



EYFS Long Term Planning

Theme Area of Learning	Autumn Term		Spring Term		Summer Term	
	First Half	Second Half	First Half	Second Half	First Half	Second Half
Personal, Social and Emotional Development	<p>Transition in to Nursery- building relationships with Key workers and other children.</p> <p>1 1</p> <p>Adjusting to new rules and routines.</p> <p>1</p> <p>Making friends with others.</p> <p>1 1-3 1&3</p> <p>Sharing and turn taking in provision</p> <p>1</p> <p>Becoming familiar with the new nursery environment.</p> <p>1&3 1&3</p> <p>Banding system introduced.</p>	<p>Continuing with developing independence in nursery – accessing resources and banding system.</p> <p>1-3 1&2</p> <p>Continue to develop relationships with staff and children.</p> <p>1 1</p> <p>Birthday discussions</p> <p>1 1&2</p>	<p>Continuing with developing independence in nursery – accessing resources and banding system.</p> <p>1-3 1&2</p> <p>Continue to develop relationships with staff and children.</p> <p>1 1</p> <p>What did you do at a Christmas time discussions</p> <p>3 1 1</p> <p>Circle times – promoting turn taking and listening skills.</p> <p>3 1 1</p> <p>Space and aliens speaking and listening- what would you take to</p>	<p>Continuing with developing independence in nursery – accessing resources and banding system.</p> <p>1-3 1&2</p> <p>What animals live on the farm?</p> <p>1 1 1&2</p> <p>Caring for animals and being gentle- create a minibeast hotel and worm house.</p> <p>1-3 1-3 1-3</p> <p>Circle times – promoting turn taking and listening skills.</p> <p>3 1 1</p>	<p>Circle times – promoting turn taking and listening skills.</p> <p>3 1 1</p> <p>Continuing with developing independence in nursery – accessing resources and banding system.</p> <p>1-3 1&2</p> <p>Visits to reception being towards the end of term.</p> <p>Supporting transition and developing confidence.</p> <p>1</p> <p>Right and wrong discussions – should Goldilocks have eaten the porridge? Was the wolf nice? Why</p>	<p>Circle times – promoting turn taking and listening skills.</p> <p>3 1 1</p> <p>Transition to reception – building relationships with new staff, visits to reception, weekly story time sessions with new staff, stay and play sessions.</p> <p>1</p> <p>If I had a dragon discussion...</p> <p>3 1 1</p> <p>If I was the queen/king</p> <p>3 1 1</p> <p>Pants are private – Queens knickers link.</p> <p>1 2</p>
Personal, Social and Emotional Development (continued)						



EYFS Long Term Planning

	<p>1</p> <p>Discussing likes and dislikes.</p> <p>1 1&2</p> <p>Families discussions.</p> <p>1 1&2</p>	<p>1 1&2</p> <p>Feelings discussion – happy sad and cross.</p> <p>1 1&2</p> <p>Performance in the Nativity with a Reception – confidence in front of a group.</p> <p>3 1</p>	<p>the moon? Children to talk about their favourite toy or object.</p> <p>1&3 1 1</p>		<p>not?</p> <p>3 1 1</p>	
Communication & Language	<p>Key Vocab: friends, family, home, house, body parts, feelings, like and dislike.</p> <p>Well Comms focus- - Understanding 'in', 'on' and 'under' at the simplest level - Learning to remember and then say the names of two things - Learning to play with a friend - Learning the meaning of 'where' - To encourage the use of three-word sentences</p>	<p>Key Vocab: birthday, party, celebration, bonfire night, firework noise words – bang, pop, fizz, Christmas, Jesus, Mary, Joseph Nativity, sparkle, glitter, shine.</p> <p>Well Comms focus – - Using 'under' in a simple game - Beginning to use 'what' and 'where' - Understanding what things are for; categorising into groups - Using simple plurals/plural forms - Understanding and responding</p>	<p>Key Vocab: space, rocket, astronaut, stars, alien – describing words for aliens – slimy, green, strange.</p> <p>Well Comms focus – - Understanding 'who' - Sorting things that go together and being able to name the category - Understanding and using pronouns: 'he' and 'she' - Understanding 'behind' and 'in front' - Understanding and using verbs in the past tense ; I jumped, I hopped, I ran.</p>	<p>Key Vocab: farm animal names and baby animal names, minibeast names. Caterpillar, cocoon, egg, butterfly.</p> <p>Well Comms focus – - Understanding 'why' questions - Learning to remember and then say the names of three things - Understanding and using 'where', 'who' and 'what' questions - Understanding 'many' and 'few' - Understanding 'long' and 'short'</p>	<p>Key Vocab: woods, basket, baking words – roll, cutter, flour, eggs, butter, families recap – brother, sister, mum, dad, grandma, grandad, porridge, hot, cold.</p> <p>Well Comms focus- . - Learning the meaning of 'why' continued - Understanding 'first' and 'last' - Using comparatives: 'bigger', 'longer' and 'smaller' - Understanding opposites: 'wet'/'dry' and 'understanding and</p>	<p>Key Vocab: Queen, Knight, castle, dragon, fire, words for describing dragons – fierce, dangerous. Describing the queen and her knickers – smart, frilly, expensive, gold, woolly.</p> <p>Well Comms focus- - Understanding 'same' and 'different' - Taking turns in a small group - Listening to stories to understand 'what', 'where' and 'why' questions - Learning the meaning of 'when'</p>



