



## Sacred Heart Catholic Primary School EYFS Curriculum Long Term Plan

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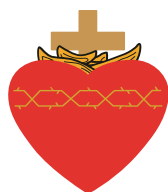
EYFS	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Theme</b>	<b>If you go down to the woods today</b>		<b>Winter Wonderland</b>	<b>Spring into Spring</b>	<b>Sands of time</b>	
<b>RE (Living and growing as children of God)</b>	UNIT RA: Creation  UNIT RB: People who care for us	UNIT RC: Advent  UNIT RD: Christmas (part of unit)	UNIT RD: Christmas  UNIT RE: Baptism	UNIT RG: Lent  UNIT RH: Holy Week	UNIT RA: Easter  UNIT RJ: Pentecost  UNIT RF: People who help us	UNIT RK: Prayer  Mary, the Mother of Jesus
<b>Communication and Language</b>	<p>C&amp;L is not specifically planned for across the year.            All aspects of developing CLL is considered throughout daily classroom practice, continuous provision, sessions such as circle time guided reading and show and tell have a weighty focus on CLL as well as “talking buddies” and clear classroom rules and routines.            Observations, next steps and target setting support the development of individuals.            Intervention programmes such as racing to English, Wellcomm and nurture groups are designed to support children who are not making the expected progress</p>					
<b>Communication and Language</b>	Maintains attention, concentrates and sits quietly during appropriate activity. Listens and responds to ideas expressed by others in conversation or discussion. Introduces a storyline or narrative into their play.	Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Uses language to imagine and recreate roles and experiences in play situations. Links statements and sticks to a main theme or intention.	Two-channelled attention – can listen and do for short span. Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes.	Able to follow a story without pictures or props. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.	ELG - Listening and Attention ELG - Understanding ELG - Speaking	ELG - Listening and Attention ELG - Understanding ELG - Speaking



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<b>Personal, Social, Emotional Development</b>	<p>PSED is not specifically planned for across the year, however there is a focus for circle times. The Foundation Stage Principles underpin daily classroom practice which ensures all aspects of developing PSED are covered. Observations and next steps are central to supporting children in making relationships, developing self-confidence and having an awareness and managing feelings and behaviour.</p>					
<b>Personal, Social, Emotional Development</b>	<p>Initiates conversations, attends to and takes account of what others say. Confident to speak to others about own needs, wants, interests and opinions. Aware of the boundaries set, and of behavioural expectations in the setting. Circle time News time Bring in family/baby photos and discuss home and community. Social skills- making friends, managing feelings and sharing. Whole class/group collaborative games. Puppets/small world based on topic. Role-play area with topic provision.</p>	<p>Explains own knowledge and understanding, and asks appropriate questions of others. Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. Circle time News time Social skills- making friends, managing feelings and sharing. Whole class/group collaborative games. Puppets/small world based on topic. Role-play area with topic provision.</p>	<p>Takes steps to resolve conflicts with other children, e.g. finding a compromise. Can describe self in positive terms and talk about abilities. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy Circle time News time Social skills- making friends, managing feelings and sharing. Whole class/group collaborative games. Puppets/small world based on topic. Role-play area with topic provision.</p>	<p>ELG— Making Relationships ELG—Self-confidence and self-awareness ELG—Managing feelings and behaviours</p> <p>Circle time News time Social skills- making friends, managing feelings and sharing. Whole class/group collaborative games. Puppets/small world based on topic. Role-play area with topic provision.</p>		



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<b>Physical Development</b>	<p>Experiments with different ways of moving. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Shows a preference for a dominant hand Begins to use anticlockwise movement and retrace vertical lines. Usually dry and clean during the day. Gross and fine Motor activities e.g. Finger gym ball games Construction and malleable activities Pencil grip Mark-making Name writing Independent toileting and washing hands. Self-dressing – fastening coats/shoes independently.</p>	<p>Experiments with different ways of moving. Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Shows a preference for a dominant hand. Begins to form recognisable letters. Uses simple tools to effect changes to materials</p> <p>Fine Motor activities e.g. Funky fingers Construction and malleable activities. Pencil grip Mark-making Name writing Creative activities- cutting &amp; sticking. Outdoor activities- moving in different ways and managing risks. Use one-handed tools with increased control e.g. pencil, scissors.</p>	<p>Jumps off an object and lands appropriately. Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Creative activities- cutting &amp; sticking. Letter formation Outdoor activities- moving in different ways Hand-eye coordination activities, Ball games Use one-handed tools with increased control e.g. pencil, scissors. Talk about aspects of good health</p>	<p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p> <p>Handle equipment and tools effectively, including pencils for writing. Can talk about aspects of good health Hand-eye coordination activities, Ball games Wake and Shake</p>	<p>ELG - Moving and Handling ELG - Health and Self Care</p> <p>Handle equipment and tools effectively, including pencils for writing. considers and manages some risks when tackling new challenges Gross motor skills: Preparing for sports day activities.</p>	<p>ELG - Moving and Handling ELG - Health and Self Care</p> <p>Manipulates objects with good fine motor skills. Uses writing as a means of communicating to audience. considers and manages some risks when tackling new challenges Can make healthy choices in relation to, healthy eating and exercise.</p>



