



# 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

Theme Area of Learning	Autumn Term		Spring Term		Summer Term	
	First Half	Second Half	First Half	Second Half	First Half	Second Half
<b>Personal, Social and Emotional Development</b>	<p><b>Amazing Me</b></p> <p>Getting to know new teachers and new reception friends.</p> <p>1&amp;3</p> <p>Creating class rules with my friends.</p> <p>1</p> <p>Trying outing new activities independently and selecting resources independently.</p> <p>1-3 1</p> <p>Learning routines of the school day</p> <p>1</p> <p>Families discussions - talking about their family and other people who are</p>	<p><b>The leaves came tumbling down...</b></p> <p>Beginning to attend whole school assemblies and mass services.</p> <p>1</p> <p>Circle time games – children to play a variety of games focusing on turn taking, confidence building, making relationships and expressing interests.</p> <p>1 2&amp;3</p> <p>Learning new RWI routines – splitting in to smaller groups.</p> <p>1</p> <p>Hygiene when investigating Autumn resources, washing hands.</p> <p>2</p> <p>Taking care of wildlife and</p>	<p><b>I need a hero!</b></p> <p>My hopes and wishes for the new year.</p> <p>1-3 1</p> <p>Circle time games – children to play a variety of games focusing on turn taking, confidence building, making relationships and expressing interests.</p> <p>2&amp;3 1</p> <p>Circle times - Who is your favourite superhero? What is a hero? If you were a superhero what would you do? Community superheroes – police, fire, ambulance.</p> <p>1 1&amp;2</p> <p>Negotiating the rules for safe superhero play</p>	<p><b>On Safari</b></p> <p>Becoming more responsible for completing up to five rainbow challenges.</p> <p>1-3 2</p> <p>Circle time games – children to play a variety of games focusing on turn taking, confidence building, making relationships and expressing interests.</p> <p>1 2&amp;3</p> <p>Circle times – Favourite African animals, similarities and differences discussions. Trying African foods/exploring African clothing/objects.</p> <p>1-3 1</p>	<p><b>Watch me grow!</b></p> <p>Caring for plants and living things – taking care of Ducklings once hatched.</p> <p>1&amp;3 2</p> <p>1&amp;3</p> <p>Circle time games – children to play a variety of games focusing on turn taking, confidence building, making relationships and expressing interests.</p> <p>1 2&amp;3</p> <p>Circle time – what do living things need and why do we need to care for plants and animals?</p> <p>1 1&amp;2</p>	<p><b>Splash!</b></p> <p>Transition procedures – visiting new teachers and classrooms.</p> <p>1&amp;3</p> <p>Circle time games – children to play a variety of games focusing on turn taking, confidence building, making relationships and expressing interests.</p> <p>1 2&amp;3</p> <p>Caring for our planet – effects of plastic on ocean. Recycling, energy saving.</p> <p>2 1</p> <p>Continuing to be responsible for completing up to six rainbow challenges.</p>



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	<p>important to them</p> <p>2 1 2</p> <p>Introducing Emoji symbols during circle times.</p> <p>1</p> <p>Becoming more responsible for completing up to two rainbow challenges.</p> <p>1-3 2</p> <p>Choosing healthy lunches – discussions about trying new things.</p> <p>3</p> <p>Salad bar choices. Toileting and hand washing routines.</p> <p>2</p> <p>Dressing and undressing for PE.</p> <p>1-3 3</p>	<p>being careful.</p> <p>1&amp;2</p> <p>Circle times – What can we do in the Autumn? Sharing thoughts and feelings. What is a good friend?</p> <p>1 1&amp;2</p> <p>Becoming more responsible for completing up to three rainbow challenges.</p> <p>1-3 2</p> <p>Discussions about how we celebrate xmas.</p> <p>1</p> <p>Dressing for the weather – seasons.</p> <p>2</p> <p>Staying safe bonfire night.</p> <p>2</p> <p>Continued hygiene – bugs and germs spreading.</p>	<p>2</p> <p>Becoming more responsible for completing up to four rainbow challenges.</p> <p>1-3 2</p> <p>Discussions about healthy eating and keeping active, taking care of our bodies like superheroes do. Revisit dental hygiene.</p> <p>2</p> <p>Veggie and fruit tasting sessions.</p> <p>1-3</p>	<p>2</p> <p>Road safety, using equipment safely. Managing feelings and risk taking.</p> <p>2</p> <p>Continued hygiene – bugs and germs spreading.</p> <p>2</p> <p>Comparing similarities and difference between African culture and our culture. Discuss and compare families/houses/clothing etc.</p> <p>1&amp;2 1</p> <p>1&amp;2</p>	<p>Changes discussions – how have you changed since starting reception – what have you got better at?</p> <p>1&amp;2 1</p> <p>Continuing to be responsible for completing up to six rainbow challenges.</p> <p>2 1-3</p> <p>Dressing for weather – staying safe in the sun – sun cream, hats, staying hydrated.</p> <p>2</p> <p>Taking care of the environment – staying safe around different plants – not eating berries etc.</p> <p>1&amp;2 2</p> <p>Continued hygiene discussions</p>	<p>1-3 2</p> <p>Safety around water – swimming pools, seaside, baths, taps.</p> <p>2 1</p> <p>Staying clean – bathing and hygiene, teeth brushing.</p> <p>2</p> <p>Revisit healthy eating and hydration.</p> <p>2</p>
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## EYFS Long Term Planning