EYFS Long Term Planning

	1&2 1 1&2	correctly to questions requiring a 'yes'/'no' answer 1&2 1 1&2	1&2 1 1&2	-Understanding and using four-word sentences 1&2 1 1&2	using pronouns: 'his' and 'her' -Linking sentences using 'because' 1&2 1 1&2	-Learning the meaning of 'after' -Understanding sentences containing 'either' and 'or' 1&2 1 1&2
Literacy	<p>Key Texts: That's not my books. Guess how much I love you. Maisie Goes to Nursery.</p> <p>Nursery rhymes, action songs and number songs sung throughout each day.</p> <p>1-3 3</p> <p>Phonics- Phase one Letters and Sounds – early listening skills.</p> <p>2 weeks: aspect 1</p> <p>2 weeks: aspect 2</p> <p>2 weeks: aspect 3</p> <p>1 week recap</p>	<p>Key Texts: Spot's Birthday, I love my birthday – Giles Andreae, Dear Santa – Rod Campbell, The First Christmas – Rod Campbell.</p> <p>Nursery rhymes, action songs and number songs sung throughout each day.</p> <p>1-3 3</p> <p>Phonics – RWI Nursery programme begins</p> <ul style="list-style-type: none"> Nursery Rhyme (MTYT) Fred Talk Games Teaching 	<p>Key Texts: Whatever Next, Pop up Peekaboo – Space! QPootle 5</p> <p>Nursery rhymes, action songs and number songs sung throughout each day.</p> <p>Phonics – RWI Nursery programme continues</p> <ul style="list-style-type: none"> Nursery Rhyme (MTYT) Fred Talk Games Teaching picture cards – 5 per week. <p>1-3 3</p> <p>Mark making/writing opportunities:</p>	<p>Key Texts: On the Farm – Axel Shefler, Rod Campbell – Noisy Farm, Hungry Caterpillar. Farm non fiction texts.</p> <p>Nursery rhymes, action songs and number songs sung throughout each day.</p> <p>Phonics – RWI Nursery programme continues</p> <ul style="list-style-type: none"> Nursery Rhyme (MTYT) Fred Talk Games Teaching picture cards – 5 per week. 	<p>Key Texts: Goldilocks, Gingerbread Man, The Three Little Pigs.</p> <p>Nursery rhymes, action songs and number songs sung throughout each day.</p> <p>Phonics – RWI Nursery programme continues</p> <ul style="list-style-type: none"> Nursery Rhyme (MTYT) Fred Talk Games Teaching picture cards – 5 per week. 	<p>Key Texts: There's a dragon in your book – Tom Fletcher. Little Princess Books. The Queen's Knickers.</p> <p>Nursery rhymes, action songs and number songs sung throughout each day.</p> <p>Phonics – RWI Nursery programme continues</p> <ul style="list-style-type: none"> Nursery Rhyme (MTYT) Fred Talk Games Teaching picture cards – 5 per week. <p>1-3 3</p> <p><i>*January and Easter</i></p>



SS John Fisher & Thomas More Catholic Primary School

A Voluntary Academy

"Journeying together with Jesus Christ, we learn to love and love to learn."



