

## 2yos and Nursery Activity/ Resource Overview

**This document captures the types of activities and possible resources that may be needed in each term**

	Autumn 1 Marvellous Me Who am I and what can I do?	Autumn 2 Let's Explore, Let's Build	Spring 1 Where will my wellies take me?	Spring 2 Curious Garden	Summer 1 Food Glorious Food	Summer 2 Ahoy Matey! Journey Across the Blue Planet
Communication & language	<p>Joint attention games, rolling balls, ready steady go games.</p> <p>Postman game - select named object for posting on request</p> <p>Talk about what children are doing as they play</p> <p>Use PORIC approach to teaching new words</p> <p>Use syllable and song to teach new words</p> <p>Post it game – children post the object in the box from a selection of objects.</p>	<p>Taking Turns - play any game where turn taking is needed</p> <p>Puppet game - go and find something you can eat, draw with</p> <p>Talk about what is happening with children as they play</p> <p>Copycat repeating phrases</p> <p>Box Clever Sorting game</p>	<p>Listening treasure box - Collect objects and materials that make noise, explore them and talk about the sounds they make</p> <p>Simplified Simon says, children follow an instruction such as hop, jump.</p> <p>Feel the beat</p> <p>What is missing? Selection of items, when child not looking hide an object. What is missing?</p>	<p>Where is the noise? - children need to hunt the noise by listening.</p> <p>Play I spy. Using descriptions or functions of objects</p> <p>Carrying Messages Ann Locke Approach.1 Nonverbal – delivering a note.</p> <p>2.One message- waiting for yes or no answer (with note if needed).</p> <p>3.More complex message – child delivers spoken message</p> <p>4. Message and reply</p>	<p>Set up a shop and give children a list of things to buy, start with 2 and increase to 5.</p> <p>Naming kinds of... game. Name as many objects as they can within a category</p> <p>Draw/model it game one child or adult describes the other draws or builds it.</p> <p>Feely bag</p>	<p>Make a mistake - say a nursery rhyme and make a mistake such as incy wincey climbed the house. Can the children recognise the mistake?</p> <p>Play Guess what or what's in the box</p> <p>I Spy Word Aware game "I think with my big brain, something that is part of a tree and begins with a 'b'</p> <p>Odd one out Put 3 items from the category together and one item that does not belong. Ask the child which one is the odd one out. Can they tell you why or what category the items belong to?</p>
Physical Development	<p>Provide space to run and wheeled toys to pull/push include trikes and brooms</p> <p>Pick up small toys with fingers</p> <p>Animal walks in different directions</p> <p>Tummy and back time</p> <p>Opportunities to put on coats</p> <p>Washing hands</p> <p>Snack with spoons.</p> <p>OT Early Years Resource Pack A3- Body Awareness, A4 Postural Control, A5 Dynamic Balance A8 Hand Skills, A10 Learning attend B7 Sensory/Play Strategies B8a to B8g Fine motor activities</p>	<p>Provide large climbing opportunities</p> <p>Introduce ball work</p> <p>Matching shape puzzles</p> <p>Stacking blocks</p> <p>Activities to develop core strength, stretching hanging, balance</p> <p>Snacks with forks and spoons</p> <p>Arms into coat</p> <p>OT Early Years Resource Pack - A6 Ball Skills and A7 Bilateral Hand Skills</p> <p>A8 Hand Skills, A9 eye-hand coordination, A11 Bilateral Integration skills, B7 Sensory/Play Strategies B8a to B8g Fine motor activities, B10 Squeeze and Pincher, B12 Postural Activities</p>	<p>Stop on signal running games</p> <p>Jumping into hoops</p> <p>Building towers of blocks</p> <p>Introduce obstacles for negotiation.