









## Abbey CofE Infant and Nursery School – Squirrels (2-3 year olds) Long Term Plan

Love, Laugh, Learn – Walking with Jesus to life in all its fullness John 10,10

AUTUMN TERM		SPRING TERM		SUMMER TERM	
<b>Autumn 1</b> <b>All about me</b> <b>Autumn</b> 	<b>Autumn 2</b> <b>Celebrations</b> <b>Food</b> 	<b>Spring 1</b> <b>Winter</b> <b>People who help us</b> 	<b>Spring 2</b> <b>New Life</b> 	<b>Summer 1</b> <b>We love to read</b> 	<b>Summer 2</b> <b>The Seaside</b> <b>Summer</b> 
<u>Christian Value:</u> Thankfulness	<u>Christian Value:</u> Respect and Forgiveness	<u>Christian Value:</u> Perseverance	<u>Christian Value:</u> Hope	<u>Christian Value:</u> Friendship and Love	<u>Christian Value:</u> Courage
<u>Reading enrichment</u>	<u>Reading enrichment</u>	<u>Reading enrichment</u>	<u>Reading enrichment</u>	<u>Reading enrichment</u>	<u>Reading enrichment</u>
<ul style="list-style-type: none"> <li>• From head to toe</li> <li>• Owl babies</li> <li>• All about me</li> <li>• Colour Monster</li> <li>• Peace at Last</li> <li>• Little Red Hen</li> </ul>	<ul style="list-style-type: none"> <li>• Bonfire Night</li> <li>• Dipal's Diwali</li> <li>• Oliver's Fruit Salad</li> <li>• Supertato</li> <li>• The Gingerbread man</li> <li>• The First Christmas</li> <li>• Stick Man</li> </ul>	<ul style="list-style-type: none"> <li>• Winter</li> <li>• Lost and Found</li> <li>• One Snowy Night</li> <li>• People who help us</li> <li>• Superhero like you</li> </ul>	<ul style="list-style-type: none"> <li>• Three Little pigs</li> <li>• The Gruffalo</li> <li>• Tiger who came to tea</li> <li>• We're going on a bear hunt</li> <li>• The Easter Story</li> </ul>	<ul style="list-style-type: none"> <li>• Jack and the Beanstalk</li> <li>• Lifecycle of a chick</li> <li>• The ugly duckling</li> <li>• Mad about minibeast</li> <li>• Caterpillar to butterfly</li> <li>• The Crunching munching Caterpillar</li> <li>• The Hungry Caterpillar</li> </ul>	<ul style="list-style-type: none"> <li>• Commotion in the Ocean</li> <li>• Sharing a Shell</li> <li>• Lucy and Tom at the Seaside</li> <li>• Under the Sea</li> <li>• Summer</li> <li>• What the Ladybird Heard at the Seaside</li> <li>• Winnie at the Seaside</li> </ul>

<b>Characteristics of Effective Learning and over arching principles.</b>	<p><b>Playing and exploring</b> – engagement: Finding out and exploring. Playing with what they know. Being willing to have a go.</p> <p><b>Active learning</b> – motivation: Being involved and concentrating. Keeping trying. Enjoying achieving what they set out to do.</p> <p><b>Creating and thinking critically</b> –thinking: Having their own ideas. Making links. Choosing to do things.</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 &amp; 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 develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p>				
Which people are special and why?		What times are special and why?		Being special: Where do we belong?	
<b>RE</b> Create a family display of who is important to them.	<b>RE</b> Nativity story- Jesus.	<b>RE</b> Enjoy pancakes to celebrate Shrove Tuesday.	<b>RE</b> Celebrate Easter.	<b>RE</b> Look at different family photos of children in Nursery.	<b>RE</b> Talk about where we belong now and are going to next- our new Nursery.
<b>PSED</b> Settle in Nursery, form relationship with keyworker.	<b>PSED</b> Making relationships with others.	<b>PSED</b> Gaining confidence in accessing activities in the provision independently.	<b>PSED</b> Turn taking Tiger who came to tea, tea party.	<b>PSED</b> Independently toileting and washing own hands.	<b>PSED</b> Talking about feelings.
<b>PSED- throughout the year</b> Find ways to calm themselves, through being calmed and comforted by their key person. • Establish their sense of self. • Express preferences and decisions. They also try new things and start establishing their autonomy. • Engage with others through gestures, gaze and talk. • Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. • Find ways of managing transitions, for example from their parent to their key person. • Thrive as they develop self-assurance. • Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting. • Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.			<b>PSED- throughout the year</b> Feel strong enough to express a range of emotions. • Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums. • Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. • Be increasingly able to talk about and manage their emotions. • Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. • Develop friendships with other children. • Safely explore emotions beyond their normal range through play and stories. • Talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”. • Learn to use the toilet with help, and then independently.		