EYFS Long Term Planning

	<p>1&2 1 1-3</p> <p>Mark making/writing opportunities: Scramble trays – variety of textures and mark making tools. Chunky pens and chalks – large scale drawing indoors and outdoors Self portraits Drawing pictures of themselves and family members – templates to draw on or over to support Drawing on mirrors and on clear plastic Whiteboards and pens – easy, low pressure mark making tools.</p> <p>1-3 1&2 2</p>	<p>picture cards – 5 per week.</p> <p>1-3 3</p> <p>Mark making/writing opportunities: Birthday cards added to writing area – big and small Decorating and colouring birthday cake templates Scramble trays – variety of textures and mark making tools, link to bonfire night with firework patterns and glitter/ coloured sand Bonfire night colour mixing and exploration in tuff trays – mark making tools provided Chalks on black paper – squeeze glitter glue pens and rollers Stencils modelled and introduced – large chunky stencils and felt tips Using water to go over</p>	<p>Painting and writing on foil / shiny surfaces Completing rocket and astronaut pictures – can you draw the fire for the rocket? Can you draw a face on the astronaut? Opportunities for drawing and painting their own rockets Alien drawing and painting – supported by provided templates if needed for them to complete. Decorating cardboard boxes to use a space rocket – chunky pens lots of boxes</p> <p>1-3 1&2 2</p>	<p>1-3 3</p> <p>Mark making/writing opportunities: Stencils – farm animals Painting and drawing different farm animals Mark making in mud! Name writing for those who are ready Drawing mini beasts Exploring letters – icing sugar sprinkling over the top Drawing the caterpillar food from the hungry caterpillar Scramble trays – variety of textures and mark making tools- add names and letters to explore</p> <p>1-3 1&2 2</p>	<p>1-3 3</p> <p>RWI set one sounds taught to those who are ready</p> <p>Mark making/writing opportunities: Porridge mark making – add water to alter texture Drawing and painting characters from the story Writing initial sounds next to pictures of characters Drawing three bears house/granny's house Whiteboards and pens – name writing and letter exploration Dough mark making – printing letters in gingerbread smelling dough Scramble trays – variety of textures and mark making tools- add names and pictures to write initial sounds for</p>	<p><i>new starters to continue with this programme</i></p> <p>RWI set one sounds taught to those who are ready- school starters</p> <p>Mark making/writing opportunities: Writing invitations to garden party – adding their name and writing initial sound of mum or dad Dragon painting and drawing – what is your dragon called? Writing initial sound Labelling dragons, castles and knights and queen using initial sounds. Scramble trays – variety of textures and mark making tools- can you write the simple words? Copying cvc words and pictures to attempt initial sounds of their own. Drawing themselves as king or queen</p>
--	--	---	---	---	---	---



SS John Fisher & Thomas More Catholic Primary School

A Voluntary Academy

"Journeying together with Jesus Christ, we learn to love and love to learn."



EYFS Long Term Planning

		and wash out chinks/indoor and outdoor on larger scale – potentially use hose outside Santa lists 				Making their own castles with ore cut out furniture stuck on – labelling initial sounds.
Physical Development- Moving and handling	Manchester City weekly Coach sessions – gross motor development and co-ordination skills. Variety of outdoor equipment to develop large gross motor skills – balancing beams, basket ball and football nets, bikes -including balance bikes, large construction and den building. Large mark making tools – brushes, large chinks. Fine motor – strength building activities –	Manchester City weekly Coach sessions – gross motor development and co-ordination skills. Variety of outdoor equipment to develop large gross motor skills – balancing beams, basket ball and football nets, bikes -including balance bikes, large construction and den building. Large mark making tools – brushes, large chinks Fine motor – strength building activities – small objects, dough	Manchester City weekly Coach sessions – gross motor development and co-ordination skills. Variety of outdoor equipment to develop large gross motor skills – balancing beams, basket ball and football nets, bikes -including balance bikes, large construction and den building. Large mark making tools – brushes, large chinks Fine motor – strength building activities – small objects, dough	Manchester City weekly Coach sessions – gross motor development and co-ordination skills. Variety of outdoor equipment to develop large gross motor skills – balancing beams, basket ball and football nets, bikes -including balance bikes, large construction and den building. Large mark making tools – brushes, large chinks Fine motor – strength building activities – small objects, dough	Manchester City weekly Coach sessions – gross motor development and co-ordination skills. Variety of outdoor equipment to develop large gross motor skills – balancing beams, basket ball and football nets, bikes -including balance bikes, large construction and den building. Large mark making tools – brushes, large chinks Fine motor – strength building activities – brushes, large chinks	Manchester City weekly Coach sessions – gross motor development and co-ordination skills. Variety of outdoor equipment to develop large gross motor skills – balancing beams, basket ball and football nets, bikes -including balance bikes, large construction and den building. Large mark making tools – brushes, large chinks Fine motor – strength building activities – small objects, dough



SS John Fisher & Thomas More Catholic Primary School

A Voluntary Academy

"Journeying together with Jesus Christ, we learn to love and love to learn."



