



Holy Trinity RC Primary School: EYFS Long Term Plan

'To go Forward Together in Christ, Respecting our Neighbour and Striving for Excellence'

	Autumn 1- Marvellous Me (Ourselves)	Autumn 2- Toytastic (Toys)	Spring 1- Yummy, Scrummy! (Food)	Spring 2- Roots, Shoots and Muddy Boots! (Change and Growth)	Summer 1- Into the Woods (Bears)	Summer 2- Fantasy and Adventure (Journeys)
General Themes COEL	<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. 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. 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>					
Overarching Principles	<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured. Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. 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. Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others. <i>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 and 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>					
<u>Prime Areas</u> <u>Communication and Language</u>	<p><i>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.</i></p>					
ELG's	<p>Listening Attention and Understanding: 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; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking: 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; Express their ideas and feelings about their experiences using full sentences, including accurate use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>					
Pre-School	<p>Talk Boost Wellcomm</p> <p>Talking to an adult, Focus/attention, Following simple instructions/rules, Songs/rhymes/stories</p> <p><u>In the Moment Planning</u></p>	<p>Talk Boost Wellcomm</p> <p>Talking to others, Focus/attention, Following simple instructions/rules, Songs/rhymes/stories</p> <p><u>In the Moment Planning</u></p>	<p>Talk Boost Wellcomm</p> <p>Talking to others, Focus/attention, Following simple instructions/rules, Songs/rhymes/stories</p> <p><u>In the Moment Planning</u></p>	<p>Talk Boost Wellcomm</p> <p>Talking to others, Focus/attention, Following simple instructions/rules, Songs/rhymes/stories</p> <p><u>In the Moment Planning</u></p>	<p>Talk Boost Wellcomm</p> <p>Talking to others, Focus/attention, Following simple instructions/rules, Songs/rhymes/stories</p> <p><u>In the Moment Planning</u></p>	<p>Talk Boost Wellcomm</p> <p>Talking to others, Focus/attention, Following simple instructions/rules, Songs/rhymes/stories</p> <p><u>In the Moment Planning</u></p>
Reception	<p>Listening to stories, following instructions, speaking and listening in a range of situations.</p>	<p>Developing language skills through structured and unstructured discussions linked to books, topics, routines and events,</p>	<p>Developing language skills through structured and unstructured discussions linked to books, topics,</p>	<p>Developing language skills through structured and unstructured discussions linked to books, topics, routines and events,</p>	<p>Developing language skills through structured and unstructured discussions linked to books, topics,</p>	<p>Developing language skills through structured and unstructured discussions linked to books, topics, routines and events,</p>

Holy Trinity RC Primary School: EYFS Long Term Plan

'To go Forward Together in Christ, Respecting our Neighbour and Striving for Excellence'

