES	WELCOME TO MY WORLD	GOODIES AND BADDIES	THE GREAT OUTDOORS
 <p><b>OVER ARCHING PRINCIPLES</b></p>	<p><b>Unique Child</b> – Every child is unique and has the potential to be resilient, capable, confident and self assured.</p> <p><b>Positive Relationships</b> – Children flourish with warm, strong and positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are not alone – embrace each community.</p> <p><b>Enabling Environments</b> – Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p><b>Learning and Development</b> – Children learn and develop at different rates. We must be aware of children who need greater support than others.</p> <p><b>Play: At WCPS.....(quote from rational)</b></p>		
	<p><b>Characteristics of Effective Learning</b></p> <p><b>Playing and Exploring</b> – Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.</p> <p><b>Active Learning</b> – Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p><b>Creating and Thinking Critically</b> - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>		
 <p>Assemblies/Sharing Circles</p>	<p><b>British Values</b></p> <p>All the fundamental British Values are embedded implicitly in the EYFS particularly in PSED. In the EYFS at Whiteleigh Primary School we ensure that children remain the focus.</p> <p><b>Democracy</b> – everyone is treated equally and has equal rights, children take turns, share, collaborate and make decisions.</p> <p><b>Rule of Law</b> – children understand that rules matter, follow the class charter and they learn to manage their own feelings and behaviour.</p> <p><b>Individual Liberty</b> – children develop a positive sense of themselves developing self-esteem and confidence.</p> <p>Mutual respect and tolerance – to develop relationships with others respecting own culture and the cultures of others</p>		
 <p><b>THE WHITLEIGH WAY</b></p>	<p><b>Aspirations</b> – We want our children and staff to have high expectations of learning. Children are encouraged to aim high and to be open to possibilities at school and beyond.</p> <p><b>Oracy</b> – We want our children to speak with confidence and fluency in a range of situations. We believe that helping our children find their voice is important and will work to broaden their vocabulary and encourage talk in all areas of learning.</p>		

<p>Core principles</p>	<p><b>Experiences</b> – Children cannot aspire to things they have never encountered. We will work to broaden our children’s horizons, expanding their knowledge of the world by providing them with rich, first hand learning experiences to take the curriculum beyond the classroom and develop their love of learning, independence and critical thinking.</p>		
	<p><b>AUTUMN</b></p>	<p><b>SPRING</b></p>	<p><b>SUMMER</b></p>
<p><b>GENERAL THEMES</b></p>	<p><b>WELCOME TO MY WORLD</b></p>	<p><b>GOODIES AND BADDIES</b></p>	<p><b>THE GREAT OUTDOORS</b></p>
<p><b>ASSESSMENT OPPORTUNITIES</b></p>	<p>Analyse ME2 Assessments  In-house – Baseline data on entry  Set up Tapestry &amp; Target Tracker  Ongoing assessments  Baseline Analysis  Pupil Progress Meetings  Cuppa with the key worker info  EYFS Team Meetings  Me2 2 year checks</p>	<p>EYFS Team Meetings  Internal Moderations  Pupil Progress Meetings  Cuppa with the key worker info  Target Tracker Data</p>	<p>EYFS Team Meetings  Internal Moderations  Pupil Progress Meetings  Target Tracker Data  Cuppa with the key worker info  End of Me2 report</p>
<p><b>PARENTAL INVOLVEMENT</b></p>	<p>Transition Meetings  Parent Meetings  Tapestry Online Journal  Parents Evening  Christmas craft day  Time to read  Christmas fayre</p>	<p>Tapestry Online Journal  Parents Evening  Time to read  Themed stay and play  Easter crafts day</p>	<p>Tapestry Online Journal  Father’s Day crafts  Sports Day  Time to read  Themed stay and play  Summer fayre</p>