EYFS Long Term Planning

	<p>small objects, dough activities, tweezers, threading, squeezing.</p> <p>1-3 1&2 3</p> <p>Free mark making – connections between movements and marks Palm grasp/digital grasp expected.</p> <p>1-3 1&2 1&3</p>	<p>activities, tweezers, threading, squeezing</p> <p>1-3 1&2 3</p> <p>Circles and lines focus – palm grasp/ digital grasp expected</p> <p>1-3 1&2 1&3</p>	<p>threading, squeezing</p> <p>1-3 1&2 3</p> <p>Making patterns and different shapes using mark making tools. Digital grasp expected</p> <p>1-3 1&2 1&3</p>	<p>activities, tweezers, threading, squeezing</p> <p>1-3 1&2 3</p> <p>Making patterns and different shapes using mark making tools.</p> <p>Digital grasp</p> <p>1-3 1&2 1&3</p>	<p>1&3 1-3 1-3</p> <p>Fine motor – strength building activities – small objects, dough activities, tweezers, threading, squeezing</p> <p>1-3 1&2 3</p> <p>Tracing activities encouraged to further develop pencil control</p> <p>1&3 1&2 2&3</p> <p>Copying name and letters. Digital /Tripod grasp expected</p> <p>1&3 1&2 2&3</p>	<p>threading, squeezing</p> <p>1-3 1&2 3</p> <p>Letter formation and naming writing – tripod grip focus.</p> <p>1&3 1&2 2</p>
<p>Physical Development-</p> <p>Health and self-care.</p>	<p>Toilet training – promoting independence and good toilet habits – hand washing and flushing.</p> <p>3 2 3</p> <p>Trying new things – exploring the new</p>	<p>Toilet training continued</p> <p>3 2 3</p> <p>Putting own coats and wellies on</p> <p>3 2 3</p> <p>Staying safe on bonfire night discussions</p>	<p>Toilet training and good toileting habits continued.</p> <p>3 2 3</p> <p>Hand washing – germs</p> <p>3 3 2</p> <p>Healthy eating – fruit</p>	<p>Toilet training and good toileting habits continued</p> <p>3 2 3</p> <p>Hand washing after touching animals, going for mini beast hunts. Healthy eating</p>	<p>Hand washing after baking – gingerbread man link</p> <p>3 3 2</p> <p>Using equipment safely – baking, importance of not touching hot oven,</p>	<p>Sports day- effect of physical activities on our bodies, ice pops and cool down.</p> <p>1-3 1&2 1-3</p>











EYFS Long Term Planning

<p>Physical Development- Health and self-care. (continued)</p>	<p>nursery environment safely – not running inside, not throwing etc.</p> <p>1 2 1&2</p> <p>Putting own coats and wellies on</p> <p>3 2 3</p>	<p>1 1 1-3</p> <p>Hand washing -germs discussions</p> <p>3 3 2</p>	<p>and veg keeping astronauts strong</p> <p>1 1 1&2</p>	<p>1 1 1&2</p>	<p>cookie cutters etc.</p> <p>1 1 1-3</p>	
<p>Mathematics</p>	<p>Weeks 1-2 (in each of these 2 weekly blocks – recapping aspects Of MDn22-36)</p> <ul style="list-style-type: none"> Reciting numbers to 3 (backwards & forwards) Number nursery rhymes <p>1&3 1-3</p> <p>Weeks 3-4</p> <ul style="list-style-type: none"> Reciting numbers to 5 (backwards & forwards) Number nursery rhymes <p>1&3 1-3 1&2</p>	<p>Week 1 – Meet one Each week use numberblocks video + NCETM notes</p> <p>1&3 1-3 1-3</p> <p>Week 2 – Another one meet 2, two is more than one. (find single objects, shapes & then get another one...do one jump, clap, click – and then another one.)</p> <p>1&3 1-3 1-3</p> <p>Week 3 – Two counting to two, the twoness of two. Make a ‘two tray’.</p>	<p>Week 1 – 2D shapes – sorting (colour/size), spot shapes in pictures & environment. properties – sides, corners, straight, curved</p> <p>1-3 1-3 1-3</p> <p>Week 2 – counting – given number of objects – tagging each object with 1 number word, begin to show number by making marks</p> <p>1-3 1-3 1&2</p> <p>Week 3 – positional language: 1st understanding it, 2nd –</p>	<p>Week 1 – counting – subitising</p> <p>1-3 1-3 2</p> <p>Week 2 – shape – cut square into 4 pieces – children to make back into square, rectangle into 2 pieces...tangrams</p> <p>1&3 1-3 1-3</p> <p>Week 3 – counting – conservation. Number in a group stays same – even if group re-arranged (as long as none added/taken away)</p>	<p>Week 1 – counting (composition) – part-whole. Identifying smaller numbers within a number, combing to make the whole. Representing numbers</p> <p>1-3 1-3 1-3</p> <p>Week 2 – shape – make shapes – people + loop of string, make shapes with bodies. Make pictures out of shapes. Describe shapes</p> <p>1-3 1-3 1-3</p>	<p>Week 1 – number problems</p> <p>1-3 1-3 1-3</p> <p>Week 2 – composition- a number can be partitioned into different pairs of numbers (throw 10 x 2 sided counters & see how they fall e.g. 6 red, 4 blue...)</p> <p>1-3 1-3 1-3</p> <p>Week 3 – counting- numeral meanings, matching number to quantity, representing numbers</p>