		listening to stories and poems, following instructions, speaking and listening in a range of situations. Wellcomm	routines and events, taking part in discussions, Listening to stories and poems, following instructions, speaking and listening in a range of situations. Wellcomm	choose books that will develop their vocabulary, Listening to stories and poems, following instructions, speaking and listening in a range of situations. Wellcomm	routines and events, Ask how and why questions, Listening to stories and poems, following instructions, speaking and listening in a range of situations. Wellcomm	articulate my ideas and thoughts into well-formed sentences, Listening to stories and poems, following instructions, speaking and listening in a range of situations. Wellcomm
Personal, Social and Emotional Development (Including RSE)	<i>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 peacefully. These attributes will provide a secure platform from which children can achieve at school and in later life.</i>					
ELG's	Self- regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; 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. Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge, Explain the reasons for rules, know right from wrong and try to behave accordingly, Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Building Relationships: Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.					
Pre-School	Following rules and routines, Selecting activities and resources with help. Settling in- induction into key person groups, focus on building relationships. CORAM- Me and My Relationships (Marvellous Me, I'm Special, People Who are Special to Me). <u>In the Moment Planning</u>	Following rules and routines, Selecting activities and resources with help, Interacting with others, Talking about feelings, Using the toilet/washing hands. CORAM- Valuing Difference (Me and My Friends, Friends and Family, Including Everyone). <u>In the Moment Planning</u>	Following rules and routines, Selecting activities and resources with help, Interacting with others, Talking about feelings, Using the toilet/washing hands. CORAM- Keeping Myself Safe (People who Help me to Keep Safe, Safety Indoors and Outdoors, What's Safe to go into my Body). <u>In the Moment Planning</u>	Following rules and routines, Selecting activities and resources with help, Interacting with others, Talking about feelings. Using the toilet/washing hands. CORAM- Rights and Responsibilities (Looking after Myself, Looking after Others, Looking after my Environment). <u>In the Moment Planning</u>	Following rules and routines, Selecting activities and resources with help, Interacting with others, Talking about feelings, Using the toilet/washing hands, Making healthy choices. CORAM- Being My Best (What Does my Body Need? I Can Keep Trying, I Can Do It!) <u>In the Moment Planning</u>	Following rules and routines, Selecting activities and resources with help, Interacting with others, Talking about feelings. Using the toilet/washing hands, Making healthy choices. CORAM- Growing and Changing (Growing and Changing in Nature, When I Was a Baby, Girls, Boys and Families). <u>In the Moment Planning</u>
Reception	Settling into school- rules, routines, making friends, talking about feelings- happy, sad., talking about our families, beginning to	Talking about favourite toys and how to look after them, sharing toys and equipment in the classroom, working	Talking about the importance of manners and sharing, talking about food for special occasions such as birthdays and weddings,	Talking about how we can look after our environment (including plants and animals), talking about safety outdoors (nettle stings,	Talking about our special bears (where they have come from, who bought them), talking about the character's feelings in the	Talking about how we get to school (including what we pass on the way), talking about holidays that we have been on in the past (what we enjoyed),

Holy Trinity RC Primary School: EYFS Long Term Plan

'To go Forward Together in Christ, Respecting our Neighbour and Striving for Excellence'

	select resources independently, developing friendships, sharing and taking turns, Handwashing/oral hygiene. Ten Ten- Handmade with Love (Story Sessions), I am Me, Heads, Shoulders, Knees and Toes, Ready Teddy?	with other children, developing friendships. Ten Ten- I Like, You Like, We All Like! All the Feelings, Let's Get Real, Growing Up, New people, New Places, Classroom Shorts.	putting on coats, clothes, aprons and dressing up clothes with decreasing support, managing emotions, Healthy eating/importance of exercise. Ten Ten- Role Model, Who's Who? You've Got a Friend in Me, Forever Friends.	insects, poisonous berries), talking about clothing for different weather, talking about the work Fairtrade and CAFOD do, sharing and taking turns. Ten Ten- What is the internet? Playing Online. Safe Inside and Out, My Body, My Rules.	stories that we read, talking about how to care for our bears, talking about what is right and wrong and the consequences of our actions, demonstrating resilience. Ten Ten- Feeling Poorly, People Who Help Us. God is Love, Loving God, Loving Others,	talking about feelings about going on a journey (excited, worried), talking about keeping safe (wearing seat-belts, crossing roads), playing co-operatively and taking turn with others, demonstrating resilience, Ten Ten- Me, You, Us, When I Grow Up...Classroom Shorts, 'Money Doesn't Grow on Trees, Classroom Shorts.
Physical Development	<i>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.</i>					
ELG's	Gross Motor Skills: Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor Skills: Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing.					
Pre-School	Developing fine and gross motor skills, Using small and large equipment, Getting dressed - coats and shoes, Toileting and Self-Care. In the Moment Planning	Balancing, riding bikes/scooters, skipping/hopping, climbing, move in a variety of ways, using equipment such as scissors and pencils, putting coats and shoes on, Toileting and Self-Care. In the Moment Planning	Balancing, riding bikes/scooters, skipping/hopping, climbing, move in a variety of ways, using equipment such as scissors and pencils, putting coats and shoes on, Toileting and Self-Care. Cosmic Kids Yoga In the Moment Planning	Balancing, riding bikes/scooters, skipping/hopping, climbing, move in a variety of ways, using equipment such as scissors and pencils, putting coats and shoes on, Toileting and Self-Care. Cosmic Kids Yoga In the Moment Planning	Balancing, riding bikes/scooters, skipping/hopping, climbing, move in a variety of ways, using equipment such as scissors and pencils, putting coats and shoes on, Toileting and Self-Care. Cosmic Kids Yoga In the Moment Planning	Balancing, riding bikes/scooters, skipping/hopping, climbing, move in a variety of ways, using equipment such as scissors and pencils, putting coats and shoes on, Toileting and Self-Care. Cosmic Kids Yoga In the Moment Planning
Reception	Lancashire PE Scheme- Rosie's Walk--- Fundamental movement skills: jumping for distance, landing appropriately, hopping, underarm throw for distance, overarm throw for distance,	Lancashire PE Scheme- Jack and the Beanstalk- Fundamental movement skills: touching, pushing, patting, throwing, catching, moving with control and co-ordination, jumping and landing, rolling, using apparatus, rolling a ball.	Lancashire PE Scheme- The Hungry Caterpillar- Fundamental movement skills: jumping, using balance and climbing equipment, balancing, underarm throwing, rolling.	Lancashire PE Scheme- Minibeasts- Fundamental movement skills: jumping, travelling over, under and through climbing equipment, catching a large ball, catching with accuracy, rolling in a variety of ways.	Lancashire PE Scheme- Rumble in the Jungle- Fundamental movement skills: travelling on hands and feet, rolling in a variety of ways, underarm throwing with increased accuracy, overarm	Lancashire PE Scheme- Space- Fundamental movement skills: travelling in a variety of ways, gymnastic rolls, overarm throwing, using climbing equipment. Develop fine motor skills (pencil grip, using

