



**Our Lady's Bishop Eton Catholic Primary School**  
**EYFS Long Term Plan**  
**2019-20**

		<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Come and See</b>		Myself (Family) Welcome (Baptism) Other Faiths (Judaism, Hinduism/ Islam) Birthdays (Christmas)		Celebrating (Community) Gathering (Eucharist) Growing (Easter)		Good news (Pentecost) Friends (Reconciliation) Other faith (Judaism, Hinduism/ Islam) Our World (CAFOD)	
<b>RSE</b>		In line with whole school RSE Week:					
		<b>Physical</b>	<b>Social</b>	<b>Emotional</b>	<b>Intellectual</b>	<b>Spiritual</b>	
		We are all different	Friends and their qualities	Caring for people who are not my friends	Describing a good friend	Jesus is our friend	
<b>PHSE</b>		<b>No outsiders in our School</b>					
<b>3 Prime Areas of learning and Development</b>	<b>Core Values</b>	Good to Be Green Friendships Rules and Responsibilities Role play and Circle Time around conflict and resolution Working co-operatively in small groups, pairs, class groups Other Faith Celebrations Visitors to talk about different cultures, responsibility & respect Charity – Selflessness – Giving (Food bank collection / Christmas Charity Fundraisers / Poppy Appeal)					

	<p style="text-align: center;"><b>Personal, Social and Emotional Development</b></p>	<ul style="list-style-type: none"> <li>● Initiates conversations, attends to and takes account of what others say.</li> <li>● Aware of the boundaries set and of behavioural expectations in the setting.</li> <li>● Confident to speak to others about own needs, wants, interests and opinions. Understands how own actions affect other people.</li> </ul>	<ul style="list-style-type: none"> <li>● Explains own knowledge and understanding and asks appropriate questions of others.</li> <li>● Children take account of one another's ideas to organise their activity.</li> <li>● Children are confident to speak in a familiar group; they will talk about their ideas and will choose the resources they need for their chosen activity.</li> </ul>	<ul style="list-style-type: none"> <li>● Children talk about how they and show feelings, talk about their own and others' behaviour, and its consequences and know that some behaviour is unacceptable</li> <li>● Children work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, &amp; take changes of routine in their stride.</li> </ul> <p><b>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</b></p>
		<ul style="list-style-type: none"> <li>● Being supported to feel welcome, happy and safe in school</li> <li>● Families, Home life, likes and dislikes, class, school routines, friendships</li> <li>● Our day, taking turns, anti – bullying, everyday routines, school and class routines</li> <li>● Observing &amp; listening to adults in order to understand rules &amp; routines</li> <li>● How to be independent, make friends &amp; play cooperatively</li> <li>● Share and take turns, solve problems with support</li> <li>● Bonfire Night Safety</li> </ul>	<ul style="list-style-type: none"> <li>● Relationships, e-safety, rules, right and wrong</li> <li>● Relationships, class rules and expectations</li> <li>● Being independent when operating in the classroom and around school</li> <li>● Considering the needs and feelings of others</li> <li>● Attempting to resolve conflict with others</li> <li>● Looking after needs independently</li> </ul>	<ul style="list-style-type: none"> <li>● Relationships, class and school rules, Keeping ourselves clean and healthy</li> <li>● Being self-confident &amp; ready for new challenges and changes in routines</li> <li>● Showing awareness, sensitivity &amp; respect for other cultures</li> <li>● Talking about dreams &amp; goals for the future</li> </ul>

	<b>Physical Development</b>	<ul style="list-style-type: none"> <li>Experiments with different ways of moving and negotiates space successfully.</li> <li>Begin to show a preference for a dominant hand.</li> <li>Begins to form recognisable letters.</li> <li>Jumps off an object and lands appropriately. Travels with confidence and skill around, under, over and through balancing and climbing equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Shows increasing control over an object in pushing, patting, throwing, catching or kicking.</li> <li>Begins to handle tools, objects, construction and malleable materials safely with increasing control.</li> <li>Children use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</li> </ul>	<ul style="list-style-type: none"> <li>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. Uses simple tools to effect changes to materials.</li> <li>Children handle equipment and tools effectively including pencils for writing.</li> </ul> <p><b>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</b></p>		
		<ul style="list-style-type: none"> <li>Using the outdoor area safely</li> <li>Looking after ourselves when dressing, eating and going to the toilet</li> <li>Scissor skills with support</li> <li>Funky finger activities</li> </ul>	<ul style="list-style-type: none"> <li>Developing control using tools and materials</li> <li>Practicing using correct pencil hold and grip</li> <li>Beginning to write using correct letter formation for letter groups</li> <li>Keeping healthy, fit &amp; safe</li> <li>Funky finger activities</li> </ul>	<ul style="list-style-type: none"> <li>Independently using tools, materials, writing equipment correctly and with control</li> <li>Managing own needs hygienically and safely</li> <li>Demonstrating control &amp; coordination in gross and fine motor movements]</li> <li>Funky finger activities</li> </ul>		
	<b>Weekly PE Lesson led by Coach</b>					
		<b>Invasion Games</b>	<b>Invasion Games</b>	<b>Dance</b>	<b>Gym</b>	<b>Athletics</b>
<b>Handwriting</b>	Individual letters learnt and reinforced daily in line with Letters & Sounds					

