

EYFS Caterpillar Long Term Planning

In our 2 year old provision we recognise that learning experiences need to suit the children's rapidly changing needs and interests. Children are taught using a balance of adult directed and child initiated play activities. We recognise the need to prepare our toddlers for future learning and therefore use the grid below as a flexible curriculum guide. Topics in red must be covered at some point in the year as they contain foundations of learning for our topics in Nursery 2 and Reception. Staff can be flexible and change when these red topics are covered though to suit the needs and interests of the children in their care. Topics in black are suggestions and can be changed to another topic to suit the needs and interests of the children. Topics last between 1-3 weeks. More emphasis and detail is provided for the Prime areas of learning in our two year old room as they are the foundations for all future learning.

	Autumn Term		Spring Term		Summer Term	
	First Half	Second Half	First Half	Second Half	First Half	Second Half
Suggested topics and Celebrations	My family	Halloween Autumn explorations Colours Christmas	Transport People who help us/emergency services ICE/ Winter	Easter Spring Farm animals	Zoo/wild animals Dinosaurs Food	Beach Under the sea Minibeasts
Personal, Social and Emotional Development	Separating from parents – comfort objects/toys to support. Building relationships with key worker – key worker to support separation from parents each day Settling in to new nursery routine – recognising their own coat/bag/bottle (photo used to support bottle recognition) Making choices during snack time Playing alongside other children/tolerating other children using toys they enjoy	Separating from parents – encouraging children to keep comfort objects/toys in bags or limited use. Children encouraged to take responsibility for hanging up coats/putting water bottle in the correct pace. Continuing to develop relationships with other members of staff Making choices of snack and song bag introduced Playing alongside other children – encourage children to observe/take note of what others are doing. Encourage children to recognise and communicate wet or	Children encouraged to take responsibility for hanging up coats/putting water bottle in the correct pace. Children encouraged to take responsibility for hanging up coats/putting water bottle in the correct pace. Encourage independence putting on coats with some adult support – encourage lifting off the peg themselves. Support toilet training for those who are ready and independence in hand washing/pull ups. Discussions on happy/sad/angry emotions – staff to label emotions for children when they are experiencing them e.g. I can see you are sad because...	Confident to begin visiting local areas of interest with their key worker (park/library) Discussions on happy/sad/angry emotions – staff to label emotions for children when they are experiencing them e.g. I can see you are sad because... Support children joining in playing with others – encourage interactions and games with others. Model friendly behaviours encourage children to use these strategies to interact with others. Begin to take part in turn taking games/ activities –	Discussions on how others are feeling/ more elaborate emotions discussions – I feel happy when.... Link to stories and how characters are feeling Expanding on talking about children's feelings in play - 'Look Adam is happy, he is really enjoying being on that bike' Continue to develop turn taking and waiting skills whilst supporting emotional response to having to wait for a toy. Continue to develop toileting skills Talk about friendships and relationships with	Continue to develop toileting skills children who are ready should be as independent as possible during toileting. Discussions on how others are feeling/ more elaborate emotions discussions – I feel happy when.... Link to stories and how characters are feeling Children to be encouraged and supported as they nurture friendships and play with others in more elaborate games and play activities. Continue to support turn taking and friendly behaviours towards others Continue to develop independence and responsibility – allow