Holy Trinity RC Primary School: EYFS Long Term Plan

'To go Forward Together in Christ, Respecting our Neighbour and Striving for Excellence'

	<p><i>catching with increasing accuracy.</i></p> <p>Lancashire PE Scheme- Welcome to PE. BFC.</p> <p>Routines- lining up, mealtimes, develop fine motor skills (pencil grip, using scissors/ paintbrushes etc).</p>	<p>Lancashire PE Scheme- Castles Theme. BFC.</p> <p>Develop fine motor skills (pencil grip, using scissors/paintbrushes etc).</p>	<p>Develop fine motor skills (pencil grip, using scissors/paintbrushes etc), Develop letter formation.</p> <p>Lancashire PE Scheme- Elmer Theme. BFC.</p>	<p>Develop fine motor skills (pencil grip, using scissors/paintbrushes etc), Develop letter formation.</p> <p>Lancashire PE Scheme- Superworm. BFC.</p>	<p><i>throwing with increased accuracy.</i></p> <p>Lancashire PE Scheme- Transport. BFC.</p> <p>Develop fine motor skills (pencil grip, using scissors/ paintbrushes etc), Develop handwriting (Handwriting Scheme).</p>	<p>scissors/paintbrushes etc), Develop handwriting (Collins Handwriting Scheme).</p> <p>Lancashire PE Scheme- Seaside Theme. BFC.</p>
Prime Areas Literacy	<p><i>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).</i></p>					
ELG's	<p>Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate - where appropriate - key events in stories; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Word Reading: Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Writing: Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others.</p>					
Pre-School	<p>Enjoying Nursery Rhymes and stories.</p> <p>Red Rose Phonics- Phonics Phase 1.</p> <p>Book suggestions: Colour Me Happy, Guess How Much I Love You? Polar Bear, Polar Bear, What do you hear? The Highway Rat, The Gingerbread Man, Dear Zoo, Little Red Riding Hood, Room on the Broom, Owl Babies/</p> <p><u>In the Moment Planning</u></p>	<p>Enjoying Nursery Rhymes and stories and mark making.</p> <p>Red Rose Phonics- Phonics Phase 1.</p> <p>Book suggestions: Giraffe's Can't Dance, Kipper's Toybox, The Higgledy Piggledy Pigs, Santasaurus, The Jolly Christmas Postman, Stickman.</p> <p><u>In the Moment Planning</u></p>	<p>Enjoying Nursery Rhymes/stories and acting out stories, mark making.</p> <p>Red Rose Phonics- Phonics Phase 1.</p> <p>Book suggestions: One Smiling Grandma (Story Sack), Grace (Story Sack), Mr Wolf and the Enormous Turnip, Barty's Ketchup Catastrophe, Pass the Jam Jim (poems), Wriggle and Roar! (rhymes), Stone Soup</p> <p><u>In the Moment Planning</u></p>	<p>Enjoying Nursery Rhymes/stories and acting out stories, drawing pictures.</p> <p>Red Rose Phonics- Phonics Phase 1.</p> <p>Book suggestions: The Very Noisy Night, Elmer in the Snow, Creepy Crawly Calypso, The Emperor's Egg, Snappy Little Springtime, Rosie Plants a Radish, Incy Wincy Spider.</p> <p><u>In the Moment Planning</u></p>	<p>Enjoying Nursery Rhymes/stories and acting out stories, writing some letters, writing name.</p> <p>Red Rose Phonics- Phonics Phase 1.</p> <p>Book suggestions: The Big Hungry Bear, Where's My Teddy? Peace at Last, Can't you Sleep Little Bear? Ten Bears in a Bed (Numbers to 10), Big Panda, Little Panda, Fabulous Pie.</p> <p><u>In the Moment Planning</u></p>	<p>Enjoying Nursery Rhymes/stories and acting out stories, writing some letters, writing name.</p> <p>Red Rose Phonics- Phonics Phase 1.</p> <p>Begin Phase 2 for children starting school in September.</p> <p>Picture books for children starting school in September.</p> <p>Book suggestions: The Train Ride, Rosie's Walk, Superkid, Dinosaur Roar! 10 Terrible Dinosaurs, Captain Flinn and the Pirate Dinosaurs,</p>

