



EYFS Long Term Plan

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p><u>Literacy</u> Nursery rhymes and traditional tales– during baseline Narrative: Journey Tale (Elmer) Non-Fiction: Labelling <u>Other Books</u> The Colour Monster Elephant Me! And Tango Makes Three! Handa's Surprise Sam's Sandwich Goldilocks and the Three Bears The Princess and The Pea</p>	<p><u>Literacy</u> Narrative: Wishing Tale (Beegu) Non-Fiction: Poetry (Bonfire) <u>Other Books</u> The Darkest Dark Whatever Next How to catch a star Aliens Love Underpants Owl Babies</p>	<p><u>Literacy</u> Narrative: Conquering the Monster tale (Supertato) Non-Fiction: Instructions (How to catch evil pea) <u>Other Books</u> Superworm Super Daisy Little People Big Dreams Series Busy People Series Red Riding Hood The Little Red Hen The Gingerbread Man The True Story of the 3 Little Pigs</p>	<p><u>Literacy</u> Narrative: Journey Tale (The Very Hungry Caterpillar) Non-Fiction: Recipe (Fruit salad) <u>Other Books</u> The Tiny Seed Lulu loves flowers Monkey Puzzle Matisse's Trail Jack and the Beanstalk</p>	<p><u>Literacy</u> Narrative: Meeting Tale (Little Blue Truck) Non-Fiction: Fact Files (Animals) <u>Other Books</u> Tyrannosaurs Drip Stomp, chomp, big roars here come the dinosaurs The Emperor's Egg Lost and Found One day on our blue planet: In the Savannah Meerkat Mail We're Going on A Bear Hunt</p>	<p><u>Literacy</u> Narrative: Losing tale (The Rainbow Fish) Non-Fiction: Postcard Writing (Wish you were here) <u>Other Books</u> Bear's Adventure Topsy and Tim at the Seaside Bear's Adventure The Storm Whale What the ladybird heard at the seaside Sharing a shell Clean Up!</p>
<p><u>Maths</u> <i>Getting to know you</i> (Take this time to play and get to know the children!)- 4 weeks <i>Just like me!</i> Match and sort Compare amounts Compare size, mass & capacity Exploring pattern- 4 weeks</p>	<p><u>Maths</u> <i>It's me 1, 2, 3!</i> Representing 1, 2 & 3 Comparing 1, 2 & 3 Composition of 1, 2 & 3 Circles and triangles Positional language- 4 weeks <i>Light & dark</i> Representing numbers to 5 One more or less Shapes with 4 sides Time- 3 weeks</p>	<p><u>Maths</u> <i>Alive in 5!</i> Introducing zero Comparing numbers to 5 Composition of 4 & 5 Compare mass (2) Compare capacity (2)- 3 weeks <i>Growing 6, 7, 8</i> 6, 7 & 8 Combining two amounts Making pairs- 3 weeks</p>	<p><u>Maths</u> <i>Growing 6, 7, 8</i> Length & height Time (2)- 1 week <i>Building 9 & 10</i> Counting to 9 & 10 Comparing numbers to 10 Bonds to 10 3-D shapes Spatial awareness Patterns- 4 weeks</p>	<p><u>Maths</u> <i>To 20 and beyond</i> Build numbers beyond 10 Count patterns beyond 10 Spatial reasoning 1 Match, rotate, manipulate- 3 weeks <i>First, then, now</i> Adding more Taking away Spatial reasoning 2 Compose and decompose- 3 weeks</p>	<p><u>Maths</u> <i>Find my pattern</i> Doubling Sharing & grouping Even & odd Spatial reasoning 3 Visualise and build- 3 weeks <i>On the move</i> Deepening understanding Patterns & relationships Spatial mapping (4) Mapping- 3 weeks</p>