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<b>Maths (White Rose)</b>	<p>Number: match, sort, compare amounts</p> <p>Number: represent, compare, composition of 1, 2, 3</p> <p>Number: represent numbers to 5</p> <p>Number: find one more and one less up to 5</p> <p>Measure, shape and space: compare size, mass and capacity</p> <p>Measure, shape and space: Explore pattern</p> <p>Measure, shape and space: Circles and triangles</p> <p>Measure, shape and space: Positional language</p> <p>Measure, shape and space: shapes with 4 sides</p> <p>Measure, shape and space: Time</p>		<p>Number: introduce zero</p> <p>Number: number bonds to 5</p> <p>Number: counting to 10</p> <p>Number: comparing groups up to 10</p> <p>Number: combining 2 groups to find a whole to 10</p> <p>Number bonds to 10: ten frame</p> <p>Number bonds to 10: part-whole model</p> <p>Measure, shape and space: spatial awareness</p> <p>Measure, shape and space: 3-D shapes</p> <p>Measure, shape and space: 2-D shapes</p>		<p>Measure, shape and space: making simple patterns, exploring more complex patterns</p> <p>Number: adding more</p> <p>Number: taking away</p> <p>Number: counting to 20</p> <p>Number: doubling</p> <p>Number: halving and sharing</p> <p>Number: odds and evens</p> <p>Measure, shape and space: length, height, distance</p> <p>Measure, shape and space: weight and capacity</p>	



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<b>Novel/ Story</b>	Elmer 3 Little Pigs Billy Goats Gruff Little Red Riding Hood Goldilocks and the three bears	The Enormous Turnip The Gruffalo The Gruffalo’s Child We’re going on a Bear Hunt Chicken Licken The Nativity Story	Each Peach Pear Plum Stick Man Can’t you sleep little bear? One snowy night Elmer in the Snow Dear Zoo The Jolly Postman	Noah’s Ark After the storm The way back home Whatever next! Owl Babies Room on the Broom	The Rainbow Fish George and the Dragon The Snail and the Whale Pip at the seaside Mr Gumpy’s Outing The Gingerbread Man	Rosie’s Walk Jack and the Beanstalk The Very Hungry Caterpillar The Sunflower that went flop The Wild Woods
<b>English phonics</b>	Set 1 phonics m, a, s, d, t, i, n, p, g, o, c, k, b, u, f, e, l, h, r	Set 1 phonics sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk, ck, ff, ss	Set 2 phonics ay, ee, igh, ow, oo,	Set 2 phonics ar, or, ir, ou, air, oy	Set 3 phonics er, ai, ea, oa, ow,	Set 3 phonics oi, ire, ear, ew
<b>English writing</b>	Writing own name  Letter formation of stage 1 phonics  VC and CVC words  Writing simple captions	Review Autumn 1  Writing simple captions  Writing a simple sentence	Review Autumn term  Writing 2 or three simple sentences about a story  Complete a rhyming string	Writing 2 or three simple sentences about a story  Write 2 sentences that rhyme	Review Spring term  Write a simple narrative about a familiar story.	Write a narrative about a familiar story.
<b>English Punctuation &amp; Grammar</b>	Capital letter for I Capital letter for names	Count words in a sentence, order words correctly in a sentence	Capital letter at the beginning of a sentence Full stop at the end of sentence.	Discuss use of other basic punctuation for effect Edit a sentence for keywords, capital letters and full stops.	Discuss use of other basic punctuation for effect Edit a sentence for keywords, sense, capital letters and full stops.	Discuss use of other basic punctuation for effect Edit a sentence for keywords, sense, capital letters, full stops and question marks.



