

Class: Puffins Nursery 2 	<h1>Autumn 1</h1>			<h1>Autumn 2</h1>		
<b>Topic Title</b>	<b>Welcome to Yorkshire Transport</b>			<b>Welcome to Yorkshire Weather</b>		
<b>Development Matters Statements</b>						
<b>PSED</b>	Find ways to calm themselves, through being calmed and comforted by their key person. Express preferences and decisions. They also try new things and start establishing their autonomy. Find ways of managing transitions, for example from their parent to their key person. Develop friendships with other children.			Engage with others through gestures, gaze and talk. Use that engagement to achieve a goal. For example, gesture towards their cup and say they want a drink. Look back as they walk away from their key person. Look for clues about how to respond to something interesting.		
<b>Communication and Language</b>	Reach or point to something they want while making sounds. Constantly babble and use single words during play. Use intonation, pitch and changing volume when 'talking'. Understand simple instructions like "give to nanny" or "stop".			Generally focus on an activity of their own choice and find it difficult to be directed by an adult.		
<b>Physical Development</b>	Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.			Walk, run, jump and climb – and start to use the stairs independently. Develop manipulation and control.		
<b>Literacy</b>	Enjoy and join in with songs and rhymes, tuning in and paying attention Copy finger movement and gestures Repeat words from familiar stories Make marks on their drawings which they give meaning to Enjoy drawing freely. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Enjoy sharing books with an adult.			Enjoy and join in with songs and rhymes, tuning in and paying attention Copy finger movement and gestures Repeat words and phrases from familiar stories Make comments and share their own ideas Make marks on their drawings which they give meaning to Enjoy drawing freely.. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Enjoy sharing books with an adult.		
<b>Mathematics</b>	Compare amounts saying lots, more or same Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Climb and squeeze self into different types of spaces describing using spatial words like 'on top of', 'up', 'down' and 'through'. Build with a range of resources Complete inset puzzles. Take part in finger rhymes with numbers.			Compare amounts saying lots, more or same Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Climb and squeeze self into different types of spaces describing using spatial words like 'on top of', 'up', 'down' and 'through'. Build with a range of resources Complete inset puzzles. Take part in finger rhymes with numbers.		
<b>Understanding the World</b>	Make connections between the features of their family and other families. Repeat actions that have an effect Explore materials with different properties Notice differences between people.			Make connections between the features of their family and other families. Repeat actions that have an effect Explore materials with different properties Notice differences between people.		
<b>Expressive Arts and Design</b>	Explore their voices and enjoy making sounds. Notice patterns with strong contrasts and be attracted by patterns resembling the human face. Start to make marks intentionally. Explore different materials, using all their senses to investigate them.			Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds. Explore a range of sound-makers and instruments and play them in different ways.		
<b>Language Focus through books</b>	That's not my.... Train, plane, truck, ambulance, bus Car etc. Campbell Busy Books... boats, tractor, trains, bike, car Flashing Fire Engines Amazing Aeroplanes Ambulance in Action			Sonny's Wonderful Wellies Ladybird Magic Weather Elmer's Weather  Christmas Stories		
<b>Vocabulary "Gems"</b>	<b>General Vocabulary</b> Train Car Truck Lorry Bus Plane helicopter Tractor Ambulance Fire engine Police Car bike boat ferry	<b>Specific Vocabulary</b>  lighthouse engine wheels tail propeller wipers lights tank	<b>ARE Vocabulary</b> Can say the following sounds in words- P b m n t d k g f s y h Names actions such as go, run. Uses words such as, is, in a sentence Using and " I want a ball and a bat". Using regular plurals- e.g. 1 cat, 2 cats Using articles "a" and "the". Uses progressive language – ing. Using pronouns: You, I, me, mine. Using regular past tense Using possessives Naming actions	<b>General Vocabulary</b>  Dark Shine Tree Bend Sway Fall Flies Splash Crash Flash	<b>Specific Vocabulary</b>  Weather Rain puddles Cloud Sun Sky Wind Cold Freeze Snowflakes Rainbow Thunder Lightning Sunshine	<b>ARE Vocabulary</b> Can say the following sounds in words- P b m n t d k g f s y h Names actions such as go, run. Uses words such as, is, in a sentence Using and " I want a ball and a bat". Using regular plurals- e.g. 1 cat, 2 cats Using articles "a" and "the". Uses progressive language – ing. Using pronouns: You, I, me, mine. Using regular past tense Using possessives Naming actions
