



## 2byTwo - St Andrew's Primary School Curriculum Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme</b>	<b>Nursery Rhymes + Celebrations</b>	<b>Animals (farm, jungle, dinosaurs) + Celebrations</b>	<b>Bears + Celebrations</b>	<b>Mini-beasts &amp; Life cycles + Spring celebrations</b>	<b>The World Around Me (my family, emotions &amp; feelings, holidays, transport, weather)</b>	<b>Magical Maths Shapes &amp; Numbers</b>
<b>Terrific Texts</b>	Humpty Dumpty Row, row, row your boat Twinkle, twinkle Incy, incy spider Baa, baa black sheep Wheels on the bus 1,2,3,4,5 once I caught a fish alive Other traditional nursery rhymes  Autumn/pumpkins	Dear Zoo Old MacDonald Noisy Farm Elmer the elephant Walking through the jungle My zoo Dinosaur roar Stomp, dinosaur stomp  Bonfire night & fireworks Christmas	We're going on a bear hunt This is the bear Goldilocks & the 3 bears Brown bear, brown bear what do you see Peace at Last Whatever next? Orange, pear, apple bear  Valentines Mother's Day	The very hungry caterpillar One little frog Mad about mini beasts Twist, hop mini beast bop Ten wriggly caterpillars What the ladybird heard A seed in need  Easter and spring stories	Families, families, families Stories about families My five senses I feel sunny The colour monster The feelings book Maisie goes on holiday Spot goes on holiday Things that go Books about transport All about weather Elmer's weather	5 little ducks 5 cheeky monkeys 10 little dinosaurs 5 speckled frogs 5 men in a flying saucer Spot's colour, shapes and numbers Shapes with Peppa  Father's day
<b>Key Vocabulary</b>	Rhyming words Positional language: on, in, under, next to, in front, behind	Animal names Animal sounds  Verbs & nouns: creep, slither, stomp, munch, roar, snap,	Colour names Environmental sounds Positional language such as over, under, through Descriptive words: swishy swashy, squelch squerch, splish splash	Nouns: lamb, butterfly, tadpole, frog, bud, flowers, leaf, caterpillar, bee, worm Verbs: plant, grow, hatch, fly	Names of body parts, nouns: head, leg, arm etc. Verbs: listen, hear, smell, see Nouns: mummy, daddy, brother, sister etc. Nouns: sun, rain, wind Nouns: car, bus, train, aeroplane	Number names Names of shapes Big, bigger, biggest, small, smaller, smallest. Heavy, heavier, light, lighter More, a lot, lots, many Round, tall, long, longer, short, shorter Full, empty, nearly full

<b>Personal, Social &amp; Emotional Development</b>	<p>Play cooperatively with key person and their peers</p> <p>Use words and gestures to communicate their needs and wants.</p> <p>Begin to learn simple nursery routines, expectations and boundaries.</p> <p>Begin to explore both their indoor and outdoor environments independently.</p>	<p>Begin to choose their own play independently and stay there for a short period of time with increasing concentration</p> <p>Begin to play alone happily, alongside other children. Whilst becoming interested in others around them.</p> <p>Begin to express their own personal interests and preferences.</p> <p>Begin to develop a sense of self as an individual.</p> <p>Wanting to do things independently, asserting their likes and dislikes.</p> <p>Begin to use me, you, I in their talk and show awareness of their social identity i.e. 'me do it'.</p>	<p>Beginning to be aware of others feelings and show empathy and concern e.g. giving another child a toy when they are upset, or that they like.</p> <p>Begin to demonstrate friendly behaviour, forming good relationships and initiating play with their peers and adults.</p> <p>Awareness of similarities and differences i.e. skin colour, gender</p> <p>Can select and use equipment and resources independently.</p> <p>Beginning to accept the needs of others and can sometimes take turns and share resources.</p> <p>Develop a sense of responsibility and membership within 2byTwo wanting to take part in routines i.e. putting coat on hook, placing pictures in going home drawer.</p>		
<b>Communication &amp; Language</b>	<p>Enjoys listening to nursery rhymes and songs.</p> <p>Begin to respond to basic simple requests and questions i.e. 'find your coat', 'where is your bag?'</p> <p>Begin to listen to parts of a story and look at picture books with a familiar adult, pointing to things that interest them.</p> <p>Understands and name everyday objects.</p> <p>Understand simple sentences</p> <p>Uses single every day words and put some two words together to communicate</p>	<p>Begin to join in with rhymes and songs</p> <p>Can listen to a short story with more attention.</p> <p>Understands simple concepts big/small, fast/slow, in/out.</p> <p>Begin to recognise and respond to familiar sounds in both their indoor and outdoor environments e.g. telephone ringing.</p> <p>Begin to say and use different types of every day single words to name familiar objects and parts of their body.</p> <p>Say simple short sentences.</p>	<p>Listens to a short story from beginning to end.</p> <p>Increasing listening and attention skills.</p> <p>Recite some number names in sequence when counting.</p> <p>Can name some simple shape names</p> <p>Can join in and sing a favourite rhyme or song.</p> <p>Can say own name, age and gender.</p> <p>Beginning to understand 'who', 'what', 'where' in simple questions.</p> <p>Begin to ask simple questions.</p> <p>Uses 3-4 words in simple sentences and learns new words rapidly using them to communicate.</p> <p>Begin to use language to share their, thoughts, feelings and experiences.</p>		

<p><b>Physical Development</b></p>	<p>Holds mark-making tools in palmar grasp and can make marks.  Pushes, pulls, lifts and carries objects moving them around and placing them down.  Shows interest in dance, move their body to songs and imitate movement of others.  Enjoys the sensory experience of making marks in damp sand, paint using hands and fingers.  Uses jugs and containers to fill, pour and empty with different materials i.e. water  Turns pages in a book, sometimes several at once.  Manipulates objects using hands singly and together i.e. squeezing a sponge.  Tries to kick a stationary ball.  Balance blocks to create a small tower.  Begin to participate copying and imitating some finger and hand actions to songs and rhymes.</p>	<p>Can copy circles and lines using gross motor skills  Begin to hold mark-making tools developing tripod grip.  Begin to move their bodies when they hear music.  Begin to experiment with moving their body in different ways i.e. crawling, running, jumping.  Begin to show preference in using a dominant hand.  Participate in some finger and hand actions to rhymes and songs, imitating the movements.  Turns pages singularly sometimes several at once.  Begin to take risks and try to jump landing on both feet.  Begin to use wheeled toys trying to pedal and using feet to propel themselves round.  Kicks a stationary ball with either foot.  Build towers and other arrangements using different construction materials.</p>	<p>Mostly holds mark making tools between thumb and first finger  Draw some simple shapes and can copy mark making patterns e.g. lines, zigzag, circles using a pencil.  Thread large beads and other materials onto a string.  Throws a ball with increasing force and starts to try to catch it by using two hands or chest to trap it.  Uses wheeled toys with increasing skill such as pedalling, balancing and holding handlebars.  Copy actions and movements when involved in music and movement.  Experiments moving in different ways i.e. running, skipping, crawling, jumping whilst showing increasing control.  Handles books and turns pages singularly.  Shows preference for a dominant hand.  Uses scissors to snips in paper.  Join in confidently with finger and hand actions to songs and rhymes.</p>
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