<ul style="list-style-type: none"> <li>• Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.</li> </ul>					
<b>PD</b> <ul style="list-style-type: none"> <li>• Exploring the different resources in the outdoor area.</li> <li>• Healthy movers programme</li> </ul>	<b>PD</b> <ul style="list-style-type: none"> <li>• Moving to music.</li> <li>• Healthy movers programme.</li> </ul>	<b>PD</b> <ul style="list-style-type: none"> <li>• Snowflake dance</li> <li>• Healthy movers programme</li> </ul>	<b>PD</b> <ul style="list-style-type: none"> <li>• Put coats on independently.</li> <li>• Healthy movers programme</li> </ul>	<b>PD</b> <ul style="list-style-type: none"> <li>• Manipulating tools such as playdough tools.</li> <li>• Healthy movers programme</li> </ul>	<b>PD</b> <ul style="list-style-type: none"> <li>• Develop control of mark making tools.</li> <li>• Healthy movers programme</li> </ul>
<b>Communication and Language- throughout the year</b> Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent. <ul style="list-style-type: none"> <li>• Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods.</li> <li>• Watch someone's face as they talk.</li> <li>• Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements.</li> <li>• Enjoy singing, music and toys that make sounds.</li> <li>• Recognise and are calmed by a familiar and friendly voice.</li> <li>• Listen and respond to a simple instruction.</li> <li>• Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling).</li> <li>• Babble, using sounds like 'baba', 'mamama'.</li> <li>• Use gestures like waving and pointing to communicate.</li> <li>• Reach or point to something they want while making sounds.</li> <li>• Copy your gestures and words.</li> <li>• Constantly babble and use single words during play.</li> <li>• Use intonation, pitch and changing volume when 'talking'.</li> <li>• Understand single words in context – 'cup', 'milk', 'daddy'.</li> <li>• Understand frequently used words such as 'all gone', 'no' and 'bye-bye'.</li> </ul>			<b>Communication and Language- throughout the year</b> <ul style="list-style-type: none"> <li>• Understand simple instructions like "give to nanny" or "stop".</li> <li>• Recognise and point to objects if asked about them.</li> <li>• Generally focus on an activity of their own choice and find it difficult to be directed by an adult.</li> <li>• Listen to other people's talk with interest, but can easily be distracted by other things.</li> <li>• Make themselves understood, and can become frustrated when they cannot.</li> <li>• Start to say how they are feeling, using words as well as actions.</li> <li>• Start to develop conversation, often jumping from topic to topic.</li> <li>• Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.</li> <li>• Use the speech sounds p, b, m, w.</li> <li>• Pronounce: <ul style="list-style-type: none"> <li>- l/r/w/y - s/sh/ch/dz/j</li> <li>- f/th - multi-syllabic words such as 'banana' and 'computer'</li> </ul> </li> <li>• Listen to simple s</li> </ul> Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'. <ul style="list-style-type: none"> <li>• Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.</li> <li>• Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</li> </ul>		

