

Year EY (Nursery 2)

Early Years at Mill Lane

For the majority of our children they do not experience enriched childhood experiences. They may receive less attention from their parents/carers as they can be distracted by worrying about other issues. School makes up an enormous part of a child's life. Teachers, other adults and children play a major role in making up a child's experiences, and the opportunities that they have for learning also leave their mark on development. A child's genetic background will influence their ability to learn, but good educational experiences can enhance these abilities.

Therefore, we need provide these children with hands on experiences to ensure that they have been exposed to as many different opportunities to succeed. To enhance their interactions, communication and language and their physical abilities. Hand on learning is learning by doing.







For this reason, we feel that introducing a theme to the children's learning will present them with new experiences and opportunities to explore new vocabulary whilst also following the children's interest through the continuous provision. Being mindful that if a particular topic does not capture the child's interests we have the flexibility to adapt and make changes to ensure that the children are interested and presented with plenty of opportunities for child led learning.

2 year olds

Songs and rhymes – encourage listening and social and skills, which are essential skills in all areas of learning. It supports a child's sense of rhythm, rhyme and also helps with learning and speech and language development.

For this reason a focus on daily song and rhyme time to embed and build upon listening skills, boost language development and introduce children to the idea of a narrative. While having fortnightly planned activities the children will be

2022-2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Rhyme time! 	It's a celebration! 	People who help us 	Old Macdonald had a farm 	Once Upon a Time 	Oh I do like to be beside the seaside 
Curricular goals	Settle in and become a confident learner	Be an active listener	Explore different possibilities	Settle in and become a confident learner	Be an active listener	Explore different possibilities
British Values	Tolerance, politeness and mutual respect are at the heart of our aims, ethos and R.E curriculum.	The importance of rules and laws, Our pupils are taught to respect the rules in place	Individual liberty Our pupils are encouraged to know, understand and exercise	Democracy Pupils are listened and are taught to actively to each other, respecting the right	Mutual respect for and tolerance of those with different faiths and	Tolerance, politeness and mutual respect are at the heart of our aims, ethos and R.E curriculum.







		through different religions.	their rights and personal freedoms and are taught how to utilise these safely.	of every individual to have their opinions and voices heard.	beliefs, and for those without faith.	
Memorable Experience	Prepare for a show for their parents	Have a party	Watch paw patrol movie	Hatching chicks or frog spawn	Find giant foot prints.	Visit the beach/ sand and water play
Innovate Challenge	Make a musical instrument	Put on a show	Make a vehicle out of boxes.	Make a cress head	Plant beans.	Decorate sea shells
	-Talk about familiar books -Use a wider range of vocabulary					
Communication and Language	-Listen to simple stories and understand what is happening with the help of the pictures -Understand and act on longer sentences like 'make teddy jump' or 'find your coat'	-Understand simple questions about 'who', 'what', and 'where' -Identify familiar objects and properties when described	-Understand a question or instruction that has two parts, such as: 'get your coat and wait at the door.' -Understand how to listen -Enjoy listening to longer stories	-Start a conversation with an adult or friend and continue for many turns	-Use talk to organise their play -Can remember what has happened from a longer story -Begin to develop active listening	-Understand why questions -Sing a large repertoire of songs -Can speak in sentences of 4-6 words -Using some past/future tense
	SCARF					
PSED	Me and My Relationships Includes feelings/emotions/conflict resolution/friendships	Valuing Difference Includes British Values focus	Keeping Myself Safe Includes aspects of safe internet use, drugs and Relationships Education	Being My Best Includes keeping healthy/Growth Mindset/goal setting/achievement	Rights and Responsibilities Includes money/living in the wider world/environment	Growing and Changing Includes RSE-related issues
Physical Development	-Go up and down steps using alternate feet -Encourage children to dress and undress independently -Start eating independently and	- Learn to use the toilet with help - Develop movement: balancing, skipping, jumping -Use large-muscle movements	-Start to match their developing physical skills to tasks and activities in the setting -Start to use a comfortable grip when holding pens and pencils	-Start taking part in group activities which they make up for themselves, or in teams - Increasingly be able to use and remember	-Show a preference for a dominant hand -Choose the right resources to carry out their own plan -Eat using a knife a fork	-Use the toilet independently -Use one handed tools and equipment - Use a comfortable grip when holding pens and pencils