	AUTUMN	SPRING	SUMMER
GENERAL THEMES	WELCOME TO MY WORLD	GOODIES AND BADDIES	THE GREAT OUTDOORS
<p><b>COMMUNICATION AND LANGUAGE</b></p> <p>Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in the setting.</p>	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's <b>back and forth interactions</b> from an early age from the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a <b>language rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b>, practitioners will build children's language effectively. <b>Reading frequently to children</b>, and <b>engaging them actively in stories</b>, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of context</b>, will give children the opportunity to thrive. Through <b>conversation, story telling and role play</b>, where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary and language structures</b>.</p>		
<p>Whole EYFS Focus – C&amp;L is developed throughout the year through high quality interactions, daily group activities, stories, singing, speech and language interventions, EYFS productions, interventions</p> <p><b>DAILY STORY TIME</b></p>	<p><b>Welcome to EYFS</b>  Settling in activities  Making friends/Group games  Exploring their likes and interests  Songs and rhymes  Sharing photos of me/family  Starting to recognise routines</p> <p>Beginning to learn new words  Listening and responding to stories/using puppets with stories  Learning how to following instructions  Understand how to listen</p>	<p><b>Tell me why!</b>  Using words to communicate  Copying familiar expressions  Enjoy stories and have some favourites  Explore different events  Listen to and talk about some stories</p> <p>Learn new words to communicate wants and needs  Shows listening and attention  Use picture cue cards  Sustained focus when listening to a story.</p>	<p><b>What happened?</b>  Re-read some books so children learn the language necessary to talk about what is happening</p> <p>Show and tell  Read books to children  Add puppets to story time  Show pictures</p>

	AUTUMN	SPRING	SUMMER
GENERAL THEMES	WELCOME TO MY WORLD	GOODIES AND BADDIES	THE GREAT OUTDOORS
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	<p>Children's personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b>, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b>. Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b>. Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b>, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which <b>children can achieve at school and in later life</b>.</p>		
	Separating from carer New Beginnings Who lives in my world? Creating our happy nursery environment Supporting children to build relationships – playing alongside each other Emotions Self-Confidence to accessing recourses	Separating from carer Sharing resources with others Making friendships Turn taking Healthy me Working together	Separating from carer Explore similarities and differences Begins to have best friends Asking a familiar adult for help Knows likes and dislikes

	AUTUMN	SPRING	SUMMER
GENERAL THEMES	WELCOME TO MY WORLD	GOODIES AND BADDIES	THE GREAT OUTDOORS
PHYSICAL DEVELOPMENT	<p>Physical activity is vital in children's all-round development, enabling them to <b>pursue happy, healthy and active lives</b>. Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child's strength, co-ordination and positional awareness</b> through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their <b>core strength, stability, balance, spatial awareness</b>, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional wellbeing. <b>Fine motor control and precision helps with hand-eye co-ordination</b> which is later linked to <b>early literacy</b>. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop <b>proficiency, control and confidence</b>.</p>		
FINE MOTOR	Threading, cutting, weaving, playdough, fine motor activities  Squiggle whilst you Wiggle – Up and down movement – vertical and	Threading, cutting, weaving, playdough, fine motor activities  Squiggle whilst you Wiggle – Up and down movement – vertical and	Threading, cutting, weaving, playdough, fine motor activities  Squiggle whilst you Wiggle – Up and down movement – vertical and

Continuously check the process of children's handwriting (pencil grip and letter formation,