<b>Outcomes inc. Checkpoints</b>	I can use speech sounds (babbling) to communicate with adults I can use a range of adult like speech patterns (jargon) and at least 20 clear words. I can choose between 2 objects ("Do you want the ball or the car?") I can use and understand the 'GEMS' for this topic I express preferences and decisions. I also try new things and start establishing autonomy. I have developed friendships with other children. I can show understanding of simple instructions like "give to Miss Dawson" or "stop". I am gaining control of my whole body through continual practice of large movements I can fit myself into spaces, like tunnels, dens and large boxes, and move around in them. I can copy finger movement and gestures I can repeat words and phrases from familiar stories I enjoy drawing freely. I am developing counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.			I enjoy the company of other children and want to play with them I can decide what I want to play with, eat or wear I can run well, kick a ball and jump with both feet off the ground at the same time. I can use and understand the 'GEMS' for this topic I can look back as I walk away from my key person. Look for clues about how to respond to something interesting I can generally focus on an activity of my own choice and find it difficult to be directed by an adult. I can walk, run, jump and climb – and start to use the stairs independently. I am developing my manipulation and control. I can make comments and share my own ideas I can sing songs and rhymes independently e.g. singing whilst playing (Christmas Songs) I can make marks on my drawings which I give meaning to I enjoy sharing books with an adult. I can build with a range of resources in the AOP I can complete inset puzzles		
<b>Previous</b> 	All pupils are assessed and a baseline created when they join Tang Hall Primary School. Staff will take these assessments into action when planning activities in the AOP to ensure all children make the maximum progress while attending Puffins.					
<b>Next</b> 	Gold Crests – People Who Help us Year 3 – History of the Railways			Wrens – Plants and Growing Year 1 – Seasonal Change, Weather and England Year 2 – Hot and Cold Climates Year 4 - Biomes		

Class: Puffins Nursery 2 	Spring 1			Spring 2		
Topic Title	Influencers Author Study			Influencers Rhythm and Rhyme		
Development Matters Statements						
<b>PSED</b>	Thrive as they develop self-assurance. Safely explore emotions beyond their normal range through play and stories.			Establish their sense of self. Feel strong enough to express a range of emotions. Sometimes this leads to feelings of frustration and tantrums.		
<b>Communication and Language</b>	Listen to other people's talk with interest but can easily be distracted by other things. Make themselves understood and can become frustrated when they cannot. Start to say how they are feelings, using words as well as actions.			Listen to other people's talk with interest but can easily be distracted by other things. Make themselves understood and can become frustrated when they cannot. Start to say how they are feelings, using words as well as actions.		
<b>Physical Development</b>	Spin, roll and independently use ropes and swings (for example, tyre swings). Sit on a push-along wheeled toy, use a scooter or ride a tricycle.			Clap and stamp to music. Use large and small motor skills to do things independently, for example, manage buttons and zips and pour drinks.		
<b>Literacy</b>	Enjoy and join in with songs and rhymes, tuning in and paying attention Copy finger movement and gestures Repeat words and phrases from familiar stories Ask questions about the book Make comments and share their own ideas Develop play around favourite stories using props Make marks on their drawings which they give meaning to Enjoy drawing freely. Make marks on their picture to stand for their names. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Enjoy sharing books with an adult. Pay attention and responds to the pictures or the words.			Enjoy and join in with songs and rhymes, tuning in and paying attention Copy finger movement and gestures Sing songs and rhymes independently e.g. singing whilst playing Repeat words and phrases from familiar stories Ask questions about the book Make comments and share their own ideas Develop play around favourite stories using props Make marks on their drawings which they give meaning to Enjoy drawing freely. Make marks on their picture to stand for their names. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Enjoy sharing books with an adult. Pay attention and responds to the pictures or the words.		
<b>Mathematics</b>	Compare amounts saying lots, more or same Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Count in everyday contexts sometimes skipping numbers Climb and squeeze self into different types of spaces describing using spatial words like 'on top of', 'up', 'down' and 'through'. Build with a range of resources Notice patterns and arrange things in patterns Take part in finger rhymes with numbers.			Compare amounts saying lots, more or same Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Count in everyday contexts sometimes skipping numbers Climb and squeeze self into different types of spaces describing using spatial words like 'on top of', 'up', 'down' and 'through'. Build with a range of resources Notice patterns and arrange things in patterns Take part in finger rhymes with numbers.		
<b>Understanding the World</b>	Make connections between the features of their family and other families. Explore natural materials indoors and outside Explore and respond to different natural phenomena in their setting Notice differences between people.			Make connections between the features of their family and other families. Explore natural materials indoors and outside Explore and respond to different natural phenomena in their setting Notice differences between people.		
