

St. Joseph's Catholic Primary School Long Term Planning EYFS








| Autumn 1             | Autumn 2                   | Spring 1                                     | Spring 2                                 | Summer 1                     | Summer 2               |
|----------------------|----------------------------|--|--|------------------------------|------------------------|
| Advent Term          |                            | Lent Term                                    |  | Pentecost Term               |                        |
| <b>Who Am I?</b><br> | <b>Tell me a story</b><br> | <b>Our Wonderful World and Beyond...</b><br> | <b>Roots, shoots and muddy boots</b><br> | <b>Curious Creatures</b><br> | <b>Ahoy there!</b><br> |







While the titles of our themes remain constant, our thematic approach is broad and flexible to meet the changing needs and interests of all groups of children/individuals.

*“Young children’s learning is often driven by their interests. Plans need to be flexible”. Development Matters September 2020*

|  |   |  |   |   |   |   |  |   |   |  |  |   |
|--|---|--|---|---|---|---|--|---|---|--|--|---|
| <b>General Themes</b><br>  | Starting school / my new class / New Beginnings<br>Human body inc oral hygiene<br>My family<br>What am I good at?<br>How do I make others feel?<br>Being kind / staying safe<br>Superheroes<br>People who help us / Careers<br>Staying healthy / Food /<br>Artist: Arcimboldo<br>RSE: Keeping Cleaning<br>Family<br>Our Day |  | Traditional Tales<br>Artists: Georgia O’Keffe: Poppies<br>Alma Thomas<br>Gingerbread Man<br>Messages<br>The Nativity<br>Christmas Lists<br>Letters to Father Christmas  |   | Around the Town<br>Where do we live in the UK / world?<br>Where in the world have you been?<br>Fly me to the moon!<br>Who was Neil Armstrong &<br>Mae Carol Jemison<br>Reduce, Reuse & Recycle<br>Little City - Visit |   | Plants & Flowers<br>Weather / seasons<br>The great outdoors<br>Planting seeds: Beans, Cress, Sunflowers<br>Artist: Van Gough’s Sunflowers<br>How have I grown?<br>Mini Beasts  |   | Life cycles<br>Safari<br>Animals around the world<br>Climates / Hibernation<br>Down on the Farm<br>Artist: Henri Rousseau – Tiger in a tropical Strom<br>Night and day animals<br>Animal patterns<br>David Attenborough<br>Happy Habitats<br>Dinosaurs<br>Trip to Farm                        |  | Under the sea<br>Sun Safety<br>Where in the world shall we go?<br>Send me a postcard!<br>Marine life<br>Pirate<br>Maps   |   |
| <b>Possible Texts, Songs and Rhymes</b><br><p><i>St Joseph’s Reading Race Text</i></p> | 🚩 Pete the Cat<br>🚩 The Colour Monster<br>🚩 The Family Book<br>🚩 We are all Different<br>🚩 Hairy Maclary<br>🚩 Oliver’s Vegetables<br>🚩 Little Red Hen<br>🚩 Percy the Park Keeper<br>🚩 <b>Ketchup on your Cornflakes</b>   | 🎵 Traditional Nursery Rhymes<br>🎵 Head Shoulders Knees and Toes<br>🎵 One Finger One Thumb Keep Moving.