EYFS Long Term Planning

<p>Mathematics (Continued)</p>	<p>Weeks 6-7</p> <ul style="list-style-type: none"> Reciting numbers to 10 (backwards & forwards) Number nursery rhymes <p>  </p>	<p>  </p> <p>Week 4 – Three Introduction to the number 3, 3 is one more than 2. Make a 3 tray...</p> <p>  </p> <p>Week 5 – Four Meet 4, count to 4, 4 tray etc, compare quantities etc</p> <p>  </p> <p>Week 6 – Five – 5 is bigger than 4, counting to 5, putting blocks together in order of size(1 block, 2 blocks... 5 tray</p> <p>  </p> <p>Week 7 – How to count 1-1 correspondence 1-2 cardinality 1-3 stable order</p> <p>  </p>	<p>using it (giving instructions to friend, explaining position of item...)</p> <p>  </p> <p>Week 4 – comparison – comparing groups of objects – which has more/less. Sort & compare collections</p> <p>  </p> <p>Week 5 – counting – cardinality - count out required number from larger group. Drop objects into tin – children counting. Put lid on tin – how many were there?...</p> <p>  </p> <p>Week 6 - pattern – see a pattern (e.g. red cube, blue cube, red cube...) continue an AB pattern, make own AB pattern, spot error in an AB pattern</p> <p>  </p>	<p>  </p> <p>Week 4 – comparison – which groups are the same/have equal numbers? convert two unequal groups into two that have the same number, e.g. 'There are 6 apples in one bag and 2 in another; can we make the bags equal?'</p> <p>  </p> <p>Week 5 counting - matching numeral to quantity – representing numbers – fingers marks, spot numerals in the environment</p> <p>  </p>	<p>Week 3 – counting (composition). E.g explore all the different ways 5 could look (not just the arrangement on as dice...), same with 10...</p> <p>  </p> <p>Week 4 – comparison & reasoning – opportunities to apply understanding – e.g. box with 5 sweets, another with 2 sweets – which would they pick & why?</p> <p>  </p> <p>Week 5 – number problems</p> <p>  </p> <p>Week 6 – pattern – using counters, buttons, other objects – children to form AB pattern – then record (apple/orange/</p>	<p>  </p> <p>Week 4 – 2D recap & 3D shapes – introduction</p> <p>  </p> <p>Week 5 – counting – stable order – recognising & putting numerals into correct order</p> <p>  </p> <p>Week 6 –pattern - look at in their environment- fabric, wallpaper, wrapping paper...growing patterns – e.g. numicon. design own wrapping paper</p> <p>  </p> <p>Week 7 re-cap</p> <p>  </p>
<p>Mathematics (Continued)</p>				<p>Week 6 – pattern – look at ABC patterns.</p>		



SS John Fisher & Thomas More Catholic Primary School

A Voluntary Academy

"Journeying together with Jesus Christ, we learn to love and love to learn."