<b>Expressive Arts and Design</b>	Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials.			Show attention to sounds and music. Respond emotionally and physically to music when it changes.		
<b>Language Focus through books</b>	Kipper Collection and Maisy Collection			Incy Wincy Spider, Five Little Speckled Frogs, I'm a Little Teapot Twinkle, Twinkle, Little Star, Wind the Bobbin Up, Row, Row, Row your boat		
<b>Vocabulary "Gems"</b>	<p>General Vocabulary</p> <ul style="list-style-type: none"> <li>Pet</li> <li>New</li> <li>Hamster</li> <li>Pig</li> <li>mouse</li> <li>Basket</li> <li>Blanket</li> <li>Beach</li> <li>Ball</li> <li>Sea</li> <li>Wave</li> <li>Shop</li> <li>Present</li> <li>Ticket</li> <li>Cinema</li> <li>Nursery</li> <li>Hospital</li> <li>Nurse</li> <li>Doctor</li> <li>Library</li> <li>dentist</li> </ul>	<p>Specific Vocabulary</p> <ul style="list-style-type: none"> <li>Invitation</li> <li>Envelope</li> <li>torch</li> <li>x-ray</li> </ul>	<p>ARE Vocabulary</p> <p>Can say the following sounds in words- P b m n t d k g f s y h</p> <p>Names actions such as go, run.</p> <p>Uses words such as, is, in a sentence</p> <p>Using and " I want a ball and a bat".</p> <p>Using regular plurals- e.g. 1 cat, 2 cats</p> <p>Using articles "a" and "the".</p> <p>Uses progressive language – ing.</p> <p>Using pronouns: You, I, me, mine.</p> <p>Using regular past tense</p> <p>Using possessives</p> <p>Naming actions</p>	<p>General Vocabulary</p> <ul style="list-style-type: none"> <li>Little</li> <li>Short</li> <li>Shout</li> <li>Tip</li> <li>Pour</li> <li>Party</li> <li>Star</li> <li>Up</li> <li>Above</li> <li>Sky</li> <li>Spider</li> <li>Down</li> <li>Washed</li> <li>Dried</li> <li>Log</li> <li>Jumped</li> <li>Pull</li> <li>Back</li> <li>Boat</li> <li>stream</li> </ul>	<p>Specific Vocabulary</p> <ul style="list-style-type: none"> <li>Teapot</li> <li>Handle</li> <li>Spout</li> <li>Diamond</li> <li>bugs</li> <li>pool</li> <li>ceiling</li> <li>floor</li> <li>window</li> <li>door</li> <li>knee</li> <li>row</li> </ul>	<p>ARE Vocabulary</p> <p>Can say the following sounds in words- P b m n t d k g f s y h</p> <p>Names actions such as go, run.</p> <p>Uses words such as, is, in a sentence</p> <p>Using and " I want a ball and a bat".</p> <p>Using regular plurals- e.g. 1 cat, 2 cats</p> <p>Using articles "a" and "the".</p> <p>Uses progressive language – ing.</p> <p>Using pronouns: You, I, me, mine.</p> <p>Using regular past tense</p> <p>Using possessives</p> <p>Naming actions</p>
<b>Outcomes inc. Checkpoints</b>	<p>I can use words for time e.g. now, later and I can use words for space e.g. over there</p> <p>I can use words for function e.g. a sponge is for washing</p> <p>I can follow a three word instruction e.g. Can you wash dolly's face?</p> <p>I can use and understand the 'GEMS' for this topic</p> <p>I am thriving as I develop self-assurance.</p> <p>I can safely explore emotions beyond my normal range through play and stories.</p> <p>I can listen to other people's talk with interest but can easily be distracted by other things.</p> <p>I can make myself understood and can become frustrated when I cannot.</p> <p>I am starting to say how I am feeling, using words as well as actions.</p> <p>I can spin, roll and independently use ropes and swings (for example, tyre swings).</p> <p>I can sit on a push-along wheeled toy, use a scooter or ride a tricycle.</p> <p>I am starting to ask questions about the books we share</p> <p>I am developing my play around favourite stories using props</p> <p>I have favourite book and seek it out, to share with an adult, with another child, or alone</p> <p>I pay attention and respond to the pictures or the words we share in books</p> <p>I count in everyday contexts sometimes skipping numbers</p> <p>I can compare amounts saying lots, more or same</p> <p>I can make connections between the features of my family and other families.</p> <p>I am starting to develop pretend play, pretending that one object represents another.</p>			<p>I can use and understand the 'GEMS' for this topic</p> <p>I can climb confidently, catch a large ball and pedal at tricycle</p> <p>I feel strong enough to express a range of emotions which sometimes leads to feelings of frustration and tantrums.</p> <p>I listen to other people's talk with interest but can easily be distracted by other things.</p> <p>I make myself understood and can become frustrated if I cannot.</p> <p>I am starting to say how I am feelings, using words as well as actions.</p> <p>I can clap and stamp to music.</p> <p>I can use large and small motor skills to do things independently, for example, manage buttons and zips and pour drinks.</p> <p>I can use the toilet with help.</p> <p>I enjoy and join in with songs and rhymes, tuning in and paying attention</p> <p>I can sing songs and rhymes independently e.g. singing whilst playing</p> <p>I can make marks on their drawings which they give meaning to</p> <p>I notice patterns and arrange things in patterns</p> <p>I take part in finger rhymes with numbers.</p> <p>I notice differences between people.</p> <p>I can show attention to sounds and music.</p> <p>I can respond emotionally and physically to music when it changes.</p>		
<b>Previous</b> ←	All pupils are assessed and a baseline created when they join Tang Hall Primary School. Staff will take these assessments into action when planning activities in the AOP to ensure all children make the maximum progress while attending Puffins.					