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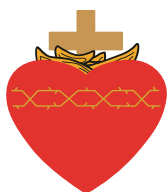
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<b>Understanding the World</b>	Role-play doctor’s surgery Family Autumn leaves/ planning bulbs Making a cape/basket for Red Riding Hood Continuous provision: Construction equipment Computers Science investigation Writing equipment Measuring equipment	Role-play Post Office Nativity story Christmas activities Family and celebrations Caring for animals in winter Making parachutes Use blu-bots to create a route for the Gruffalo Make vegetable soup Continuous provision: Investigate magnets Construction equipment Computers Science investigation Writing equipment Measuring equipment	Floating and sinking Nocturnal animals Label features of owls Make bird feeders Make a snow globe weather/season observations Freeze animals in ice, how do we get them out? Investigate the difference between zoo animals and farm animals, and between wild and tame animals What makes porridge yummy? Make porridge and test different toppings	What material would be best to build an ark to float? What material would be best to build a shelter for the animals after the storm? Investigate light Why do we have night and day? What is the moon? How do we get to the moon? Investigate moon and stars. Egg shell in cola, vinegar and lemon juice watch what happens Life cycle of a bird Make a healthy lunchbox for the witch and her friends to take with them Make Easter nests Signs of Spring Name/label parts of the plant	Floating and sinking – children sort objects and explain their choice ‘Flying dragon’ using magnets Water experiments Minibeast hunt Make sand slime from sand and PVA glue Plan an investigation to see how much cargo a boat can carry Make gingerbread men Pour different substances over the gingerbread – what happens?	Plant sunflower seeds Farm animals and their homes Mothers and their young Programme blu-bot to move around farm Grow a bean in a bag Grow a bean and climb the beanstalk Life cycle of the butterfly Senses – tasting fruit Programme blue-bot to reach the fruit Investigate different types of seeds Create patterns/pictures with seeds Colourful carnations Wild animals and tame animals Investigate different habitats



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<b>Creative arts and Design</b>	Self-portraits Colour mixing Elmer/Billy Goats Gruff collage Creating props to retell stories Continuous provision: Easel for painting Musical instruments Writing/drawing implements	Camouflage paintings Creating props to retell stories Learning songs and movements for Christmas nativity Continuous provision: Easel for painting Musical instruments Writing/drawing implements	Create a small world tuff spot for the stick family Add music to role play of story Make owl masks Create class tree and add individual owls made by children Make some snow dough to create small world play with snow Frozen sculptures with natural objects to hang outside Build ice castles – using salt to stick blocks together Make homes/pens for the animals that come from the zoo Create small world tuff spot to re-tell the stories from The Jolly Postman Weaving simple pictures	Shaving foam rain clouds Create Percy’s hut outside-role play with animal masks Role play, small world Make paper aeroplanes, which goes the furthest? ‘Whatever next’ role play Small world role play Make space rocket for role play Blowing eggs and painting them Role play the story Create characters to sit on the broom and re-tell the story Make a potion Making Easter cards	Bubbles Bubble paintings Create under the sea music Paint rainbows Paint the dragon with huge wings Paint a seaside picture Spiral patterns Paint an underwater picture Play-dough mats to put people in the boat Create collage of people and animals chasing the gingerbread man	Construct homes for animals Make prints in play-dough/print with foot prints Beanstalk trail around outdoor area – children draw themselves to stick on Use paper and card to create a beanstalk, how do we make it taller? Fruit printing Small world on tuff spot Classical music for children to move to like butterflies – choose props e.g. scarves etc. Van Gogh – The sunflowers Draw/paint pictures of the woods, the river, the boulders Create a treasure hunt in the forest area



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<b>Computing (Purple mash)</b>	Digital Literacy Introduction to Online Safety Digital Literacy Computer Skills	Information Technology Exploring Mini Mash	Information Technology Technology at Home	Information Technology Exploring Simple City	Information Technology Exploring and using media and materials	Computer Science Blubots
<b>Music (Charanga)</b>	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind, Replay
<b>PE-focus</b>	Fitness Scheme Unit 1  Manipulation & coordination unit 1	Fitness scheme unit 2  Dodgeball Wednesday KE	Gym unit 1  Cooperate & solve problems	Run, jump and throw unit 1  Gym unit 2	Attack, defend and shoot Unit 1  Attack, Defend and shoot unit 2	Run, jump and throw unit 2  Hit, catch and run unit 1