</p> <p>Building upper arm strength - stirring, whisking, heavy lifting, buckets, bunny hops, frog jumps</p> <p>Independence toilet routines</p> <p>Tries variety of food</p> <p>Dresses with some supp</p> <p>OT Early Years Resource Pack A12, Developing Isolated Finger Movement, A13 Developing Hand Dexterity and A14 Dressing skills</p> <p>A19 Toilet Training, B9 Theraputty Activities, B13 Upper Limb Equipment, B10 Squeeze and Pincher</p>	<p>Kicking balls</p> <p>Throwing large balls overhand</p> <p>Upside down skittles</p> <p>Climbing on apparatus</p> <p>Balance games, wobble balls, scooter boards</p> <p>Arm isolation - yoga, ribbon dancing</p> <p>Wrist isolation wring and painting on different planes, vertical, upside down</p> <p>Snacks with straws (blow and suck)</p> <p>Hand washing and washing dolls clothes</p> <p>OT Early Years Resource Pack A13- Developing Hand Dexterity and A15 Developing Feeding and drinking Skills</p> <p>A18 Planning and Achieving</p> <p>A20 Pre-Writing Skills, B10 Squeeze and Pincher Activities, B11 Animal Walk Strategies, B12 Postural Strategies, B15 Core Trunk Activities,</p>	<p>Puzzles where shapes need to be orientated.</p> <p>Building hand strength - malleable using tools such as mashers, den tent pegs</p> <p>Building finger isolation and strength - poseable toys, push penny games</p> <p>expresses likes and dislikes for food</p> <p>Clothes with buttons</p> <p>Drink and pour into cup</p> <p>and A15 Developing Feeding and drinking Skills A18 Planning and Achieving, B11 Animal Walk Strategies, B12 Postural Strategies, B15 Core Trunk Activities, B8a to B8g Fine motor activities, B9 Theraputty Activities, B13 Upper Limb Equipment, B10 Squeeze and Pincher</p>	<p>Jumping off low steps</p> <p>Developing pincer grip - Pegs</p> <p>Threading cds onto tubes, or rings onto kitchen roll holders.</p> <p>Then pipe learners through colander</p> <p>Snack to include things to butter demonstrates a sense of risk</p> <p>Holds cups one handed</p> <p>OT Early Years Resource Pack A4 Postural Control A8 Hand Skills, A16 Use of Scissors A18 Planning and Achieving, B11 Animal Walk Strategies, B12 Postural Strategies, B15 Core Trunk Activities, B8a to B8g Fine motor activities, B9 Theraputty Activities, B13 Upper Limb Equipment, B10 Squeeze and Pincher</p>
Personal Social and Emotional	<p>Pre School Start Sessions</p> <p>Preparation Lessons 1 to 3 Target Group</p> <p>SEAL: New beginnings Making friends/Getting to know one another. Classroom routines and rules. Adults supporting children to use the area/resources appropriately</p>	<p>Pre School Start Sessions 4 to 10 Target Group</p> <p>Early Years 3D PSHE Lesson 1 'Let's Play Shops'</p> <p>Lesson 2 'Who's Playing'</p> <p>Lesson 3 'It's Your Turn'</p> <p>Lesson 4 'Good Friends'</p> <p>SEAL: Getting on and falling out. How to deal with anger e.g. when someone has taken a toy. Bonfire night safety.</p>	<p>Pre School Start Sessions 11 to 15 Target Group</p> <p>Early Years 3D PSHE Lesson 5 'Let's Play Shops'</p> <p>Lesson 6 'Who's Playing'</p> <p>Lesson 7 'It's Your Turn'</p> <p>Lesson 8 'Good Friends'</p> <p>SEAL: Going for Goals Taking turns – playing games. Sharing toys/resources</p>	<p>Pre School Start Sessions 16 to 20 Target Group</p> <p>Early Years 3D PSHE Lesson 9 'Let's Play Shops'</p> <p>Lesson 10 'Who's Playing'</p> <p>Lesson 11 'It's Your Turn'</p> <p>SEAL: Good to be me Feelings – looking at facial expression. Keeping safe and keeping healthy.</p>	<p>Pre School Start Sessions 21 to 25 Target Group</p> <p>Early Years 3D PSHE Lesson 12 'Let's Play Shops'</p> <p>Lesson 13 'Who's Playing'</p> <p>Lesson 14 'It's Your Turn'</p> <p>SEAL: Relationships Caring for animals particularly minibeasts. Kim's game/ memory games</p>	<p>Pre School Start Sessions 26 to 30 Target Group</p> <p>Early Years 3D PSHE Lesson 15 'Let's Play Shops'</p> <p>Lesson 16 'Who's Playing'</p>

Phonics Phase One and Rhymes	Environmental Sounds Musical Instrument Body Percussion Voice sounds All at the tuning in level	Rhythm and Rhyme Alliteration Oral Blending and segmenting All at the tuning in level	Environmental Sounds Musical Instrument Body Percussion Voice sounds All at listening and remembering	Rhythm and Rhyme Alliteration Oral Blending and segmenting All at listening and remembering	Environmental Sounds Musical Instrument Body Percussion Voice sounds All at talking about sounds	Rhythm and Rhyme Alliteration Oral Blending and segmenting All at talking about sounds