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		soiled nappies. Children to take part in preparing for a change – get the nappy/wipes from their bag.	Support children as they involve others in their games – model ways of joining in with other’s play	rapid turn taking initially, e.g. taking turns to add a block to a tower or send a car down a click clack track. Continue to develop toileting skills Begin to develop independence and responsibility – allow children to hand out the cups/plates for snack, help wipe tables.	others – adults to support children by labelling ‘friends/friendly behaviours’ Continue to develop independence and responsibility – allow children to hand out the cups/plates for snack, help wipe tables.	children to hand out the cups/plates for snack, help wipe tables.
Communication & Language	Key Vocab: Nursery, nappy, toilet, cup, plate, bottle, inside, outside, key worker name, other children’s names, sitting, snack, wash hands, family words – mummy, daddy, sister, brother, please, soap Well comms Focus: Putting two words together – big ball/ red bike Using ing words – model in provision sitting/standing/running etc Referring to themselves as I – I want milk please Draw attention when speaking by using their name before giving instructions – Adam, wash your hands.	Key Vocab: leaves, colours, cold, raining, windy, sunny, Christmas, present, firework, hat, gloves, scarf, wellies. Well comms Focus: Understanding the word in Referring to themselves as I – I want milk please (recap) Big/little Understanding no as a negative – no apples today/ no more milk/ no bikes today Draw attention when speaking by using their name before giving instructions – Adam, wash your hands.	Key Vocab: Car, bus, train, plane, bike, rocket. Wheels, driving. Police, ambulance, fire engine. Well comms Focus: Pretend play Follow three word instructions Remembering two items – Kims Game Understanding the word ‘broken’ Encourage children to ask questions what’s that? Support children by rephrasing their sentences correctly back to them, e.g. I go bike = ‘You want to go on the bike Adam?’	Key Vocab: flowers, farm animal names and sounds, Easter eggs, seed, growing, soil, water Well comms Focus: Copying two or three words Identifying colours consistently Where questions? (potential Easter link – where are the eggs? Where is the bunny?) Encourage and model describing familiar objects e.g. Can you get the blue car? Can you pick up the little spade? Understand slightly longer sentences	Key Vocab: Wild animal names – elephant, tiger, lion, crocodile. Adjectives to describe these big, green, scary, stripy. Well comms Focus: In/Under What and Where questions Joining three words together Plurals Understand slightly longer sentences Develop and respond to conversations, encourage listening skills, e.g. Katie said she likes pizza, what food do you like?	Key Vocab: beach, sea, fish, dolphin, shark, jelly fish, waves, sun cream, sunhat, hot, warm, ice cream, cone Well comms Focus: Plurals Identifying objects by function He/she Who/what/where questions – possibly why if ready In front/behind Develop and respond to conversations, encourage listening skills, e.g. Katie said she likes pizza, what food do you like?

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	Use gestures and facial expressions to direct children's attention during speech.	Use gestures and facial expressions to direct children's attention during speech. Encourage children to ask questions what's that? Support children by rephrasing their sentences correctly back to them, e.g. I go bike = 'You want to go on the bike Adam?'	Encourage and model describing familiar objects e.g. Can you get the blue car? Can you pick up the little spade?	Develop and respond to conversations, encourage listening skills, e.g. Katie said she likes pizza, what food do you like?	Support conversations around stories and what is happening in the pictures.	Support conversations around stories and what is happening in the pictures. Understand more complex sentences, get your coat and we will go outside.
Physical Development	Support to take off children's coats – model hanging up using the hood. Begin teaching Montessori way of putting coats on Explore different ways of moving running, walking, crawling, rolling. Introduce hello song – children to move and dance along to the song each day. Introduce the climbing frame Sitting on a push along wheeled toy – little tikes cars climb in and out with some support	Taking off and hanging up own coats Encourage children to help with dressing/undressing for nappy changes. Zipping up and unzipping bags Adults continue to support putting on own coats using Montessori method. Adults supporting putting on wellies/ taking off own shoes. Mixture of large and small balls to explore throwing and catch Large den building resources and different size boxes/crates	Taking off and hanging up own coats Encourage children to help with dressing/undressing for nappy changes. Zipping up and unzipping bags Children putting on coats as independently as possible - adults starting zip for them. Adults supporting putting on wellies/ taking off own shoes. Children to learn to put on own hats – support for gloves Mixture of large and small balls to explore throwing and catch Large den building resources and different size boxes/crates	Target throwing activities – bean bags/ balls throwing in to baskets/ at drawn targets/boxes Large den building resources and different size boxes/crates – add planks of wood to encourage balancing Variety of tyres for the children to explore rolling/climbing and squeezing in to. Children putting on coats as independently as possible -adults starting zip for them. Pedal the trike with less support	Children to begin pouring drinks at snack time with some adult support. Introduction to sun cream as weather gets hot – children to help put on own sun cream with adult support Target throwing activities – bean bags/ balls throwing in to baskets/ at drawn targets/boxes Bats and smaller balls added to encourage hand eye coordination skills Pedal trikes with confidence and steer around objects – bike track or cones.	Children to begin pouring drinks at snack time with some adult support. Target throwing activities – bean bags/ balls throwing in to baskets/ at drawn targets/boxes Bats and smaller balls added to encourage hand eye coordination skills Pedal and steer the trikes without adult support To use a scooter with some support

