FROGS LONG TERM PLAN 2021-2022

		Links to the EYFS and National Curriculum	Intent: What knowledge do we want children to gain?
Autumn 1	All About Me and traditional tales.	Understanding the World, PSED, Communication and language, Literacy, History.	- Enjoy listening to longer stories and can remember much of what happens. (L) - Builds friendships and learns to play cooperatively (PSED) - Follows our class rules independently and begins to understand why they are important (PSED) - Builds friendships and learns to play cooperatively (PSED) - *Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.* (PSED) - Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. (L) - Engage in extended conversations about stories, learning new vocabulary. (C&L) - Retells well-known stories, including describing characters, and key events (L) - Recognises words, such as own name, logos, and letters in text (L) - Retells well-known stories, including describing characters, and key events (L) - Shows fingers to represent up to 5, link with traditional tales such as the three pigs. (M) - Take part in simple pretend play, using an object to represent something else even though they are not similar. (UW) - Begin to make sense of their own life-story and family's history. (UW) - Continue developing positive attitudes about the differences between people. (UW) - Begin to make sense of their own life-story and family's history. (PSED) - Uses a wider range of vocabulary. Examples from 'The Gruffalo' include: 'stroll', 'roasted', 'knobbly', 'wart' and 'feast'. (C&L)

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Autumn 2	Festivals and Celebrations	Expressive Arts and Design, PSED, Maths, Literacy, Understanding the World, Music, RE	- Continue developing positive attitudes about the differences between people. (PSED) - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (UW) - Use all their senses in hands on exploration of natural materials. (UW) - Join different materials and explore different textures for example PVA glue and tape for sticking scrap materials together. (EAD) - Counts out quantities to match numerals 0-5 (M) - Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). (M) - Recognises and names 2D shapes such as triangle, circle, square and rectangle and uses words to describe them such as pointy, round, sides, corners etc. (M) - Can name the pictures on the Read Write Inc. frieze frame cards e.g. mountain, apple (L) - Start a conversation with an adult or a friend and continue it for many turns. (C&L) - Uses longer sentences of up to 6 words (C&L) - *Begins to understand why and how questions (C&L)* - Show more confidence in new social situations.(PSED) - Develop their sense of responsibility and membership of a community, e.g. washing dishes, tidying up etc. (PSED) - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (UW) - Enjoys taking part in songs including those from different cultures and in different languages (EAD)

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Spring 1	Tell me a story	C&L, PSED, L, P,	- Uses longer sentences of up to 6 words (C&L) - Begins to understand why and how questions (C&L) - Enjoy listening to longer stories and can remember much of what happens. (L) - Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. (L) - Uses a wider range of vocabulary. Examples from 'The Gruffalo' include: 'stroll', 'roasted', 'knobbly', 'wart' and 'feast'. (C&L) - Can sit and engage with an activity for a period of up to 20 minutes (C&L) - Can play in a small group, building a narrative and introducing a storyline to their play (PSED) - Holds a pencil correctly to form recognisable letters (P) - Adds details to drawings and can draw a recognisable person with a body (L) - Aware that text holds a meaning and in English goes from left to right, top to bottom. (L) - Engage in extended conversations about stories, learning new vocabulary (L) - Can name the different parts of a book (L) - Can write all or some of their name (L) - Children begin to recognise the letters masdtinpgo and links the correct sounds (L) - Begins to hear and say initial sounds in words (L) - Begins to be able to hear the sounds in words and orally blend (L) - Retells well-known stories, including describing characters, and key events (L) - Recognises words, such as own name, logos, and letters in text (L) - Writes some letters accurately (L)

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Spring 2	Super Scientists.	C&L, PSED, Physical, Maths, Literacy, Expressive Arts and Design, Science	- *Follows a two-part instruction* (C&L) - Use talk to organise themselves and their play, "lets go on a bus….. you sit there….. I will be the driver" (C&L) - Develop their pronunciation but may have problems saying some sounds R, J, TH, SH, CH. Multi- syllabic words 'pterodactyl' 'Hippopotamus' (C&L) - *Follows our class rules independently and begins to understand why they are important* PSED) - *Can take turns in games and begins to solve conflicts independently* (PSED) - *Holds a pencil correctly to form recognisable letters* (L) - Can dress independently including attempting to fasten zips, buttons, poppers (P) - *Recognises words, such as own name, logos, and letters in text* (L) - Compares quantities using language such as more, less, fewer, same (M) - Selects shapes appropriately to build and recreate models combining shapes to create new ones (M) - Use all their senses in hands on exploration of natural materials (UW) - Talk about what they see, using a wide vocabulary, *e.g. 'this feels rough' 'the leaves are crunchy'(UW)*

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Summer 1	Get Set Grow	Understanding the World, EAD, M,L,P,C&L, Science	- Pays attention to more than one thing at a time, which can be difficult. (C&L) - Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. (C&L) - *Can take turns in games and begins to solve conflicts independently (C&L)* - Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them (C&L) - *Pours own drink with accuracy from an open jug (P)* - *Uses scissors and other tools skilfully and safely (P)* - *Begins to be able to hear the sounds in words and orally blend (L)* - Can copy and follow on an ABAB pattern, correcting errors in patterns (M) *Compares height, length, weight, and capacity, uses language such as heavy, light, full, empty, tall, short (M)* - Solves real world maths problems with numbers up to five (M) - Explore different materials freely, in order to develop their ideas about how to use them and what to make. Explore different materials freely, in order to develop their ideas about how to use them and what to make.(EAD) - Draw with increasing complexity and detail, such as representing a face with a circle and including details. (EAD) - Plant seeds and care for growing plants. (UW) - Understand the key features of the life cycle of a plant and an animal. (UW) - Begin to understand the need to respect and care for the natural environment and all living things (UW)

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Summer 2	Brixham and Beyond	Understanding the World, PSED, C&L,L,M,EAD, UW,Geography	- *Beginning to understand others feelings and shows a caring attitude towards their peers (PSED)* - Finds solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-man in the game and suggesting other ideas (PSED) - Develop appropriate ways of being assertive (PSED) - Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. (C&L) - Start taking part in some group activities which they make up for themselves, or in teams. (C&L) - Can write all or some of their name (L) - *Can sing several nursery rhymes and songs (L)* - Talks about everyday routines using language such as first, then etc (M) - Experiments with symbols and marks as well as numerals (M) - Enjoys taking part in songs including those from different cultures and in different languages (EAD) - Respond to what they have heard, expressing their thoughts and feelings (EAD) - Create their own songs, or improvise a song around one they know (EAD) - Show interest in different occupations. (UW) - Investigate and explore how things work (UW) - Continue developing positive attitudes about the differences between people. (UW) - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (UW)

All Learning Experiences have a huge drive and focus on Communication and Language. Our environment, well-chosen high quality texts, adult interactions and adult inputs always have a communication and language focus and it is at the forefront of our minds with everything we do.