<br>🎵 I’ve been eaten by a Boa<br>🎵 Constrictor<br>🎵 Counting Rhymes | 🚩 The Smartest Giant<br>🚩 Goldilocks<br>🚩 Rama and Sita<br>🚩 The Jolly Postman<br>🚩 I Love my Hair<br>🚩 My two Grannies<br>🚩 The Rainbow Fish<br>🚩 <b>The Kiss that Missed</b><br>🚩 Stick Man<br>🚩 Christmas Story                              | 🎵 When Goldilocks went to the house of the bears.<br>🎵 Various Christmas Songs<br>🎵 Counting Rhymes | 🚩 <b>Mr. Gumpy’s Outing</b><br>🚩 The Train Ride<br>🚩 Oi! Get off my train!<br>🚩 <b>Whatever Next</b><br>🚩 Katie Morag<br>🚩 World Atlases<br>🚩 Oi Frog,<br>🚩 Oi Dog,<br>🚩 Oi Cat,<br>🚩 Oi Duck Billed Platypus         | 🎵 5 Little men in a flyong saucer,<br>🎵 The seed song<br>🎵 Mary Masry quite contrary.<br>🎵 Counting Rhymes<br>🎵 Traditional Nursery | 🚩 Once there were Giants<br>🚩 The Tiny Seed<br>🚩 Jack and the Beanstalk<br>🚩 <b>Jasper’s Beanstalk</b><br>🚩 Titch<br>🚩 A stroll through the seasons<br>🚩 Seeds get around (big book)<br>🚩 My History (big book)<br>🚩 What the Ladybird Heard | 🎵 A tiny caterpillar on a leaf<br>🎵 5 little peas in a pea pod pressed<br>🎵 Little green frog<br>🎵 5 little speckled frogs<br>🎵 Counting Rhymes<br>🎵 Traditional Rhymes | 🚩 Dear Zoo<br>🚩 The Very Hungry Caterpillar<br>🚩 Aghh Spider!<br>🚩 Tiger who came to tea<br>🚩 Bears non-fiction<br>🚩 Pig in the Pond<br>🚩 Farmer Duck<br>🚩 Farmyard Hullabaloo<br>🚩 Owl Babies<br>🚩 <b>Meg’s Eggs</b><br>🚩 <b>Dear Dinosaur</b><br>🚩 <b>There’s No Such Thing as a Dragon</b> | 🎵 Down in the Jungle<br>🎵 A Bear Came over the mountain<br>🎵 Old McDonald had a farm<br>🎵 Counting Rhymes<br>🎵 Traditional Nursey Rhymes | 🚩 Lighthouse Keeper’s Lunch<br>🚩 Under the Sea Non – Fiction<br>🚩 World Atlases<br>🚩 Tiddler<br>🚩 The Snail and the Whale<br>🚩 Commotion in the Ocean<br>🚩 <b>Captain Flynn and The Pirate Dinosaur</b><br>🚩 <b>Class Three all at Sea</b> | 🎵 When I was one...<br>🎵 Row, Row Row your boat<br>🎵 Jellyfish song<br>🎵 Oh Indo like to be beside the seaside<br>🎵 Counting Songs<br>🎵 Traditional nursery rhymes. |
| <b>Possible Wow Moments/ Enrichment activities</b><br>                                 | First Day Photo<br>Autumn Walk<br>Nurse /Dentist/ Firefighter visit<br>Harvest Collection/Festival<br>Favourite Songs<br>Making soup (harvest vegetables)<br>Super Hero Day   |  | Library visits<br>Road Safety<br>Fireworks Safety<br>Guy Fawkes / Bonfire Night<br>Black History Month<br>Remembrance day<br>St. Andrew’s Day<br>Diwali<br>Hannukah<br>Anti- Bullying Week<br>Posting a letter<br>Christmas/Nativity Reflection |   | Chinese New Year<br>World Book Day<br>LENT<br>Valentine’s Day<br>Internet Safety Day<br>St David’s Day<br>St. Patrick’s Day<br>Little City Visit  |   | Planting seeds<br>Easter/Bonnett Parade<br>Mother’s Day<br>Science Week<br>Butterfly Garden  |   | Ramadan<br>Eid<br>Food tasting – different cultures<br>St. George’s Day<br>School Trip to Farm  |  | Heathy Eating Week<br>Father’s Day<br>Fossil hunting<br>Pirate Day<br>Trip to the Beach<br>Map work - Find the Treasure  |   |