<p>including directionality) Provide extra help and guidance when needed.</p> <p><b>DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES</b></p>	<p>horizontal lines, arches, circles, figure of 8 and spirals. Hold pencil/paintbrush to mark make Whole hand grasp/Tri pod grasp/Pincer hold Develop muscles tone to put pencil pressure on paper. Teach and model mark making</p>	<p>horizontal lines, arches, circles, figure of 8 and spirals. Hold pencil/paintbrush to mark make Whole hand grasp/Tri pod grasp/Pincer hold Develop muscles tone to put pencil pressure on paper. Teach and model mark making Coats and zips with support Developing pencil grips/pivots</p>	<p>horizontal lines, arches, circles, figure of 8 and spirals. Hold pencil/paintbrush to mark make Whole hand grasp/Tri pod grasp/Pincer hold Develop muscles tone to put pencil pressure on paper. Teach and model mark making Coats and zips with support Developing pencil grips/pivots</p>
<p><b>GROSS MOTOR</b></p> <p><b>DAILY OPPORTUNITIES FOR GROSS MOTOR ACTIVITIES – OUTDOOR AREA FREE FLOW</b></p>	<p>Movement you child’s first language – Wings of childhood Seasonal yoga sessions Running, jumping, walking, climbing Up and down steps and slide Accessing and using trikes</p>	<p>Movement you child’s first language – Wings of childhood Seasonal yoga sessions Running, jumping, walking, climbing Up and down steps and slide Accessing and using trikes and balance bikes Ride a balance bike</p>	<p>Movement you child’s first language – Wings of childhood Seasonal yoga sessions Running, jumping, walking, climbing Up and down steps and slide Accessing and using trikes and balance bikes Sports day Ride a balance bike</p>
<p>Continuous gross motor</p>	<p>Fine &amp; Gross motor activities via continuous provision Outdoor gross motor play</p>	<p>Fine &amp; Gross motor activities via continuous provision Outdoor gross motor play</p>	<p>Fine &amp; Gross motor activities via continuous provision Outdoor gross motor play</p>

	AUTUMN	SPRING	SUMMER
GENERAL THEMES	WELCOME TO MY WORLD	GOODIES AND BADDIES	THE GREAT OUTDOORS
<b>LITERACY</b>	<p>It is crucial for children to develop a <b>life-long love of reading</b>. Reading consists of two dimensions: <b>language comprehension and word reading</b>. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and <b>enjoy rhymes, poems and songs together</b>. Skilled word reading, taught later, involves both the speedy working out of the</p>		

	pronunciation of unfamiliar printed words ( <b>decoding</b> ) and the <b>speedy recognition of familiar printed words</b> . Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).		
Continuous Literacy	<p style="text-align: center;">Daily story time BLAST Book bags – stories at home Stories read linked to children's interests Time to read parent sessions termly Weekly library visits</p> <p style="text-align: center;">Self registration – recognising their pegs and pictures. Hello/goodbye song, days of the week song</p>		
COMPREHENSION – DEVELOPING A PASSION FOR READING	<p style="text-align: center;">Letters and sounds – Aspect 1 Listening walk Drums indoor Drums outdoor Tuning into sounds Hidden instruments</p> <p style="text-align: center;">Interested in books and rhymes – starting to join in/Using actions Has favourite stories and rhyme Attention building – bucket time</p>	<p style="text-align: center;">Letters and sounds – Aspect 1 Listening walk Drums indoor Drums outdoor Tuning into sounds Hidden instruments</p> <p style="text-align: center;">Joining in with stories using props Repeats words and phrases from stories Uses musical instruments alongside nursery rhymes Attention building – bucket time</p>	<p style="text-align: center;">Letters and sounds – Aspect 1 Listening walk Drums indoor Drums outdoor Tuning into sounds Hidden instruments</p> <p style="text-align: center;">Sounds – listening walks (birds, cars, people) Animal sounds – identifying Attention building – bucket time</p>
WRITING	<p style="text-align: center;">Sensory play – enjoying making marks Marks are valued Enjoys drawing on paper/different textures Recognising cause and effect Follows lines and circles Squiggle while you wiggle</p>	<p style="text-align: center;">Follows simple patterns – waves, zigzag Beginning to distinguish between the different marks they make Squiggle while you wiggle</p>	<p style="text-align: center;">Gives meanings to the marks they make Able to draw circles and lines independently Squiggle while you wiggle</p>



	AUTUMN	SPRING	SUMMER
GENERAL THEMES	WELCOME TO MY WORLD	GOODIES AND BADDIES	THE GREAT OUTDOORS
<p><b>MATHS</b></p> <p><i>“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers”</i></p> <p><i>Shakuntala Devi</i></p> <p><i>(Mathematics Mastery)</i></p>	<p>Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b>, develop a deep understanding of the <b>numbers to 10</b>, the <b>relationships between them</b> and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b>, including small pebbles and ten-frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning skills</b> across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b>, look for <b>patterns and relationships</b>, spot <b>connections</b>, ‘<b>have a go</b>’, <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes.</p>		
	<p>Number rhymes Spatial-awareness Inset puzzles and shape sorters</p>	<p>Counting Shape names Big and small Completes inset puzzles and shape sorters</p>	<p>Shape recognition Jigsaw puzzles Repeating numbers in order</p>
Continuous Mathematics	<p>Counting how many children are in nursery Number line display Maths resources accessible</p>		