<b>Next</b> →	Goldcrests – Author Study Wrens – Author Study			Goldcrests and Wrens – Music objectives through expressive arts Year1 through to Year 6 – Charanga Scheme of Work.		

Class: Puffins Nursery 2 	Summer 1			Summer 2		
Topic Title	Treasures Sea Creatures			Treasures Land Animals (Jungle/Farm)		
	<b>Development Matters Statements</b>					
<b>PSED</b>	Play with increasing confidence on their own and with other children Grow in independence rejecting help Begin to show effortless control			Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person. Be increasingly able to talk about and manage their emotions. Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. Talk about their feelings in more elaborated ways: "I'm sad because ...." "I love it when.." Learn to use the toilet with help, and then independently.		
<b>Communication and Language</b>	Copy your gestures and words Understand single words in context Understand words frequently used and act on longer sentences e.g. make the fish swim Identify familiar objects when they are described Develop pretend play Listen to simple stories and understand what is happening, with the help of the pictures Understand simple questions about 'who', 'what' and 'where'			Start to develop conversation, often jumping from topic to topic. Use the speech sounds p, b, m, w. Pronounce: l/r/w/y f/th s/sh/ch/dz/j multi-syllabic words such as 'banana' ad 'computer'		
<b>Physical Development</b>	Build independently with a range of appropriate resources Explore different materials and tools			Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. Start eating independently and learning how to use a knife and fork.		
<b>Literacy</b>	Sing songs and rhymes independently e.g. singing whilst playing Repeat words and phrases from familiar stories Ask questions about the book Make comments and share their own ideas Make marks on their drawings which they give meaning to Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Enjoy drawing freely. Make marks on their picture to stand for their names. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Enjoy sharing books with an adult. Pay attention and responds to the pictures or the words.			Repeat words and phrases from familiar stories Ask questions about the book Make comments and share their own ideas Develop play around favourite stories using props Make marks on their drawings which they give meaning to Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Enjoy drawing freely. Make marks on their picture to stand for their names. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Enjoy sharing books with an adult. Pay attention and responds to the pictures or the words.		
<b>Mathematics</b>	Compare amounts saying lots, more or same Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Count in everyday contexts sometimes skipping numbers Climb and squeeze self into different types of spaces describing using spatial words like 'on top of', 'up', 'down' and 'through'. Build with a range of resources Compare sizes, weights using gesture and language – bigger/little/smaller Notice patterns and arrange things in patterns Complete inset puzzles. Take part in finger rhymes with numbers.			Compare amounts saying lots, more or same Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Count in everyday contexts sometimes skipping numbers Climb and squeeze self into different types of spaces describing using spatial words like 'on top of', 'up', 'down' and 'through'. Build with a range of resources Compare sizes, weights using gesture and language – bigger/little/smaller Notice patterns and arrange things in patterns Complete inset puzzles. Take part in finger rhymes with numbers.		
<b>Understanding the World</b>	Repeat actions that have an effect Explore materials with different properties Explore natural materials indoors and outside Explore and respond to different natural phenomena in their setting			Make connections between the features of their family and other families (animal families). Repeat actions that have an effect Explore natural materials indoors and outside (animal habitats) Explore and respond to different natural phenomena in their setting Notice differences between people (which animals they like etc.).		