<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Enjoy songs and rhymes, tuning in and paying attention.</li> <li>• Say some of the words in songs and rhymes</li> <li>• Copy finger movements and other gestures.</li> <li>• Enjoy sharing books with an adult.</li> </ul>	<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Pay attention and respond to the pictures or the words in books.</li> <li>• Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</li> <li>• Repeat words and phrases from familiar stories.</li> <li>• Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</li> <li>• Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</li> <li>•</li> </ul>	<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Develop play around favourite stories using props.</li> <li>• Ask questions about the book. Makes comments and shares their own ideas.</li> <li>• Sing songs and say rhymes independently, for example, singing whilst playing.</li> <li>• Enjoy drawing freely.</li> <li>• Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</li> <li>• Make marks on their picture to stand for their name.</li> </ul>
<p><b>Maths</b></p> <ul style="list-style-type: none"> <li>• Combine objects like stacking blocks and cups. Put objects inside others and take them out again.</li> <li>• Climb and squeeze themselves into different types of spaces.</li> <li>• Build with a range of resources.</li> </ul>	<p><b>Maths</b></p> <ul style="list-style-type: none"> <li>• Take part in finger rhymes with numbers.</li> <li>• Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</li> <li>• Complete inset puzzles.</li> <li>• Compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'.</li> </ul>	<p><b>Maths</b></p> <ul style="list-style-type: none"> <li>• React to changes of amount in a group of up to three items.</li> <li>• Notice patterns and arrange things in patterns.</li> <li>• Basic 2D shapes- circle, triangle, rectangle, square</li> <li>• Compare amounts, saying 'lots', 'more' or 'same'.</li> <li>• Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</li> <li>• Rote count to 5</li> <li>• Begin to recognise numerals 0-5.</li> </ul>

<b>UTW</b> <ul style="list-style-type: none"> <li>• Talk about members of our families.</li> <li>• Familiarising self with the indoor and outdoor environment in Nursery.</li> <li>• Talk about facial features.</li> <li>• Autumn.</li> </ul>	<b>UTW</b> <ul style="list-style-type: none"> <li>• Nativity story.</li> <li>• Diwali exploratory tray.</li> <li>• Exploring and tasting healthy food.</li> </ul>	<b>UTW</b> <ul style="list-style-type: none"> <li>• Look at differences between people who help us.</li> <li>• Walk around community to see People who help us.</li> <li>• Sensory winter play including ice and play snow.</li> </ul>	<b>UTW</b> <ul style="list-style-type: none"> <li>• Easter activities.</li> <li>• Sensory bear hunt walk.</li> <li>• Explore different materials, sensory play.</li> </ul>	<b>UTW</b> <ul style="list-style-type: none"> <li>• Look at photos from when we were a baby.</li> <li>• Spring sensory tray.</li> <li>• Look at baby animals.</li> <li>• Plant cress seeds.</li> </ul>	<b>UTW</b> <ul style="list-style-type: none"> <li>• Talk about own experiences in past visits to the beach.</li> <li>• Reflect on the year.</li> <li>• Role play beach to explore.</li> <li>• Under the sea-look at sea creatures.</li> </ul>
<b>EAD</b> <ul style="list-style-type: none"> <li>• Hand and foot prints.</li> <li>• Construct houses using different construction.</li> <li>• Nursery rhymes.</li> </ul>	<b>EAD</b> <ul style="list-style-type: none"> <li>• Christmas collage.</li> <li>• Make a Christmas decoration.</li> <li>• Christmas songs.</li> </ul>	<b>EAD</b> <ul style="list-style-type: none"> <li>• Winter collage.</li> <li>• Junk model vehicle.</li> <li>• Action Nursery rhymes.</li> </ul>	<b>EAD</b> <ul style="list-style-type: none"> <li>• Create pig and Wolf masks.</li> <li>• Explore musical instruments.</li> </ul>	<b>EAD</b> <ul style="list-style-type: none"> <li>• Creative minibeasts.</li> <li>• Make loud and quiet sounds using instruments.</li> </ul>	<b>EAD</b> <ul style="list-style-type: none"> <li>• Large scale seaside collage.</li> <li>• Under the sea art using mixed media.</li> <li>• Sing using actions and vocalisations.</li> </ul>
Harvest festival	Diwali (12 <sup>th</sup> Nov) Bonfire night (5 <sup>th</sup> Nov) Christmas (25 <sup>th</sup> Dec)	Chinese New Year (10 <sup>th</sup> Feb) Shrove Tuesday (13 <sup>th</sup> Feb) Valentine's day- (14 <sup>th</sup> Feb) People who help us trips/visitors.	Shrove Tuesday (13 <sup>th</sup> Feb) Easter (31 <sup>st</sup> March) Mother's day (10 <sup>th</sup> March)	Farm trip Eid (7 <sup>th</sup> April)	Sports day Transition