		AUTUMN	SPRING	SUMMER
GENERAL THEMES		WELCOME TO MY WORLD	GOODIES AND BADDIES	THE GREAT OUTDOORS
<p style="text-align: center;"><b>UNDERSTANDING THE WORLD</b></p>		<p>Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society, such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>		
		<p>Learning nursery routines and timelines - <b>(Chronology)</b></p> <p>Talk about what they have done/places they have been - <b>(Chronology, Change)</b></p> <p>Identifying their family – who lives in my house/pets</p> <p>Share experiences of things – pictures/favourite toys</p> <p>Playing together and joining in</p> <p>Navigate around our unit, school and outdoor area.</p> <p>Imitates everyday actions and events</p> <p>Observes what people and animals do</p> <p>Using small world play</p> <p>Noisy books</p> <p>Halloween</p> <p>Christmas - <b>RE</b></p>	<p>Talk about/Show what they did with their families at Christmas/favourite toy - <b>(Significance, Similarity and difference, Sources)</b></p> <p>Chinese New Year - RE</p> <p>Weather/Seasons - <b>(Change)</b></p> <p>Introduce children to different occupations (role play)</p> <p>Who helps us in school?</p> <p>Introduce children to a range of people who help us</p> <p>Explore the things they have seen whilst outside, including plants and animals.</p> <p>Easter - <b>RE</b></p> <p>Observe the life cycle of a butterfly</p>	<p>Look at where they live and their surroundings/different houses - <b>(Significance, Similarity and difference)</b></p> <p>Sea and land animals – what sounds do animals make?</p> <p>Exploring colours</p> <p>Different environments – The woods, Bug hunt, Farm</p> <p>Hot and cold</p> <p>Weather</p> <p>Wind up toys</p> <p>Handles a range of different pets</p>
	<p style="text-align: center;"><b>Locational Knowledge</b></p>	<p style="text-align: center;"><b>Geographical Skills and Fieldwork</b></p> <p>Begin to use geographical skills, including first-hand observation, to enhance their locational awareness</p>		<p style="text-align: center;"><b>Place Knowledge</b></p>
<p><b>2 Year old Nursery</b></p>	<p><b>Recognise</b> my own immediate environment – my home, my nursery.</p>	<p><b>Recognise</b> some geographical information through floor maps and photographs.</p> <p><b>Recognise</b> some geographical information through matching.</p>	<p><b>Recognise</b> and identify similarities and differences between our own homes.</p>	<p><b>Recognise</b> some features in their immediate environment.</p>

<p><b>2 Year Old Nursery</b></p>	<p>I know how to explore my nursery and the resources.</p> <p>I know my home and nursery are different.</p> <p>I start to know features of my own environment.</p>	<p>I know how to use a floor map.</p>	<p>I can place cars on roads and trains on tracks.</p> <p>I know where vehicles belong - land, sea, air.</p>	<p>I know some differences in the seasons.</p>
----------------------------------	--	---------------------------------------	--	--

	Working Scientifically	Plants	Animals (including Humans) PSHE link	Everyday Materials
<p><b>2 Year old Nursery</b></p>	<p><b>Recognise</b> and <b>identify</b> their familiar world.</p> <p><b>Recognise</b> that things happen and how things work.</p> <p><b>Recognise</b> similarities and differences.</p> <p><b>Recognise</b> some changes in the natural world such as seasons.</p> <p><b>Recognise</b> different forces I feel - push and pull toys.</p>	<p><b>Recognise</b> basic features of a plant.</p> <p><b>Recognise</b> some similarities and differences in living things.</p> <p><b>Recognise</b> changes over time.</p>	<p><b>Recognise</b> a life cycle.</p> <p><b>Recognise</b> the needs to respect and care for my natural environment.</p> <p><b>Recognise</b> the features of my own immediate environment.</p>	<p><b>Recognise</b> similarities and differences in materials.</p>