Holy Trinity RC Primary School: EYFS Long Term Plan

'To go Forward Together in Christ, Respecting our Neighbour and Striving for Excellence'

						<p>Commotion in the Ocean, The Fish That Could Wish, Wanda the Alien (story sack), Rumble in the Jungle, Walking Through the Jungle.</p> <p style="text-align: center;"><u>In the Moment Planning</u></p>
Reception	<p>Looking at fiction and non-fiction books about our bodies and senses, sequencing stories such as Elmer, The Gruffalo and the Gingerbread man.</p> <p>Acting out stories using puppets, recognising and writing our names, beginning to segment and blend simple sounds in words in order to read and write, writing using a range of media- shaving foam, sand, rice.</p> <p style="text-align: center;">Red Rose Phonics- Phonics Phase 1/2.</p>	<p>Beginning to blend and segment simple sounds in words in order to read and write, looking at fiction and non-fiction books about toys, sequencing stories such as 'The Three Little Pigs', acting out stories using puppets, mark making using a range of different media, writing labels, letters and information sheets/posters, writing character descriptions.</p> <p style="text-align: center;">Red Rose Phonics- Phonics Phase 2.</p>	<p>Looking at books including Handa's Surprise, Growing Vegetable Soup, The Disgusting Sandwich and Sam's Pizza.</p> <p>Writing shopping lists, menus and instructions, writing about favourite food, acting out and sequencing stories, using phonic knowledge when reading and writing, constructing simple sentences using capital letters, finger spaces and full stops, upper and lower case letters.</p> <p style="text-align: center;">Red Rose Phonics- Phonics Phase 2/3.</p> <p style="text-align: center;">Drawing Club</p>	<p>Books: The Very Hungry Caterpillar, Jack and the Beanstalk, Jasper's Beanstalk, The Teeny Weeny Tadpole.</p> <p>Acting out stories that we have read, emphasising the need for the beginning, middle and end, rhyming games, looking at non-fiction books about season and plants, Easter poetry, writing captions and letters, describing characters from 'Frozen', Phonics-segmenting and blending for reading and writing, Recognising tricky words and letter sounds, World book day activities, upper and lower case letters.</p> <p style="text-align: center;">Red Rose Phonics- Phonics 3.</p> <p style="text-align: center;">Drawing Club</p>	<p>Stories: 'Goldilocks and the Three Bears', 'We're Going on a Bear Hunt' and 'Whatever Next'.</p> <p>Writing for different purposes: making invitations for teddy bears' picnic, making wanted posters, acting out 'Goldilocks and the Three Bears' and sequencing the story, looking at the differences between fiction and non-fiction books, using phonic knowledge to read and write, writing short stories, using capital letter and full stops in writing, bear poetry.</p> <p style="text-align: center;">Red Rose Phonics- Phonics Phase 3/4</p> <p style="text-align: center;">Drawing Club</p>	<p>Stories: The Rainbow Fish, Aliens in Underpants.</p> <p>Writing about special journeys, creating wanted posters for pirates, dinosaur poetry, descriptive writing, using phonic knowledge to read and write, creating comic strips for superheroes, using capital letter and full stops in writing.</p> <p style="text-align: center;">Red Rose Phonics- Phonics Phase 4.</p> <p style="text-align: center;">Drawing Club</p>
<u>Mathematics</u>	<p><i>Developing a strong grounding in number 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.</i></p>					

