



Tadpoles Long Term Plan

Our key aims are to raise aspirations for all pupils, especially those who are disadvantaged by:

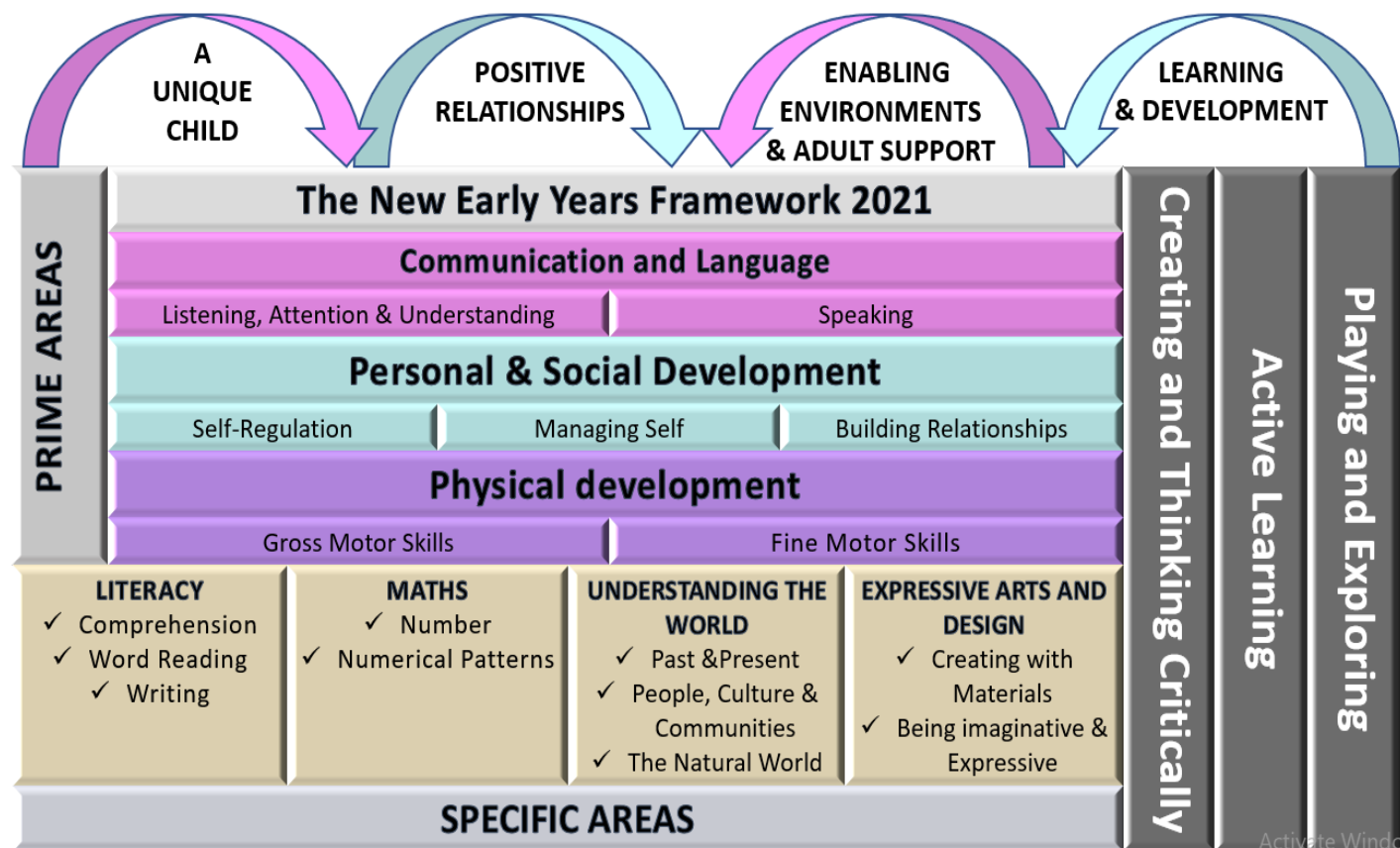
- Rapidly developing speech, language and communication skills
- Providing educational experiences to engage their interests
- Enhancing their personal, social and emotional abilities
- Improving children's ability to control large and fine motor movements
- Ensuring inclusive and responsive education for two, three and four year olds in our community

Young children are eager to learn and now is the time for them to explore the world around them and their own capabilities. With a purpose built facility and exceptional and creative practitioners, we provide a new high quality, learning zone for our two to four year olds.

