

Holy Family Catholic Primary School

Curriculum Long Term Plan

EYFS

| | Autumn | Spring | Summer |
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| Religious Education | Creation and Covenant Prophecy and Promise | Galilee to Jerusalem Desert to Garden | To the ends of the Earth Other Faiths Dialogue and Encounter |
| Communication and Language (CAL) | <p>ELG 1. Listening, Attention and Understanding</p> <p>Children at the expected level of development will: 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.</p> <p>ELG 2. Speaking</p> <p>Children at the expected level of development will: 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 use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> | | |
| Speaking and Listening | <ul style="list-style-type: none"> ▪ Welcome to Reception ▪ Settling in and making friends ▪ Talk about their likes/dislikes. ▪ Talk about themselves and their family ▪ Show an interest in the lives of other people ▪ Follow instructions | <ul style="list-style-type: none"> ▪ Develop Vocabulary ▪ Use language well ▪ Ask how and why questions ▪ Listen and respond to stories with increasing attention ▪ Retell a story with story language | <ul style="list-style-type: none"> ▪ Recount an event ▪ Learn and recite poems and songs ▪ Listen to and engage with non-fiction ▪ Describe events in detail ▪ Talk about similarities and differences between things in the past and now |

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| | <ul style="list-style-type: none"> ▪ Develop vocabulary and retell stories ▪ Listen and respond to stories ▪ Take part in discussion ▪ Understand how to listen carefully and why listening is important ▪ Choose books that will develop their vocabulary ▪ Focus on an activity for a short period of time. ▪ Use language to communicate and explain how they are feeling and what they want to do. ▪ Talk about who helps us in a simple sentence. | <ul style="list-style-type: none"> ▪ Remember key points from a story ▪ Build up familiarity and understanding of a story ▪ Learn rhymes, poems and songs ▪ Articulate ideas into well-formed sentences ▪ Following instructions and recall instructions given ▪ Listen and respond to peers and adults. | <ul style="list-style-type: none"> ▪ Talk about experiences at different points in the school year ▪ Organise talk and sequence ideas together to express opinions about their interests ▪ Answering 'how' and 'why' questions ▪ Listen to others' opinions. |
| Phonics Sounds Write | Initial Code Unit 1-5 | Initial Code Unit 6-10 | Initial Code Unit 11 Bridging Unit |
| | <p align="center">ELG 8 Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</p> <p>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</p> | | |

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| | ELG 9 Word Reading | | |
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| | <p>Say a sound for each letter in the alphabet and at least 10 digraphs;</p> <p>Read words consistent with their phonic knowledge by sound-blending;</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> | | |
| Reading | <p>Autumn 1 Who Make Me a Me? Each Peach Pear Plum The Wonder I'm Almost Always Kind The Squirrels Who Squabbled</p> <p>Autumn 2 Pumpkin Soup The Invisible The Gingerbread Man Standing Up to Racism Celebrations Around the World</p> | <p>Spring 1 Chicken Clicking Luna Loves Art Shu Lin's Grandpa Mr Wolf's Pancakes Anansi and the Golden Pot</p> <p>Spring 2 Tad Mr Noah's Garden Martha Maps It Out The Story Orchestra</p> | <p>Summer 1 Clean Up Winnie-the-Pooh Helps the Bees Bear Shaped William Bee Things That Go</p> <p>Summer 2 The Dark It's A No Money Day</p> |

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| Reading Fluency | <p>Recognises full stops, capital letters, inverted commas and ellipsis when reading decodable texts and knows how to use these to make decisions about how to read something, e.g. with a different voice, slowly, loudly, wait and see etc.</p> <p>Can correct an adult's reading if their expression and intonation do not match the content of what is being read, e.g. "You need to say it loudly."</p> | | |
| Writing | <p>ELG 10 Writing</p> <p>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> | | |
| | <p>Poetry and Nursery Rhymes</p> <p>Labels</p> <p>Letter</p> <p>Describing Stories, characters and settings</p> <p>Writing own Name</p> | <p>Short Phrases and Captions</p> <p>Sequencing Stories</p> <p>Instructional Writing</p> <p>Finding Information and Fact File</p> <p>Report</p> | <p>Character Description</p> <p>Story Settings</p> <p>Leaflet</p> <p>Postcard</p> |
| Mathematics | <p>ELG 11 Number</p> <p>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 aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>ELG 12 Numerical Patterns/ SSM</p> <p>12. Numerical Patterns ELG Children at the expected level of development will: Verbally count beyond 20, recognising the pattern of the counting system; Compare quantities up to 10 in different</p> | | |