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		Variety of tyres for the children to explore rolling/climbing and squeezing in to. Sitting on a push along wheeled toy – little tikes cars climb in and out independently. Begin to sit on the trikes and push them along with their feet.	Variety of tyres for the children to explore rolling/climbing and squeezing in to. Be able to change direction when moving the sit on wheeled toy. Begin pedalling the trikes with some support	Begin steering the trike to change direction	To begin to use a scooter with some support	
Literacy	Key Texts: Ten little fingers, ten little toes That's not my books Where's spot? Nursery Rhymes: Incy wincy spider Twinkle Twinkle little star Wind the bobbin up Humpty dumpty Learning songs for daily routine - wash hands song, hello song, tidy up song. Photo name cards for self register Sensory mark making activities - whole body movements using a variety of resources	Key Texts: My Magical Witch Put Your Botty on the Potty Five Christmas Friends Nibbles Christmas/Nibbles Colours Nursery Rhymes: Wheels on the bus If you're happy and you know it 1,2,3,4,5 once I caught a fish alive Row row your boat Begin choosing songs using song basket with familiar songs children have learnt - props to represent songs introduced one by one. Photo name cards for self register	Key Texts: The train ride The Wheels on the bus Nursery Rhymes: Miss Polly had a Dolly Pat a cake pat a cake I'm a little tea pot Heads Shoulders knees and toes Teddy bear teddy bear Encourage joining in with familiar stories with repeating phrases Song basket - add new props for each new song learnt Photo name cards for self register Mixture of mark making tools introduced -	Key Texts: Is that you little chick? Old Macdonald had a farm Nursery Rhymes: Baa baa black sheep Polly put the kettle on Ring a ring o roses Hickory Dickory dock Old Macdonald had a farm Encourage joining in with familiar stories with repeating phrases Song basket - add new props for each new song learnt Photo name cards for self register	Key Texts: Dear Zoo Animal 123 Solomon crocodile Stomp Roar Dinosaur Nursery Rhymes: 5 cheeky monkeys jumping on the bed 5 little ducks Here we go round the Mullberry bush Song basket - add new props for each new song learnt Encourage joining in with familiar stories with repeating phrases - children beginning to develop retelling skills - what happened in the story? Use puppets to support story talk	Key Texts: Shark in the park Busy Beach I'm thinking of a sea creature Nursery Rhymes: Five little mean in a flying saucer 5 little speckled frogs Grand old duke of York Jack and Jill Song basket - add new props for each new song learnt Encourage joining in with familiar stories with repeating phrases - children beginning to develop retelling skills - what happened in the story? Use puppets to support story talk