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<p>RE 'Myself' – God' knows and loves everyone. (4 weeks) 'Belonging' – Baptism: A welcome for a new baby. (3 weeks)</p>	<p>RE 'Belonging' – Baptism: A welcome for a new baby. (1 week) 'Judaism' – Hannukah (1 week) 'Birthday' – Looking forward to Jesus' birthday. (4 weeks)</p>	<p>RE 'Celebrating' – People celebrate with the Parish family. (4 weeks) 'Gathering' – The parish family gathers to celebrate (2 weeks)</p>	<p>RE 'Gathering' – The parish family gathers to celebrate Eucharist. (2 weeks) 'Growing' – Looking forward to Easter. (3 weeks)</p>	<p>RE 'Growing' – Looking forward to Easter. (1 week) 'Good News' - Passing on the Good News of Jesus. (4 weeks)</p>	<p>RE 'Friends' - Friends of Jesus. (4 weeks) 'Our World' - God's wonderful World. (4 weeks)</p>
<p><u>Catholic Social Teaching</u> <i>Theme 1: Dignity of the Human Person</i> - I know that God made me and loves me very much. - I know that God made me and all my friends beautiful. - I know we show our love for each other. - I know we thank God for loving us and our love for each other. <i>Theme 4: Rights and Responsibilities</i> - I know that God wants everyone to be happy. - I know that God gives us all we need to be happy. - I know what making the right choice means. - I know we share all God's gifts.</p>	<p><u>Catholic Social Teaching</u> <i>Theme 5: Option for the Poor and Vulnerable</i> - I know God's gifts are for everyone. - I can share my food and toys with my friends so that everyone has enough. - I can help everybody to be happy by playing, sharing, and learning together. - I can use my gifts to help others.</p>	<p><u>Catholic Social Teaching</u> <i>Theme 6: The Dignity of Work</i> - I know that I am helping to do God's work. - I know that we can use our gifts for each other. - I know that everybody's gifts are needed to build God's world. - I know when we build together, we can do much more.</p>	<p><u>Catholic Social Teaching</u> <i>Theme 3: Solidarity and the Common Good</i> - I know that we have friends. - I know that we play together in love and peace. - I know that we help each other. - I know we thank God for each other.</p>	<p><u>Catholic Social Teaching</u> <i>Theme 7: Stewardship</i> - I can discover God's beautiful creation. - I can play in and care for creation. - I can help God's creation grow. - I can celebrate God's creation.</p>	<p><u>Catholic Social Teaching</u> <i>Theme 2: Family and Community</i> - I recognise my family at home. - I recognise my family at school. - I know we are all different and we love and care for each other. - I know that we love and look after each other because we are all brothers and sisters in God's family.</p>



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	<u>RSHE- Module 1</u> Unit 1: Religious understanding Unit 2: Me, my body, my healthy	<u>RSHE- Module 1</u> Unit 3: Emotional wellbeing Unit 4: Life cycles Growing up	<u>RSHE- Module 2</u> Unit 1: Religious understanding Unit 2: Personal Relationships	<u>RSHE- Module 2</u> Unit 3: Keeping Safe	<u>RSHE- Module 3</u> Unit 1: Religious Understanding Unit 2: Living in The Wider World
	<p><u>Understanding the World</u></p> <ul style="list-style-type: none"> *Explores/comment own immediate environment using knowledge, from observation, discussion. *Explores/comments on religious and cultural communities. *Looks closely at patterns and change. *Explores outside and comments by using some their senses. *Begins to make observations of the natural world, plants and animals. *Begin to draw on own experiences to talk about past and present. *Begin to talk about lives of people around them. 	<p><u>Understanding the World</u></p> <ul style="list-style-type: none"> *Begin to describe own immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. *Begins to know some similarities and difference between religious and cultural communities. *Begin to explain similarities and difference between life in own and other countries using stories and non-fiction texts. *Looks closely at similarities, differences, patterns, and change. *Describe outside by using their senses. *Makes observations of the natural world, plants, and animals. *Begins to talk about some important processes and changes in the natural world around them eg effects of changing seasons. *Begins to identify some similarities and differences between the natural world around them and contrasting environments. *Draw on own experiences to talk about past and present. *Begins to know some similarities and differences between things in the past and now. *Begin to talk about lives of people in society and their roles. *Begin to show understanding of the past using books and stories (compare and contrast). 			<p><u>Understanding the World</u></p> <ul style="list-style-type: none"> *Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. *Know some similarities and differences between religious and cultural communities in this country, drawing on their experiences and what has been read in class. *Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –where-appropriate- maps. *Explore the natural world around them, making observations and drawing pictures of animals and plants. *Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. *Understand some important processes and changes in the natural world around them, including seasons and changing states of matter. *Talk about the lives of the people around them and their roles in society. *Knows some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class/ *Understand the past through settings, characters and events encountered in books read in class and storytelling.