| Religious Education<br>(RECD 2022)   | Advent Topics   | Lent Topics   | Pentecost Topics  |
|--|---|---|---|
|   | <p><b>Branch One – Creation and Covenant</b></p> <ul style="list-style-type: none"> <li>-I know that God made our world</li> <li>-I know that God made me</li> <li>-I know that God loves me and I am part of a family</li> <li>-I know that we are all invited to be a part of God's family</li> <li>-I know that we should look after ourselves and each other</li> <li>-I know we should look after God's World</li> </ul> <p><b>Branch Two – Prophecy and Promise</b></p> <ul style="list-style-type: none"> <li>-I know that Mary was chosen by God to be Jesus' mother</li> <li>-Mary and Joseph travelled to Bethlehem</li> <li>-Jesus was born in a stable and laid in a manger</li> <li>-The Shepherds visited Jesus in the stable</li> <li>-Advent is a time to get ready for Christmas</li> <li>-Jesus came for the whole world</li> </ul>                             | <p><b>Branch Three –Galilee to Jerusalem</b></p> <ul style="list-style-type: none"> <li>-I know that the Wise Men visited Jesus</li> <li>-I know that the Wise Men gave Jesus gifts</li> <li>-I know that Jesus welcomes everyone</li> <li>-I know that Jesus takes care of everyone</li> <li>-I know that Jesus wants us to care for other people</li> <li>-Jesus teaches us that we should share what we have with others</li> </ul> <p><b>Branch Four – Desert to Garden</b></p> <ul style="list-style-type: none"> <li>-We care for each other in Lent</li> <li>-Lent is a time to grow closer to Jesus</li> <li>-Lent is a time to grow in love for others</li> <li>-Jesus entered Jerusalem on a donkey</li> <li>-Jesus died on a cross</li> <li>-Jesus rose and everyone celebrates</li> </ul> | <p><b>Branch Five – To the Ends of the Earth</b></p> <ul style="list-style-type: none"> <li>-Jesus went back to His Father</li> <li>-Jesus sent a special friend- the Holy Spirit</li> <li>-The Holy Spirit is our friend</li> <li>-Jesus' friends spread the Good News about Him</li> <li>-The Parish Church is a special place</li> <li>-Our Parish is a family and a community</li> </ul> <p><b>Branch Six –Dialogue and Encounter</b></p> <ul style="list-style-type: none"> <li>-Saint Peter is a friend of Jesus</li> <li>-Saint Paul was a friend of Jesus</li> <li>-We are all invited to be a friend of Jesus</li> <li>-People all over the world of friends of Jesus</li> </ul> |
| Other World Religions  | Judaism- Hanukkah   |   | Islam- Special Days/Rituals objects.  |
|  | <p style="text-align: center;"><i><b>"In the Light of Jesus we Learn to Shine"</b></i></p> <p>This is our Mission Statement We do this by:</p> <ul style="list-style-type: none"> <li>❖ Growing Self-confidence</li> <li>❖ Growing Knowledge and Understanding</li> <li>❖ Growing Talents and Skills</li> <li>❖ Growing Community</li> <li>❖ Growing Friendships</li> <li>❖ Growing Love and Appreciation of God's World.</li> </ul> <div style="text-align: right;">  <p><i>In the light of Jesus<br/>We Learn to Shine</i></p> </div>   |   |   |
| <p><b>Over Arching Principles of EYFS</b></p>                                    | <p><b>Unique Child:</b><br/>Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b><br/>Children flourish with warm, strong &amp; 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><b>Enabling environments:</b><br/>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><b>Learning and Development:</b><br/>Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p> |   |   |
| <p><b>Characteristics of Effective Teaching and Learning</b></p>                | <p><b>Playing and exploring:</b> -<br/>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><b>Active learning:</b> -<br/>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><b>Creating and thinking critically:</b> -<br/>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>  |   |   |









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|---|--|---|---|---|---|
| Advent Term   |  | Lent Term   |   | Pentecost Term  |   |
| <b>Who Am I?</b><br> | <b>Tell me a story</b><br> | <b>Curious Creatures</b><br> | <b>Roots, shoots and muddy boots</b><br> | <b>Our Wonderful World and Beyond...</b><br> | <b>Ahoy there!</b><br> |