Holy Trinity RC Primary School: EYFS Long Term Plan

'To go Forward Together in Christ, Respecting our Neighbour and Striving for Excellence'

	<p>Number: Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aides) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Numerical Patterns: Count confidently 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; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>					
Pre-School	<p>Master the Curriculum- Colours, Matching, Sorting.</p> <p><u>In the Moment Planning</u></p>	<p>Master the Curriculum- Number 1, Number 2 , Pattern.</p> <p><u>In the Moment Planning</u></p>	<p>Master the Curriculum- Number 3, Number 4, Number 5.</p> <p><u>In the Moment Planning</u></p>	<p>Master the Curriculum- Number 6, Height and Length, Mass, Capacity.</p> <p><u>In the Moment Planning</u></p>	<p>Master the Curriculum- Sequencing, Positional Language, More than/Fewer, 2d Shape, 3D shape.</p> <p><u>In the Moment Planning</u></p>	<p>Master the Curriculum- Number Composition, What Comes After? What Comes Before, Numbers to 5.</p> <p><u>In the Moment Planning</u></p>
Reception	<p>White Rose Maths/Master the Curriculum- <u>Match, Sort, Compare:</u> Match Objects, Match pictures and objects, Identify a set, Sort objects to a type, Explore sorting techniques, Create sorting rules, Compare amounts, Compare size.</p> <p><u>Talk about measure and patterns:</u> Compare mass, Compare capacity, Explore simple patterns. Copy and continue simple patterns, Create simple patterns, Find 1, 2 and 3,</p> <p>NCTEM- Counting, cardinality and ordinality, Composition, comparison, Subtising.</p>	<p>White Rose Maths/Master the Curriculum- <u>It's me 1, 2, 3:</u> Subitise 1, 2 and 3, Represent 1, 2 and 3, 1 more, 1 less, Composition of 1, 2 and 3, Find 4 and 5, Subitise 4 and 5, Represent 4 and 5, 1 more. Composition of 4 and 5, Composition of 1 - 5</p> <p><u>Circle and Triangles:</u> Identify and name circles and triangles, Compare circles and triangles, Describe position.</p> <p><u>Shapes with 4 sides:</u> Identify and name shapes with 4 sides, Combine shapes with 4 sides, My day and night.</p> <p>NCTEM- Counting, cardinality and ordinality, Composition, comparison, Subtising.</p>	<p>White Rose Maths/Master the Curriculum- <u>Alive in 5!</u> Introduce zero, Find 0 to 5, Subitise 0 to 5, Represent 0 to 5, 1 more, 1 less. Composition, Conceptual subitising to 5.</p> <p><u>Growing 6, 7, 8-</u> Find 6, 7 and 8.</p> <p>Represent 6, 7 and 8, 1 more, 1 less Composition of 6, 7 and 8, Make pairs-odd and even, Double to 8 (find a double) Double to 8 (make a double), Combine 2 groups, Conceptual subitising</p> <p>NCTEM- Counting, cardinality and ordinality, Composition, comparison, Subtising.</p>	<p>White Rose Maths/Master the Curriculum- <u>Building 9 and 10-</u> Find 9 and 10, Compare numbers to 10, Represent 9 and 10, Conceptual subitising to 10, 1 more, 1 less. Composition to 10, Bonds to 10 (2 parts), Make arrangements of 10 Bonds to 10 (3 parts). Doubles to 10 (find a double), Doubles to 10 (make a double) Explore even and odd</p> <p><u>Mass and Capacity-</u> Compare mass, Explore capacity</p> <p><u>Length, height and time-</u> Explore Length, Explore Height, Talk about Time.</p> <p><u>Explore 3d shapes-</u> Recognise and name 3-D shapes</p> <p>NCTEM- Counting, cardinality and ordinality, Composition, comparison, Subtising.</p>	<p>White Rose Maths/Master the Curriculum- <u>To 20 and beyond:</u> Build numbers beyond 10 (10 -13), Continue patterns beyond 10 (10-13), Build numbers beyond 10 (14-20) Continue patterns beyond 10 (14-20), Verbal counting beyond 20, Verbal counting patterns</p> <p><u>How many now?</u> Add more, How many did I add? Take away How many did I take away?</p> <p><u>Manipulate, compose and decompose:</u> Select shapes for a purpose, Rotate shapes, Manipulate shapes, Explain shape arrangements, Compose shapes. Decompose shapes, Copy 2-D shape pictures, Find 2-D shapes within 3-D shapes.</p> <p>NCTEM- Counting, cardinality and ordinality,</p>	<p>White Rose Maths/Master the Curriculum- <u>Sharing and grouping:</u> Explore sharing, Sharing, Explore grouping. Grouping, Even and odd sharing, Play with and build doubles <u>Visualise, build and map:</u> Identify units of repeating patterns, Create own pattern rules, Explore own pattern rules Replicate and build scenes and constructions Visualise from different positions, Describe positions Give instructions to build, Explore mapping</p> <p>Represent maps with models: Create own maps from familiar places. Create own maps and plans from story situations</p> <p>NCTEM- Composition, counting beyond 20, patterns within numbers to 10, automatic recall, understanding of numbers to 10, Subitising on a rekenrek</p>