Literacy Power of Reading texts	Brown Bear, Brown Bear What do you See?  Aargh Spiders!	Hickory Dickory Dog  Tanka Tanka Skunk	We're Going on a Bear Hunt  Shh! We have a plan	The Very Hungry Caterpillar  Lulu gets a cat	What the Ladybird Heard  Happy Birthday Maisy  Handa's surprise	Hooray for Fish  Billy's bucket  Train Ride
Other Core Books	My First Day at Nursery  Monkey and Me  10 dots/ the dot	Tiger that came to tea One Fox Not a stick Stickman I want my hat back	Here's my teddy? Polar bear, polar bear  Goldilocks and three bears Where's the bear?	Jasper's Beanstalk  Colour Monster  Titch	Farmer Duck  Rosie's Walk  Duck in a truck Odd Egg	Sharing shell  Going to the volcano  Whatever Next!
Mathematics	See separate plan					
Understanding of the World	All about me- Body parts. What is special about me? Similarities/differences that distinguish them from others. My family. Diwali My Birthday Who can I ask for help? Exploring Technology Know how to operate simple equipment. Outside Learning – water, sand tray Access to a range of natural materials Role play area – home corner Display linked to home interests, Resources – blocks, Duplo, construction etc	I like to visit Remembrance Day Bonfire Night (significance of light). What is Christmas - Nativity Story Technology for purpose Using torches. Using I-pads- taking photographs Mud Kitchen Large and small-wheeled toys, Train tracks, Wooden blocks, Mirrors, Playdough, Books from around the world, Tyres, loose parts outside, crates, trucks Exploring toys and how things work	Where do they live? Looking Around Me – changes in our environment Weather Shrove Tuesday Chinese New Year Technology at home Playdough making. Rocks Soil Weather Changes Exploring Water and Movement	Where do all the flowers come from? Easter Life cycle of Caterpillars/ butterflies, Eggs/chicks and Tadpoles/Frogs. Developing an understanding of growth and changes over time Technology at school – using Bee-bot software Construction, Loose Parts, Beans growing Plants, Non-Fiction books, Minibeasts, Life cycles of a butterfly and chick ,Real food in role play area Cookbooks ,Role play – home corner e.g. oven, hob Children will learn from first-hand experiences to observe and describe the changes that occur in some everyday materials when heated or cooled, or when materials are mixed e.g. cooking and making playdough	How did they move? How did they change? ICT – using Bee-bot software. Exploring computers  Pond dipping linked to life cycles  As they progress children should observe and make comparisons between humans and other animals. They should discover that animals, including humans, move, need food and water, as well as grow and reproduce.  Language linked to evaluating and reflecting	How do I get about? Going on Holiday Special Places Looking at features of the seaside, under the sea and journeys. Look at world map/globe. Look at local area maps looking for significant places. Operating technology – changes in objects Binoculars, , Water based play – floating and sinking Outdoor learning will provide children with knowledge of conservation and sustainability (under the sea/environment) Outdoor sand area – mixing sand and water Junk modelling – building boats