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|---|---|--|--|---|--|--|
| Prime Areas of Development<br>These three areas are particularly important for building a foundation for igniting children’s curiosity and enthusiasm for learning, forming relationships and thriving. | Communication and Language  | The development of children’s spoken language underpins all seven areas of learning and development. Children’s <b>back-and-forth interactions</b> 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 <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b> , practitioners will build children's language effectively. <b>Reading frequently to children</b> , and <b>engaging them actively in stories</b> , non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b> , will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b> , where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary and language structures</b> . |  |   |  |  |
|   | <b>Welcome to EYFS</b><br><br>Settling in activities<br>Making friends<br>What are your passions / goals / dreams?<br>This is me!<br>Rhyming and alliteration<br>Familiar Print<br>Sharing facts about me!<br>Mood Monsters Shared stories<br>All about me!   | <b>Tell me a story!</b><br><br>Develop vocabulary<br>Discovering Passions<br>Tell me a story - retelling stories<br>Story language<br>Word hunts<br>Listening and responding to stories<br>Following instructions<br>Taking part in discussion   | <b>Tell me why!</b><br><br>Using language well<br>Ask’s how and why questions...<br>Discovering Passions<br>Retell a story with story language<br>Story invention – talk it!   | <b>Talk it through!</b><br><br>Describe events in detail – time connectives<br>Discovering Passions<br>Understand how to listen carefully and why listening is important.<br>Use picture cue cards to talk about an object: “What colour is it? Where would you find it?<br>Sustained focus when listening to a story | <b>What happened?</b><br><br>Discovering Passions<br>Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives                         | <b>Time to share!</b><br><br>Show and tell<br>Weekend news<br>Discovering Passions   |
|   | Communication and Language and PSED are developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE lessons, daily stories, singing, speech and language interventions, EYFS productions, assemblies and interventions.   |  |  |   |  |  |
| Personal, Social and Emotional Development  | Children’s personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b> , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b> . Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b> . Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b> , 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 <b>children can achieve at school and in later life</b> . |  |  |   |  |  |
|   | New Beginnings<br>Being me in my world<br>Class Rule Rules and Routines<br>Taking Turns Sharing<br>Building relationships<br>Dreams and Goals<br>Healthy me<br>Good to be me<br>RSE: My Day, Our Family, Keeping cleaning<br>Oral Health  | Getting on and falling out.<br>How to deal with anger<br>Emotions<br>Self - Confidence<br>Build constructive and respectful relationships.<br>Explaining to others how they thought about a problem or an emotion and how they dealt with it.<br>Sesame Street/Signs4feelings  | Learning about qualities and differences<br>Celebrating differences<br>Identify and moderate their own feelings socially and emotionally.<br>Think about their own feelings and those of others.<br>Sesame Street/Signs4feelings | Relationships<br>What makes a good friend?<br>Healthy me including Oral Health<br>Random acts of Kindness<br>Looking after pets/Animals<br>Looking After our Planet<br>Strategies for staying calm in the face of frustration.<br>Sesame Street/Signs4feelings  | Looking after others<br>Friendships<br>Dreams and Goals<br>Show resilience and perseverance in the face of challenge.<br>Discuss why we take turns, Wait politely,<br>Tidy up after ourselves without prompt<br>Signs4feelings | Taking part in sports day -<br>Winning and loosing<br>Changing me<br>Look how far I've come!<br>Moving On/Change<br>Signs4feelings |

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|--|--|---|---|--|--|--|
|  | Physical Development   | Physical activity is <b>vital</b> in children’s all-round development, enabling them to <b>pursue happy, healthy and active lives</b> . Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child’s strength, co-ordination and positional awareness</b> 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 <b>core strength, stability, balance, spatial awareness</b> , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b> , which is later linked to <b>early literacy</b> . 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 <b>proficiency, control and confidence</b> . |   |  |  |  |
|  | Fine/Gross Motor Skills<br><br>(Including Weekly P.E. session) | Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip Changing for PE – buttons, zips etc.   | Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities. | Threading, cutting, weaving, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Draw freely. Holding Small Items Button Clothing Cutting with Scissors | Threading, cutting, weaving, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed | Threading, cutting, weaving, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle. |



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## Specific areas of Development

These are four specific areas, through which the three prime areas are strengthened and applied.