	<p>Keeping clean and healthy</p> <p><b>2</b></p> <p>Dentist visit – keeping our teeth clean.</p> <p><b>1 2</b></p>	<b>2</b>			<b>2</b>	
<b>Communication &amp; Language</b>	<p><b>Key Vocab:</b> family member names (mum, dad, grandparent, sister, brother etc.) Happy, sad, angry, worried, scared, sick, tired. Friendly, quiet, confident, creative, enormous, splash, heavy, pleasant, sneaked, stuffed, trailed, muttered, plonked, flinging.</p> <p><b>Well Comms focus-</b> Learning the meaning of when. Learning the meaning of after. Learning that things that go together are not always the same.</p> <p>Describing themselves</p>	<p><b>Key Vocab:</b> Season words -Autumn, Winter, Spring, Summer. Conkers, acorns, pine cones, woodland creatures, cob web, hibernation, nocturnal, diurnal, change, blustery, breezy, golden, crisp, crunchy, sparkle, whizz, pop, bang, whoosh, crackle, fizz, sizzle, glittery, shimmer</p> <p><b>Well Comms focus –</b> Understanding more complex sentences, providing additional information e.g. Look, the winning car, is red. What colour is the losing car? Understanding either/or in a sentence. Understanding prepositions (next to, behind, in front of)</p>	<p><b>Key Vocab:</b> Hero, police, fire, ambulance, 999, emergency, evil, pow, bang, wallop, vision, soaring, zoom, crash, pop, crack, ka-pow, save, rescue. Healthy, diet, tastes, sour, sweet, bitter, salty, smooth, rough, delicious, scrumptious, nutritious. Icy, frozen, frosty, melt, liquid, solid.</p> <p><b>Well Comms focus –</b> Understanding emotions from facial expressions. Learning and remembering to say five things. Understanding question words from stories (who, what, where,</p>	<p><b>Key Vocab:</b> blend, mix, colour words, vibrant, cold, primary, secondary, warm, fade, shadow, change, bright, dull, dark, light, pastel, shiny, patchwork, radiant, vivid, rich, intense.</p> <p><b>Well Comms focus –</b> Using superlatives – biggest, tallest, shortest, longest, smallest, furthest, and closest. Understanding passive sentences (when the subject of the sentence has an action done to it by someone or something else) e.g. The cup was washed by Mrs Dixon.</p>	<p><b>Key Vocab:</b> parts of plant (stem, leaves, flower, roots, petal, seed) Pretty, spikey, Mini beast names, buzz, beautiful, tiny, slimy, creepy, patterned, delicate, wiggly, fuzzy, spotty. Ugly, giant, scruffy, golden, poor, rich, foolish, brave, livid.</p> <p><b>Well Comms focus-</b> Understanding which day comes next. Understanding idioms (pull your socks up, it's raining cats and dogs) Predicting what might happen next. Understanding periods of time.</p>	<p><b>Key Vocab:</b> pirate, cutlass, ship, eye patch, parrot, peg leg, treasure, beach, map, telescope, flag, galleon, doubloon, adventure, sea creature names, plastic, coral, splash, sink, float, briny, calm, choppy, shimmering, shining, dangerous, beautiful, peaceful, crush, gigantic.</p> <p><b>Well Comms focus-</b> I can find the odd one out, explaining similarities and differences within the same group. Talking about things that are going to happen (future tense)</p>



