

Indian Queens Primary School and Nursery




2 Year old Curriculum – Long Term Plan

The
essence of
being 2.



| | |
|---|--|
| Major changes in brain development. | Beginning to use language in a social context and in thinking. |
| Gaining a sense of self as an individual. | Having a physical ability to move independently and with increasing control. |

Our 2 year old provision includes exposure to the great things that happen in our 3 year old provision however, there is a greater focus on the Prime Areas of Learning.

| | Autumn My family  | Spring My friends  | Summer My interests  |
|---------------------------------------|--|---|---|
| Oracy | WellComm Programme – whole class and Individual sessions SHREC approach (EEF) Rhyme Time (LW Foundations for Phonics) Story times Circle games Tracking a sound | | |
| Characteristics of Effective Learning | <p>Playing and Exploring: Exploring Elephant – I explore and plan my ideas, Go-For-It Gorilla – I try new activities based on my interests, Choosing Chimp - I make independent choices</p> <p>Active Learning: Persevering Parrot – I keep trying, Proud Peacock – I achieve my goals, Analysing Alligator – I am beginning to correct my mistakes by myself</p> <p>Creating and Thinking Critically: Slinky-Linky Snake – I can make links between ideas, Reflecting Rhino – I can check my progress and see how well I am doing, Creative Chameleon – I have my own ideas</p> | | |
| Parent Partnership | Stay and play session | Home school reviews Easter Egg Hunt | Teddy Bears Picnic in the forest Family Sports Day |

| | | | |
|--|---|--|--|
| | Christmas Signing Around The Tree Home school Reviews | | Summer Fayre Home school reviews |
| Rhymes | Wind The Bobbin Up Round and Round the Garden Jack and Jill Humpty Dumpty Incy Wincy Spider Twinkle Twinkle Little Star Pat a Cake The Wheels on the Bus One, Two, Buckle MY Shoe Hickory Dickory Dock Baa Baa Black sheep Down at the Station | Hey Diddle Diddle Miss Polly Had a Dolly 5 Current Buns Sing a Song Of Sixpence One Elephant Went out to Play Little Bo Peep Polly Put The Kettle On Old McDonald A Sailor Went to Sea Row Row Row Your Boat The Grand Old Duke Of York Mary Mary Quite Contrary Ring a Ring a Roses Once I Caught A Fish Alive | Humpty Dumpty Incy Wincy Spider Twinkle Twinkle Little Star The Wheels on the Bus Hickory Dickory Dock Baa Baa Black sheep Down at the Station Miss Polly Had a Dolly Polly Put The Kettle On Old McDonald Row Row Row Your Boat Once I Caught A Fish Alive |
| <p>Texts</p> <p>Children have access to a wide range of books that they can choose themselves to explore in the book area, Nursery library and the school library.</p> | <p>Humpty Dumpty Hickory Dickory Incy Wincy Row Row Row your boat Grand old Duke of York Twinkle Twinkle Non fiction – Autumn/Pumpkins Where's Spot? Mouse paint</p> | <p>We're going on a bear hunt Where's my teddy Brown bear brown bear what can you see? This is the bear This is the bear's picnic lunch Old MacDonald had a farm On the farm Farmyard Hullabaloo The pig in the pond Goldilocks and the 3 bears</p> | <p>My mum and dad Make me laugh Owl babies My five senses How do you feel? Farmer Duck Tiger who came to tea Dear Zoo Giraffes Can't Dance The Very Hungry Caterpillar Dear Zoo Orange Pear Apple Bear That's not my...collection</p> |

