



# 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 Caterpillar Long Term Planning

In our 2 year old provision we recognise that learning experiences need to suit the children's rapidly changing needs and interests. Children are taught using a balance of adult directed and child initiated play activities. We recognise the need to prepare our toddlers for future learning and therefore use the grid below as a flexible curriculum guide. Topics in red must be covered at some point in the year as they contain foundations of learning for our topics in Nursery 2 and Reception. Staff can be flexible and change when these red topics are covered though to suit the needs and interests of the children in their care. Topics in black are suggestions and can be changed to another topic to suit the needs and interests of the children. Topics last between 1-3 weeks. More emphasis and detail is provided for the Prime areas of learning in our two year old room as they are the foundations for all future learning.

	Autumn Term		Spring Term		Summer Term	
	First Half	Second Half	First Half	Second Half	First Half	Second Half
<b>Suggested topics and Celebrations</b>	<b>My family</b>	<b>Halloween</b> <b>Autumn explorations</b> <b>Colours</b> <b>Christmas</b>	<b>Transport</b> <b>People who help us/emergency services</b> <b>ICE/ Winter</b>	<b>Easter</b> <b>Spring</b> <b>Farm animals</b>	<b>Zoo/wild animals</b> <b>Dinosaurs</b> <b>Food</b>	<b>Beach</b> <b>Under the sea</b> <b>Minibeasts</b>
<b>Personal, Social and Emotional Development</b>	<p>Separating from parents – comfort objects/toys to support.</p> <p>Building relationships with key worker – key worker to support separation from parents each day</p> <p>Settling in to new nursery routine – recognising their own coat/bag/bottle (photo used to support bottle recognition)</p> <p>Making choices during snack time</p> <p>Playing alongside other children/tolerating other children using toys they enjoy</p>	<p>Separating from parents – encouraging children to keep comfort objects/toys in bags or limited use.</p> <p>Children encouraged to take responsibility for hanging up coats/putting water bottle in the correct pace.</p> <p>Continuing to develop relationships with other members of staff</p> <p>Making choices of snack and song bag introduced</p> <p>Playing alongside other children – encourage children to observe/take note of what others are doing.</p>	<p>Children encouraged to take responsibility for hanging up coats/putting water bottle in the correct pace.</p> <p>Children encouraged to take responsibility for hanging up coats/putting water bottle in the correct pace.</p> <p>Encourage independence putting on coats with some adult support – encourage lifting off the peg themselves.</p> <p>Support toilet training for those who are ready and independence in hand washing/pull ups.</p> <p>Discussions on happy/sad/angry emotions – staff to label emotions for</p>	<p>Confident to begin visiting local areas of interest with their key worker (park/library)</p> <p>Discussions on happy/sad/angry emotions – staff to label emotions for children when they are experiencing them e.g. I can see you are sad because...</p> <p>Support children joining in playing with others – encourage interactions and games with others. Model friendly behaviours encourage children to use these strategies to interact with others.</p>	<p>Discussions on how others are feeling/ more elaborate emotions discussions – I feel happy when.... Link to stories and how characters are feeling</p> <p>Expanding on talking about children's feelings in play - 'Look Adam is happy, he is really enjoying being on that bike'</p> <p>Continue to develop turn taking and waiting skills whilst supporting emotional response to having to wait for a toy.</p> <p>Continue to develop toileting skills</p>	<p>Continue to develop toileting skills children who are ready should be as independent as possible during toileting.</p> <p>Discussions on how others are feeling/ more elaborate emotions discussions – I feel happy when.... Link to stories and how characters are feeling</p> <p>Children to be encouraged and supported as they nurture friendships and play with others in more elaborate games and play activities.</p> <p>Continue to support turn taking and friendly behaviours towards others</p>