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	<p>– talents and how they look.</p> <p><b>2</b> <b>1</b></p> <p>Talking about their family during discussions and explaining who each person is.</p> <p><b>2</b> <b>1</b></p> <p>Using language to recreate family roles in the role play area – both from large family and from home.</p> <p><b>2</b></p> <p>Circle times encouraging the children to talk to one another and ask each other questions.</p> <p><b>1</b> <b>1&amp;3</b></p> <p><b>1&amp;2</b></p> <p>Sequence of events in Large family stories</p>	<p>Following instructions to create hedgehog bread and Christmas cards.</p> <p><b>1-3</b> <b>2</b> <b>3</b></p> <p><b>Discussions on:</b> Signs of Autumn and Autumn treasures Woodland animals – link to Tidy and Percy the park keeper Keeping safe on Bonfire night Diwali –comparisons between our celebrations Christmas celebrations and preparations Advent Nativity story.</p> <p><b>1&amp;2</b> <b>1&amp;2</b></p>	<p>when, why, how)</p> <p><b>Discussions on:</b> Heroes in our life How we can help others Real life Heroes – Police Visit to school What would your super power be? How can we be a hero at school? Healthy eating and keeping our bodies strong</p> <p><b>1&amp;2</b> <b>1&amp;2</b></p>	<p><b>Discussions on:</b> African culture – sharing and discussing photos and stories from Africa Comparing African houses/clothes/jewellery/ families/animals with our own Our local area</p> <p><b>1&amp;2</b> <b>1&amp;2</b></p>	<p><b>Discussions on:</b> Story morals – Jack and the bean stalk/The ugly duckling – what could have been done differently? Was that a good choice? Kindness What plants need to grow Taking care of animals including our ducklings and pets at home. Signs of Spring/Summer</p> <p><b>1&amp;2</b> <b>1&amp;2</b></p>	<p><b>Discussions on:</b> Sun safety and water safety – beaches What might be in your Bucket? What would you look like/do if you were a pirate? What is your favourite ocean animal, why? Can you think of another excuse for Tiddler? Where could he go? What could he do?</p> <p><b>1&amp;2</b> <b>1&amp;2</b></p>
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	<p>and saying what happened in the Beginning, middle and end.</p> <p><b>2</b> <b>1</b></p> <p><b>Discussions on:</b> Being a good friend Families – comparing different types of families. Similarities and differences in how we look/dress/skin colour (sensitively) What we are good at and what we need to work on Class rules and routines</p> <p><b>1&amp;2</b> <b>1&amp;2</b></p>					
<b>Literacy</b>	<p><b>Key Texts:</b> Hello Friend What makes me a me? The Large Family collection Nursery rhymes, action songs and number songs sung throughout each day.</p> <p><b>RWI</b> – Fred talk games</p>	<p><b>Key Texts:</b> Tidy – Emily Gravett, Leaf Man Percy the Park Keeper Collection – after the storm, The lost Acorns. Nursery rhymes, action songs and number songs sung throughout each day.</p> <p><b>RWI</b> – continue with</p>	<p><b>Key Texts:</b> Super kid Supertato collection.</p> <p><b>RWI</b> – continue with delivery of RWI programme in allocated groups – see RWI assessments for more info.</p>	<p><b>Key Texts:</b> The Greedy Zebra, Handa's Hen, Catch that Goat!</p> <p><b>RWI</b> – continue with delivery of RWI programme in allocated groups – see RWI assessments for more info.</p>	<p><b>Key Texts:</b> Fairy tales – Jack and the beanstalk, Wibbly's garden, The Ugly Duckling</p> <p><b>RWI</b> – continue with delivery of RWI programme in allocated groups – see RWI assessments</p>	<p><b>Key Texts:</b> Billy's Bucket, Tiddler, Night Pirates.</p> <p><b>RWI</b> – continue with delivery of RWI programme in allocated groups – see RWI assessments for more info.</p>