	learning how to use a knife and a fork	-Begin to develop ball skills	-Start to open packets and wrappers	sequences and patterns of movement	- match their developing physical skills to tasks and activities in the setting	-Can open packets and wrappers - Continue to develop movement
Revisit throughout the year	-Engage in extended conversations about stories. Learning new vocabulary -Name the different parts of a book -Fred talk games -Begin RWI Spring 2 with those who are ready					
Literacy	0-3 -Enjoy drawing freely -Add some marks to drawing which they give meaning to -Understand that print has meaning	-Develop their phonological awareness so that they can spot and suggest rhymes - Understand that print can have different purposes	-Recognise words with the same initial sound, such as money and mother	-Count or clap syllables in a word -Use some of their print and letter knowledge in their early writing	-Write some or all of their name -Write some letters accurately Rec -Read ind letters by saying the sounds for them -Blend sounds into words, so that they can read short words made up of known letter – sound correspondences	
Revisit throughout the year	-Begin to describe a sequence of events, real or fictional -Describe a familiar route -Discuss routes and locations, using words like in front of and behind -Recite numbers past 5					
Mathematics	-Develop fast recognition of up to 3 objects without counting -Count objects, actions and sounds to 5 -Talk about and explore 2D and 3D shapes	-Say one number for item in order 1,2,3,4,5 -Show finger numbers up to 5 -Select shapes appropriately - Talk about and identify patterns around them	-Know that the last number reached when counting a small set of objects tells you how many there are in total -Compare quantities using language ‘more than’ and ‘fewer than’	-Link numerals and amounts -Make comparisons between objects relating to size, length, weight and capacity -Extend and create ABAB patterns	-Experiment with their own symbols and marks as well as numerals -Combine shapes to make new ones	-Solve real word mathematical problems with numbers up to 5
Revisit throughout the year	-Talk about the differences between materials and changes they notice -Begin to understand the need to respect and care for the natural environment and all living things – through OL and visits to the wildlife area -Explore collections of materials with similar/or different properties -Explore and talk about different forces they can feel - Show an interest in different occupations – through changing the role play and talk about the different occupations -Talk about what they see, using a wide vocabulary -Begin to make sense of their own life-story and family history – photos of them as babies, looking at photos on seesaw and talking about what has happened during their time in nursery – have parents in to talk about them as a baby					

Understanding the World	Continue to develop positive attitudes about the differences between people	Continue to develop positive attitudes about the differences between people	- Explore and talk about different forces that they may feel -Show an interest in different occupations	- Plant seeds and care for growing plants -Understand the key features of the life cycle of a plant and an animal	-Understand the key features of the life cycle of a plant and an animal	-Know that there are different countries in the world and talk about the differences they have experienced or seen in photos
RE	Diwali	Christmas	Chinese New Year	Easter	Bible stories	Link life cycles with Growing and Changing unit PSHE Weddings and births.
Suggested activities	Talk about their body parts and what the function is of each part. To draw silhouettes and orally label body parts. To be able to identify similarities and differences between themselves and peers. To make self-portraits.	Diwali, Hanukah, Christmas - compare	Chinese New Year			
	Follow Charanaga					
	-Remember and sing entire songs -Play instruments with increasing control to express their feelings and ideas -Sing the melodic shape of familiar songs -Listen with increased attention to sounds					
Expressive arts and design	-Create closed shapes with continuous lines and begin to use these shapes to represent objects	-Explore different materials freely, to develop their ideas about how to use them and what to make	-Take part in simple pretend play, using an object to represent something else even though they are not similar -Begin to develop complex stories using small world equipment	-Draw with increasing complexity and detail such as representing a face with a circle and including detail -Join different materials and explore different textures	-Respond to what they have heard, expressing their thoughts and feelings -Begin to develop more complex small worlds with blocks and construction kits -Develop their own ideas and then decide	-Create the own songs or improvise one they know

					which materials to use to express them	
Suggested activities	Play and share songs from different cultures and historical periods Modelling drawing shapes and lines					
Key texts		<ul style="list-style-type: none"> - Kippers birthday - Meg & Mog Halloween - The Night Before Christmas 	<ul style="list-style-type: none"> - Percy the park keeper. - The jolly postman 	<ul style="list-style-type: none"> - Three little pigs. - Three Billy Goats Gruff. - Farmer Duck 	<ul style="list-style-type: none"> - Jack and the Beanstalk. - Little Red Riding Hood. - Goldilocks. 	<ul style="list-style-type: none"> - What the Ladybird heard at the seaside. - Tiddler. - Commotion in the Ocean. - Hooray for fish

2021 - 2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Rhyme time! 	It's a celebration! 	How many colours in a rainbow? 	Dinosaurs roar 	Once Upon a Time 	Teddy bears picnic 
Curricular goals	Settle in and become a confident learner	Be an active listener	Explore different possibilities	Settle in and become a confident learner	Be an active listener	Explore different possibilities
British Values	Tolerance , politeness and mutual respect are at the heart of our aims, ethos and R.E curriculum.	The importance of rules and laws , Our pupils are taught to respect the rules in place through different religions.	Individual liberty Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are taught how to utilise these safely.	Democracy Pupils are listened and are taught to actively to each other, respecting the right of every individual to have their opinions and voices heard.	Mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith.	Tolerance , politeness and mutual respect are at the heart of our aims, ethos and R.E curriculum.
Memorable Experience	Prepare for a show	Have a party	Create a handprint rainbow	Have a dinosaur egg in the classroom	Plant sunflower seeds	Teddy bears picnic
Innovate Challenge	Make a musical instrument	Put on a show	Have an art show	Make dinosaur feet	Decorate gingerbread men	Make sandwiches