## 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)

## Reading

Joining in with rhymes and showing an interest in stories with repeated refrains.  
Environmental print.  
Having a favourite story/rhyme.  
Understand the five key concepts about print:  
- print has meaning  
- print can have different purposes  
- we read English text from left to right  
- and from top to bottom  
- the names of the different parts of a book  
Sequencing familiar stories through the use of pictures to tell the story.  
Recognising initial sounds.  
Name writing activities.  
Engage in extended conversations about stories,  
Learning new vocabulary.

Retell stories related to events through acting/role play.  
Letters/lists.  
Retelling stories using images  
Actions to retell the story  
Story Maps  
Non-Fiction Focus  
Sequence story – use vocabulary of beginning, middle and end.  
Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.  
Enjoy an increasing range of books

Making up stories with themselves as the main character  
Encourage children to record stories through picture drawing/mark making.  
Read simple phrases and sentences made up of words with known letter–sound correspondences and a few exception words.  
Read a few common exception words matched to RWI.

Information leaflets.  
Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.  
Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.  
Develop their own narratives and explanations by connecting ideas or events

Stories from other cultures and traditions  
Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative.  
Rhyming words/strings  
Can explain the main events of a story  
Can draw pictures of characters/ event / setting in a story.  
May include labels, sentences or captions.  
Role play area – book characters

Can draw pictures of characters/ event / setting in a story  
Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.  
Make predictions  
Beginning to understand that a non-fiction is a non-story- it gives information instead.  
Fiction means story.  
Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.

Children will be working in different groups for Read Write Phonics. Focus on consolidation of set 1 sounds and Set 2 Sounds, Green words, Ditty sheets, introduction of Red Ditty Books, Green books and Purple books as confidence grows.

## Phonics

**Phonic Sounds: RWI Set 1**  
Reading: Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall.  
Help children to read the sounds speedily. This will make sound-blending easier  
Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge.

**Phonic Sounds: RWI**  
Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right.  
Spotting diagraphs in words.  
Show children how to touch each finger as they say each sound.  
For exception words (Red words) such as 'the' and 'said', help children identify the sound that is tricky to spell.

**Phonic Sounds: RWI**  
Ditties reading:  
Rhyming strings, common theme in traditional tales, identifying characters and settings.  
Help children to become familiar with letter groups (special friends) such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'.  
Provide opportunities for children to read words containing familiar letter groups (special friends) i.e.: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.

**Phonic Sounds: RWI**  
Reading: Story structure-beginning, middle, end.  
Innovating and retelling stories to an audience, non-fiction books.  
Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.

**Phonic Sounds: RWI**  
Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.  
Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.