The Pond is part of the LDBS Frays Academy Trust, on the Laurel Lane School site. We are committed to delivering the very best early education for two year old children in West Drayton and to enable them, their families and our staff to flourish and realise their potential.

Each child's development is promoted through imaginative indoor and outdoor play. This combined with structured focused activities ensure that all pupils achieve their potential physically, emotionally and academically, from the very beginning of their educational journey.

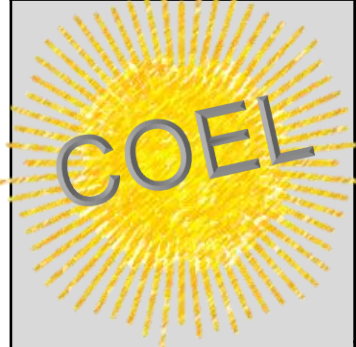
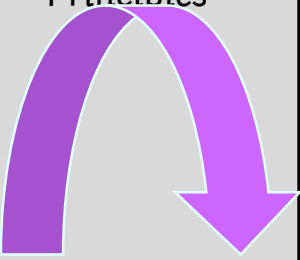
We are dedicated to giving your child the best possible start in education.



Tadpoles Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>General Themes</p> <p>NB: These themes may be adapted at various points to allow for children's interests</p>	<p>I am unique!</p> <p>Starting at The Pond My new class and learning with the 'Frogs' New Beginnings What makes me, me! Making friends My family PSED focus - Relationships and Feelings What am I good at? What do I like to do?</p>	<p>I Belong</p> <p>West Drayton and my community What groups do I belong to? People who help us Careers How do I get to school? Bonfire night celebrations Harvest</p>	<p>I am a curious investigator</p> <p>The great outdoors Daytime/nighttime Weather / seasons</p>	<p>I am a story teller</p> <p>Plants & Flowers</p>	<p>I am a problem solver!</p> <p>Fun Science / Materials</p>	<p>I am independent!</p> <p>Taking care of myself- self care, eating, exercising</p>
<p>Our Favourite Five and other high quality Texts</p>	<p>Dear Zoo Polar Bear, Polar Bear, what do you hear? Where's Spot? Busy Day for Birds Wow Said the Owl</p>	<p>Peepo Where are you, Blue Kangaroo Giraffes can't dance Each Peach Pear Plum Brown Bear, Brown Bear What Do You See?</p>	<p>Guess How Much I love you? Grumpy Monkey The Ugly Duckling I Love You to The Moon and Back Five Minutes Peace</p>	<p>Pablo's feelings Can I Have a Hug? Play You're All My Favourites Oliver's Wood</p>	<p>Sam Who Went to Sea How Many Legs. I want my potty Meg and Mog Rainbow Fish</p>	<p>Spinderella The Adventures of Mrs Pepperpot. There was an old lady who swallowed a fly Avocado Baby.</p>
<p>'Wow' moments / Enrichment</p>	<p>Family picnic (week 3) National Poetry Day 7th October</p>	<p>Guy Fawkes / Bonfire Diwali Remembrance Day Nurse /police officer/vet/soldier visit Night/firefighter visit Making bread Remembrance day No pens day (24th November 2021) Christmas Time / Nativity/Santa</p>	<p>Valentines day Art exhibition Chinese New Year Take One Picture National Handwriting Day 23rd January National Storytelling week 30th Jan-6th Feb Pets in</p>	<p>Weather experiments Weather Forecast videos Mother's Day Food tasting – different cultures World Book Day 3rd March Easter bonnet parade/egg rolling/decorating</p>	<p>pond visits?</p>	<p>Father's Day End of year family picnic</p>