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| | 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 | | |
| | https://www.ncetm.org.uk/classroom-resources/ey-numberblocks-support-materials/ | | |
| | <p>Autumn 1</p> <p>Week 1 Subitising</p> <p>Week 2 Counting, cardinality and ordinality 1-5</p> <p>Week 3 Composition of 3, 4</p> <p>Week 4 Subitising to 4</p> <p>Week 5 Comparison</p> <p>Week 6 Counting, cardinality and ordinality 'how many'</p> <p>Week 7 Comparison</p> <p>Autumn 2</p> <p>Week 8 Composition</p> <p>Week 9 Composition of 3,4,5</p> <p>Week 10 Counting, cardinality and ordinality 'how many'</p> | <p>Spring 1</p> <p>Week 1 Comparison 'more than, fewer than'</p> <p>Week 2 Counting, cardinality and ordinality 'how many'</p> <p>Week 3 Comparison 'more than, less than, equal to'</p> <p>Week 4 Composition of 7</p> <p>Week 5 Composition of 10</p> <p>Week 6 Composition 'sorting and doubles'</p> <p>Week 7 Cardinality, ordinality and counting 'how many'</p> <p>Spring 2</p> <p>Week 8 Subitising</p> <p>Week 9 Composition</p> <p>Week 10 Composition</p> <p>Week 11 Comparison</p> <p>Week 12 Counting 1 to 8</p> <p>Week 13 Counting back from 10</p> | <p>Summer 1</p> <p>Week 1 A review of numbers 1 to 5</p> <p>Week 2 Comparison of numbers 1 to 5</p> <p>Week 3 Composition of 5</p> <p>Week 4 Composition of to 5</p> <p>Week 5 The concept of zero</p> <p>Week 6 A review of numbers 6 to 10</p> <p>Week 7 Counting to 10</p> <p>Week 8 Building with blocks. Exploring space and pattern</p> <p>Summer 2</p> <p>Week 9 Comparison of numbers to 10</p> <p>Week 10 Composition of numbers to 10</p> <p>Week 11 Comparison of numbers to 10.</p> |

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| | <p>Week 11 Subitising numbers 1 to 5</p> <p>Week 12 Counting, cardinality and ordinality 'how many'</p> <p>Week 13 Composition of 5</p> <p>Week 14 Composition '5 and a bit'</p> | <p>Week 14 Subtracting 2 from numbers up to 10 and counting in two's</p> <p>Week 15 Adding more</p> | <p>Finding the difference to make 7</p> <p>Week 12 Subtraction</p> <p>Week 13 Numbers 6 to 10 are made from 5 and a bit</p> <p>Week 14 Pairs of numbers that total 8</p> <p>Week 15 Pairs of numbers that total 10</p> <p>Week 16 2D shape</p> |
| <p>Personal, Social and Emotional Development (PSED)</p> <p>RSHE Topics</p> | <p>ELG 3. Self-Regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</p> <p>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</p> <p>ELG 4. Managing Self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly;</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG 5. Building Relationships</p> <p>Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers;</p> <p>Show sensitivity to their own and to others' needs</p> | | |

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| | <p>What makes me special?</p> <p>JIL – God loves each of us in our uniqueness (Social and Emotional)</p> <p>People close to me</p> <p>Getting help</p> <p>Similarities and differences</p> <p>JIL – God loves each of us in our uniqueness (physical)</p> <p>Celebrating differences</p> <p>Showing kindness</p> | <p>Keeping my body safe</p> <p>Safe secrets and touches</p> <p>People who help to keep us safe</p> <p>Looking after things: friends, environment, money</p> | <p>Keeping my body health – food, exercise, sleep</p> <p>Growth mindset</p> <p>Increasing ability to take account of other's feelings</p> <p>Cycles</p> <p>Life stages: Transition to Year 1</p> |
| | <p>Building Relationships</p> <p>Circle Time (Getting to know our new friends)</p> <p>Playing co-operatively (taking turns)</p> <p>Forming positive relationships and new friendships</p> <p>Friendship week</p> | <p>Begin to share opinions in circle time and carpet time</p> <p>Show sensitivity to others needs and feelings</p> <p>Encouraging children to play with new friends.</p> | <p>Increasing ability to take account of one another's ideas</p> <p>Share own opinions with others</p> <p>Transition to Year 1 (meeting new staff members)</p> |

