


The Good Shepherd
Catholic Primary School




EYFS Long Term
Planning

2023 – 2024


EYFS 2023 – 2024

	AUTUMN TERM 1 ST Half It's Good to be me	AUTUMN TERM 2 ND Half Let's celebrate!	SPRING TERM 1 ST Half The places you could go-	SPRING TERM 2 ND Half Egg or No egg?	SUMMER TERM 1 ST Half Creeping and crawling.	SUMMER TERM 2 ND Half Once upon a time...			
RE RED Religious Education Directory									
Come and See	Myself	Welcome	Birthdays	Celebrating	Gathering	Growin g	Good News	Friends	Our World
Key Texts	Every House on Every Street Noah's Ark The colour monsters Junk DNA A handful of Buttons Paper Dolls	Diwali-Rama and Sita How do we celebrate-Diwali? The cat in the hat Laura's Star Stickman Nativity	The Lighthouse Keepers lunch Disgusting Sandwiches Tom and the Island of Dinosaurs Chinese New Year. The Great Race. The legend of Nian	Egg or no egg? PP Guess who is inside this egg Life Cycle of a Chicken. Actual Size Superworm Supertato	Doubles Spinderella Sunflower Project Monkey Puzzle Minibeast-Poetry	The Little Mermaid Hansel and Gretel Cinderella Rapunzel Rumpelstiltskin You Choose Fairy Tales.			
Vocabulary	House, home, family, street. Bible, God, flood, pairs, day night, rain, rainbow. Feelings.... Same/different , patterns, body parts. Grow, change, child, adult, kind, unkind. rhyming.	Mehndi pattern, Fireworks, Feast, Rangoli patterns, Bhangra Dancing. Rhyme, Nonsense, Rhythm, Mischief. Secret, special, musician, music practise, audience, instruments, diamonds, circus, high wire, acrobats, clowns, tambourine. Home, Family, Journey, Lost, Pooh sticks, Nest, Mast Hope Help Joy and love of a family Home Mary Joseph Angel Jesus Stable kings' shepherds' gifts, light	Light house, Light source, Lunch, Healthy, Taste/flavours, Island (Intro), Sandwich, Seagull, Plan, Park, Woodland/park animals, Taste likes/dislikes, Maps, Ingredients, Disgusting Island, Messages, Resources, Transport, Dinosaurs, Volcano Resources, Home, Hope, Help Joy and love of a family, Nian (mythical animals), Legends, Fire crackers Dragon Dance/unicorn dance/lion dance	Life cycle, same and different, identify characteristics, Oviparous, fish, amphibians, reptiles, birds, monotremes. Lay, egg, hatch, incubate, gestate, warmth, care, measure, units, huge, tiny, small. Bigger than., smaller than... Hero, Heroine, repeated refrain. Wizard, plan, teamwork, spell, vegetables, trap	Caterpillar, chrysalis, emerge, metamorphosis, pupa butterfly. Spider, Team, pairs, football, fair/not fair. Share. Score, multiples. Kit, boots. Win, lose. Months of the year. Seeds, plant, roots, shoots, growth.	Traditional, tale, story, beginning middle end, problem, solution. kind/unkind. Family members including step mothers/sisters. Tracks, trails, maps (revisited) Telling lies, telling the truth. Sequencing, same, different. Points of view, feelings.			
Foundational Knowledge 	To be able to talk about their own home. What does it look like outside and inside. How many rooms do they have in their house. Who lives in their house? Talk about their own family. To understand that some	Following instructions to make Diva lamps Learning about bonfire night and firework safety Being able to read and write using Fred fingers CVC words Spot rhyming strings Continuing a rhyming Getting lost and how this might feel. Going	To understand why light houses are by the sea and their e purpose. To be able to name other light sources. To use kits and junk to model a light house. To be able to order the days Monday to Sunday. To be able to discuss what a healthy lunch/meal might be. To understand how pulleys, work and	To explore the children's understanding of which animals hatch from eggs. To explore what makes a mammal a mammal. To be able to match baby animals to adults. To start to use and understand some categorization vocabulary	To be able to identify minibeasts, looking at classification, similarities and differences. Use language such as body parts and the term invertebrates (they are creatures without backbones) such as insects, spiders, beetles, snails, worms, centipedes...				

