**Caslon Daycare Long Term Planning 2021-2022**

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| **Area of Learning** | Term 1 | Term 2 | Term 3 |
| **Possible Themes/Interests/Lines of Enquiry** | All About MeHarvestAutumn HalloweenFamily | Night and DayWeather and SeasonsChristmasRemembrance DayBonfire Night  | SuperheroesHeroesChinese New YearWinter | How does your garden grow?Ready Steady CookPancake DayEasterSpring | Walking with Dinosaurs | Art Attack |
| **Communication and Language****Ongoing throughout the year** | * Listens to and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations
* Pays attention to own choice of activity, may move quickly from activity to activity
* Understands different situations - able to follow routine events and activities using nonverbal cues
* **Copies familiar expressions, e.g., oh dear, all gone.**
* **Uses different types of everyday words (nouns, verbs and adjectives, e.g., banana, go, sleep, hot)**
* **Beginning to put two words together (e.g., want ball, more juice)**
 | * Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations
* Listens with interest to the noises adults make when they read stories.
* Selects familiar objects by name and will go and find objects when asked, or identify objects from a group
* Understands simple sentences (e.g., Throw the ball)
* **Beginning to ask simple questions**
* **Beginning to talk about people and things that are not present**
* **Uses gestures, sometimes with limited talk, e.g., reaches toward toy, saying want it**
 | * Recognises and responds to many familiar sounds, e.g., turning to a knock on the door, looking at or going to the door
* Shows interest in play with sounds, songs, and rhymes
* Single channelled attention: can shift to a different task if attention fully obtained – using child’s name helps focus
* Identifies action words by following simple instructions, e.g., Show me jumping
* Beginning to understand more complex sentences, e.g., put your toys away and then sit on the carpet
* **Uses language to share feelings, experiences, and thoughts**
* **Holds a conversation, jumping from topic to topic**
* **Learns new words very rapidly and is able to use them in communicating**
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| **Children to take part in Circle Times daily to enhance their listening and attention skills** |
| **Personal, Social and Emotional Development****Self-regulation** | * Explores the environment, interacts with others, and plays confidently while their parents/careers or key person is close by; using them as a secure base to return to for reassurance if anxious or in an unfamiliar situation
* Shows empathy by offering comfort that they themselves would find soothing i.e. their dummy
* Enjoys playing alone and alongside others and is also interested in being together and playing with other children.
* Is aware of and interested in their own and others’ physical characteristics, pointing to and naming features such as noses, hair and eyes
* Experiments with what their bodies can do through setting themselves physical challenges, e.g. pulling a large truck upstairs
* Expresses positive feelings such as joy and affection and negative feelings such as anger, frustration and distress, through actions, behaviours and a few words
* Experiences a wide range of feelings with great intensity, such as anger and frustration, which can be overwhelming and result in losing control of feelings, body and thinking
 | * Will often watch, follow and imitate each other in their play and will experiment with influencing others, co-operating together and also resisting coercion in their interactions
* Asserts their own ideas and preferences and takes notice of other people’s responses
* Will sometimes experience long periods of social engagement as overwhelming and may withdraw or collapse with frustration
* Begins to use me, you and I in their talk and to show awareness of their social identity of gender, ethnicity and ability
* Shows their growing sense of self through asserting their likes and dislikes, choices, decisions, and ideas. These may be different to those of the adult or their peers; often saying no, me do it or mine
* Is aware of others’ feelings and is beginning to show empathy by offering a comfort object to another child or sharing in another child’s excitement
* Asserts their own agenda strongly and may display frustration with having to comply with others’ agendas and with change and boundaries
 | * Builds relationships with special people but may show anxiety in the presence of strangers
* Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult
* Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it
* Knows their own name, their preferences and interests and is becoming aware of their unique abilities
* Is developing an understanding of and interest in differences of gender, ethnicity, and ability
* Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feeling
* Can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or overstimulated
* Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions
* Seeks comfort from familiar adults when needed and distracts
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| **Religious Education** | Key Question F1: Which stories are special and why? | Key Question F2: Which people are special and why? | Key question F3: Which places are special and why? | Key Question F4: Where do we belong? | Key question F5: Which times are special and why? | Key Question F6: What is special about our world? |
| Physical Development | * Develops security in walking upright using feet alternately and can also run short distances
* Walks upstairs facing forwards holding rail or hand of adult, with both feet onto a single step at a time
* Changes position from standing to squatting and sitting with little effort
* Participates in finger and action rhymes, songs and games, imitating the movements and anticipating actions
* Hands start to operate independently during a task that uses both, with each hand doing something different at the same time (e.g. holding a block in one hand and steadying the other block with the other hand.
* May sometimes nap as daytime sleeping continues to be important for healthy development
* Highly active in short bursts, with frequent and sudden need for rest or withdrawal
* Enjoys hugs and cuddles and seeks comfort from attachment figure when they feel the need
* Uses physical expression of feelings to release stress.
* Helps adult with brushing teeth
 | * Shows interest, dances and sings to music rhymes and songs, imitating movements of others
* Can walk considerable distance with purpose, stopping, starting and changing direction
* Looks closely at small items and creatures, and can also see items at substantial distance, comfortably changing focus from one to the other
* When holding crayons, chalks etc, makes connections between their movement and the marks they make
* Uses gesture and body language to convey needs and interests and to support emerging verbal language use
* Intentionally makes sounds with objects and actively responds to music and singing with whole-body dancing
* Develops own likes and dislikes in food and drink, willing to try new food textures and tastes
* Shows interest in indoor and outdoor clothing and shoes/wellingtons
* Clearly communicates wet or soiled nappy or pants, showing increasing awareness of bladder and bowel urges
* Helps with dressing/undressing and care routines, enjoying the rituals established for hand washing and teeth cleaning
* Feeds self with increasing need to be in control and holds cup with both hands, drinking without much spilling
 | * Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands
* Sits comfortably on a chair with both feet on the ground
* Runs safely on whole foot
* Moves in response to music, or rhythms played on instruments such as drums or shakers
* Jumps up into the air with both feet leaving the floor and can jump forward a small distance
* Begins to walk, run and climb on different levels and surfaces
* Begins to understand and choose different ways of moving
* Very energetic in short bursts and needs time for rest and calm with at least three hours of a day of exercise including moderate- to vigorous-intensity physical activity, spread throughout the day
* Feeds self competently
* Can hold a cup with two hands and drink well without spilling
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| **Literacy** | **Comprehension:** * Is interested in and anticipates books and rhymes and may have favourites
 | **Comprehension:** * Begins to join in with actions and sounds in familiar song and book sharing experience
 | **Comprehension:** * Has some favourite stories, rhymes, songs, poems or jingles
* Repeats and uses actions, words or phrases from familiar stories
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| **Phonics** | * **Hearing FRED Talk in class**
* **Playing FRED Talk games**
 | * **.FRED Games incorporated into the environments daily**
* **Children to recognise mnemonics for m,a,s,d,t**
 | * **Continue to have FRED Games in the environment**
* **Children to recognise mnemonics for single letter sounds**
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| **Literacy** **(Writing)** | **Composition:** * Begins to understand the cause and effect of their actions in mark making
 | **Emergent writing:** * Enjoys the sensory experience of making marks