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<p>– oral blending/segmenting games and alliteration. Teach set 1 sounds following Strong start reception programme. Letter formation in small groups.</p> <p><b>1-3</b> <b>3</b></p> <p>Writing names (self-portraits, morning activities and in provision) Writing initial sounds and simple labels – drawing and labelling themselves, I can books, I like collage frames, labelling and finishing captions about story characters.</p> <p><b>1-3</b> <b>3</b></p> <p><b>1-3</b></p> <p>Discussions about beginning, middle and end of Large family stories – simple sequencing activities.</p>	<p>delivery of RWI programme in allocated groups – see RWI assessments for more info.</p> <p><b>1-3</b> <b>3</b></p> <p>Autumn – list making from Autumn walk, captions for Percy the park keeper stories/characters, fact sheets about woodland creatures. Bonfire night captions – senses link – I can see, feel etc.</p> <p><b>1-3</b> <b>3</b> <b>1-3</b></p> <p>Christmas time – letters to father Christmas, writing Christmas wish upon a star, Christmas lists, cards.</p> <p><b>1-3</b> <b>3</b> <b>1-3</b></p> <p><b>Writing Expectation:</b> Labelling more than one sound/simple cvc words</p>	<p><b>1-3</b> <b>3</b></p> <p>Writing sentences and captions – Superhero booklets – all about their powers,</p> <p><b>1-3</b> <b>1-3</b></p> <p><b>2&amp;3</b></p> <p>Supertato story strips.</p> <p><b>1-3</b> <b>1-3</b></p> <p>People who help us information sheets and speech bubbles.</p> <p><b>1-3</b> <b>1-3</b></p> <p><b>2&amp;3</b></p> <p>Reading simple sentences about people who help us, superheroes.</p> <p><b>1-3</b> <b>1-3</b></p>	<p><b>1-3</b> <b>3</b></p> <p>Information booklets on African animals/Africa facts</p> <p><b>1-3</b> <b>1-3</b></p> <p><b>2&amp;3</b></p> <p>Writing sentences about differences and similarities between African houses/clothes/scenes etc.</p> <p><b>1-3</b> <b>1-3</b></p> <p><b>2&amp;3</b></p> <p>Sequencing/retelling the Greedy Zebra/Handa's Hen</p> <p><b>1-3</b> <b>1-3</b></p> <p><b>2&amp;3</b></p> <p>Predicting what might be in the cave – pause</p>	<p>for more info.</p> <p><b>1-3</b> <b>3</b></p> <p>Changing the story of Jack and the beanstalk.</p> <p><b>1-3</b> <b>1-3</b></p> <p><b>2&amp;3</b></p> <p>Instructions on how to grow a plant/take care of ducks</p> <p><b>1-3</b> <b>1-3</b></p> <p><b>2&amp;3</b></p> <p>Information text about lifecycle of duck</p> <p><b>1-3</b> <b>1-3</b></p> <p><b>2&amp;3</b></p> <p>Information texts and labelling plants. Plant diary.</p>	<p><b>1-3</b> <b>3</b></p> <p>Story changing – what would be in your bucket?</p> <p><b>1-3</b> <b>1-3</b></p> <p><b>2&amp;3</b></p> <p>Describing sea scenes – full sentences, capital letters and full stops.</p> <p><b>1-3</b> <b>1-3</b></p> <p><b>2&amp;3</b></p> <p>Creating a sea creature information book</p> <p><b>1-3</b> <b>1-3</b></p> <p><b>2&amp;3</b></p> <p>Story writing about pirates adventures/Tiddler adventures.</p>
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**EYFS Long Term Planning**

