**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 Me  Harvest  Autumn  Halloween  Family | Night and Day  Weather and Seasons  Christmas  Remembrance Day  Bonfire Night | Superheroes  Heroes  Chinese New Year  Winter | How does your garden grow?  Ready Steady Cook  Pancake Day  Easter  Spring | 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** | | |
| **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 | | |
| **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 | | |
| **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 | | |
| **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** | | |
| **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 | | |
| 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 |
| **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 | | |
| 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 | | |
| **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.** | | | | | | |