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 <p>Over Arching Principles</p> 	<p>Characteristics of Effective Learning</p> <p>Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
	<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.</p> <p><i>We understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'</i></p> <p style="text-align: center;"><i>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</i></p>					

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Our school values	<p>Values: Compassion</p> <p>Books: Guess how much I love you. Self regulation, how to be a good friend, recognising facial expressions. Vocab: Caring, sharing, kind, love, happy, sad, thoughtful, etc.</p>	<p>Values: Collaboration</p> <p>Books:</p>	<p>Values: Curiosity</p> <p>Books</p>	<p>Values: Creativity</p> <p>Books</p>	<p>Values: Re-cap on all 4</p>	<p>Values: Re-cap on all 4</p>
	<p>At the heart of our vision are our core values of: Compassion, Collaboration, Curiosity and Creativity and aim to ensure everyone feels welcomed, safe and included in our school.</p> <p>We want to be able to show compassion, through an understanding of each other's differences and similarities, whether it be through culture, ethnicity, gender or religion. We need to be able to walk in each other's shoes and show kindness towards each other.</p> <p>We want everyone to feel involved in the wider school, as well as our local community; showing collaboration in the way in which we work with others to grow as learners and achieve our goals and ambitions.</p> <p>We want to foster curiosity within our school community, as we develop our knowledge and skills, building a thirst for learning about the past and present, in order to develop our sense of place within the wider world and flourish in a changing world.</p> <p>We want to draw upon our own and other's creativity in order to look at the world with different eyes and understand how we can contribute to change.</p>					



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British Values	<p>Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected, and celebrated.</p>	<p>Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. Done through celebrations</p>	<p>Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. Class rules</p>	<p>Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p>	<p>Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p>	<p>Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>
Assessment opportunities	<p>Baseline data on entry in line with trust guidance – through observation Includes observation checkpoints 2 year old Progress Checks Key word assessments EYFS team meetings</p>	<p>On going assessments Pupil progress meetings Parents evening info EYFS team meetings In house moderation End of term Assessments – using ‘on track’ guidance.</p>	<p>Moderation with EYSL EYFS team meetings Phase meeting and internal moderations Parents meeting info</p>	<p>Pupil progress meetings EYFS team meetings End of term Assessments</p>	<p>Moderation with EYSL EYFS team meetings Phase meeting and internal moderations</p>	<p>Pupil progress meetings Reports EYFS team meetings EOY data</p>
Parental Involvement	<p>Home Visits Stay and Play 2 year old Progress checks Parents picnic Class Dojo interactions</p>	<p>Class Dojo interactions Parent meetings Stay and Play</p>	<p>Class Dojo interactions Stay and Play</p>	<p>Class Dojo interactions Easter bonnet parade Stay and Play</p>	<p>Class Dojo interactions Stay and Play</p>	<p>Class Dojo interactions Parents meetings Stay and Play End of year family Picnic</p>

Diversity Texts to be read throughout the year during story time sessions

BAME Main characters	Cultural Diversity	Neurodiversity	Physical disabilities	Different families
<p>So much Astro Girl Lulu's first day Baby goes to market Mommy saying Full, full, full of love 15 things not to do with a puppy Jabari jumps Izzy gizmo Little people big dreams books</p>	<p>The big book of families Maisie's scrapbook Hats of faith The jasmine sneeze Golden domes and silver lanterns</p>	<p>We're all wonders Perfectly Norman Incredible you I see things differently Mr Gorski I think I have the wobble Because What makes me a me? The unbudgeable curmudgeon</p>	<p>Its ok to be different When Charlie met Emma Only one you Don't call me special Happy to be me Millie gets her super ears</p>	<p>My pirate mums Mt two grandads The girl with two dads We are family More people to love me Our class is a family Love makes a family Heather has two mummies</p>