Holy Trinity RC Primary School: EYFS Long Term Plan

'To go Forward Together in Christ, Respecting our Neighbour and Striving for Excellence'

					Composition, comparison, Subtitising.	
<u>Understanding the World</u> Science	<p><i>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.</i></p>					
	<p>Past and Present: Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Recall some important narratives, characters and figures from the past encountered in books read in class and storytelling. People Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; 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; 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. Natural World: 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 the seasons and changing states of matter.</p>					
Pre-School	<p>PLAN Science- Talking about how they look after their own health and hygiene. Noticing when they feel hot and cold and how to respond to this, , Exploring the natural environment with their senses, Sorting collections of natural objects using their senses e.g. bark, pebbles, feathers, seeds, cones, leaves, sticks.</p> <p><u>In the Moment Planning</u></p>	<p>PLAN Science- Exploring cornflour and water, gellibaff, shaving foam, foam burst shower gel etc, Building junk models using a range of materials, Playing listening games, Making sounds using their bodies, Singing songs and rhymes, Exploring toys and other objects that make a noise, Playing musical instruments, Making and playing musical instruments e.g. shakers drums.</p> <p><u>In the Moment Planning</u></p>	<p>PLAN Science- Caring for eggs and the young animals that emerge, such as chicks, Watching videos of animals and their young and how they change over time, Encourage children to ask questions about different animals and their young (ducklings/chicks and tadpoles), Playing with small world animals.</p> <p><u>In the Moment Planning</u></p>	<p>PLAN Science- Gathering natural objects from nature walks to include in a collection for the nature table e.g. stones, leaves, seeds, conkers, pinecones, acorns, twigs, bark, shells, feathers, Using natural objects to make pictures and patterns, Planting and caring for seeds and bulbs, Sharing books about plants and growing plants.</p> <p><u>In the Moment Planning</u></p>	<p>PLAN Science- Using a magnifying glasses, Using different light sources with reflective and fluorescent stickers.</p> <p><u>In the Moment Planning</u></p>	<p>PLAN Science- Exploring magnets of different shapes and sizes. Pushing, pulling, twisting and bending malleable (e.g. modelling clay, playdough, springs, pipe cleaners, etc.) and non-malleable objects/materials, Cutting and joining objects/materials e.g. wood, building kits with nuts and bolts etc. Playing in the construction site.</p> <p><u>In the Moment Planning</u></p>
Reception	<p>Plymouth Science- All About Me</p>	<p>Plymouth Science- Materials</p>	<p>Plymouth Science- Keeping Healthy</p>	<p>Plymouth Science- Minibeasts and Growing</p> <p>Looking at how our baby chicks/ducklings hatch and grow in the incubator, looking at different, looking</p>	<p>Plymouth Science- Animals</p>	<p>Plymouth Science- Understanding our Oceans</p>