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| Self-Regulation | <p>Learning the rules and routine of the classroom and behaviour expectations</p> <p>DOJO's and class behaviour rules</p> <p>Explore how we show feelings</p> | <p>Learning more about the consequences of some behaviours</p> <p>Work as a group to understand & follow rules</p> | <p>Find own self-regulation strategies</p> <p>Transition to Year 1</p> |
| Managing Self | <p>To have the confidence to try new activities</p> <p>To know when they need help and to show confidence in asking for help.</p> <p>Self Service snack and milk (increasing independence)</p> <p>Managing own basic hygiene and needs such as washing hands and putting on own coat</p> <p>Making own snack choices (self-service for snack and milk) and washing up after themselves.</p> | <p>To express likes and dislikes of activities</p> <p>Talk about what they are good at and what they could better at</p> <p>Confident to speak in a group</p> <p>Looking at ways to keep healthy and safe (healthy eating too)</p> <p>Dressing for activities with increasing independence</p> <p>Health, wellbeing, physical activity</p> <p>Healthy eating, screen time, toothbrushing and sleep</p> | <p>Challenge Cards and choosing own level of challenge in continuous provision</p> <p>Talk about ideas & choose resources needed for chosen activities</p> <p>Adjust behaviour to different situations</p> <p>Looking after teeth and hands</p> |
| Science | <p>ELG 15 The Natural World ELG</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <p>Know some similarities and differences between the natural world around them and</p> | | |

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| | 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>The Squirrels That Squabbled</p> <p>Autumn/Seasons</p> <p>Pumpkin Soup</p> <p>Autumn links</p> | <p>Tad</p> <p>Life Cycles</p> <p>Growing and changing</p> <p>Mr Noah's Garden</p> <p>Growing and changing</p> <p>Seasons</p> <p>What makes plants grow?</p> <p>The Story Orchestra</p> <p>Animals</p> | <p>Clean Up</p> <p>Science links to beach</p> <p>Beach</p> <p>Winnie The Pooh Helps the Bees</p> <p>Importance of bees</p> <p>Nature</p> <p>William Bee things that Go</p> <p>Forces</p> |
| | <p>Seasonal change- Autumn hunts and walks and comparing subtle changes into Winter.</p> <p>Working scientifically</p> <p>Plants</p> | <p>Exploring the season of spring</p> <p>Working scientifically</p> <p>Animals including humans</p> <p>Everyday materials</p> <p>Plants</p> | <p>Exploring season of summer</p> <p>Working scientifically</p> <p>Plants</p> <p>Environmental change</p> <p>Forces</p> |

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| Understanding of the world (UW) Computing | Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. | | |
| | Mouse and Trackpad Skills Technology Around Us Keyboard Skills Hardware Quizzes | Drawing skills Safety and Privacy Robots Quizzes | Sounds Photography Using Purple Mash with an Individual Login |
| Understanding of the world (UW) History | 13. Past and Present ELG Talk about the lives of people around them and their roles in society Know similarities and differences between things in the past and now, drawing on their past experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling. | | |
| | Past and Present Each Peach Pear Plum Celebrations Around the World Could include - Bonfire night, Rosh Hashanah, Diwali, Christmas <ul style="list-style-type: none"> • Chronology • Changes within living memory • Their families | Past and Present Anansi and the Golden Pot Luna Loves Art Shu Lin's Grandpa <ul style="list-style-type: none"> • Chronology • Changes within living memory • Their families | Past and Present <i>William Bee things that Go</i> <ul style="list-style-type: none"> • Chronology • Changes within living memory • Their families • Significant people/events locally • Understanding the past through story enquiry |