<p><b>2 Year Old Nursery</b></p>	<p>I know how to explore the world through my senses.</p> <p>I know about some changes in seasons.</p> <p>I know about aspects of my familiar world.</p>	<p>I know basic features of a plant.</p>	<p>I know what animals look and sound like.</p> <p>I start to know I look different e.g. hair colour.</p>	<p>I know how to explore different materials.</p>
----------------------------------	--	--	---	---

	I know my immediate environment.			
--	----------------------------------	--	--	--

	Changes within living memory	Events beyond living memory	The lives of significant individuals in the past	Significant historical events, people and places in their own locality
<b>2 Year old Nursery</b>	Recognise our own life stories. Begin to recognise a sense of self. Recognise and identify how I have changed physically. Recognise how I have changed within my appearance.			

<b>2 Year Old Nursery</b>	I know about myself  I know how I have changed physically.  I know about changes within my immediate family e.g. mum, dad, siblings.  I know I have grown.			
---------------------------	--	--	--	--

<b>2 Year old Nursery</b>	Recognise Easter and Christmas are special times Recognise things which have made them feel special Recognise that some people make them feel special. Recognise some of their own feelings when listening to stories			
---------------------------	--	--	--	--

<b>2 Year Old Nursery</b>	I know Christmas and Easter are special times. I know the names of some people who are special to me. I know the names of some feelings. I know some things that have made me feel special.			
---------------------------	--	--	--	--

		AUTUMN	SPRING	SUMMER	
GENERAL THEMES		WELCOME TO MY WORLD	GOODIES AND BADDIES	THE GREAT OUTDOORS	
<b>EXPRESSIVE ARTS AND DESIGN</b>  Mark making, sensory play, cutting, role-play, threading, moving to music, playing instruments, singing familiar rhymes and songs		The development of children's artistic and cultural awareness supports <b>their imagination and creativity</b> . It is important that children have regular opportunities to <b>engage with the arts</b> , enabling them to explore and play with a wide <b>range of media and materials</b> . The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b> . The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.			
		Poster paints  Printing Make believe in the role play area Exploring sounds and instruments Familiar nursery rhymes and songs Explore sounds by musical instruments Christmas Decorations Christmas Cards/Crafts Christmas songs Weather box Firework pictures	Painting and sticking Role play occupations Using different materials to build - junk modelling resources Chinese New Year craft Listen to Chinese music Mothers Day Cards/crafts Loud, quiet, fast, slow noises Easter crafts Weather box  Bake biscuits and cakes	Mark making outside – chalks, water painting Exploring patterns Weather box Use natural object to create Pictures of outdoors/scenes – beach, garden Nature crowns	
Skills					
	Mark-making and drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	Colour (painting, ink, pencils, crayon, pastels)	Texture (textiles, clay, sand, stone)	Form (3D work, clay, dough, boxes, paper sculpture)	Printing (found materials, fruit/veg, wood blocks, string)
2 Year old Nursery	Recognise ways to make marks, using a range of drawing tools	Begins to <b>recognise</b> colours	Begins to <b>recognise</b> different textures	Begins to <b>recognise</b> ways of manipulating materials Begins to <b>select</b> construction materials for small world play	Begin to <b>recognise</b> different ways of printing

2 Year Old Nursery	I know the tools that I use make marks	I know the colours red, blue, yellow, green.	I know that materials feel different	I know I can use different materials to create I know how to build	I know I can print objects to leave marks
--------------------	--	--	--------------------------------------	---	---

	Listening	Improvising and Composing	Playing tuned and untuned instruments	Pulse and Rhythm	Singing
2 Year old Nursery	Starts to <b>recognise</b> and name different sounds		I can <b>recognise</b> the sounds different instruments make		<b>Recognises</b> familiar songs and rhymes and starts to join in

2 Year Old Nursery	I know that things make sounds		I know that instruments make different sounds		I know some songs and rhymes
--------------------	--------------------------------	--	---	--	------------------------------