	<p><b>1</b> <b>2</b></p> <p><b>Writing Expectation:</b> Labelling initial sounds</p>		<p><b>2&amp;3</b></p> <p>If I were a superhero sentence writing</p> <p><b>1-3</b> <b>1-3</b></p> <p><b>2&amp;3</b></p> <p>Non-fiction texts – people who help us (real life heroes) fire, police, ambulance etc.</p> <p><b>1-3</b> <b>1-3</b></p> <p><b>2&amp;3</b></p> <p>Writing about Chinese new year and how it is celebrated</p> <p><b>1-3</b> <b>1-3</b></p> <p><b>2&amp;3</b></p> <p><b>Writing Expectation:</b> Short captions with some sounds correctly placed</p>	<p>reading the story. Writing and drawing predictions.</p> <p><b>1-3</b> <b>1-3</b></p> <p><b>2&amp;3</b></p> <p>Designing a new coat/different coat for Zebra.</p> <p><b>1-3</b> <b>1-3</b></p> <p><b>2&amp;3</b></p> <p><b>Writing Expectation:</b> Simple sentences with or without finger spaces. Beginning to use diagraphs in writing.</p>	<p><b>1-3</b> <b>1-3</b></p> <p><b>2&amp;3</b></p> <p>Story sequencing Jack and the beanstalk/ The ugly duckling</p> <p><b>1-3</b> <b>1-3</b></p> <p><b>2&amp;3</b></p> <p>Letter from the other ducks apologising to the ugly duckling</p> <p><b>1-3</b> <b>1-3</b></p> <p><b>2&amp;3</b></p> <p>Changing the story of Jack and the Beanstalk/The ugly duckling</p> <p><b>1-3</b> <b>1-3</b></p> <p><b>2&amp;3</b></p> <p>Non-fiction plant</p>	<p><b>1-3</b> <b>1-3</b></p> <p><b>2&amp;3</b></p> <p>Wanted posters.</p> <p><b>1-3</b> <b>1-3</b></p> <p><b>2&amp;3</b></p> <p>Ship designing and describing – full sentences.</p> <p><b>1-3</b> <b>1-3</b></p> <p><b>2&amp;3</b></p> <p>Lists of pirate resources to take on adventure.</p> <p><b>1-3</b> <b>1-3</b></p> <p><b>2&amp;3</b></p> <p>Reading non-fiction sea creature texts. Reading simple facts.</p>
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					<p>texts and duck information books.</p> <p>1-3 1-3</p> <p>2&amp;3</p> <p><b>Writing Expectation:</b> Sentences with finger spaces, diagraphs/trigraphs and a full stop.</p>	<p>1-3 1-3</p> <p>2&amp;3</p> <p><b>Writing Expectation:</b> Readable Sentences with fingers spaces, phonics applied correctly, full stop and some awareness of capital letters.</p>
<p><b>Physical Development-</b></p>	<p>Amaven PE scheme for EYFS see separate PE planning Bertie and Dexter 1-6</p> <p>1-3 3</p> <p>Dressing and undressing for PE.</p> <p>1-3 3</p> <p>Outdoor play continuous provision – gross motor – bikes, large construction, balancing beams always out.</p> <p>2&amp;3 1-3</p>	<p>Amaven PE scheme for EYFS - see separate PE planning Bertie and Sally 1-6</p> <p>1-3 3</p> <p>Dressing and undressing for PE.</p> <p>1-3 3</p> <p>Outdoor play continuous provision – gross motor – bikes, large construction, balancing beams always out.</p> <p>2&amp;3 1-3 3</p> <p>Lifting and carrying</p>	<p>Amaven scheme for EYFS - see separate PE planning Bertie and Wesley 1-6</p> <p>1-3 3</p> <p>Super hero work outs – Lazy town songs, Superman song randomly turned on throughout the day for the children to become a superhero.</p> <p>Super hero obstacle courses outside. Can you move like a superhero?</p>	<p>Amaven PE scheme for EYFS - see separate PE planning Bertie and Cotton 1-6</p> <p>1-3 3</p> <p>Dressing and undressing for PE.</p> <p>1-3 3</p> <p>Outdoor play continuous provision – gross motor – bikes, large construction, balancing beams always out.</p> <p>2&amp;3 1-3</p>	<p>Amaven PE scheme for EYFS - see separate PE planning Bertie and Marvin</p> <p>1-3 3</p> <p>Dressing and undressing for PE.</p> <p>1-3 3</p> <p>Outdoor play continuous provision – gross motor – bikes, large construction, balancing beams always out.</p> <p>2&amp;3 1-3</p>	<p>Amaven recap/yoga and sports day prep see separate PE planning</p> <p>1-3 3</p> <p>Dressing and undressing for PE.</p> <p>1-3 3</p> <p>Outdoor play continuous provision – gross motor – bikes, large construction, balancing beams always out.</p> <p>2&amp;3 1-3</p>