EYFS Long Term Planning

			<p>Week 7 – measures – long/short, longest, shortest, longer than, shorter than</p> <p>1-3 1-3 1-3</p>	<p>Make patterns that continue in circle, go around the edge of a peg board...make patterns with variety of objects.</p> <p>1-3 1-3</p> <p>Week 7 – measures - heavy/light, heaviest/lightest, heavier/lighter than</p> <p>1-3 1-3</p>	<p>apple/orange – record green dot orange dot...)</p> <p>1-3 1-3 1-3</p> <p>Week 7 - pictograms – counting, more less.</p> <p>1-3 1-3 1&2</p>	
The World	<p>Identifying the weather each day during group time sessions. Adults modelling how to observe and decide what the weather is like.</p> <p>1-3 1&2</p> <p>Discussions about leaves falling towards the end of term</p> <p>1 2 1-3</p> <p>Conker and seed</p>	<p>Baking cupcakes – birthday link – cakes for teddy's party.</p> <p>1-3 1&2</p> <p>Discussing weather changes – cold, frosty. Exploring frozen spider webs and looking for changes outside – leaves falling etc</p> <p>1&2 1 1&2</p> <p>Freezing – ice exploration</p>	<p>Fruit Skewers –link to healthy eating, discussion on where fruit comes from, our favourite fruit and describing the tastes</p> <p>1&2 1 1&2</p> <p>Trying space food and talking about what is different to earth food.</p> <p>1-3 1&2</p> <p>Understanding that only rockets can go to space – not planes or cars etc.</p>	<p>Caterpillar life cycle – observing and talking about the growth and change.</p> <p>1 1 1&2</p> <p>Observing mini beasts in tuff spots and natural environment – slugs, snails, ladybirds etc.</p> <p>1 1 2</p> <p>Visit to farm Learning the names of farm animals.</p>	<p>Making flap jacks</p> <p>1-3 1&2</p> <p>Trying porridge with different toppings discussions about likes and dislikes and how the toppings change the porridge – e.g. blue berries bursting etc.</p> <p>1&2 1 1&2</p> <p>Baking gingerbread people</p>	<p>Making crown biscuits for garden party</p> <p>1-3 1&2</p> <p>Sandwich making for garden party</p> <p>1-3 1&2</p> <p>Discussing flowers we have grown and the changes to the outdoor environment.</p> <p>1&2 1 1&2</p>



EYFS Long Term Planning

	<p>exploration and discussion.</p> <p>1 1&3 2&3</p>	<p>1 2 1-3</p>	<p>1 1 2</p>	<p>Match mummy and baby animals. Learning the noises farm animals make</p> <p>1 1 1&2</p> <p>Discussing weather changes and environment changes – warmer, plant seeds to watch grow.</p> <p>1-3 1&2</p>	<p>1-3 1&2</p> <p>Weather changes – hot/ warm. Holiday discussions. Comparing to the colder months – do you remember when we had our hats and gloves on? Why don't we wear them now?</p> <p>1&3 1&3 1-3</p>	
People and Communities	<p>Families discussions – who is in your family?</p> <p>1 1 1&2</p> <p>Favourite things discussions</p> <p>1 1 1&2</p>	<p>Discussions about Xmas preparations at home – putting up the Xmas tree, wrapping presents, writing cards, church</p> <p>1-3 1-3</p> <p>Learning nativity story</p> <p>3 1 1&2</p> <p>Birthdays discussions – link to spots birthday</p>	<p>What happened at Christmas time? What did you do? How did you celebrate?</p> <p>1 1 1&2</p> <p>Introduce words Astronaut and rocket, what does an Astronaut do? Simple explanation – drives the rocket, explores the moon etc-link to occupations. Look at what an astronaut wears – discuss differences between our clothes</p>	<p>Discussions on role of the farmer – what happens on a farm?</p> <p>1 1 1&2</p> <p>Talking about what we did during farm visit</p> <p>1&2 1 1&2</p> <p>Pets at home discussion- share photos of pets with key groups</p> <p>1&3 1&3 1-3</p> <p>PDSA visit – pets</p>	<p>Families discussions – links to three little pigs and the bears. If your family the same or different?</p> <p>1 1 1&2</p> <p>Discussions about what happens when people in our family get poorly – how do we take care of them?</p> <p>1&3 1&3 1-3</p>	<p>Transition discussions – visiting new classroom, asking questions, meeting new teacher.</p> <p>3 1-3 1-3</p> <p>My favourite thing about nursery is... I liked doing ??? at nursery.</p> <p>3 1-3 1-3</p> <p>I am excited about Reception because...</p> <p>1&3 1&2</p>