<p>Expressive Arts and Design</p>	<p>Paint and colour - Kandinsky</p> <p>Drawing of Ourselves Use materials, tools and techniques to experiment, Use materials, tools and techniques to experiment - colour mixing,</p> <p>Colour Identify primary colours by name Mix primary shades. Texture- Create textured paint by adding sand, plaster</p> <p>Digital - Use a simple paint package to create images and effects</p> <p>Nursery Rhymes- Call and repeat Experiment with the use of levels e.g. instruments indoors and outdoors, group instruments together e.g. place instruments together in a basket that can be shaken, tapped, scraped Making instruments (Everyday objects) Making instruments (Junk materials)</p>	<p>Print making</p> <p>Model space rocket, playdough, salt dough, junk modelling Diva lamps</p> <p>Texture-Make rubbings to collect textures and patterns. Print with a range of hard and soft materials e.g. hands/ feet/ fingers, corks, sponge, potatoes etc. Make simple marks on rollers and printing palettes Roll printing ink over found objects to create patterns e.g. plastic mesh, stencils Build repeating patterns and recognise pattern in the environment Create simple printing blocks with press print</p> <p>Taps out simple repeated rhythms Offer a range of instruments that will support children to develop their physical control of instruments, e.g. tapping a drum with hands or tapping rhythm sticks together. Introduce games that encourage children to play instruments in different ways, e.g. passing a tambourine quietly around a circle will encourage children to control the tambourine carefully.</p>	<p>Drawing/Colour – Mondrain</p> <p>Flowers, plants, trees - Pencils/ crayons/chalk Work on different scales</p> <p>Use a variety of tools and techniques including different brush sizes and types Mix and match colours to artefacts and objects. Investigate different lines</p> <p>Digital - Use a simple paint package to create images and effects</p> <p>Performing Using resources to create props Songs Designing and making Innovating</p> <p>Rhythm with percussion instruments. Make available a range of music so that children have opportunities to physically respond to different genres Explore enclosures for music making, e.g. some children may enjoy making music in dens/enclosed spaces Echoing sing Singing, dancing, performing. Familiar songs</p>	<p>Sculpture/ Construction – Brancusi</p> <p>Create a happy home for an ugly bug / draw creature real or imaginary, make food minibeasts and chocolate nests. Manipulate malleable materials in a variety of ways including rolling and kneading Manipulate malleable materials for a purpose, e.g. pot, tile Form-Experiment with constructing and joining recycled, natural and manmade materials Texture Change the surface of a malleable material e.g. build a textured tile</p> <p>Rhythm with percussion instruments. Vary the instruments on offer, observe how the children move whilst playing with different instruments.</p> <p>Explore ways of playing an instrument</p> <p>Create patterns Make voice sounds to accompany a story. Using the voice in different ways.</p>	<p>Collage - Matisse/Goldsworthy</p> <p>Collage Cutting and sticking Weaving paper and pie cleaners Explore textures Collage - Matisse Cutting and sticking Explore textures papier mache.</p> <p>Experiment with tools and techniques e.g. layering, mixing media, Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc.</p> <p>Arrange and glue materials to different backgrounds</p> <p>Sort and group materials for different purposes e.g. colour texture .Fold, crumple, tear and overlap papers Work on different scales.Explore conducting games, together with the children: decide on a signal for start and stop e.g. hand gestures, dancing puppets/sleeping puppets, red/green scarves/flashcards</p>	<p>Print/Fabric</p> <p>Match and sort fabrics and threads for colour, texture, length, size and shape Change fabrics, fraying, fringing, pulling threads, twisting, plaiting, weaving Cut and shape fabric using scissors/snips</p> <p>Apply shapes with glue. Apply decoration using beads, buttons, feathers</p> <p>Apply colour with printing, dipping</p> <p>Sings to self and makes up simple songs. Makes up rhythms.</p> <p>Invite children to create sound effects to accompany stories</p> <p>Recording using different marks to represent different sounds made by different instruments.</p>
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