## EYFS Long Term Planning

	<p><b>3</b></p> <p>Lifting and carrying equipment safely indoors and outdoors.</p> <p><b>2</b></p> <p>Funky finger weekly challenges 3 challenges always available – one changed each week on rotation.</p> <p><b>1-3</b> <b>1</b></p>	<p>equipment safely indoors and outdoors.</p> <p><b>2</b></p> <p>Funky finger weekly challenges 3 challenges always available – one changed each week on rotation.</p> <p><b>1-3</b> <b>1</b></p> <p>Leaf wrapping with wool, threading leaves for dream catchers.</p> <p><b>1-3</b></p>	<p><b>1-3</b> <b>3</b></p> <p><b>2&amp;3</b></p> <p>Funky finger weekly challenges 3 challenges always available – one changed each week on rotation.</p> <p><b>1-3</b> <b>1</b></p>	<p><b>3</b></p> <p>Lifting and carrying equipment safely indoors and outdoors.</p> <p><b>2</b></p> <p>Funky finger weekly challenges 3 challenges always available – one changed each week on rotation.</p> <p><b>1-3</b> <b>1</b></p>	<p><b>3</b></p> <p>Lifting and carrying equipment safely indoors and outdoors.</p> <p><b>2</b></p> <p>Funky finger weekly challenges 3 challenges always available – one changed each week on rotation.</p> <p><b>1-3</b> <b>1</b></p>	<p><b>3</b></p> <p>Lifting and carrying equipment safely indoors and outdoors.</p> <p><b>2</b></p> <p>Funky finger weekly challenges 3 challenges always available – one changed each week on rotation.</p> <p>Sports day – team games, running, walking skipping, hopping.</p> <p><b>1-3</b> <b>3</b></p>
<p><b>Mathematics</b></p> <p><b>White Rose Scheme of work for Reception</b></p>	<p><b>Weeks 1-3 Getting to know you.</b> Baseline assessments through play. Number songs during carpet sessions and targeting maths in provision.</p> <p><b>Weeks 4-6 Just like me!</b></p>	<p><b>Weeks 1-3 It's me 123.</b> Representing 1 2 and 3 Comparing 1 2 and 3 Composition of 1 2 and 3 Circles and Triangles Positional Language</p> <p><b>Weeks 4-6 Light and Dark</b> Representing numbers to</p>	<p><b>Weeks 1-3 Alive in 5!</b> Introducing zero Comparing numbers to 5 Composition of 4 and 5 Compare mass Compare capacity</p> <p><b>Weeks 4-6 Growing 6 7 8</b></p>	<p><b>Weeks 1-5 Building 9 and 10</b> 9 and 10 Comparing numbers to 10 Bonds to 10 3D shape Pattern</p>	<p><b>Weeks 1-3 To 20 and beyond</b> Building numbers Beyond 10 Counting patterns Beyond 10 Spatial reasoning Match, rotate, manipulate.</p>	<p><b>Weeks 1-3 Find my pattern</b> Doubling, Sharing, grouping Even and odd Spatial Reasoning Visualise and Build</p> <p><b>Weeks 3-6 On the move</b> Deeper understanding</p>



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## EYFS Long Term Planning

	<p>Match and Sort Compare Amounts Compare size, mass and capacity Exploring pattern</p> <p>1-3 1-3 1-3</p>	<p>5 One more and one less Shapes with 4 sides Time</p> <p>1-3 1-3 1-3</p>	<p>6 7 and 8 Making pairs Combining 2 groups Length and Height Time</p> <p>1-3 1-3 1-3</p>	<p>1-3 1-3 1-3</p>	<p><b>Weeks 4-6 First then now</b> Adding more Taking away Spatial reasoning Compose and decompose</p> <p>1-3 1-3 1-3</p>	<p>patterns and relationships Spatial Reasoning Mapping</p> <p>1-3 1-3 1-3</p>
<p><b>Understanding The World</b></p>	<p>RE scheme of work The Way the Truth The Light.</p> <p>1 1&amp;2 1&amp;2</p> <p>My five senses discussions</p> <p>1 1&amp;2</p> <p>Sharing images of family members and people who are important to them.</p> <p>1 2 2</p> <p>Growing and changing</p>	<p>RE scheme of work The Way the Truth The Light.</p> <p>1 1&amp;2 1&amp;2</p> <p>Baking bread - discussing ingredients for baking bread hedgehogs, have we used the same ingredients or different from cakes? Hedgehogs – raisins for eyes, scissor skills for creating spikes.</p> <p>1-3 1&amp;2</p> <p>1-3</p> <p>Autumnal changes and discussions – autumn</p>	<p>RE scheme of work The Way the Truth The Light.</p> <p>1 1&amp;2 1&amp;2</p> <p>Superhero Pizza making! Healthy Pizzas to keep our bodies strong!</p> <p>1-3 1&amp;2</p> <p>1-3</p> <p>Ice and water exploration in the outdoor area – leave</p>	<p>RE scheme of work The Way the Truth The Light.</p> <p>1 1&amp;2 1&amp;2</p> <p>Comparisons between African villages and Wythenshawe – look at houses/animals/roads/shops.</p> <p>1&amp;2 1</p> <p>Looking at maps of Wythenshawe and Africa. Point out where our school is and where the library is. Visit to</p>	<p>RE scheme of work The Way the Truth The Light.</p> <p>1 1&amp;2 1&amp;2</p> <p>Mini beast exploration outdoors.</p> <p>1-3</p> <p>Plants and growth – growing seeds.</p> <p>3</p> <p>Observations of plants growing.</p>	<p>RE scheme of work The Way the Truth The Light.</p> <p>1 1&amp;2 1&amp;2</p> <p>Recycling – sorting materials.</p> <p>2 1</p> <p>Discussions about underwater/sea life environment.</p> <p>1&amp;2 1</p> <p>Comparing different sea environment – artic sea/tropical.</p>



