

## Early years Long Term Plan- 2 year olds, F1 and F2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2-year olds	<p><b>Myself</b></p> <p><b>My Family</b></p> <p><b>My body</b></p>	<p><b>Jungle</b></p> <p><b>Sea life</b></p> <p><b>Farm</b></p>	<p><b>Shapes I can see</b></p> <p><b>Making patterns</b></p> <p><b>Puzzles</b></p>	<p><b>Rainbows</b></p> <p><b>Colour mixing</b></p> <p><b>Colour in nature</b></p>	<p><b>Seasons</b></p> <p><b>Bugs and insects</b></p> <p><b>The Garden</b></p>	<p><b>Textures</b></p> <p><b>Senses</b></p> <p><b>Summer Holidays</b></p>
F1	<p><b>Nursery Rhymes</b> <i>Range of nursery rhymes and nursery rhyme story book.</i></p> <p><b>All about me</b> <i>Goat Goes to playgroup</i></p> <p><b>My Family and My Home</b> <i>Three little Pigs</i> <i>Goldilocks and the Three Bears</i></p>	<p><b>Night and Day/Space</b> <i>Day Monkey, Night monkey</i> <i>Whatever Next</i> <i>Non-Fiction</i></p> <p><b>Weather/Water</b> <i>'Splosh'- Mick Inkpen</i> <i>Non-Fiction</i></p> <p><b>Colour and light</b> <i>The world made a rainbow</i> <i>Rain before Rainbows</i></p>	<p><b>My Amazing Body</b> <i>'Funnybones'- Janet and Allan Ahlberg</i></p> <p><b>The Five Senses</b> <i>'Brown Bear, Brown Bear, What do you see?'- Bill Martin Jnr.</i> <i>What the Ladybird Heard</i> <i>Julia Donaldson</i></p> <p><b>Growing</b> <i>'The Very Hungry Caterpillar'- Eric Carl</i> <i>'Jasper's Beanstalk' Nick Butterworth</i></p>	<p><b>Animals</b> <i>'ABC ZOO'- Rod Campbell</i></p> <p><b>At The Seaside</b> <i>'Sharing a Shell'- Julia Donaldson</i> <i>'Rainbow fish'</i></p> <p><b>Minibeasts</b> <i>'Doug the Bug who went Boing'- Sue Hendra</i></p>	<p><b>The Circus</b> <i>Fearless Mirabelle and Meg</i></p> <p><b>Fairytales</b> <i>'Jack and the beanstalk'</i></p> <p><b>Pirates</b> <i>'10 Little Pirates'- Mike Brownlow</i> <i>'On a Pirate Ship'- Sarah Courtauld</i></p>	<p><b>Superheroes</b> <i>Supertato</i> <i>Sue Hendra</i></p> <p><b>People who help us</b> <i>Real Superheroes</i> <i>Julia Seal</i> <i>Peopl who help us Non-fiction books</i></p> <p><b>Transport/Travelling</b> <i>'Brilliant Boats'- Tony Mitton</i></p>
F2	<p><b>All about me</b> <i>Topsy and Tim: Jean Adamson</i></p> <p><b>Who's Who</b> <i>All are welcome</i> <i>:Alexandra Penfold</i></p> <p><b>Autumn and the Harvest</b> <i>Leaf Man: Lois Ehlert</i></p>	<p><b>Journeys</b> <i>We are going on a Bear Hunt: Michael Rosen</i></p> <p><b>Winter time</b> <i>A little bit of Winter: Paul Stewart</i></p> <p><b>Celebrations</b> <i>The Christmas show: Rebecca Patterson</i> <i>The Fourth King: Ted Sieger</i></p>	<p><b>Can all animals be pets?</b> <i>Dear Zoo Rod Campbell</i></p> <p><b>Hot and cold habitats</b> <i>My Granny went to Market</i> <i>Stella Blackstone</i></p> <p><b>Who's print is this?</b> <i>Oi Frog Kes Gray</i> <i>Rumble in the jungle Giles Andreae</i></p>	<p><b>Spring time on the farm</b> <i>Farmer Duck Martin Waddell</i></p> <p><b>What grows in spring?</b> <i>Titch Pat Hutchins</i></p> <p><b>What tastes better?</b> <i>The Little Red Hen</i> <i>The Giant Jam Sandwich</i> <i>Janet Burroway and John Vernon Lord</i></p>	<p><b>Traditional Tales</b> <i>Rapunzel</i> <i>Princess and the Pea</i></p> <p><b>Knights and dragons</b> <i>The Knight who wouldn't fight</i> <i>Helen Docherty</i></p> <p><b>The Royal Ball</b> <i>Happy Birthday Royal</i> <i>Family Martha Mumford</i></p>	<p><b>Sea Creatures</b> <i>Winnie and Wilbur Under the Sea</i> <i>Valerie Thomas</i></p> <p><b>Exploring under the sea</b> <i>Billy's Bucket Kes Gray and Garry Parsons</i></p> <p><b>The sea shore</b> <i>Plop Sasha Harding</i></p>

## **Early years Long Term Plan- 2 year olds, F1 and F2**

### **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.

### **Literacy**

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

### **Communication and Language ELG:**

Listening, Attention and Understanding Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;

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- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

ELG: Comprehension Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.