Communication and Language	<ul style="list-style-type: none"> -Listen to simple stories and understand what is happening with the help of the pictures -Understand and act on longer sentences like 'make teddy jump' or 'find your coat' 	<ul style="list-style-type: none"> -Understand simple questions about 'who', 'what', and 'where' -Identify familiar objects and properties when described 	<ul style="list-style-type: none"> -Understand a question or instruction that has two parts, such as: 'get your coat and wait at the door.' -Understand how to listen -Enjoy listening to longer stories 	<ul style="list-style-type: none"> -Talk about familiar books -Start a conversation with an adult or friend and continue for many turns 	<ul style="list-style-type: none"> -Use a wider range of vocabulary -Use talk to organise their play -Can remember what has happened from a longer story 	<ul style="list-style-type: none"> -Understand why questions -Sing a large repertoire of songs -Can speak in sentences of 4-6 words -Using some past/future tense -Begin to develop active listening
PSED	<ul style="list-style-type: none"> -Begin to develop friendships with other children -Select and use activities and resources, with help when needed 	<ul style="list-style-type: none"> -Be increasingly able to talk about and manage their emotions -Begin to follow rules and instructions 	<ul style="list-style-type: none"> --Select and use activities and resources Show more confidence in new social situations -Play with one or more children, extending and elaborating play ideas 	<ul style="list-style-type: none"> -Understand why rules are important -Begin to talk about their feelings -Develop their sense of responsibility and membership of a community 	<ul style="list-style-type: none"> -Begin to understand how others may be feeling -Remember rules without an adult to remind them 	<ul style="list-style-type: none"> -Can play alongside others within the environment -Can express their feelings - Consider the feelings of others
Physical Development	<ul style="list-style-type: none"> -Go up and down steps using alternate feet -Encourage children to dress and undress independently -Start eating independently and learning how to use a knife and a fork 	<ul style="list-style-type: none"> - Learn to use the toilet with help - Develop movement: balancing, skipping, jumping -Use large-muscle movements -Begin to develop ball skills 	<ul style="list-style-type: none"> -Start to match their developing physical skills to tasks and activities in the setting -Start to use a comfortable grip when holding pens and pencils -Start to open packets and wrappers 	<ul style="list-style-type: none"> -Start taking part in group activities which they make up for themselves, or in teams - Increasingly be able to use and remember sequences and patterns of movement 	<ul style="list-style-type: none"> -Show a preference for a dominant hand -Choose the right resources to carry out their own plan -Eat using a knife a fork - match their developing physical skills to tasks and activities in the setting 	<ul style="list-style-type: none"> -Use the toilet independently -Use one handed tools and equipment - Use a comfortable grip when holding pens and pencils -Can open packets and wrappers - Continue to develop movement

Key texts		<ul style="list-style-type: none"> - Kippers birthday - Meg & Mog Halloween - The Night Before Christmas 	<ul style="list-style-type: none"> - Brown bear. Brown bear what do you see? - The colour monster - Mouse paint 	<ul style="list-style-type: none"> - Ten little dinosaurs - Harry and his bucketful of dinosaurs - Dinosaur roar 	<ul style="list-style-type: none"> - The Gingerbread man - Three billy goats - Little Red Riding Hood 	<ul style="list-style-type: none"> - Where's my teddy? - There's a bear on my chair - We're going on a bear hunt
-----------	--	---	--	---	--	---

Familiar Texts		Familiar Songs	
N1	N2	N1	N2
Guess how much I love you	Room on the Broom	Round & Round the garden	Grand old Duke of York
Dear zoo	Gruffalo	Head, shoulders, knees & toes	Polly had a dolly
Foxes Socks	Hungry caterpillar	Old Macdonald	Peter Hammers
Hide and Seek Pig	Oi Frog	Baa, Baa black sheep	How much is that doggy in the window
Hooray for Fish	Paper Dolls	Humpty Dumpty	5 Currant buns
Each peach pear plum	I want my hat back	Incy, wincy spider	5 Little Speckled frogs
We're going on a bear hunt	Sharing a shell	Twinkle, Twinkle Little star	5 little men in a flying saucer
Good night tractor	Three little pigs	Wind the Bobbin Up	Little Bo Peep
Three little pigs	Owl babies	Wheels on the bus	Mary, Mary quite contrary
	Each peach pear plum	Here we go round the mulberry bush	Down in the Jungle
	Where the wild things are	Ring-o-ring-o roses	5 little monkeys jumping on a bed
	Stickman	Horsie, horsie don't you stop	Sleeping bunnies
	Meg & Mog	Dingle dangle scarecrow	10 in a bed
	I don't want to wash my hands – little princess	If you're happy and you know it	Hickory Dickory Dock
	Elmer	I'm a little a teapot	Row, row, row your boat
	10 little pirates		Hey diddle, diddle
			1,2,3,4,5 once I caught a fish