**Phonic Sounds: RWI**  
Reading simple sentences with fluency.  
Reading CVCC and CCVC words confidently.

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|  | Writing     | Dominant hand,<br>Tripod grip,<br>Mark making,<br>Giving meaning to marks<br>Labelling with initial sounds.<br>Shopping lists,<br>Writing initial sounds<br>Writing simple captions.<br>Names Labels.<br>Captions Lists<br>Diagrams<br>Messages   | Name writing,<br>Labelling using initial sounds,<br>Story scribing.<br>Retelling stories in<br>writing/mark making<br>Instructions<br>Write the sound that is tricky<br>to spell in Red words.<br>Sequence a story.<br>Begin to write a sentence.   | Writing some of the tricky words<br>such as I, me, my, like, to, the.<br>Writing CVC words,<br>Labels using CVC, CVCC, CCVC<br>words.<br>Guided writing based around<br>developing short sentences in a<br>meaningful context.<br>Create a story board/map.   | Creating own story maps,<br>Writing captions and labels,<br>Writing simple sentences.<br>Writing short sentences to<br>accompany story maps.<br>Order familiar stories.<br>Labels and captions – life cycles<br>Recount<br>Character descriptions.<br>Write more than 1 sentence.  | Writing recipes/lists.<br>Writing for a purpose in role play<br>using phonetically plausible<br>attempts at words,<br>Beginning to use finger spaces.<br>Form lower-case and capital letters<br>correctly.<br>Writing Rhyming words/Strings.  | Story writing,<br>Writing sentences using a range of<br>tricky words that are spelt correctly.<br>Beginning to use full stops, capital<br>letters and finger spaces (nn-<br>negotiables).<br>Innovation of familiar texts.<br>Using familiar texts as a model for<br>writing own stories. |
|  | Mathematics | Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b> , develop a deep understanding of the <b>numbers to 10</b> , the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b> , including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b> , look for <b>patterns and relationships</b> , spot <b>connections</b> , <b>‘have a go’</b> , <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes. |   |   |  |   |   |
|  |             | <b>Early Mathematical Experiences</b><br>Counting rhymes and songs<br>Classifying objects based on one attribute.<br>Matching equal and unequal sets<br>Comparing objects and sets.<br>Subatising.<br>Ordering objects and sets<br>Number recognition.<br>2D Shapes.<br><b>Pattern and early number</b><br>Recognise, describe, copy and extend colour and size patterns<br>Count and represent the numbers 1 to 3<br>Estimate and check by counting.<br>Recognise numbers in the environment.  | <b>Numbers within 6</b><br>Count up to six objects.<br>One more or one fewer<br>Order numbers 1 – 6<br>Conservation of numbers within six<br><b>Addition and subtraction within 6</b><br>Explore zero<br>Explore addition and subtraction<br>Measures<br>Estimate, order compare, discuss and explore capacity, weight and lengths<br><b>Shape and sorting</b><br>Describe, and sort 2-D & 3-D shapes<br>Describe position accurately<br><b>Calendar and time</b><br>Days of the week, seasons<br>Sequence daily events | <b>Numbers within 10</b><br>Count up to ten objects<br>Represent, order and explore numbers to ten<br>One more or fewer, one greater or less<br><b>Addition and subtraction within 10</b><br>Explore addition as counting on and subtraction as taking away<br><b>Numbers within 15</b><br>Count up to 15 objects and recognise different representations<br>Order and explore numbers to 15<br>One more or fewer | <b>Grouping and sharing</b><br>Counting and sharing in equal groups<br>Grouping into fives and tens<br>Relationship between grouping and sharing<br><b>Numbers within 20</b><br>Count up to 10 objects<br>Represent, order and explore numbers to 15<br>One more or fewer<br><b>Doubling and halving</b><br>Doubling and halving & the relationship between them | <b>Shape and pattern</b><br>Describe and sort 2-D and 3-D shapes<br>Recognise, complete and create patterns<br><b>Addition and subtraction within 20</b><br><br>Commutativity<br>Explore addition and subtraction<br>Compare two amounts<br>Relationship between doubling and halving<br><b>Money</b><br>Coin recognition and values<br>Combinations to total 20p<br>Change from 10p<br><b>Measures</b><br>Describe capacities<br>Compare volumes<br>Compare weights<br>Estimate, compare and order lengths | <b>Depth of numbers within 20</b><br>Explore numbers and strategies<br>Recognise and extend patterns<br>Apply number, shape and measures knowledge<br>Count forwards and backwards<br><b>Numbers beyond 20</b><br>One more one less<br>Estimate and count<br>Grouping and sharing         |

