

TADPOLES 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, Maths, Music	<ul style="list-style-type: none"> - Sit for a short period of time on the carpet, with support. (PSED) - Playing alongside other children. (PSED) - Showing an awareness of class rules and boundaries. (PSED) - Starting to be interested in play and language around feelings. (PSED) - Can stop and listen when required (C&L) - Starting to join in with nursery rhymes and enjoy familiar stories. (L) - Able to communicate needs with adults and children. (C&L) - Starting to show an interest in books, pointing at pictures and making comments. (L) - Can count to 3. (M) - Showing an interest in counting objects and looking at numerals. (M) - Playing alongside others during pretend play, exploring the resources. (PSED) - Able to build a tower of 7 blocks/objects. (M) - Beginning to talk about or show an awareness of family life using pictures. (UW) - Make connections between the features of their family and other families (UW) - Start to make marks intentionally (EAD) - Join in with songs and rhymes, making some sounds. (EAD)

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Autumn 2	Festivals and Celebrations	Expressive Arts and Design, PSED, Maths, Literacy, Understanding the World, Physical, Music, RE	<ul style="list-style-type: none"> - Able to sit for short periods of time starting to maintain focus when interested. (PSED) - Interacting with peers during play. (PSED) - Starting to understand class rules and adhere to simple boundaries. (PSED) - Starting to label feelings ie happy, sad. (PSED) - Enjoys joining in with familiar nursery rhymes and able to listen to a short story of interest. (L) - Confidently seek adults for support. (PSED) - Able to count to 3., Can count 3 claps, jumps. (M) - Showing an interest in numerals attempting to name. (M) - Exploring different building materials. (M) - Talking about home experiences. (UW) - Able to use rope swings and explore the outdoor environment freely. (P) - Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. (EAD) - Enjoy and takes part in action songs, such as 'Twinkle, Twinkle Little Star' and other nursery rhymes and songs (EAD) - Explore natural materials, indoors and outside, <i>e.g. wet sand, water, bark, soil (UW)</i>
Spring 1	Tell me a story	C&L, PSED, L, P, EAD, UW	<ul style="list-style-type: none"> - Able to communicate by putting 2-3 words together. (C&L) - Beginning to understand simple instructions and follow the nursery routine. (C&L) - Can recall short stories, knowing what might happen next. (L) - Enjoys joining in with nursery rhymes as a group. (L) - Able to play alongside friends, starting to build friendships. (PSED) - Can play alongside others and beginning to make friends. Children will gain an understanding of our school values e.g. Respect and Teamwork (PSED) - Starting to use a three finger grip when using a pencil for drawing. (P) - Able to draw a face, giving meaning to the marks they have made. (L) - Recognises familiar logo's around the room and starting to talk about these. (L) - Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make (EAD) - <i>Explore their voices and enjoy making sounds, e.g., exploring loud/quiet, fast/slow, high/low (EAD)</i> - Notice differences between people (UW) - Explore materials with different properties using their senses (UW)

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Spring 2	Super Scientists.	C&L, PSED, Physical, Maths, Literacy, Expressive Arts and Design, UW Science	<ul style="list-style-type: none"> - Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. (C&L) - Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. (C&L) - <i>Begins to share resources and has an awareness of turn taking</i> (PSED) - Develops self-assurance and builds positive relationships with other adults (PSED) - Spin, roll and independently use ropes and swings (for example, tyre swings) (P) - Makes marks on paper to represent objects such as their name or family members e.g. 'that says my name' (L) - Repeat words and phrases from familiar stories and rhymes. (L) - <i>Can count actions such as jumps, claps, hops</i> (M) - <i>Uses the language of size, such as big, little, tiny, small, huge, tall</i> (M) - Move and dance to music. (EAD) - <i>Explore their voices and enjoy making sounds, e.g., exploring loud/quiet, fast/slow, high/low</i> (EAD) - Explore and respond to different natural phenomena in their setting and on trips e.g. <i>splashing in puddles, looking for minibeasts, standing in the rain</i> - Explore and respond to different natural phenomena in their setting and on trips e.g. <i>splashing in puddles, looking for minibeasts, standing in the rain</i> (UW)
Summer 1	Get Set Grow	Understanding the World, EAD, PSED, M, L,P,C&L, Science	<ul style="list-style-type: none"> - Recognise and point to objects if asked about them. (C&L) - Listen to other people's talk with interest, but can easily be distracted by other things. (C&L) - Make themselves understood, and can become frustrated when they can't (C&L) - Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. (PSED) - Be increasingly able to talk about and manage their emotions. (PSED) - Talk about their feelings in an elaborated way: "I'm sad because..." or "I love it when ...". (PSED) - Potty trained or shows an awareness of toileting needs (P) - Makes marks on paper to represent objects such as their name or family members e.g. 'that says my name' (L) - <i>Can name the pictures on the Read Write Inc. frieze frame cards e.g. mountain, apple</i> (L) - <i>Begins to sort various objects into categories such as shape, size, colours</i> (M) - <i>Uses the language of size, such as big, little, tiny, small, huge, tall</i> (M) - Explore different materials, using all their senses to investigate them. (EAD) - Anticipate phrases and actions in rhymes and songs, like 'Peepo'. (EAD) - Explore natural materials, indoors and outside, e.g. <i>wet sand, water, bark, soil</i> (UW)

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Summer 2	Brixham and Beyond	<p>Understanding the World, PSED, C&L, L, M, EAD, UW, Geography</p>	<ul style="list-style-type: none"> - <i>Speech is generally understood by everyone (C&L)</i> - Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple'. (C&L) - Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). (C&L) - Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person (PSED) - Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities and so on (PSED) - <i>Awareness of scissors and basic tool safety (P)</i> - Shows an increasing desire to be independent, such as wanting to feed themselves and dress or undress (P) - <i>Enjoys rhyming and alliteration games (L)</i> - Ask questions about stories. Makes comments and shares their own ideas. (L) - <i>Can recite numbers in sequence up to 5 (M)</i> - Spots different patterns in the environment such as stripes, polka dots, etc. (M) - Make rhythmical and repetitive sounds. (EAD) - Make simple models which express their ideas (EAD) - Make connections between the features of their family and other families (UW) - Notice differences between people (UW)
<p><i>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.</i></p>			