Holy Trinity RC Primary School: EYFS Long Term Plan

'To go Forward Together in Christ, Respecting our Neighbour and Striving for Excellence'

				at the different seasons/weather.		
History						
Pre-School	Talking about their families. <u>In the Moment Planning</u>	<u>In the Moment Planning</u>	<u>In the Moment Planning</u>	<u>In the Moment Planning</u>	<u>In the Moment Planning</u>	<u>In the Moment Planning</u>
Reception	KAPOW - Peek into the Past- Autumn 1.	Old and new toys (including a look at Victorian toys).	KAPOW - Adventures through Time- Spring 1.		Old and new bears.	Old and new transport. Pirate- Blackbeard.
Geography						
Pre-School	<u>In the Moment Planning</u>	<u>In the Moment Planning</u> Looking at maps of the school.	<u>In the Moment Planning</u>	<u>In the Moment Planning</u>	<u>In the Moment Planning</u>	<u>In the Moment Planning</u>
Reception	Looking at where we live (houses and homes). Fairtrade Fortnight activities.	KAPOW - Exploring Maps- Autumn 2.	Tanzania in Africa (Handa's Surprise), looking at food from different countries.	KAPOW - Outdoor Adventures- Spring 2.	Real Bears- Countries where they live. Following a map on a bear hunt. Barnaby Bear- Mexico.	Switzerland/Belgium (including food tasting). Pirates (Where they come from and following a treasure map) Journeys to Different Places (including transport) KAPOW - Around the World- Summer 2
RE						
Pre-School	<i>Come and See- Myself/ Our World</i>	<i>Come and See- Welcome/Birthday</i>	<i>Come and See- Friends.</i>	<i>Come and See- Growing.</i>	<i>Come and See- Good News.</i>	<i>Come and See- Celebrating/Gathering.</i>
Reception	<i>The Way, The Truth and The Life- God's World (God's creations/being special), Domestic Church- Myself, Baptism/Confirmation- Welcome.</i>	<i>The Way, The Truth and The Life- God's Family, Advent/Christmas- Birthday, Nativity story.</i>	<i>The Way, The Truth and The Life- Getting to know Jesus (miracles that he performed, Jesus' love, the Epiphany), Local Church Community, Eucharist- elating/ gathering.</i>	<i>The Way, The Truth and The Life- Sorrow and Joy (forgiveness/being sorry), Lent/Easter- Giving/growing Pentecost- Good news</i>	<i>The Way, The Truth and The Life- New Life (Easter Story, Pentecost),</i>	<i>The Way, The Truth and The Life- The Church. Other Religions- Sikhism/ Buddhism.</i>

Holy Trinity RC Primary School: EYFS Long Term Plan

'To go Forward Together in Christ, Respecting our Neighbour and Striving for Excellence'