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Communication and Language <small>Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.</small>	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added , practitioners will build children's language effectively. Reading frequently to children , and engaging them actively in stories , non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts , will give children the opportunity to thrive. Through conversation, story-telling and role play , where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures .					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, talking doughnuts, PSE times, stories, singing, speech and language interventions, I CAN Toddler Talk, EYFS productions, Bucket Time and Language Link interventions. Daily story time using high quality texts (from our 'Favourite Five' and the EYFS brilliant reads list)	Settling in activities Saying hello Joining in with singing and rhyme times Naming important people to them – family photos on display. Learning the names of new important people – teachers, friends Copying gestures and words Listening to and following a simple instruction e.g. give to me, stop. Learning the names of places and things in our classroom. Telling your teacher what you like or what you need. Favourite five – Dialogic Reading	Develop vocabulary Toddler Talk – Attention and Listening Talking about things or people who aren't there. Encouraging 2-3 word phrases Talking about how we are feeling (words, actions, pictures) Asking simple questions Plenty of opportunities for children to experience rhymes and stories with rhythmic patterns. Favourite five – Dialogic Reading	Develop vocabulary Toddler Talk – Understanding what is Said Know many rhymes Can focus on an activity of their own choice Developing conversations – jumps from topic to topic Pretend play e.g. putting the baby to sleep Understands more complex sentences Frequently asking questions Confidently using 2-3 word phrases Picks up and uses new vocabulary when communicating. Favourite five – Dialogic Reading	Develop vocabulary Toddler Talk – Understanding and Using New Words Retelling an event in order Talking about familiar books Talking about their feelings, experiences and thoughts Using talk to organise themselves and their play (e.g. Let's go.. You sit there...I'm the driver) 'Reading' books with no words to our teachers and friends. Favourite five – Dialogic Reading	Develop vocabulary Toddler Talk – Building Sentences Talking about familiar books and recalling information from them. Understanding simple concepts and opposites (e.g. fast/slow, good/bad, etc.) Understanding the use of objects – what do we use to cut. Using a wider range of vocabulary based on their own experiences Favourite five – Dialogic Reading	Develop vocabulary Toddler Talk – Talking Socially Understand and act on longer sentences e.g. make teddy jump high. Understanding and using who, what and where questions (generally not why) Listen to simple stories and understand what is happening, with the help of the pictures. Identify familiar objects and properties for practitioners when they are described. For example: 'Hassan's coat', 'blue car', 'shiny apple' Favourite five – Dialogic Reading



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Personal, Social and Emotional Development	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world . Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others . Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life .					
Managing Self Self regulation Making relationships	Strategies for managing transitions e.g. separating from carer, missing family, engaging in play, using resources. Accessing important areas of the class e.g. toilet, pegs, snack table, etc. Learning new rules and boundaries – predictable and reliable routines. Developing friendly behaviour and learning how to make friends.	Trying new things and gaining autonomy - setting a goal to try something new. Exploring new places in the local neighbourhood – park visit. (learning about staying safe when out and about) Playing with confidence on their own. Playing with confidence with other children. Expressing a range of emotions. Strategies for co-regulation.	Developing play with other children. Strategies to try and show more effortful control – waiting for a turn, not pushing to the front, etc. Learning about the impact of our actions on other people. Naming different emotions Strategies to calm when we are upset, scared or stressed.	Exploring our similarities and differences, such as skin colour, types of hair, gender, special needs and disabilities, etc. Safely explore emotions beyond their normal range through play and stories. Play games where children talk about and manage their emotions. Opportunities for children to assert their ideas and preferences and make choices and decisions.	Opportunities for talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". Experiences to help children recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others feelings	Opportunities to develop independence, trying to do things by themselves. Strategies for managing disappointment when you're not quite able to do something by yourself. Transitioning to a 'Frog' – where will my base be? What door/carpet/peg, etc.