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	<p>– ordering family members – who is oldest? What has changed? Life cycle baby to adult. Sharing images of parents as children – how have your grown-ups changed?</p> <p>1-3 1&amp;2</p> <p>2</p> <p>Old toys – what was your favourite toy from when you were a baby? What toys do you play with now, how are they different/the same?</p> <p>When I grow up I want to be... circle time, discussions about different occupations and people's roles in the community. What type of job do family members do?</p>	<p>walks. Rubbings to explore texture.</p> <p>1&amp;2 2</p> <p>Decay and change over time – leaves changing.</p> <p>1 2 1</p> <p>Diwali celebrations – learning the story of Diwali.</p> <p>1 2 1</p> <p>Bonfire night – historical story behind the gunpowder plot.</p> <p>1 2 1</p> <p>Remembrance day – look at historical photos of soldiers during the war. Compare with soldiers now. What is the same? What is different?</p> <p>1 2 1</p> <p>Learning the story of the first Christmas, attending mass and performance of the Nativity.</p>	<p>tuff spots out to freeze overnight. Discussions about frost and winter walks.</p> <p>1-3 2</p> <p>Ice balloon experiments – super veggies are trapped inside the ice, how can we rescue them? Predicting the best way to free the veggies.</p> <p>1-3 1-3</p> <p>Veggies – decay observing changes over time to fruit and veg.</p> <p>1</p> <p>How did you celebrate Christmas? How families celebrate in different ways?</p> <p>1 2</p> <p>People who help us – real life superheroes – visit from the Police/to the police station</p>	<p>local library – what did we see along the way?</p> <p>1-3 2</p> <p>Exploring African culture – African music/clothing and food.</p> <p>2 1-3</p> <p>Signs of Spring –Spring hunts/nature walks</p> <p>1-3 2</p> <p>Easter story – learning the story and sequencing</p> <p>1 2 1</p>	<p>1-3 2</p> <p>3</p> <p>Flower/duckling/Wibbly pig biscuits</p> <p>1-3 1&amp;2</p> <p>1-3</p> <p>Duck lifecycle – caring for animals including pets</p> <p>1-3</p>	<p>1&amp;2 1</p> <p>Belonging – transition links. New classroom environments. Discussing what will change in year 1. New teacher introductions.</p> <p>1&amp;3 2</p> <p>What other groups do you belong to?</p> <p>1</p> <p>Comparing sea side to Wythenshawe. What is different? What is the same?</p> <p>2 1</p> <p>Beach trip</p> <p>1-3</p>
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**EYFS Long Term Planning**

	<p>Dentist visit</p>		<p>Comparing police cars, Police station and uniforms old and new.</p> <p>1 1 2</p> <p>Learning about different emergency services and what they do.</p> <p>1 1 2</p> <p>Chinese new year – how is Chinese new year celebrated? Story of Chinese new year. Compare with Xmas celebrations</p> <p>1 1 2</p>			
<p><b>Expressive Arts</b></p>	<p><b>Role play</b> – Large family themed home corner – pots/pans, dress up clothes, table and kitchen. Copy of Five minutes peace.</p> <p>1-3 1-3</p> <p>Creation station indoors and outdoors replenish resources</p>	<p><b>Role play</b> –Percy’s Shed – woodland creature masks, wellington boots, flat cap, copy of Percy the park keeper story, tuff spot with mud and planting tools.</p> <p>1-3 1-3</p> <p>Creation station indoors and outdoors replenish</p>	<p><b>Role play</b>-Super Hero headquarters – masks/superhero costumes, writing frames, challenge cards, invisible pens for secret messages.</p> <p>1-3 1-3</p> <p>Creation station indoors and outdoors replenish</p>	<p><b>Role play</b>- African Market stall</p> <p>1-3 1-3</p> <p>Creation station indoors and outdoors replenish resources according to children’s interests.</p>	<p><b>Role play</b>-Garden centre, till, money, pots, plants, seeds, shopping baskets.</p> <p>1-3</p> <p>Creation station indoors and outdoors replenish resources according to children’s interests.</p>	<p><b>Role play</b> -Pirate ship/beach scene, pirate costumes, treasure chests, sea creatures for seaside area, sand, buckets, spades.</p> <p>1-3 1-3</p> <p>Creation station indoors and outdoors replenish resources according to</p>