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		Sensory mark making activities - whole body movements using a variety of resources	paintbrushes/chalks/roller s/ sticks/crayons/ pens - encouraging children to give marks a meaning by asking What did you draw/paint?	Mixture of mark making tools introduced - paintbrushes/chalks/rollers/ sticks/crayons/ pens - encouraging children to give marks a meaning by asking What did you draw/paint?	Initial of names used to label water bottles Adding names to their pictures - marks to represent their names. Encourage children to use self register card to support	Children moving up to recognise name card for self register instead of photos. Adding names to their pictures - marks to represent their names. Encourage children to use self register card to support
Mathematics	Stacking blocks/boxes to allow for combining and traveling with objects together. Bags/containers/ boxes Counting how many cups/plates during snack time on tables (max 4 children per table) Inset puzzles	Stacking blocks/boxes to allow for combining and traveling with objects together. Bags/containers/ boxes Counting how many cups/plates during snack time on tables (max 4 children per table) Inset puzzles	Counting how many children in nursery each day 1-8 numbers. Comparing amounts - more boys or girls? Do you have lots or a few? Inset puzzles Noticing changes in small groups 1-3 - e.g. Kims game	Comparing amounts - more boys/girls? More apples or oranges? Same/same! Two/Three piece simple picture puzzles Counting a variety of objects/ items as part of play and routines - counting children/ cups/toys/water bottles Noticing changes in small groups 1-3 - e.g. Kims game	Comparing height/length using language - longer/shorter . Large building blocks added outdoors to support. Exploring patterns - drawing attention to patterns in the environment and in animal prints Two/Three piece simple picture puzzles Counting a variety of objects/ items as part of play and routines - counting children/ cups/toys/water bottles	Exploring patterns 2 step repeating using different objects/ colours Three/four piece simple picture puzzles Counting a variety of objects/ items as part of play and routines - counting children/ cups/toys/water bottles 1-5 Comparing amounts of objects recap Language use for length/height/weight/capacity - full/heavy/tall etc

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Understanding The World	Families discussions sharing images and talking about their own families Rain/puddle play and exploration Trying and exploring new foods - snack time	Exploring Autumn and Winter changes - discuss wearing gloves/hat/scarf Encourage the children to recognise and talk about one another's families e.g. during home time, who's mummy is this? Encourage talk and questions about differences. Rain/puddle play and exploration	Ice exploration - signs of winter Encourage the children to recognise and talk about one another's families e.g. during home time, who's mummy is this? Encourage positive talk and questions about differences (e.g head scarf/glasses/wheelchairs etc) Rain/puddle play and exploration	Signs of Spring - exploring Easter resources Encourage the children to recognise and talk about one another's families e.g. during home time, who's mummy is this? Encourage positive talk and questions about differences (e.g head scarf/glasses/wheelchairs etc)	Encourage the children to recognise and talk about one another's families e.g. during home time, who's mummy is this? Encourage positive talk and questions about differences (e.g head scarf/glasses/wheelchairs etc) Looking for mini beasts outdoors Exploring seeds/soils/plants Exploring taste/textures of new foods -variety fruits/textures -food play	Summer discussions and exploration - talk about hot weather and keeping cool Encourage the children to recognise and talk about one another's families e.g. during home time, who's mummy is this? Encourage positive talk and questions about differences (e.g head scarf/glasses/wheelchairs etc) Looking for mini beasts outdoors Exploring seeds/soils/plants
Expressive Arts and Design	learn daily routine songs and join in - dancing to Hello song and joining in with the actions. Daily nursery rhymes - children to be encouraged to join in with songs as they learn the words and actions Sensory exploration activities available daily	Daily nursery rhymes - children to be encouraged to join in with songs as they learn the words and actions Musical instrument session introduced once per week for exploration of musical instruments and the noises they can make - continued in provision after each session	Daily nursery rhymes - children to be encouraged to join in with new songs as they learn the words and actions Musical instrument session continued Continue to build on colour knowledge spotting colours in the environment and talking about them.	Daily nursery rhymes - children to be encouraged to join in with songs as they learn the words and actions Musical instrument session - children to begin playing along to simple beats and patterns with adults guiding them Continue to build on colour knowledge spotting colours in the	Daily nursery rhymes - children to be encouraged to join in with songs as they learn the words and actions Musical instrument session - children to begin playing along to simple beats and patterns with adults guiding them	Daily nursery rhymes - children to be encouraged to join in with songs as they learn the words and actions Musical instrument session - children to begin playing along to simple beats and patterns with adults guiding them. Explore playing loudly, fast, slow, quietly and stopping together

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		Sensory exploration activities available daily Introducing colours to the children red, blue, yellow and green (wellcomm link)		environment -link to signs of Spring		
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