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Physical development	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives . Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination , which is later linked to early literacy . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence .					
	Gross motor	Walking and running races. Going on a stair hunt into LL, past Sandra's office and back down - working towards alternative feet on each step up, 2 feet on each going down) Accessing the climbing frame safely. All day children brush teeth after lunch. Walking up and down hills Going through tunnels Climbing into large boxes – where can I fit?	Using sit-on push-along wheeled toys. Clapping and stamping to music. Choosing the right clothes for the right weather Stand on tip toes Jump from bottom step with both feet. Keeping our bodies safe, recognising danger and asking for help. Crawling and walking over pillows	Food tasting – healthy foods Feeding ourselves using spoons and cups with no handles. Using scooters or and riding Tricycles – using feet on the floor to begin with, but encouraging use of pedals. Kicking and throwing balls Catching beach balls, balloons and large, light balls with straight arms. Balance beam - standing independently.	Pouring drinks from jugs into cups. Going on a stair hunt. Kicking and throwing balls Stand on one foot Walk on tiptoes Walk backwards Obstacle courses Waving flags and streamers Balance walking along a long line of tape.	Using a swing or ropes Kicks a stationary ball with either foot. Throw a ball into a bucket from further and further away. Catching balloons and large, light balls with bent arms. Kicking and throwing balls at a target or towards someone
	<p>Weekly Cosmic Kids Yoga Lesson</p>					

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Physical development						
Fine motor	<p>Tearing paper, finger painting, printing Explore clay, paint, spoons, brushes, shells, etc.. Turning pages of a board book Pressing cutters into dough Using play dough scissors to make snips in the dough Squeeze putty or play dough Sand, water, malleable continuous provision.</p>	<p>Carrying bowls/plates/trays, pouring drinks, cleaning, sorting. Throwing or catching softballs Hand clapping games Rolling dough (Bread, play dough) with a rolling pin Simulate cutting by transferring objects with bubble tongs Colouring or scribbling with age-appropriate grasp</p>	<p>Stringing large beads Snipping paper with scissors Rolling dough into snakes Drawing horizontal lines Cut straws into small pieces for a necklace Squeezing a spray bottle to water plants, clean windows etc Draw shapes or lines in shaving cream or hair gel Use finger paint inside a plastic bag to practice lines and shapes</p>	<p>Cut out foam shapes Lacing car Use tongs to pick up small objects (cotton balls, cereal pieces, rice, beans) Roll playdough pre-writing shapes (horizontal/vertical lines and circle shapes) Squeeze plastic bottles or turkey baster and transfer water</p>	<p>Drawing a picture with a simple stencil Complete simple 2-4 turn mazes (holding paper with opposite hand) Complete simple connect the dots (holding paper with opposite hand) Fold paper in half Pinch clothespins (laundry or game)</p>	<p>Buttons, zips, Put together 3-4 piece puzzles Build a block tower - up to 10 high Place pegs on a peg board Put coins into a piggy bank Screwing and unscrewing lids off of containers Counting objects such a buttons, beads, cotton balls Pounding golf tees into foam with a hammer</p>
Daily opportunities for Fine Motor Activities	<p>CONTINUOUS PROVISION; From Development Matters 20':</p>					