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<p><u>Physical Development</u></p> <ul style="list-style-type: none"> *Experiments and combine different ways of moving. *Jumps off an object and lands appropriately. *Begins to negotiate space when racing and playing with other children, adjusting speed, and changing direction to avoid obstacles. *Explore and practice skills to travels, under, over and through balancing and climbing equipment. *Explores how to push, pat, throw, catch, or kick objects. *Explore simple tools to effect changes to materials. *Handles tools, objects, construction, and malleable materials with increasing control. *Shows a preference for a dominant hand. *Begins to use anti clockwise movement and retrace vertical lines. *Begins to form recognisable letters 	<p><u>Physical Development</u></p> <ul style="list-style-type: none"> *Will experiment and combine different ways of moving demonstrating increasing level of skill. *Negotiates space successfully when racing and playing with other children, adjusting speed, and changing direction to avoid obstacles. *Travels with confidence and skill, under, over and through balancing and climbing equipment. *Shows increasing control when pushing, patting, throwing, catching, or kicking it. *Uses tools with increasing confidence and accuracy to effect changes to materials. *Handles tools, objects, construction and malleable materials with increasing control and expertise. *Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. 	<p><u>Physical Development</u></p> <ul style="list-style-type: none"> *Negotiate space and obstacles safely, with considerations for themselves and others. *Demonstrate strength, balance and coordination when playing. *Moves energetically, such as running, jumping, dancing, hopping, skipping, and climbing. *Holds a pencil effectively in preparation for fluent writing-using tripod grip in almost all cases. *Uses a range of tools, including scissors, paint brushes and cutlery. *Begins to show accuracy and care when drawing.
<p><u>Expressive Art and Design</u></p> <ul style="list-style-type: none"> *Explores what happens when they mix colours. *Explores a range of simple tools. *Begins to use props and materials to role-play their own experiences. *Shows an interest in music *Begins to build a repertoire of songs and rhymes. *Plays alongside other children who are engaged in the same theme. *Introduces a narrative into their play based on own experiences. *Plays cooperatively as part of a group to develop and act out a narrative. *Begins to perform songs and rhymes with others and expresses themselves using music. 	<p><u>Expressive Art and Design</u></p> <ul style="list-style-type: none"> *Experiments to create different textures. *Begins to understand that different media can be combined to create different effects. *Manipulates a variety of resources to achieve a planned effect. *Uses simple tools competently and appropriately. *Selects appropriate resources and adapts work where necessary. *Begins to use props and materials to role-play characters in narratives and stories. *Develop and refine own ideas. *Explores music making. *Begins to build a repertoire of songs, rhymes, poems and stories. *Extends play with other children who are engaged in the same theme. *Introduces a storyline or narrative into their play. *Plays cooperatively as part of a group to develop and act out a story. *Begins to perform songs, rhymes, poems, and stories with others, and- when appropriate try to. 	<p><u>Expressive Art and Design</u></p> <ul style="list-style-type: none"> *Safely explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function. *Share their creations, explaining the processes they have used. *Make use of props and materials when role-playing characters in narratives and stories. *Invent, adapt, and recount narratives and stories with peers and their teachers. *Sing a range of well-known nursery rhymes and songs. *Perform songs, rhymes, poems, and stories with others, and- when appropriate try to move in time with music.



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<p><u>Communication and Language</u></p> <ul style="list-style-type: none"> *Maintains attention and sits appropriately during an activity. *Listen and do for a short span (two channelled attention). *Able to follow a story with props or pictures. *Responds to simple instructions. *Understands humour e.g., in stories. *Extends vocabulary e.g., grouping and exploring the meaning and sounds of new words. *Uses language to imagine and recreate roles and experiences in play. *Links statements and sticks to main theme/intention. *Uses talk to organise, sequence, and clarify ideas, and events. *Introduces a storyline or narrative into their play. 		<p><u>Communication and Language</u></p> <ul style="list-style-type: none"> *Maintains attention, concentrates, and sits appropriately during an activity. *Listen and do for a short span, using comments and actions in a small group. *Able to follow a story without props or pictures. *Responds to instructions involving two-part sequence. *Responds and takes turns when communicating. *Begins to ask why or how questions. *Participates and uses newly introduced vocabulary in 1:1/ small group contexts. *Makes use of some introduced vocabulary from stories, rhymes and poems in their own storyline or narrative. *Uses talk to organise, sequence, and clarify thinking and ideas. *Expresses their ideas and feelings using full sentences, using past and present tense. 		<p><u>Communication and Language</u></p> <ul style="list-style-type: none"> *Listen attentively. *Respond to what they hear with relevant questions, comments and actions when being read to. *Respond to what they hear with relevant questions, comments and actions during whole class discussions and small group interactions. *Make comments about what they have heard and ask questions to clarify understanding. *Hold conversation when engaged in back-and-forth exchanges with their teacher/peers. *Participate in small group, class and 1:1 Discussions, offering their own ideas, using recently introduced vocabulary. *Offers explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate. *Express their ideas and feelings about their experiences using full sentences, using past, present, and future tenses and making use of conjunctions with support from teacher. 	
<p><u>Other Celebrations</u></p>	<p><u>Other Celebrations</u></p> <p>Bonfire Night Advent Christmas</p>	<p><u>Other Celebrations</u></p> <p>Chinese New Year Valentines Day</p>	<p><u>Other Celebrations</u></p> <p>Mother's Day</p>	<p><u>Other Celebrations</u></p>	<p><u>Other Celebrations</u></p>