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| | <ul style="list-style-type: none"> • Understand significant people/events locally • The past through story • Enquiry | <ul style="list-style-type: none"> • Significant people/events locally • Understanding the past through story • Enquiry | |
| Understanding of the world (UW) Geography | ELG 14. People Culture and Communities ELG Describe their immediate environment using knowledge from observation, discussion, stories and non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences of 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 and non-fiction texts and when appropriate, maps. | | |
| | What makes me a me? The Wonder The Squirrels Who Squabbled The Invisible Standing Up to Racism Celebrations Around the World <ul style="list-style-type: none"> • Locational knowledge • Place knowledge • Seasonal Changes and weather • Geographical skills and field work • People and communities including different religious and cultural communities | Shu Lin's Grandpa Anansi and the Golden Pot Martha Maps It Out The Story Orchestra <ul style="list-style-type: none"> • Locational knowledge • Place knowledge • Seasonal Changes and weather • Geographical skills and field work • People and communities including different religious and cultural communities | Clean Up William Bee Things That Go It's A No Money Day <ul style="list-style-type: none"> • Locational knowledge • Place knowledge • Seasonal Changes and weather • Geographical skills and field work • People and communities including different religious and cultural communities |

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| Expressive Arts and Design (EAD) Art | 16. Creating with Materials ELG 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. Explore, use and refine a variety of artistic effects to express their ideas and feelings | | |
| | Drawing Painting Sculpture | Print Making Textiles Kandinsky, Mondrian, Yayoi Kushma | 3D Collage |
| | Observation drawings of fruit and vegetables Paintings of fruit and gingerbread people Making playdough gingerbread people Re-telling 'The Gingerbread Man' using props. | Selecting materials for a particular task Printing using fruit and vegetables Creating representations using 2D shapes Create representations of buildings from the local area using blocks and materials | Designing own animals using creative materials and clay. Experiment with leaves and other natural products along with muddy paint and wellies (printing) |

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| | <p>Exploring paint and colour mixing creating observations of fireworks</p> <p>Exploring powder paint (fireworks)</p> <p>Creating representations of poppies using various materials</p> <p>Creating Henna patterns</p> <p>Creating Rangoli Patterns using cotton-buds technique</p> | Making a witch using various materials | |
| Design and Technology | <p>Use a Range of Tools to be Imaginative</p> <p>Sculptures and Materials</p> <p>Manipulating Materials</p> | Tools and Techniques for Food Preparation | Design and construct Buildings/Houses and Homes |
| <p>Expressive Arts and Design (EAD)</p> <p>Music</p> | <p>17. Being Imaginative and Expressive ELG</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and –when appropriate – try to move in time with music</p> | | |

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| | Explore and engage in music making and dance, performing solo or in groups | | |
| | <p>Me!</p> <p>My Stories</p> <p>Re-telling the story of the Bear Hunt through Drama and Role Play and use of Instruments</p> <p>Christmas Nativity Songs and Dances</p> | <p>Everyone!</p> <p>Our World</p> <p>Lion/Dragon Dance</p> <p>Moving in Rhythm and Time to Music</p> <p>Using Musical Instruments to Represent the Dragon Dance</p> <p>Re-telling the Story of 'The Great Race' for Chinese/Lunar New Year (masks, role play etc.)</p> | <p>Big Bear Funk</p> <p>Reflect, Rewind and Replay</p> <p>Developing a Preference for Expression</p> <p>Imaginary Roles</p> <p>Exploring and Re-creating Animal Sounds/an Animal Dance</p> |
| <p>Expressive Arts and Design (EAD)</p> <p>PE</p> | <p>6. Gross Motor Skills ELG</p> <p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.</p> <p>7. Fine Motor Skills ELG</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, tweezers, chopsticks, tools, knives, forks, and spoon.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> | | |

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| | Develop overall body-strength, balance, co-ordination, and agility | | |
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| | Fundamental Movement Skills | Fundamental Movement Skills | Fundamental Movement Skills |
| | | Dance | Ball Skills |
| | | Gymnastics | Athletics |
| | <p>Basic Games and Finding Space (PE)</p> <p>Creating own Structures and Balancing Structures Outdoors Using Crates and Wooden Blocks to Create a Bear Cave.</p> <p>Explore Movements when Re-acting (We're going on a Bear Hunt)</p> | <p>PE-Dance and Games</p> <p>Large Movements – Scarf Dance/Dragon Dance</p> <p>Large Junk Modelling –Chinese Dragons</p> <p>Begin to Show Increasing Control in Large and Small Movements</p> <p>Create Boats with Large construction</p> <p>Balancing Skills</p> | <p>PE-Gymnastics & Games</p> <p>Help to Move Equipment Safely</p> <p>Safely Negotiate Space and Play a Range of Team Games</p> <p>Handle Tools and Equipment Effectively and with Increasing Safety.</p> |