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Literacy	It is crucial for children to develop a life-long love of reading . Reading consists of two dimensions: language comprehension and word reading . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words . Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
Comprehension Developing a passion for reading Children will visit the library weekly	Enjoys songs and rhymes tuning in and paying attention. Pay attention and responds to the pictures or the words. Phase 1 Letters and sound activities (this term and beyond)	Enjoys sharing books with an adult. Enjoys rhythmic and musical activity with percussion, songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes Sing songs and say rhymes independently, for example, singing whilst playing.	Have favourite books and seeks them out, to share with an adult. Repeat words and phrases from familiar stories. Say some of the words in songs and rhymes Pay attention and respond to the pictures or the words.	Develop play around favourite stories using props. Ask questions about the book. Makes comments and shares their own ideas. To join in with songs and rhymes, copying sounds, such as loud, quiet, fast, slow, using instruments.	Beginning to join in with conversations about stories, using new vocabulary they've learnt	Sing songs and say rhymes independently, for example, singing whilst playing. Repeat words and phrases from familiar stories. Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.
Word Reading	Pre-Phonics skills - <u>Symbolism:</u> Copy finger movements and other gestures when singing songs and rhymes <u>Phonological awareness:</u> Phase 1 Letters and sound activities (this term and beyond)	Pre-Phonics skills - <u>Symbolism:</u> recognising symbols and using symbols in their play. - Focus on familiar logos, familiar signs (bus stop, pedestrian crossing sign, traffic lights, etc.) Take a neighbourhood walk to see.	Pre-Phonics Skills - <u>Functions and forms of Print:</u> Where do we find words? Explore where and why print is used (including digital print) to put reading and writing into context. (Continue in Spring 2)	Pre-Phonics Skills - <u>Symbolism</u> Develop play around favourite stories using props. Begin to make own symbols (see writing)	Recognise the first letter in their name in the environment. Make it with different sensory resources e.g. cooked spaghetti, sticks, little pebbles, etc..	Notice some print, such as letters from their name, a bus or door number, or a familiar logo.
Writing To write children need: •A strong core to help them sit upright •A strong neck in order to keep the head upright •Strong shoulders in order to facilitate arm and wrist movements •Strong fingers in order to grasp objects	Enjoy drawing freely. Large Scale mark-making, vertical and flat – This term and beyond. See PD and CL plans for pre-writing guidance (this term and beyond)	Enjoys drawing freely. Practise pre-writing shapes e.g. vertical and horizontal lines. Trace over giant lazy 8's. Make train and car tracks in lazy 8 design.	Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.	Add some marks to their drawings, which they give meaning to. For example: "That is mummy."	Imitate pre-writing shapes e.g. vertical and horizontal lines, circles and crosses.	Make marks on their picture to stand for their name (recognise important prints to me)

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Pre-Phonics Skills (From 'What comes before Phonics?' - Sally Neaum)	<p>Spoken language. Spoken language, and the ability to listen carefully and respond, underpins all teaching and learning, including phonics. Children learn language. To achieve this they need rich language experiences that include adults who say more than is necessary, opportunities for silence and careful listening, and play and interaction that enables them to engage in talk.</p> <p>Physical activity that supports sensory awareness and integration. Physical development is integral to learning. Children need to develop a range of physical skills to be able to engage effectively in learning, including being able to sit still and focus. This includes, balance and proprioception (is the sense through which we perceive the position and movement of our body, including our sense of equilibrium and balance, senses that depend on the notion of force), crossing the midline, and sensory awareness and integration. These skills are not developed by sitting still. Young children be active; to move and have opportunities for vigorous activity to develop these physical foundations for learning.</p> <p>Meta-linguistic awareness. To access phonics teaching with success children need to be able to think and talk about language. They need to become aware of language as an object that is composed of words and meanings that can be examined, discussed and manipulated. This can be achieved in specific ways in which we interact with children, through language-play, and through reading storybooks in ways that draw children's attention to language.</p> <p>An understanding of the functions and forms of print. Becoming literate needs a context. Children need to develop an understanding of why, where and how print (including digital print) is used, so that learning phonics and to read and write are meaningful activities. Children are surrounded by literacy and come to know about the functions and forms of print through engagement with print in everyday meaningful situations, and in their play. Adults need to mediate this engagement to support children's emerging understanding, and use, of print.</p> <p>The ability to symbolise. The ability to use one thing to represent another is fundamental to literacy. Writing is the symbolic representation of speech, and reading is the decoding of symbols. Phonics is the symbolic basis of our system of reading and writing. Learning to symbolise requires that children make the cognitive shift from first to second-order symbolism. This is achieved through children's use of gesture and language, through symbolic use of resources in their play, and in mark marking.</p> <p>Phonological awareness. The acquisition of phonological awareness marks a child's earliest move into more formal aspects of learning phonics. Phonological awareness begins and flows from the ability to hear, recognise and label environmental sounds. It becomes the ability to identify and orally manipulate units of language, such as identifying oral rhymes, and an awareness of aspects of language such as words, syllables and onset-rime. The final stage of phonological awareness is phonemic awareness. This is the ability to hear, identify and orally manipulate phonemes. This requires adults to weave learning into activities, experiences and routines by being aware of, and exploiting, opportunities to develop these skills within meaningful contexts.</p> <p>Brought together this knowledge, skill and understanding creates a framework for what comes before phonics. It is not another set of prescribed outcomes, but a way of foregrounding existing effective practice and provision in early years that is developmentally appropriate and enables children to come to later, more formal phonics teaching with a high chance of success.</p>					