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|  | Understanding the World    | 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.   |   |  |   |   |   |
|  |                            | Identifying their own family.<br>Commenting on photos of their family; naming who they can see and of what relation they are to them.<br>Talking about what they do with their family and places they have been with their family.<br>Drawing similarities and make comparisons between other families.<br>Nameing and describe people who are familiar to them.<br>Read fictional stories about families and start to tell the difference between real and fiction.<br>Talk about members of their immediate family and community.<br>Navigating around our classroom and outdoor areas.<br>Create treasure hunts to find places/ objects within our learning environment.<br>Introduce children to different occupations and how they use transport to help them in their jobs.<br>Listen out for and make note of children’s discussion between themselves regarding their experience of past birthday celebrations.<br>Long ago – How time has changed.<br>Using cameras/ipads. | Talking about what they have done with their families during Christmas’ in the past.<br>Looking at photos of how Christmas used to be celebrated in the past.<br>Use world maps to show children where some stories are based.<br>Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.<br>Share different cultures versions of famous fairy tales.<br>Introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.<br>Stranger danger including internet safety.<br>Talking about occupations and how to identify strangers that can help them when they are in need. | Listening to stories and placing events in chronological order.<br>What can we do here to take care of animals.<br><br>Compare animals from different environments i.e. jungle, farm.<br>Explore a range of jungle animals.<br>Learn their names and label their body parts.<br>Nocturnal Animals Making sense of different environments and habitats<br>Use images, video clips, shared texts and other resources to bring the wider world into the classroom.<br>Describing to what they see.<br>Describing and commenting on things they have seen whilst outside, including plants and animals.<br>After close observation, draw pictures of the natural world, including animals and plants | Introduce the children to recycling and how it can take care of our world.<br>Look at what rubbish can do to our environment and animals.<br>Create opportunities to discuss how we care for the natural world around us.<br>Can children make comments on the weather, culture, clothing, housing.<br>Change in living things – Changes in the leaves, weather, seasons,<br>Explore the world around us and see how it changes as we enter Summer.<br>Provide opportunities for children to note and record the weather.<br>Building a ‘Bug Hotel’<br>Draw children’s attention to the immediate environment, introducing and modelling new vocabulary where appropriate.<br>Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.<br>Look for children incorporating their understanding of the seasons and weather in their play. | Use stories to explore a different countries.<br>Discuss how they got to school and what mode of transport they used.<br>Introduce the children to a range of transport and where they can be found.<br>Look at the difference between transport in this country and one other country.<br>Encourage the children to make simple comparisons.<br>Use bee-bots on simple maps.<br>Encourage the children to use navigational language.<br>Can children talk about their homes and what there is to do near their homes?<br>Look out for children drawing/painting or constructing their homes.<br>Encourage them to comment on what their home is like. Show photos of the children’s homes and encourage them to draw comparisons.<br>Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different?<br>Introduce the children to NASA and America.<br>Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born.<br>Can children differentiate between land and water. | To understand where dinosaurs are now and begin to understand that they were alive a very long time ago.<br><br>Learn about what a palaeontologist is and how they explore really old artefacts.<br>Introduce Mary Anning as the first female to find a fossil.<br><br>Materials: Floating / Sinking – boat building Metallic / non-metallic objects<br><br>Seasides long ago<br><br>Share non-fiction texts that offer an insight into contrasting environments.<br><br>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. |
|  | Expressive Arts and Design | The development of children’s artistic and cultural awareness supports <b>their imagination and creativity</b> . It is important that children have regular opportunities to <b>engage with the arts</b> , enabling them to explore and play with a wide range of <b>media and materials</b> . The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b> . The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.<br>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.  |   |  |   |   |   |

St. Joseph’s Catholic Primary School Long Term Planning EYFS

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|  |  | <p>Joining in with songs;<br/>Beginning to mix colours<br/>Joining in with role play games and use resources available for props;<br/>Building models using construction equipment.<br/>Signing call-and-response songs.<br/>Self-portraits.<br/>Artists: Alma Thomas<br/>Exploring sounds and how they can be changed.<br/>Tapping out of simple rhythms.<br/>Provide opportunities to work together to develop and realise creative ideas.</p> | <p>Use different textures and materials to make models.<br/>Listen to music and make their own dances in response.<br/>Firework pictures<br/>Christmas decorations, Christmas cards,<br/>Diva lamps<br/>Christmas songs/poems<br/>Using story maps, props, puppets &amp; story bags to retell, invent and adapt stories.<br/>Artists: Georgia O’Keeffe<br/>Role Play Party’s and Celebrations Role Play of The Nativity</p> | <p>Artist: Rousseau’s Tiger animal prints.<br/>Designing homes for hibernating animals.<br/>Collage owls.<br/>Symmetrical butterflies<br/>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks.<br/>Making lanterns.<br/>Chinese writing.<br/>Puppet making<br/>Chinese music and composition<br/>Shadow Puppets<br/>Using different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p> | <p>Make different textures, patterns, colours<br/>Designing scarecrows.<br/>Collage-farm animals<br/>Making houses.<br/>Pastel drawings, printing, patterns on Easter eggs, Life cycles,<br/>Flowers-Sun flowers Artist Van-Gough<br/>Mother’s Day crafts<br/>Easter crafts<br/>Home Corner role play<br/>The Seasons – Art</p> | <p>Design and make rockets.<br/>Design and make objects they may need in space, thinking about form and function.<br/>Learn a traditional African song and dance and perform it.<br/>Encourage children to create their own music.<br/>Junk modelling, houses, bridges boats and transport.<br/>Exploration of other countries – dressing up in different costumes.<br/>Retelling familiar stories.</p> | <p>Sand pictures<br/>Rainbow fish collages<br/>Lighthouse designs<br/>Paper plate jellyfish<br/>Puppet shows: Provide a wide range of props for play which encourage imagination.<br/>Salt dough fossils<br/>Water pictures, collage, shading by adding black or white, colour mixing<br/>Father’s Day Crafts</p> |
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## Early Learning Goals – for the end of the Year