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## EYFS Long Term Planning

	<p>according to children's interests.</p> <p>1-3 1-3</p> <p>1-3</p> <p>What makes me a me? –painting and drawing self-portraits using a variety of different materials, painting pictures of family, collage houses.</p> <p>1-3 1-3</p> <p>1-3</p> <p>The large family – collage elephants, Bubble painting – Mrs Large pastel picture on top. Clay tea cups.</p> <p>1-3 1-3</p> <p>1-3</p> <p>All about me songs –</p>	<p>resources according to children's interests.</p> <p>1-3 1-3</p> <p>1-3</p> <p>Autumnal collage/sun catchers – collage with leaves, tissue to create autumn scenes Autumn hats Conker rolling – exploring colour mixing. Leaf printing and silhouettes Autumn tree pictures. Collage hedgehogs Painting/Drawing characters from Percy the park keeper Fire work pictures – chalks, splatter painting. Diva lamps –clay Christmas cards and crafts (salt doh decorations)</p> <p>1-3 1-3</p>	<p>resources according to children's interests.</p> <p>1-3 1-3</p> <p>1-3</p> <p>Creating supertato characters using fruit and veg.</p> <p>1-3</p> <p>Super hero masks – collage, paints.</p> <p>1-3 1-3</p> <p>2</p> <p>Creating sky scraper scenes using collage.</p> <p>1-3 1-3</p> <p>2</p> <p>Junk modelling super hero cars – e.g. bat</p>	<p>1-3 1-3</p> <p>1-3</p> <p>African masks/jewellery making</p> <p>1-3 1-3</p> <p>2</p> <p>Painting/drawing safari animals</p> <p>1-3 1-3</p> <p>2</p> <p>Exploring animal pattern through printing</p> <p>1-3 1-3</p> <p>2</p> <p>Chalk and charcoal African animal pictures – sunset landscape</p>	<p>1-3 1-3</p> <p>1-3</p> <p>Sunflower pictures, seed/bean collage,</p> <p>1-3 1-3</p> <p>Ugly duckling pictures</p> <p>1-3 1-3</p> <p>2</p> <p>Natural pictures.</p> <p>1-3 1-3</p> <p>2</p> <p>Finger print flowers in pots.</p> <p>1-3 1-3</p>	<p>children's interests.</p> <p>1-3 1-3</p> <p>1-3</p> <p>Stick in ink drawings – black and white images – bright blue bubble wrap frames.</p> <p>1-3 1-3</p> <p>2</p> <p>Drawing what's inside Billy's bucket using pastels</p> <p>1-3 1-3</p> <p>2</p> <p>Treasure embossing – foil using cardboard – creating their own treasure chest.</p> <p>1-3 1-3</p>
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	<p>body parts song, skeleton dance. I'm a little tea cup song. Mr fun elephant song.</p> <p>Exploring instruments and dance moves for the talent show during rehearsals.</p> <p>1-3</p>	<p>1-3</p> <p>Autumn songs – I'm a flippy floppy scarecrow song, 5 little leaves song, autumn leaves are falling down. The Autumn song.</p> <p>Christmas nativity – songs and role play.</p> <p>1-3 2</p>	<p>mobile, police cars etc.</p> <p>1-3 1-3</p> <p>2</p> <p>Fruit and veg printing – patterns link.</p> <p>1-3 1-3</p> <p>2</p> <p>Superhero capes</p> <p>1-3 1-3</p> <p>2</p> <p>Songs – Super hero song YouTube, Let's be superheros – YouTube. Vegetable song – singing walrus, The healthy Eating song.</p>	<p>backgrounds</p> <p>1-3 1-3</p> <p>2</p> <p>Andy the Artist? Whole class Africa art work?</p> <p>1-3 3</p> <p>African instruments. Drumming session</p> <p>1-3 1-3</p> <p>1-3</p> <p>Acting out the greedy Zebra/Handa's hen.</p> <p>2 1-3</p>	<p>2</p> <p>Printing flower pictures.</p> <p>1-3 1-3</p> <p>2</p> <p>Acting out the story of Jack and the Bean stalk and The Ugly Duckling.</p> <p>2 1-3</p>	<p>2&amp;3</p> <p>Making boats</p> <p>1-3 1-3</p> <p>1-3</p> <p>Sewing pirate puppets.</p> <p>2&amp;3 1-3</p> <p>1-3</p>
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## 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

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