Computing (Reception)	Barefoot Computing: Busy Bodies (Algorithms, Decomposition, Debugging, Logic, Patterns, Abstraction)		Barefoot Computing: Springtime (Abstraction, Tinkering, Creating, Collaborating, Algorithms, Persevering, Decomposition)		Barefoot Computing: Super Space (Algorithms, Collaboration, Persevering, Creating, Pattern, Logical reasoning, Tinkering, Abstraction)	
	Project Evolve (Online Safety): Self-image and Identity.	Project Evolve (Online Safety): Online Bullying.	Project Evolve (Online Safety): Health, Well-being and Lifestyle. Online Reputation	Project Evolve (Online Safety): Online relationships.	Project Evolve (Online Safety): Privacy and Security	Project Evolve (Online Safety): Copyright and Ownership. Managing Online Information.
<u>Expressive Arts and Design</u>	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.					
	Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design. Texture, form and function; Share their creations, explaining the process they have used; Make use of props and materials when role playing characters in narratives and stories. Being Imaginative and Expressive: Invent, adapt and recount narratives and stories with peers and their teacher; 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.					
Art and Design Technology						
Pre-School	Mark-making with different media and materials (water/brushes, pens, pencils, paint etc). Role-play. <u>In the Moment Planning</u>	Colour mixing. Role-play. <u>In the Moment Planning</u>	Experiment with different materials. Role-play. <u>In the Moment Planning</u>	Experiment with different materials. Role-play. <u>In the Moment Planning</u>	Experiment with different materials. Role-play. <u>In the Moment Planning</u>	Experiment with different materials. Role-play. <u>In the Moment Planning</u>
Reception	Elmer Colour Mixing, chalk drawings of skeletons. KAPOW- Art-Marvellous Marks (link to self-portraits).	Painting toys, making prints using toys such as cars and lego, observational drawings of toys, Bonfire night pictures, Christmas crafts and cards. KAPOW- DT- Structures: Junk modelling (link to toys).	Arcimboldo Food faces, Making different food such as sandwiches. KAPOW- Art-Painting and mixed media: Paint my World	Making chocolate crispy cakes (looking at melting the chocolate), making Easter Cards. KAPOW- DT- Textiles: Bookmarks	Making food for our teddy bears' picnic (such as jelly). KAPOW- Art-Sculpture and 3d: Creation Station (link to bears).	Painting/collaging/ chalking. KAPOW- DT- Structures: Boats.
Music						
Pre-School	Singing, using instruments. <u>In the Moment Planning</u>	Singing, using instruments. <u>In the Moment Planning</u>	Singing, using instruments. <u>In the Moment Planning</u>	Singing, using instruments. <u>In the Moment Planning</u>	Singing, using instruments. <u>In the Moment Planning</u>	Singing (look at pitch), using instruments.

Holy Trinity RC Primary School: EYFS Long Term Plan

'To go Forward Together in Christ, Respecting our Neighbour and Striving for Excellence'

						<u>In the Moment Planning</u>
Reception	Lancashire Music Scheme- <i>Me</i> , singing action songs such as head, shoulders, knees and toes.	Christmas- including preparing for the Christmas Nativity.	Lancashire Music Scheme- <i>Everyone!</i>	Lancashire Music Scheme- <i>Our World.</i>	Lancashire Music Scheme- <i>Big Bear Funk</i> (playing instruments within a song, improvisation using voices and instruments, riff-based composition).	Lancashire Music Scheme- <i>My Stories.</i>
Other Experiences/Key Events	Baseline assessments. Fairtrade Fortnight (9-22 nd Sept), Recycle week 16 th Sept), Back History Month (1 st Oct), National Poetry Day (3 rd Oct), World Mental Health Day (10 th Oct), Harvest.	Woodend Farm Visit (7 th Nov), Hand hygiene session (12 th Nov), Nativity play. Diwali (1 st Nov), No Pens Day (27 th Nov), Bonfire Night (5 th Nov), Remembrance Day (11 th Nov), Anti-bullying week (11 th Nov), World Nursery rhyme week (11 th Nov), St Andrew's Day (30 th Nov), King Charles III's Birthday (14 th Nov), Road safety week (18 th Nov), Advent, Christmas.	Epiphany, Chinese New Year (29 th Jan), Children's Mental Health Week (3 rd Feb), National Storytelling week (30 th Jan), Safer Internet Day (11 th Feb), Valentine's Day (14 th Feb), Ramadan (28 th Feb), Life Education Bus?	Chicks/ducklings. St David's Day (1 st March), Shrove Tuesday (4 th March), Ash Wednesday (5 th March), World Book Day (6 th March), St Patrick's Day (17 th March), Mother's Day (30 th March), St George's Day (23 rd April), Lent/Easter.	Teddy Bears' picnic. World Ocean Day (8 th June), Father's Day (15 th June),	School trip, treasure hunt, visit to Church, Pentecost, European Awareness Week.

Planning can change and adapt depending on the children's interests. All areas of the EYFS are also developed through various continuous provision activities.

Schemes used- Ten Ten/Coram (SCARF), White Rose Maths/Master the Curriculum/NCTEM, Come and See/The Way, The Truth and the Life, Lancashire Music Scheme, Lancashire PE Scheme, Project Evolve, Barefoot Computing, KAPOW (Art/DT/History/Geography), Red Rose Letters and Sounds, Plymouth Science, PLAN Science.