**Composition:** * Knows that the marks they make are of value
 | **Emergent writing:** * Distinguishes between the different marks they make

**Composition:** * Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology
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| Mathematics | * Says some counting words.
* May engage in counting-like behaviour, making sounds and pointing or saying some number names in sequence.
* Responds to words like lots or more.
 | * Enjoys filling and emptying containers
* Enjoys using blocks to create their own simple structures and arrangements
* Becoming familiar with patterns in daily routines
* Beginning to understand that things might happen now or at another time, in routines.
* Pushes objects through different shaped holes and attempts to fit shapes into spaces on inset boards or puzzles.
 | * Use number words, like one or two and sometimes responds accurately when asked to give one or two things.
* Begins to say numbers in order, some of which are in the right order
* Beginning to count on their fingers
 | * Investigates fitting themselves inside and moving through spaces.
* Beginning to select a shape for a specific space
* Beginning to arrange items in their own patterns e.g., lining up toys
* Shows an interest in size and weight
 | * Beginning to compare and notice changes in number e.g., more/lots/the same
* In everyday situations, takes or gives two or three objects from a group
* Beginning to notice numerals (number symbols)
 | * Responds to some spatial and positional language
* Beginning to understand some talk about immediate, past, and future
* Recognises that two objects have the same shape
* Explores differences in size, length, weight, and capacity
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| **Ongoing throughout the year** | **Children will take part in number songs daily along with the Days of the Week song during Circle Times****Children will be encouraged to recognise shapes and numbers of importance to them in the provision and when playing** |
| **Understanding the World**  | **Chronology**: * Is curious about people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them
* Is interested in photographs of themselves and other familiar people and objects

**Enquiry:** * Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life
* Explores objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking
* Anticipates repeated sounds, sights and actions, e.g. when an adult demonstrates an action toy several times
 | **Enquiry:** * Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of themselves with these.
* Matches parts of objects that fit together, e.g. puts lid on teapot

Mapping:* Remembers where objects belong
* Shows interest in toys with buttons, flaps and simple mechanisms and begins to learn to operate them
 | **Chronology**: * Has a sense of own immediate family and relations and pets
* In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird

**Enquiry:** * Can talk about some of the things they have observed such as plants, animals, natural and found objects

 Mapping:* Notices detailed features of objects in their environment
* Seeks to acquire basic skills in turning on and operating some digital equipment
* Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car
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| Expressive Arts and Design | * Continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression
* Moves while singing/vocalising, whilst listening to sounds and music, while playing with sound makers/instruments
* Expresses self through physical actions and sound
* Pretends that one object represents another, especially when objects have characteristics in common
 | * Mirrors and improvises actions they have observed, e.g., clapping or waving
* Sings/vocalises whilst listening to music or playing with instruments/sound makers
* Notices and becomes interested in the transformative effect of their action on materials and resources
* Creates sound effects and movements, e.g. creates the sound of a car, animals
 | * Joins in singing songs
* Creates sounds by rubbing, shaking, tapping, striking, or blowing
* Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g., loud/quiet, fast/slow
* Uses everyday materials to explore, understand and represent their world – their ideas, interests, and fascinations
* Creates rhythmic sounds and movements
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| **Children take part in using flipper flappers every day to mimic movements to music.****Children to take part in Nursery Rhymes daily to explore rhythm and pattern.** |