EYFS Long Term Planning

		<p>1 1 1&2</p> <p>Bonfire night discussions – keeping safe and how we celebrate.</p> <p>1 1 1-3</p>	<p>and theirs.</p> <p>1-3 1-3 1-3</p>	<p>1&3 1&3 1-3</p> <p>Learning about Easter and celebrations for Easter.</p> <p>3 1 1&2</p>		
<p>Technology</p>	<p>Free drawing using interactive whiteboards – linking movement to marks</p> <p>1&2 1 1&3</p> <p>Listening centre introduced and modelled</p> <p>1&2 1</p> <p>Phones added to maths area and role play.</p> <p>2</p>	<p>iPad introduction and modelling – children to apply drawing skills to simple paint programmes including cbeebies and 2 simple.</p> <p>1-3 1 1&3</p>	<p>Taking photos using camera and iPads – children to explore taking and viewing pictures freely in provision</p> <p>1-3 1&3 1&3</p> <p>Walkie Talkies for space role play outdoors</p> <p>1&3 2&3</p>	<p>Adults modelling searching for animal pictures using the IPADS and computers children to make suggestions of different farm animals</p> <p>1-3 3 1</p>	<p>Identifying equipment used to bake, allow children to use electric whisk (supported and guided) show the children the oven and discuss safety...</p> <p>1&3 1</p> <p>iPad interactive games – puzzles, problem solving activities</p> <p>1-3 3 1&3</p>	<p>Recap learning over the year – children to have access to and enjoy exploring iPads to take photos and play games</p> <p>2&3 3 1&3</p> <p>Walkie talkies and phones provided for child Initiated play.</p> <p>2&3 3 1</p> <p>Children to access large scale games using the interactive whiteboards – turn taking and using the pens.</p> <p>2&3 3 1&3</p>
<p>Expressive Arts</p>	<p>Self portraits – painting</p> <p>2 1-3 1-3</p>	<p>Sponge birthday cakes (3D)</p> <p>1 3 1&3</p>	<p>Aliens playdough</p> <p>1 3 1&3</p> <p>Moon dough – texture</p>	<p>Paper plate animals – selection of different animals to creat using paints and collage.</p>	<p>Clay porridge bowls – children can make and decorate a porridge bowl of their own.</p>	<p>Cardboard tube fire breathing dragons</p> <p>1&3 3 1-3</p>



EYFS Long Term Planning

	<p>Collage faces and people 1&3 3 1-3</p> <p>Body printing using hands and feet (outdoors) colouring mixing opportunities 1 3 1&3</p> <p>Playdough faces 1-3 2&3 1&3</p> <p>Making houses pictures – paints and collage 1 3 1&3</p> <p>My favourite things collages 1 1-3</p> <p>Name/ initial sound decorating – mixed media</p>	<p>Playdough cakes 1&3 3 1-3</p> <p>Decorating balloons and bunting for Teddy's birthday party. 1 3 1&3</p> <p>Printing wrapping paper – fruit printing, printing pads etc. 1 3 1&3</p> <p>Making party hats for teddy's birthday 1-3 1</p> <p>Collage cakes (2D) 1 3 1&3</p> <p>Firework colour mixing and printing</p> <p>Fire work art – chalks, collages, rocket pictures</p>	<p>exploration children mixing it themselves 1 1-3</p> <p>Rocket pictures – shapes and collage 1&3 3 1-3</p> <p>Alien squish art – colour mixing recap. 2 1-3 1-3</p> <p>Star collages 1-3 2&3 1&3</p> <p>Decorating telescopes 1 1-3</p> <p>Painting aliens, rockets, space pictures. 1 3 1&3</p> <p>Alien head bands 1 1-3</p>	<p>2 1-3 1-3</p> <p>Painting tractors and farm animals 1 3 1&3</p> <p>Sheep pictures in a field – mixed media 1-3 2&3 1&3</p> <p>Tractor collages 1-3 2&3 1&3</p> <p>Tractor junk modelling 1 3 1&3</p> <p>Caterpillar printing pictures 1-3 2&3 1&3</p> <p>Butterfly pictures – collage and squish pictures 1-3 1</p>	<p>1&3 3 1-3</p> <p>Painting characters from all stories 2 1-3</p> <p>Porridge bowl pictures – collage and mixed media 1&3 3 1-3</p> <p>Collage/ paper plate bears, pigs, wolves, Goldilocks 1-3 2&3 1&3</p> <p>3D little pigs houses – decorating boxes and adding roof 1 1-3</p> <p>Giant ginger bread men pictures – outdoor, drawing around each other</p>	<p>Dragon egg playdough and dragon making playdough 1&3 3 1-3</p> <p>Painting dragons and knights pictures 2 1-3 1-3</p> <p>Knight shields – foil and collage 1-3 2&3 1&3</p> <p>Knickers decorating- paper templates mixed media and painting actual pants using fabric paint. 1-3 2&3 1&3</p> <p>Painting queens portrait 1-3 2&3 1&3</p> <p>Crown and knight helmet decorating</p>
--	---	---	--	--	--	---



SS John Fisher & Thomas More Catholic Primary School

A Voluntary Academy

"Journeying together with Jesus Christ, we learn to love and love to learn."