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		Encourage children to recognise and communicate wet or soiled nappies. Children to take part in preparing for a change – get the nappy/wipes from their bag.	children when they are experiencing them e.g. I can see you are sad because...  Support children as they involve others in their games – model ways of joining in with other's play	Begin to take part in turn taking games/ activities – rapid turn taking initially, e.g. taking turns to add a block to a tower or send a car down a click clack track.  Continue to develop toileting skills  Begin to develop independence and responsibility – allow children to hand out the cups/plates for snack, help wipe tables.	Talk about friendships and relationships with others – adults to support children by labelling 'friends/friendly behaviours'  Continue to develop independence and responsibility – allow children to hand out the cups/plates for snack, help wipe tables.	Continue to develop independence and responsibility – allow children to hand out the cups/plates for snack, help wipe tables.
<b>Communication &amp; Language</b>	<p><b>Key Vocab:</b> Nursery, nappy, toilet, cup, plate, bottle, inside, outside, key worker name, other children's names, sitting, snack, wash hands, family words – mummy, daddy, sister, brother, please, soap</p> <p><b>Well comms Focus:</b> Putting two words together – big ball/ red bike Using ing words – model in provision sitting/standing/running etc</p>	<p><b>Key Vocab:</b> leaves, colours, cold, raining, windy, sunny, Christmas, present, firework, hat, gloves, scarf, wellies.</p> <p><b>Well comms Focus:</b> Understanding the word in Referring to themselves as I – I want milk please (recap) Big/little Understanding no as a negative – no apples today/ no more milk/ no bikes today</p>	<p><b>Key Vocab:</b> Car, bus, train, plane, bike, rocket. Wheels, driving. Police, ambulance, fire engine.</p> <p><b>Well comms Focus:</b> <b>Pretend play</b> Follow three word instructions Remembering two items – Kims Game Understanding the word 'broken'  Encourage children to ask questions what's that?  Support children by</p>	<p><b>Key Vocab:</b> flowers, farm animal names and sounds, Easter eggs, seed, growing, soil, water</p> <p><b>Well comms Focus:</b> Copying two or three words Identifying colours consistently Where questions? (potential Easter link – where are the eggs? Where is the bunny?)  Encourage and model describing familiar objects e.g. Can you get</p>	<p><b>Key Vocab:</b> Wild animal names – elephant, tiger, lion, crocodile. Adjectives to describe these big, green, scary, stripy.</p> <p><b>Well comms Focus:</b> In/Under What and Where questions Joining three words together Plurals  Understand slightly longer sentences</p>	<p><b>Key Vocab:</b> beach, sea, fish, dolphin, shark, jelly fish, waves, sun cream, sunhat, hot, warm, ice cream, cone</p> <p><b>Well comms Focus:</b> Plurals Identifying objects by function He/she Who/what/where questions – possibly why if ready In front/behind  Develop and respond to conversations, encourage</p>



## EYFS Caterpillar Long Term Planning

	<p>Referring to themselves as I – I want milk please</p> <p>Draw attention when speaking by using their name before giving instructions – Adam, wash your hands.</p> <p>Use gestures and facial expressions to direct children’s attention during speech.</p>	<p>Draw attention when speaking by using their name before giving instructions – Adam, wash your hands.</p> <p>Use gestures and facial expressions to direct children’s attention during speech.</p> <p>Encourage children to ask questions what’s that?</p> <p>Support children by rephrasing their sentences correctly back to them, e.g. I go bike = ‘You want to go on the bike Adam?’</p>	<p>rephrasing their sentences correctly back to them, e.g. I go bike = ‘You want to go on the bike Adam?’</p> <p>Encourage and model describing familiar objects e.g. Can you get the blue car? Can you pick up the little spade?</p>	<p>the blue car? Can you pick up the little spade?</p> <p>Understand slightly longer sentences</p> <p>Develop and respond to conversations, encourage listening skills, e.g. Katie said she likes pizza, what food do you like?</p>	<p>Develop and respond to conversations, encourage listening skills, e.g. Katie said she likes pizza, what food do you like?</p> <p>Support conversations around stories and what is happening in the pictures.</p>	<p>listening skills, e.g. Katie said she likes pizza, what food do you like?</p> <p>Support conversations around stories and what is happening in the pictures.</p> <p>Understand more complex sentences, get your coat and we will go outside.</p>
<b>Physical Development</b>	<p>Support to take off children’s coats – model hanging up using the hood.</p> <p>Begin teaching Montessori way of putting coats on</p> <p>Explore different ways of moving running, walking, crawling, rolling.</p> <p>Introduce hello song – children to move and dance along to the song each day.</p>	<p>Taking off and hanging up own coats</p> <p>Encourage children to help with dressing/undressing for nappy changes. Zipping up and unzipping bags</p> <p>Adults continue to support putting on own coats using Montessori method.</p> <p>Adults supporting putting on wellies/ taking off own shoes.</p>	<p>Taking off and hanging up own coats</p> <p>Encourage children to help with dressing/undressing for nappy changes. Zipping up and unzipping bags</p> <p>Children putting on coats as independently as possible - adults starting zip for them.</p> <p>Adults supporting putting on wellies/ taking off own shoes.</p> <p>Children to learn to put on</p>	<p>Target throwing activities – bean bags/ balls throwing in to baskets/ at drawn targets/boxes</p> <p>Large den building resources and different size boxes/crates – add planks of wood to encourage balancing</p> <p>Variety of tyres for the children to explore rolling/climbing and squeezing in to.</p> <p>Children putting on coats</p>	<p>Children to begin pouring drinks at snack time with some adult support.</p> <p>Introduction to sun cream as weather gets hot – children to help put on own sun cream with adult support</p> <p>Target throwing activities – bean bags/ balls throwing in to baskets/ at drawn targets/boxes</p>	<p>Children to begin pouring drinks at snack time with some adult support.</p> <p>Target throwing activities – bean bags/ balls throwing in to baskets/ at drawn targets/boxes</p> <p>Bats and smaller balls added to encourage hand eye coordination skills</p> <p>Pedal and steer the trikes without adult support</p> <p>To use a scooter with</p>