| | | | |
|---|---|---|--|
| | | Easter stories We're going on an Easter hunt | There's a Monster in Your Book |
| Key vocabulary | Rhyming words. I would like... I can... Positional language: on, under, in, on, behind, in front Nouns: mummy, daddy, baby, grandad, sister, brother | Friend, names of others, Names of body parts: nouns-arm, back, leg etc. Verbs: listen, smell, hear, see Adjectives: furry, stripy | Nouns: butterfly, rain, lamb, flowers, garden, babies, buds, chick, tadpoles, blossom, leaf, water, sun Verbs: jump, fly, hatch, grow, plant, pick. Adjectives: beautiful |
| Personal, Social and emotional development. | To build key person relationships, supporting children when separating from a Parent/Carer through the transitional period. With the support of a key person show an interest in play. Notice others around them. Build interactions through the interests of the child. To react to stimulus to help calm emotions and feelings for example: looking at family photographs together. | To begin to find their own unique way of managing transitions. Begin to show confidence within their play. Play alongside their peers and developing friendships. With the support of an adult wait and take a turn for example rolling a ball or a car. Begin to show an awareness of themselves – looking in a mirror and beginning to know which objects are theirs. | To have developed a sense of assurance for example developing relationships with other adults and peers. Show independence within their play and making choices. To have established friendships with peers. To begin to demonstrate taking a turn independently. Explore emotions and feelings through stories and their play |

| | | | |
|----------------------------|--|---|---|
| Communication and Language | <p>To begin to join in with some songs and Nursery Rhymes (even just with actions).</p> <p>To being to change attention to follow a prop or prompt. Listen to short stories in a small group.</p> <p>Use some single words to express their wants, needs and feelings.</p> <p>Recognise familiar objects to develop their vocabulary.</p> <p>Understand frequently used words, such as, 'all gone', 'no', 'bye bye'.</p> | <p>Recognise familiar environmental sounds and say what they can hear.</p> <p>Listen to some longer stories and join in with some key words and phrases in familiar stories. Build on their repertoire of Nursery Rhymes and begin to sing them unprompted.</p> <p>Begin to put a few words together and speak in simple sentences to express their wants, needs and feelings.</p> <p>Use the speech sounds p,b,m,w</p> | <p>To be able to shift to a different task if attention fully obtained.</p> <p>Listen and follow one step instructions.</p> <p>Listen and join in during circle times, taking a more active role in participating.</p> <p>To know rhymes my selecting a prop e.g picking up a sheep and singing 'baa baa black sheep'</p> |
| Physical Development | <p>Feeling secure and comfortable during nappy time.</p> <p>At snack time sitting together with peers.</p> <p>Sitting and walking independently.</p> <p>Begin to sit on a small bike and know how it is used.</p> | <p>Showing an interest in Potty training.</p> <p>Sitting together for snack times and trying different tastes and textures.</p> <p>To gain control over their bodies through both indoor and outdoor play.</p> | <p>To be independent with their self-help skills such as washing their own hands, using the toilet and attempting to fasten their own coat.</p> <p>Following snack time routines, making choices independently.</p> <p>To use large equipment, ride bikes and scooters with support.</p> |

| | Showing an interest in exploring materials and tools e.g a paint brush or chunky chalk. | Developing fine manipulative skills through using different objects and tools. | To be able to hold tools and objects using a palmer grasp comfortably. |
|---|---|--|---|
| <p>Maths</p> <p>Vocabulary:</p> <p>Number names</p> <p>Names of shapes Heavy, light, big, bigger, biggest, small, smaller, smallest</p> | <p>To combine objects such as stacking blocks and cups.</p> <p>Put objects inside others and take them out again.</p> <p>Begin to take part in finger rhymes with numbers.</p> <p>To explore and use shape sorters and puzzles.</p> | <p>To begin to compare sizes, bigger, little and smaller.</p> <p>To use number language in their play, beginning to sequence numbers orally 0-5.</p> <p>To complete an inset puzzle and to demonstrate matching and sorting skills within their play.</p> <p>To notice and comment on patterns including stripes and spots etc</p> | <p>To begin to use the language of weight in everyday contexts and through stories and rhymes.</p> <p>To explore space within the indoor and outdoor environment using their bodies to climb and travel through, over and under equipment to gain spatial awareness.</p> <p>To use objects to make simple arrangements, using associated language 'the same'.</p> <p>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 numerals on doors, buses, clocks etc</p> |
| <p>Literacy</p> <p>Reading</p> | <p>To explore looking at books independently.</p> | <p>To choose books that interest them independently and begin to understand how to handle them</p> | <p>Have a selection of favourite stories.</p> |