<b>Expressive Arts and Design</b>	Move and dance to music Anticipate phrases and actions in rhymes and songs Explore paint using fingers Enjoy and take part in action songs			Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks and sometimes give a meaning to the marks they make. Make simple models which express their ideals.		
<b>Language Focus through books</b>	Campbell Busy Books – Sea Creatures Baby Shark, I'm the biggest thing in the Ocean, Where's the Starfish? Mister Seahorse, Fidgety Fish, Three little fish and the big bad shark Jack Tickle – Pop up books about sea creatures			Dear Zoo, It's Mine, Peep Inside the Zoo, Silly Sea, The Very Ticklish Tiger The Very Lazy Lion, The Very Funny Farm, Noisy Farm, Campbell Busy Books - Jungle		
<b>Vocabulary "Gems"</b>	<b>General Vocabulary</b> water big biggest small smallest Long Longest Short Shortest <b>Cold</b> Hot Wet dry Fin Tail Animal	<b>Specific Vocabulary</b> Sea creature Ocean Fish Octopus Shark Jellyfish Starfish Seahorse Hermit crab Rock Shell Pebble seaweed	<b>ARE Vocabulary</b> Can say the following sounds in words- P b m n t d k g f s y h Names actions such as go, run. Uses words such as, is, in a sentence Using and " I want a ball and a bat". Using regular plurals- e.g. 1 cat, 2 cats Using articles "a" and "the". Uses progressive language – ing. Using pronouns: You, I, me, mine. Using regular past tense Using possessives Naming actions	<b>General Vocabulary</b> Walk Grass Tall <b>Animals</b> Pink Tongue Nose Neck Long <b>Tail</b> paw river <b>fly</b>	<b>Specific Vocabulary</b> Tiger Elephant Giraffe Crocodile Bear Snake Monkey Lion Parrot Zoo Trunk bird Rooster Rabbit Cow/calf Pig/piglet Hen/chick Sheep/lamb Duck/duckling	<b>ARE Vocabulary</b> Can say the following sounds in words- P b m n t d k g f s y h Names actions such as go, run. Uses words such as, is, in a sentence Using and " I want a ball and a bat". Using regular plurals- e.g. 1 cat, 2 cats Using articles "a" and "the". Uses progressive language – ing. Using pronouns: You, I, me, mine. Using regular past tense Using possessives Naming actions
<b>Outcomes inc. Checkpoints</b>	I can use and understand the 'GEMS' for this topic I can put 2 or 3 words together (2YO) or 5 words together (3YO) e.g. the big shark is swimming, the crab has a shell I can ask simply questions e.g. What is bigger than a crab? and answer them I can use descriptive language e.g. the big blue shark, the deep, cold ocean I can use pronouns, plurals and prepositions I understand actions words by pointing to the right picture e.g. who is jumping into the sea? I can join in with the Baby Shark song and actions I can comment on the sea stories we have shared in class I can use different materials given to me during art to create various sea creatures I can build a sea scene using different resources for pretend play I can say which sea creature is bigger/smaller, longer/shorter I can count sea creatures			I show an interest in what other children are playing in the areas of provision and sometimes join in. I can move from one task to another if an adult gets my attention. I can use and understand the 'GEMS' for this topic I can notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. I can talk about my feelings in more elaborated ways: "I'm sad because ...." "I love it when" I can use the toilet independently. I am starting to develop conversation, often jumping from topic to topic. Use the speech sounds p, b, m, w and pronounce: l/r/w/y, f/th, s/sh/ch/dz/j and multi-syllabic words such as 'banana' ad 'computer' I am showing an increasing desire to be independent with more tasks I notice some print e.g. first letter of their name, a bus or door number, or a familiar logo. I make marks on my picture to stand for my name. I can make connections between the features of their family and other families I can make simple models which express my ideals.		
<b>Previous</b> ←	All pupils are assessed and a baseline created when they join Tang Hall Primary School. Staff will take these assessments into action when planning activities in the AOP to ensure all children make the maximum progress while attending Puffins.					
<b>Next</b> →	In Gold Crests - mini beasts and animals. In Wrens - 'Quirks' with their knowledge of animals and look at the seaside. Into Year 1, the children will learn about 'Bog Baby' and 'Dinosaurs'			Goldcrests – Little Animals, Big Animals, Wrens – Seaside, Year 1 – Bog Baby/Dinosaurs, Year 2 – Ice Age Year 3 – 6 – Animals through Science		