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General Themes	I am unique	I belong	I am a curious investigator	I am a story teller	I am a problem solver	I am independent
Maths <i>"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers." – Shakuntala Devi</i>	<p>Developing a strong grounding in number in the EYFS is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
	<p>Take part in finger rhymes with numbers.</p> <ul style="list-style-type: none"> • Round and round the garden • Two little Dickie Birds • Beehive • Five in the bed • Etc.. <p>Count with children in everyday contexts (e.g. toes, fingers, stairs, steps, toys, fruit in the bowl, sounds, actions, etc..)</p> <p>Climbing into large boxes and other spaces – where can I fit?</p>	<p>Combine objects like stacking blocks and cups.</p> <p>Build with a range of resources.</p> <p>Complete inset puzzles.</p> <p>Beginning to categorise objects according to properties such as shape or size</p> <p>Play games where the amount of objects change, saying if there are lots, more, same, etc.</p>	<p>React to changes of amount in a group of up to three items.</p> <p>Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'</p> <p>Put objects inside others and take them out again, experimenting with what will fit, how many will fit, what is too big, etc..</p> <p>Posting boxes – where will this fit?</p>	<p>Beginning to show finger numbers up to 5.</p> <p>Beginning to recite numbers past 5.</p> <p>Complete puzzles where 2 pieces connect together.</p> <p>Using shape sorters to fit the correct shape through the holes.</p> <p>Making a circuit with a train track</p>	<p>Complete puzzles where 3-4 pieces connect together.</p> <p>Build towers, adding 'one more' at a time until it falls. How many now?</p> <p>Look at patterns in the environment and in everyday life, such as patterns on clothing like stripes, or patterns in talk and actions like taking turns on a slide e.g. my turn, your turn, my turn, etc.. Can they continue a pattern?</p>	<p>Beginning to recognise numerals of personal significance.</p> <p>Riding trikes around interesting routes</p> <p>Directing a simple robot or remote controlled vehicle along a route</p> <p>Exploring tangrams – can you make a person?</p> <p>Hide and seek with a teddy with clues e.g. look under the slide</p>

Tadpoles Long Term Plan



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	I am unique	I belong	I am a curious investigator	I am a story teller	I am a problem solver	I am independent
Technology	<p>To select a favourite song or rhyme on the IWB during adult led singing and rhyme time.</p> <p>To choose a digital photo to send to a parent via Class Dojo.</p> <p>To use a digital camera or iPad to take a photo of a symbol that they recognise in the local neighbourhood whilst out on a symbol hunt.</p> <p>Explore where and why print is used (including digital print) to put reading and writing into context.</p> <p>To record a video of other children role-playing their favourite stories using props.</p> <p>Directing a simple robot or emote controlled vehicle along a route</p>					