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	<p>Introduce the climbing frame</p> <p>Sitting on a push along wheeled toy – little tikes cars climb in and out with some support</p>	<p>Mixture of large and small balls to explore throwing and catch</p> <p>Large den building resources and different size boxes/crates</p> <p>Variety of tyres for the children to explore rolling/climbing and squeezing in to.</p> <p>Sitting on a push along wheeled toy – little tikes cars climb in and out independently.</p> <p>Begin to sit on the trikes and push them along with their feet.</p>	<p>own hats – support for gloves</p> <p>Mixture of large and small balls to explore throwing and catch</p> <p>Large den building resources and different size boxes/crates</p> <p>Variety of tyres for the children to explore rolling/climbing and squeezing in to.</p> <p>Be able to change direction when moving the sit on wheeled toy.</p> <p>Begin pedalling the trikes with some support</p>	<p>as independently as possible -adults starting zip for them.</p> <p>Pedal the trike with less support</p> <p>Begin steering the trike to change direction</p>	<p>Bats and smaller balls added to encourage hand eye coordination skills</p> <p>Pedal trikes with confidence and steer around objects – bike track or cones.</p> <p>To begin to use a scooter with some support</p>	<p>some support</p>
<b>Literacy</b>	<p><b>Key Texts:</b> Ten little fingers, ten little toes That's not my books Where's spot?</p> <p><b>Nursery Rhymes:</b> Incy wincy spider Twinkle Twinkle little star Wind the bobbin up Humpty dumpty</p>	<p><b>Key Texts:</b> <b>My Magical Witch</b></p> <p><b>Nursery Rhymes:</b> Wheels on the bus If you're happy and you know it 1,2,3,4,5 once I caught a fish alive Row row your boat</p>	<p><b>Key Texts:</b> <b>The train ride</b> <b>The Wheels on the bus</b></p> <p><b>Nursery Rhymes:</b> Miss Polly had a Dolly Pat a cake pat a cake I'm a little tea pot Heads Shoulders knees and toes Teddy bear teddy bear</p>	<p><b>Key Texts:</b></p> <p><b>Nursery Rhymes:</b> Baa baa black sheep Polly put the kettle on Ring a ring o roses Hickory Dickory dock Old Macdonald had a farm</p>	<p><b>Key Texts:</b> Dear Zoo Solomon crocodile Stomp Roar Dinosaur</p> <p><b>Nursery Rhymes:</b> 5 cheeky monkeys jumping on the bed 5 little ducks Here we go round the Mullberry bush</p>	<p><b>Key Texts:</b> Shark in the park</p> <p><b>Nursery Rhymes:</b> Five little mean in a flying saucer 5 little speckled frogs Grand old duke of York Jack and Jill</p>
<b>Mathematics</b>						



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## EYFS Caterpillar Long Term Planning

Understanding The World						
Expressive Arts and Design						





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### 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

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