	<p>books are very important and very old. Emotions introduce a self-registration Children to recognise their own photograph. How do I feel today Children will strengthen their noticing skills by searching for groups of 1, 2 and 3 items that have low cognitive load (same colour, size and shape), both in and out of the classroom. We will ask the children ' What do you see? And how do you see it? 'This will help children to build images for numbers, to visualise and learn number facts. For example, they will move on to recognise 3 and 3 is 6. To understand that all families are different</p>	<p>on a journey. Exploring our imagination of the use of sticks (Forest School) Introducing the idea of a story map to support understanding and retelling the story rhyming revisited from Cat in the Hat To explore how it feels when someone helps you. The love of your family Arriving home after a long journey Christmas is a time of togetherness and celebration. To understand the story of the birth of Jesus. To understand that to us Jesus is the light of the world. To explore faith and belief.</p> <p>To know that Christmas is a celebration of a birthday.</p>	<p>recreate one in Forest School. To be able to make a sandwich, spreading and cutting in halves and quarters.</p> <p>To be able to talk about a park either in the story or the one they visit. To be able to draw a simple map. To be able to describe the woodland animals within the story and within our forest. To make a sandwich independently, following on from previous learning. To use their previous knowledge of the purpose of light houses. To explore messages. Notes Letters Texts. To explore journeys, what would you take hot and cold climates. - Appropriate clothing etc. To explore modes of transport old and new.</p>	<p>fish, amphibians, reptiles, mammals and birds. 10 eggs will be delivered and an observation station set up.</p> <p>Understand what the chicks need to grow and thrive. Looking after the chicks and learning through real life experiences.</p> <p>Have an opportunity to watch them grow and change as well as holding a live chick.</p> <p>The children will be finding lots of worms outside and looking at how they move. Children will look at patterns in nature. We will look at animals' patterns and use tracing paper to copy</p>	<p>Understand the term a lifecycle, born, grow reproduce</p> <p>To develop investigating skills to look at different types of seeds and where they come from by cutting open fruit and vegetables and looking at plants and flowers.</p> <p>We will eat some seeds in seedy bread! (allergies)</p> <p>We will look see packets and gather information from the charts.</p> <p>We will learn months of the year.</p>	
<p>Literacy (English) RWInc</p>	<p>Baseline assessment Name writing Initial sounds</p>	<p>Name writing Initial sounds Beginning to blend CVC words</p>	<p>Initial and end sounds Blending CVC words Beginning simple sentences</p>	<p>Initial and end sounds Blending CVC words Beginning simple sentences.</p> <p>The children will practise their sentence writing using Colourful Semantics to make a sentence about a picture from a book. They will have to select a who? (orange) picture, then what they are doing? (yellow) And to what? (green).</p>	<p>Blending CVC words Simple sentences – beginning to add more complexity.</p>	<p>Blending CVC words Simple sentences Extended sentences for more able</p>
<p>Structured Story time</p>  <p>Cusp</p>						

<p>Mastering Numbers NCETM This is broken down termly.</p> <p>Subitising</p> <p>Cardinality, ordinality, and counting.</p> <p>Composition</p> <p>Comparison</p>	<p>Baseline assessment</p> <p>Subitising</p> <p>perceptually subitise within 3. Identify sub-groups in larger arrangements create their own patterns for numbers within 4. Practise using their fingers to represent quantities which they can subitise.</p> <p>Cardinality, ordinality and counting</p> <p>relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set • have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song • have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting • have opportunities to develop an understanding that anything can be counted, including actions and sounds • explore a range of strategies which support accurate counting</p> <p>Composition</p> <p>• see that all numbers can be made of 1s compose their own collections within 4.</p> <p>Comparison</p>	<p>Subitising</p> <p>Continue from first half-term subitise within 5, perceptually and conceptually, depending on the arrangements.</p> <p>Cardinality, ordinality, and counting</p> <ul style="list-style-type: none"> • continue to develop their counting skills • explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand • begin to count beyond 5 • begin to recognise numerals, relating these to quantities they can subitise and count. <p>Composition</p> <ul style="list-style-type: none"> • • explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot explore the composition of numbers within 5. <p>Comparison</p> <ul style="list-style-type: none"> • • compare sets using a variety of strategies, including 'just by looking', by subitising and by matching compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts. 	<p>Subitising</p> <ul style="list-style-type: none"> • increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements • explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part • experience patterns which show a small group and '1 more' • continue to match arrangements to finger patterns. <p>Cardinality, ordinality and counting</p> <ul style="list-style-type: none"> • continue to develop verbal counting to 20 and beyond • continue to develop object counting skills, using a range of strategies to develop accuracy <p>Composition</p> <p>continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5</p> <ul style="list-style-type: none"> • explore the composition of 6, linking this to familiar patterns, including symmetrical patterns • begin to see that numbers within 10 can be composed of '5 and a bit'. <p>Comparison</p> <p>continue to compare sets using the language of comparison, and play games which involve comparing sets • continue to compare sets by matching, identifying when sets are equal • explore ways of making unequal sets equal.</p>	<p>Subitising</p> <ul style="list-style-type: none"> • use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number • subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 • be encouraged to identify when it is appropriate to count and when groups can be subitised. <p>Cardinality, ordinality, and counting</p> <ul style="list-style-type: none"> • continue to consolidate their understanding of cardinality, working with larger numbers within 10 • become more familiar with the counting pattern beyond 20. <p>Composition</p> <ul style="list-style-type: none"> • explore the composition of 10. <p>Comparison</p> <ul style="list-style-type: none"> • compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system. 	<p>Subitising</p> <ul style="list-style-type: none"> • explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles' <p>Cardinality, Ordinality and counting</p> <ul style="list-style-type: none"> • continue to develop verbal counting to 20 and beyond, including counting from different starting numbers • continue to develop confidence and accuracy in both verbal and object counting. <p>Composition</p> <ul style="list-style-type: none"> • explore the composition of odd and even numbers, looking at the 'shape' of these numbers • begin to link even numbers to doubles • begin to explore the composition of numbers within 10. <p>Comparison</p> <ul style="list-style-type: none"> • order sets of objects, linking this to their understanding of the ordinal number system. 	<p>In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers</p>
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	<ul style="list-style-type: none"> • • • <p>understand that sets can be compared according to a range of attributes, including by their numerosity use the language of comparison, including 'more than' and 'fewer than' compare sets 'just by looking'.</p>					
Maths Through key text	Junk DNA - noticing The Button Box-sorting	Ten Black Dots by Donald Crews - subitising Annos Counting Book by Mitsumasa - subitising Kippers Toy Box by Mick Inkpen - counting	The Great Race – Chinese New Year - Ordinality The Great Pet Sale – Money/addition	An exploration of measuring using the book 'Actual Size' by Steve Jenkins. - measure		The Doorbell rang by Pat Hutchins - sharing
Communication and Language	Talking about family/ routines and special occasions. Following instructions in routines. Developing listening skills and phonological awareness. Developing social phrases e.g. 'good morning!' Asking why. Engaging in story times. Body parts and actions.		Ask questions to find out more and to check they understand what has been said to them. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Learn rhymes, poems and songs. Listen to and talk about selected non-fiction to develop deep familiarity with new knowledge and vocabulary. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Use new vocabulary in different contexts.		To know that there are words that sound familiar in English and other languages. To have the opportunity to explore language and use known cognates in conversation. To be able to use words and phrases relevant to classroom experiences from a range of languages (Spoken by class members) To celebrate the range of languages spoken by other pupils. To have the opportunity to listen to the spoken languages of multilingual pupils in class. To have the opportunity to learn words and phrases from other pupils who are multilingual.	
Personal, Social and Emotional Development (PSHE) Heart Smart	Get Heartsmart	Don't Forget to Let Love in!	. Too much Selfie isn't Healthy	Don't rub it in, Rub it out.	Fake is a Mistake! (I tell the truth)	'No Way Through' isn't True (I can do it!)
Physical Development (Physical Education)	Real PE Foundations – Cat – gymnastics, static balance.	Real Dance – Unit 1 – moving to music and creating shapes	Real PE – Bike – co-ordination and footwork	Real PE Foundations – Fairy Tale – agility – reaction and response	Real PE Foundations – Seaside – counter balance with a partner	Real PE Foundations – clowning around – agility and ball skills
Understanding the World (Science, History, Geography, Computing)	To take a photo of their family. To look at a family tree – older generations of their family. Look at baby photos of themselves and their family – growing and changes.	Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Learning about the celebration of Diwali the festival of light		To understand what makes an island an island reference to the Uk. To explore simple map making. To explore volcanoes reference to actual volcanoes in the world. Live and dormant what these words mean. A basic knowledge of dinosaurs and when they lived on the earth and how we know this with		