EYFS Long Term Planning

	<p>1-3 2&3 1&3</p> <p>Role play – home corner Prms and babies outside and picnic items</p> <p>Songs – hello song – morning routine and body parts link</p> <p>Nursery Rhymes – wind the bobbin up, head shoulder knees and toes, Miss Polly had a dolly.</p>	<p>1-3 2&3 1&3</p> <p>Christmas crafts – salt dough decorations etc</p> <p>1 3 1&3</p> <p>Role play- birthday party items added to home corner</p> <p>1 1-3</p> <p>Outdoor – post office including bikes – Christmas cards and presents delivery.</p> <p>1 1-3</p> <p>Songs – nativity songs for performance with Reception. Happy Birthday song.</p> <p>Christmas songs.</p> <p>Nursery Rhymes continued- twinkle twinkle little star, Pat a</p>	<p>Alien collages</p> <p>1-3 2&3 1&3</p> <p>paper plate aliens</p> <p>1-3 1</p> <p>Foil painting</p> <p>1 3 1&3</p> <p>Rocket small world set up, moon landing scene.</p> <p>1-3 2&3 1&3</p> <p>Role play – large boxes added outside to decorate and turn in to rockets, alien headbands can be added outside once created. Links to Whatever next retelling.</p> <p>Songs – five little men in a flying saucer, jack and Jill, if you're happy and you know it, Polly put the kettle on.</p> <p>1&3 1-3 3</p>	<p>Mini beast rock painting</p> <p>1 1-3</p> <p>Bee puppet making</p> <p>1-3 1</p> <p>Snail shell decorating</p> <p>1-3 2&3 1&3</p> <p>Farm small world scene added.</p> <p>1 1-3</p> <p>Role play – outdoors – nails of hay and straw, animal masks and tractors (bikes)</p> <p>1 1-3</p> <p>Songs – old Mac Donald's had a farm, Five Little Ducks, Baa, baa Black Sheep, hungry caterpillar song,</p>	<p>and decorating</p> <p>1 3 1&3</p> <p>Gingerbread finger puppets</p> <p>1-3 2&3 1&3</p> <p>Collage gingerbread men</p> <p>1-3 2&3 1&3</p> <p>Ginger scented playdough</p> <p>Pig making playdough – small bricks and sticks to prompt story telling.</p> <p>Bears playdough</p> <p>1-3 2&3 1&3</p> <p>Small world scenes – Goldilocks and three bears/ Three pigs puppets and story telling tuff spot</p>	<p>1-3 2&3 1&3</p> <p>Foil knights</p> <p>1 3 1&3</p> <p>Biscuit decorating</p> <p>1 3 1&3</p> <p>Bunting decorating</p> <p>1 3 1&3</p> <p>Castle small world scene</p> <p>1 1-3</p> <p>Role play – Crowns and masks added, washing line of knickers.</p> <p>1 1-3</p> <p>Songs - I'm a little tea pot, five cheeky monkeys, little bo peep, hey diddle diddle.</p>
--	--	---	---	--	--	---



SS John Fisher & Thomas More Catholic Primary School

A Voluntary Academy

"Journeying together with Jesus Christ, we learn to love and love to learn."



EYFS Long Term Planning

		<p>cake, row row row your boat. Five current buns.</p> <p>Nativity performance</p> <p>1&3 1-3 3</p>		<p>Spring chicken song</p> <p>1&3 1-3 3</p>	<p>1 1-3</p> <p>Role play – 3 pigs building site and story prompts – masks, headbands. Porridge bowls and Goldilocks masks added to indoor home corner.</p> <p>1&3 1-3 3</p> <p>Songs – hickory dickory dock, wheels on the bus, If you're happy and you know it. Five speckled frogs.</p> <p>1&3 1-3 3</p>	<p>Performance during garden party for parents using instruments</p> <p>1&3 1-3 3</p>
'Wow'event	<p>Family celebration afternoon</p> <p>1-3 1-3 1-3</p>	<p>Christmas Party</p> <p>1-3 1-3 1-3</p>	<p>Planetarium visit - wonderdome.co.uk. Space craft afternoon</p> <p>1-3 1-3 1-3</p>	<p>Smith hills farm visit</p> <p>1-3 1-3 1-3</p>	<p>Traditional tales dress up and activity afternoon (e.g. making gingerbread men, baking bread etc)</p> <p>1-3 1-3 1-3</p>	<p>Royal Tea Party</p> <p>1-3 1-3 1-3</p>



SS John Fisher & Thomas More Catholic Primary School

A Voluntary Academy

"Journeying together with Jesus Christ, we learn to love and love to learn."



EYFS Long Term Planning

Characteristics of Effective Learning

Playing and exploring

- 1) Finding out and exploring
- 2) Playing with what they know
- 3) Be willing to 'have a go'

Active Learning

- 1) Being involved and concentrating
- 2) Keeping on trying
- 3) Enjoying achieving what they set out to do

Creating and thinking critically

- 1) Having their own ideas
- 2) Making links
- 3) Choosing ways to do things

1

2

3

1-3

1&2

1&3

2&3

1

2

3

1-3

1&2

1&3

2&3

1

2

3

1-3

1&2

1&3

2&3