Tadpoles Long Term Plan

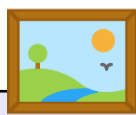


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	I am unique	I belong	I am a curious investigator	I am a story teller	I am a problem solver	I am independent
Understanding the world	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
	<p>Talk about themselves and what they like to do.</p> <p>Who is special to them? - Name people in their immediate family</p> <p>Explore materials with different properties.</p> <p>Beginning to explore natural materials, indoors and outside.</p>	<p>Make connections between the features of their family and other families.</p> <p>Begin to understand the different groups that they belong to.</p>	<p>Talk about the differences between materials and changes they notice. (Snow, Ice melting)</p> <p>Repeat actions that have an effect. (Exploring how things work)</p> <p>Explore and respond to different natural phenomena in their setting and on trips. (standing in the rain with wellies and umbrellas, jumping in puddles, bugs, local walks etc)</p>	<p>Beginning to plant seeds and care for growing plants.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Able to talk about what they see, using a wide vocabulary.</p>	<p>Show interest in different occupations i.e. doctors, postman, refuse collectors.</p> <p>Explore how things work. (problem solving & science experiments)</p> <p>Beginning to use all their senses in hands-on exploration of natural materials (curious to explore and make own choices).</p>	<p>Notice differences between people.</p> <p>Explore and respond to different natural phenomena in their setting and on trips.</p>
RE / Festivals	<p>Family picnic (week 3)</p> <p>National Poetry Day 7th October</p>	<p>Guy Fawkes / Bonfire</p> <p>Diwali</p> <p>Remembrance Day</p> <p>Nurse /police officer/vet/soldier visit</p> <p>Night/firefighter visit</p> <p>Making bread</p> <p>Remembrance day</p> <p>No pens day (24th November 2021)</p> <p>Christmas Time / Nativity/Santa</p>	<p>Valentines day</p> <p>Art exhibition</p> <p>Chinese New Year</p> <p>Take One Picture</p> <p>National Handwriting Day 23rd January</p> <p>National Storytelling week 30th Jan-6th Feb</p> <p>Pets in</p>	<p>Weather experiments</p> <p>Weather Forecast videos</p> <p>Mother's Day</p> <p>Food tasting – different cultures</p> <p>World Book Day 3rd March</p> <p>Easter - bonnet parade/egg rolling/decorating</p>	<p>pond visits?</p>	<p>Father's Day</p> <p>End of year family picnic</p>





Making Leaps for Young Children



Tadpoles Lona Term Plan



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	I am unique	I belong	I am a curious investigator	I am a story teller	I am a problem solver	I am independent
Expressive Arts and Design <i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i> <i>Work will be displayed in the classroom</i> <i>lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work interests and passions.</i>	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	<ul style="list-style-type: none"> *Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. *Explore their voices and enjoy making sounds. *Move and dance to music 	<ul style="list-style-type: none"> Show attention to sounds and music. (when you play different cultural/genre music etc.) *Explore different materials, using all their senses to investigate them. (cornflour, shaving foam for example) *Beginning to make marks intentionally. 	<ul style="list-style-type: none"> Begin to use their imagination as they consider what they can do with different materials. *Explore their voices and enjoy making sounds. (loud, quiet, fast, slow) *Manipulate and play with different materials using various tools like scissors, cutters, hammers. 	<ul style="list-style-type: none"> *Beginning to make simple models which express their ideas. *Makes marks intentionally. (in flour, sand, pens, crayons, paint etc) *Freely explores paint, using fingers and other parts of their bodies as well as brushes and other tools. *Explore different materials, using all their senses to investigate them. *Join in with songs and rhymes, making some sounds. 	<ul style="list-style-type: none"> *Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. *Able to make simple models which express their ideas. i.e. junk modelling, loose parts. *Beginning to develop their own ideas and then decide which materials to use to express them. *Explore colour and colour-mixing *Respond emotionally and physically to music when it changes. •Make rhythmical and repetitive sounds. •Explore a range of sound-makers and instruments and play them in different ways. 	<ul style="list-style-type: none"> Use their imagination as they consider what they can do with different materials. *Make simple models which express their ideas *Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. *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.