“The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs) as set out below. The ELGs should not be used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development, from being read to frequently to playing with friends. Instead, the ELGs should support teachers to make a holistic, best-fit judgement about a child’s development, and their readiness for year 1. When forming a judgement about whether an individual child is at the expected level of development, teachers should draw on their knowledge of the child and their own expert professional judgement. This is sufficient evidence to assess a child’s individual level of development in relation to each of the ELGs. Sources of written or photographic evidence are not required, and teachers are not required to record evidence.” Statutory Framework for the Early Years Foundation Stage March 2021 (effective September 2021)

| Communication and Language  | Personal, social, emotional development   | Physical Development   | Literacy  | Maths  | Understanding the World  | Expressive arts and design  |
|---|---|--|---|--|--|---|
| <p><b>ELG: Listening, Attention and Understanding</b><br/>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions<br/>Make comments about what they have heard and ask questions to clarify their understanding<br/>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p><b>ELG: Speaking</b><br/>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.<br/>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> | <p><b>ELG: Self-Regulation</b><br/>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.<br/>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.<br/>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>ELG: Managing Self</b><br/>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.<br/>Explain the reasons for rules, know right from wrong and try to behave accordingly.<br/>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.<br/>ELG: Building Relationships<br/>Work and play cooperatively and take turns with others.<br/>Form positive attachments to adults and friendships with peers;.<br/>Show sensitivity to their own and to others’ needs.</p> | <p><b>ELG: Gross Motor Skills</b><br/>Negotiate space and obstacles safely, with consideration for themselves and others.<br/>Demonstrate strength, balance and coordination when playing.<br/>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>ELG: Fine Motor Skills</b><br/>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.<br/>Use a range of small tools, including scissors, paint brushes and cutlery.<br/>Begin to show accuracy and care when drawing.</p> | <p><b>ELG: Comprehension</b><br/>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.<br/>Anticipate – where appropriate – key events in stories.<br/>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>ELG: Word Reading</b><br/>Say a sound for each letter in the alphabet and at least 10 digraphs.<br/>Read words consistent with their phonic knowledge by sound-blending.<br/>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>ELG: Writing</b><br/>Write recognisable letters, most of which are correctly formed.<br/>Spell words by identifying sounds in them and representing the sounds with a letter or letters.<br/>Write simple phrases and sentences that can be read by others.</p> | <p><b>ELG: Number</b><br/>Have a deep understanding of number to 10, including the composition of each number;<br/>Subitise (recognise quantities without counting) up to 5; -<br/>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>ELG: Numerical Patterns</b><br/>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.<br/>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> | <p><b>ELG: Past and Present</b><br/>Talk about the lives of the people around them and their roles in society.<br/>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.<br/>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>ELG: People, Culture and Communities</b><br/>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.<br/>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.<br/>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><b>ELG: The Natural World</b><br/>Explore the natural world around them, making observations and drawing pictures of animals and plants.<br/>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.<br/>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> | <p><b>ELG: Creating with Materials</b><br/>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.<br/>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>ELG: Being Imaginative and Expressive</b><br/>Invent, adapt and recount narratives and stories with peers and their teacher.<br/>Sing a range of well-known nursery rhymes and songs;<br/>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> |