| | | | |
|---------------------|--|---|--|
| | <p>Explore sensory books and learn new vocabulary related to their senses.</p> <p>Enjoy looking at class made books related to families.</p> <p>To look at some non-fiction books related to Topics in small groups e.g. Autumn, Christmas etc.</p> <p>To use a basic picture book and find information following a prompt. E.g. Where is the dog?</p> | <p>carefully, turning the pages independently.</p> <p>To obtain information from a more detailed image in a book following a prompt. E.g. What is the duck doing?</p> <p>Recognise their name alongside their photograph.</p> | <p>To understand that stories have a beginning and the end and join in saying 'The end'.</p> <p>To join in with key phrases when reading familiar books with adults.</p> <p>To talk in simple sentences and phrases about books they enjoy, using the images to help them.</p> <p>To listen to audio stories without images.</p> <p>Recognise familiar logos related to their interests.</p> |
| Literacy Writing | <p>To join in with short dough gym sessions to develop fine motor control.</p> <p>To make marks on table tops to support core strength.</p> <p>Show an interest in mark marking- fingers, large apparatus, tools.</p> <p>Hold a tool with a fist palmer grip.</p> | <p>Distinguishes between the different marks they make.</p> <p>Use tweezers to pick up a small object.</p> <p>To develop hand-eye co-ordination through scooping/pouring and filling activities.</p> | <p>Imitate drawing simple shapes such as circles and lines.</p> <p>Make marks on a picture to stand for their name.</p> <p>Enjoy drawing freely using a range of tools.</p> <p>Notice some print such as familiar logo.</p> |

| | | | |
|----------------------------|--|--|--|
| | | | <p>Children to use a digital pronate grip.</p> <p>Use threading to develop fine motor skills.</p> |
| Understanding Of The World | <p>Exploring senses –and purpose of body parts Naming body parts.</p> <p>Exploring light and colours through sensory play.</p> <p>Play with a variety of wheeled toys, exploring pushing and pulling.</p> <p>Recognise their family and key people during key person time. Children to name their family by using a family photograph.</p> <p>Settling in to their new environment and understanding where things are located in the classroom.</p> <p>Learning about the basic routines of the day using a visual timetable. (Carpet time, tidy time, lunch time, home time etc.)</p> | <p>Observing changes of state through ice/water and using their senses to explore.</p> <p>Observe and notice flowers and plants growing using their senses.</p> <p>Begin to understand the sequence of dressing in warm clothes for outside (putting on outdoor suit, then wellies, then hat, gloves etc.)</p> | <p>Bring in photos from family days out to share during Key Person time.</p> <p>Begin to have their own friends. Recognising familiar places and logos through looking at photos (local shops, places of interest).</p> <p>Talk about places they might go on a sunny day, for example, the beach.</p> <p>Understand the routine of the day with less prompts.</p> |

| | | | |
|----------------------------|--|--|--|
| Expressive Arts and Design | <p>Play, explore & investigate painting, art and design area, malleable area.</p> <p>Experiment with paint using gross motor skills.</p> <p>Explores instruments and the sounds they make.</p> <p>Join in singing a familiar song or rhyme. Play alongside others in imaginative play.</p> <p>Understand the use of materials i.e. glue for spreading and sticking.</p> <p>Responds emotionally and physically to music when it changes.</p> | <p>Manipulate materials by squashing, squeezing, pinching, rolling.</p> <p>Copy actions when dancing.</p> <p>Paint and draw with a purpose in mind.</p> <p>Make creations with developing concentration.</p> <p>Talk about what they are doing and what they will do next. Sing a familiar song or rhyme.</p> <p>Use tools to shape malleable materials.</p> <p>Role play familiar experiences from home.</p> <p>Begin to create closed shapes with continuous line to begin to use these shapes to represent objects.</p> | <p>Develop pretend play pretending one object represents another.</p> <p>Begin to play instruments with increasing control to express my feelings.</p> <p>Begin to copy repeated rhythm. Begin to use colours more purposefully.</p> |
|----------------------------|--|--|--|

Children develop at different rates. We have an ambitious curriculum for all our children, and all children will work towards these end points. Indian Queens Nursery's assessments will be measured by observations of children in child initiated and adult directed activities and children's work in their Learning Journals.