		Discussing how people celebrate festivals in different ways (including the use of fireworks)		reference to fossils and palaeontologists. To understand that China is another country and has a different culture. That celebrations in different cultures have different traditions meanings- Reference to Diwali and Christmas/Easter. To understand that Every new year is named after an animal and Why. To understand that Legends are stories. To be able to make a connection between this legend and the traditions of Chinese New Year.		
Expressive Arts and Design (Art, Music (Kapow) Design and Technology)	Kapow Music- Exploring sound	Kapow music – Celebration music	Kapow Music- Music and movement	Kapow Music-Musical Stories	Kapow Music-Big Band	
<p>Opportunities and Experiences</p> 	<p>Learning about ourselves, our feelings, our community and family. Making friends, feeling safe and happy. Learning and understanding our class rules. Learning our School Mission statement and trying to follow it in all we do. Visiting our Forest School and learning the 3 rules. We will all take part in a school Nativity in our Forest School.</p>	<p>Through ‘The places you could go!’ Children will explore transport, messages, healthy and unhealthy eating, light sources and maps. We will look at how different cultures celebrate during Chinese New Year. Through ‘Egg or no egg?’ Children will investigate animals that come out of an egg, they will categorize animals based on their characteristics and will have the opportunity to see eggs hatch and spend some time caring for chicks.</p>	<p>Through ‘Creeping and Crawling’ we will explore minibeasts, looking at classification, similarities and differences both inside and outside the classroom. We will look at changes and look closely at life cycles. We will observe caterpillars change into butterflies first hand. We will learn about doubling numbers through direct teaching, songs and continuous provision. Whilst sharing the book Spinderella we will practically explore multiples whilst we solve the problems of teams and football boots for spiders. We will take part in the Sunflower project and learn about seeds. We will explore poetry and specifically Alliteration. Through ‘Once upon a time.....’ we will delve into Fairy Tales. We will retell them using small world and role play. We will write using these as a reason to write, such as Invitations to the Ball. We will recap on maps, tracks and trails as we explore Hansel and Gretel. We will learn about repeated refrains from a great many Traditional Tales and try to write some of our own.</p>			