

**Two Year Old's Long Term Plan 2022-2023**

This is a working plan, across the year we will add the detail as we assess the children.

	<b>Autumn 1</b> <b>All about me</b>	<b>Autumn 2</b> <b>Celebrate me!</b>	<b>Spring 1</b> <b>Light and Dark</b>	<b>Spring 2</b> <b>Let's go outside</b>	<b>Summer 1</b> <b>Travelling and Moving</b>	<b>Summer 2</b> <b>The Sun is Out</b>
<b>Prime Areas</b>						
<b>Communication &amp; Language</b>	<p>Children to be encouraged to use gestures and words during their play.</p> <p>Extend single words with one other word added e.g. car. 'big car, red car'.</p> <p>Use intonation, pitch and changing volume when 'talking' and singing simple rhymes.</p> <p>Using stories adding voice sounds</p> <p>Encouraged to use words when pointing and gesturing their needs.</p> <p>Listen and respond to a simple instruction. E.g find your shoes,</p> <p>Responds to their name.</p> <p>making simple choices from 2 options e.g do you want a apple or a banana?</p> <p>Naming parts of their body.</p>					
<b>Possible experiences and themes</b>	<ul style="list-style-type: none"> <li>• All about me</li> <li>• Animals</li> <li>• Modelling new vocabulary through play</li> </ul>	<ul style="list-style-type: none"> <li>• Modelling new vocabulary through play</li> <li>• Nursery rhymes with words and or actions</li> <li>• Halloween</li> <li>• Christmas</li> </ul>	<ul style="list-style-type: none"> <li>• Messy play (developing vocabulary)</li> <li>• Colours</li> </ul>	<ul style="list-style-type: none"> <li>• Animals</li> <li>• Easter</li> <li>• Farm</li> </ul>	<ul style="list-style-type: none"> <li>• Joles singing and signing</li> <li>• Mystery boxes</li> <li>• Holidays/Seasons</li> <li>• Nature hunt – looking for insects, leaves and flowers (developing vocabulary)</li> </ul>	

Stories/Rhymes that links to C & L	Usborne very first book of things to spot Dear Zoo Where's Mrs. Hen Lift-the-tab Animals Twinkle twinkle little star	Dear Santa Spots first Christmas Jingle bells When Santa got stuck up the chimney	Incey wincey spider Row, row, row your boat The green Tractor Colours	5 little monkeys The turtle song Where's my egg Peep inside the farm Colours	Down in the jungle You are my sunshine Lift-the-flap Bugs	5 little speckled frogs Beach ball song Pippo goes to the beach Lulu's Holiday
<b>Physical Development</b>	Grasps using increasing control and strength.  Passes things from one hand to the other with accuracy.  Lets go of things and hand them to another person, or drop them.  Attempts to take own coat off in the morning.  Negotiating their way around apparatus in Nursery with control and increasing safety.					
<b>Possible experiences and themes</b>	<ul style="list-style-type: none"> <li>• Autumn Treasure Baskets</li> <li>• Exploring pumpkins</li> <li>• Autumnal collages</li> <li>• Stickers – fine motor</li> <li>• Sensory Walk—exploring different materials with feet</li> <li>• Developing fine motor skill activities</li> <li>• Self-Help Skills</li> </ul>		<ul style="list-style-type: none"> <li>• Messy Play (Exploring and mark making)</li> <li>• Self Help Skills</li> </ul>		<ul style="list-style-type: none"> <li>• Outdoor play: wheelbarrows, climbing, moving over different surfaces</li> <li>• Obstacle courses</li> <li>• Large scale painting, drawing and water play</li> <li>• Bug hunts</li> </ul>	
Stories/Rhymes that link to PD	Throughout the year we will be constantly doing songs that require actions for physical movement. For example, Wind the bobbin up, Wheels on the bus, here we go around the mulberry bush, Sleeping bunnies etc. We will also be providing sensory books and lift the flap books to encourage exploring and fine motor skills. There will be books out all year round about toilet training and teeth brushing as it is something we encourage all year round.					
<b>PSED</b>	Establish their sense of self and begins to share experiences from home at nursery.  Express preferences and decisions between two options.  Trying new things and start establishing their autonomy.  Engages with others through gestures, gaze and talk.					

	<p>Uses that engagement to achieve a goal. Asks for a toy that they want from the shelf.</p> <p>Find ways of managing transitions, for example from their parent to their key person.</p>					
<b>Possible experiences and themes</b>	<ul style="list-style-type: none"> <li>• Settling in</li> <li>• All about me</li> <li>• Building relationships</li> <li>• Exploring the environment confidentially</li> <li>• Learning the boundaries and routines of the room.</li> </ul>	<ul style="list-style-type: none"> <li>• Turn taking and sharing</li> <li>• Self-recognition and learning facial features</li> <li>• Diwali</li> </ul>	<ul style="list-style-type: none"> <li>• Settling in</li> <li>• All about me</li> <li>• Families</li> <li>• Luna new year</li> </ul>	<ul style="list-style-type: none"> <li>• Develop children's interests in differences e.g. gender.</li> </ul>	<ul style="list-style-type: none"> <li>• Changes and Transitions</li> <li>• Developing friendships</li> </ul>	
Stories/Rhymes that link to PSED	<p>I'm starting nursery</p> <p>Spots loves his teacher</p> <p>Head, shoulders, knees and toes</p>	<p>We can get dressed</p> <p>Tom and Pippo Make a Friend</p> <p>Peppa's Diwali</p> <p>If you're happy and you know it (emotions)</p>	<p>Spot loves nursery</p> <p>Families</p> <p>Peppa's Chinese New Year</p>	<p>Panda Big and Panda small</p> <p>My body</p>	<p>A rainbow of friends</p> <p>Spot loves his friends</p>	