



2-3's Long Term Curriculum Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching themes	Welcome home!		Come outside!		Let's get wild!	
Focus Texts						
PSED Links	To separate from their caregiver without getting upset and build up relationships with their key person. Focus on routines and developing an awareness of boundaries.	Developing friendships with others, finding out similarities and differences.	Building social relationships in play, working alongside others based on the same play theme.	Develop regulation skills and resist impulses such as snatching working on their ability to turn take and share	Having kind hands and looking after minibeasts...	Begin to understand feelings including happy and sad and the colours associated with each feeling
Communication and Language	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form 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 language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added , practitioners will build children's language effectively. Reading frequently to children , and engaging them actively in stories , non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts , will give children the opportunity to thrive. Through conversation, story-telling and role play , where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures .					
Physical Dev	N/A – PSED focus	Play hide and seek and complete different obstacle courses, moving in different ways.	Lets all move like trains around the classroom, can we go fast and slow.	Physical activity where children pretend to be the Gingerbread Man, running away from the characters in the story.	Drawing circles and lines to make marks representing bugs. Fine motor – web threading and tweezer activities	Fine motor – Bear face playdough
Maths Termly Focus	N/A – PSED focus	Shape and space - Put objects inside others and take them out again. Climb and squeeze selves into different types of spaces. Positional language; in and on.	Counting - Take part in finger rhymes with numbers. Counting as a behaviour, such as making sounds, pointing or saying some numbers in sequence. Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'	Comparison React to changes of amount in a group of up to three items. Compare amounts, saying 'lots', 'more' or 'same'.	Pattern - Notice patterns and arrange things in patterns.	Measures - Combine objects like stacking blocks and cups. Put objects inside others and take them out again. Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. The "Big" elephant, "tall" giraffe.
Literacy – Retelling, early phonic, Nursery Rhyme of the Term	Nursery Rhyme: Twinkle Twinkle Little Star	Sound lotto game– can the children recognise any sounds– animal noises Nursery Rhyme: Baa Baa Black Sheep	Train ride small world tray, can they retell the story? Join in with actions to the train ride song. Nursery Rhyme: Wheels on the Bus	Repeated refrains in the story. Big Book, turning pages and modelling reading print Nursery Rhyme: Humpty Dumpty	Draw animals from the story and talk about they have drawn, giving meaning to their marks. Rhyme: Incy, Wincy, Spider.	Fill in the missing rhyming word in the story Nursery Rhyme: Miss Polly Nursery

Understanding the World Links - (Including, Science, History, Geography, & RE Links)	• Talk about their immediate family, friends and pets making a display of photos. • Talk about what is similar and different between us. For example who is a boy/girl, what hair colour they have and likes and dislikes. • Understand routines and associate a sequence of actions using visuals to support this.	• Use senses to explore the wider world e.g outdoor area, what can you see? hear? touch etc. at a simple level. • Use “that’s not my dog book” to explore the feeling of different textures • Visit from a dog, observe and comment on what they can see, hear etc. • Introduce different treasure baskets of materials , children to talk about the sounds, feel of the different materials	• Make links between immediate, past and future and where the train goes in the story in the correct order. • Make links to their own experiences of familiar environments e.g. a forest, field, park, lake,	• Identify and compare different weather types e.g. wind, sun, rain	• Children to find out about minibeast, look at pictures and books, go on a mini beast hunts. • Woodland walk to local woods • Find out about the different farm animals in the story and match them to their young.	• Look at pictures of different animals– name them and describe what they look like. • Begin to understand how stories are structured and use of past tense. • Go on a bear hunt and explore new and familiar experiences e.g. mud, grass, puddles
Expressive Arts Links - (Including, Art and DT) Music taught through phonics sessions and CP enhancements	• Using mirrors let’s draw self portraits	• Introduce early phonics activities including; instrumental activities, describing the sound they can hear; jingle, banging • Make sock snakes, paint and decorate. • Enhance home corner with dog accessories to encourage imaginative role play.	• Experiment with a range of instruments playing them to create sounds and making changes to the sounds e.g. banging a drum harder. • Dance unit, teach children to listen for the pulse in the music and move in time. • Using junk modelling make our own trains/hot air balloons. Paint and decorate them. • Animal footprint/train track mark making with paint. • Encourage children to bring in holiday photos– talk about who is in the photo/what they were doing	• Introduce “singer of the week” award for children’s efforts in singing the Nursery Rhymes learnt so far. Promote through Dojo to encourage families to join in at home. • Decorate paper Gingerbread Men with different collage materials. • Baking their own gingerbread men.	• Create playdough spider and bugs by adding eyes, match sticks, pipe cleaners etc. • Create a small world bug area with grass, logs, stones and encourage the children to engage in imaginative play. • Group art project, giant web, rolling the ball and leaving tracks.	• Draw animals from the story and talk about what they have drawn giving meaning to their marks. • Create animal faces on paper plates. • Can name colours and use/name colours when making marks. •