	<p><b>Communication And Language</b></p>	<ul style="list-style-type: none"> <li>• Listens to stories with increasing attention a recall.</li> <li>• Joins in with repeated refrains and anticipates key events in rhymes and stories.</li> <li>• Maintains attention, concentrates and sits quietly during an appropriate activity</li> <li>• Responds to instructions involving a two part sequence</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to stories accurately and anticipates key events with relevant comments, questions comments or actions.</li> <li>• Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences &amp; in response to stories or events.</li> </ul>	<ul style="list-style-type: none"> <li>• Children express themselves effectively, showing awareness of listeners' needs.</li> <li>• They use past, present and future form accurately when talking about events that have happened or are to happen in the future.</li> <li>• Children can follow a story without pictures or props.</li> <li>• They develop their own narratives and explanations by connecting ideas or events.</li> </ul>
<p>Throughout the year chdn will: learn to speak with confidence during circle/carpet times. Learn to listen and respond appropriately with relevant comments, questions or actions. Use appropriate story language to re-enact/retell simple and familiar stories. Learn new vocabulary relating to topics</p>				

**Specific Areas**

**Literacy**

- Hear, says and writes initial sounds in words. Continue a rhyming string. Begins to blend CVC words.
- Enjoys an increasing range of books. Uses vocabulary and forms of speech that are increasingly influenced by their experience of books.
- Can segment the sounds in CVC words and blend them together. Gives meaning to their drawings. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.

- Links sounds to letters, naming and sounding the letters of the alphabet.
- Begins to read and write simple sentences. Begins to read common irregular words.
- Reads and writes simple sentences.
- Reads and writes some common irregular words.
- Attempts to write short sentences in meaningful contexts.

- Knows that information can be retrieved from books and computers.
- Writes own name and other things such as labels, captions.
- Attempts to write short sentences in meaningful contexts.

**Reading**  
**Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.**

**Writing**  
**Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.**

	<p>Myself Traditional Tales Autumn Leaves Celebrations Stories with Repeating Patterns Amazing Author - Michael Rosen Christmas and Winter Traditions</p>	<p>Winter, Snow, Ice and Dark Nights Dragons and Chinese New Year Food and Cooking Pick up a Stick Dinosaurs Spring Easter</p>	<p>Animal Life Cycles People Who Help Us Space Super Heroes Fairy Tales Growing Plants Transport and Travel</p>
<p>Reading</p> <ul style="list-style-type: none"> <li>• Book handling, storytelling using wordless picture books, retelling and reordering traditional tales.</li> </ul>	<p>Reading</p> <ul style="list-style-type: none"> <li>• CVC words, captions &amp; simple sentences, using &amp; understanding book language, remembering characters &amp; key events from stories &amp; books.</li> <li>• Reading non-fiction books to gather information Non-fiction: look at a contents/ index page</li> </ul>	<p>Reading</p> <ul style="list-style-type: none"> <li>• Reading sentences independently using phonic knowledge &amp; sight words.</li> <li>• Reading simple texts independently using phonic knowledge &amp; sight words.</li> <li>• Reordering fairy stories</li> <li>• Reading non-fiction books to find out information &amp; answer questions.</li> <li>• Incorporating expression &amp; fluency when reading independently, answering questions based on what they have read.</li> </ul>	
<p>Writing</p> <ul style="list-style-type: none"> <li>• Mark making &amp; ascribing meaning to marks, writing &amp; recognising name, writing labels &amp; lists based on their interests.</li> <li>• Story maps</li> <li>• labels / captions</li> <li>• Christmas cards/letters to Father Christmas</li> </ul>	<p>• Writing</p> <ul style="list-style-type: none"> <li>• Captions to match pictures &amp; drawings, cards for special occasions.</li> <li>• Wanted/missing posters.</li> <li>• Instructional writing - recipes</li> <li>• Make a class non-fiction book</li> <li>• Simple stories with three sentences.</li> </ul>	<p>Writing</p> <ul style="list-style-type: none"> <li>• Writing simple and extended sentences independently using phonic &amp; sight word knowledge.</li> <li>• Writing letters, books, messages and instructions using correct forms · Writing using the correct sequence of movement consistently.</li> <li>• Story maps with extended text</li> <li>• My favourite memory of Reception</li> <li>• Children write a simple story with a beginning, middle and end</li> </ul>	

	<b>Name Cards</b>	Recognising own name Making name with Letters and Sounds Write first name independently	Write first name independently Write Whole name independently	
	<b>Phonics</b>	Phase 1 and 2 Phonics Skills	Phase 1,2 and 3 Phonics Skills	Phase 1, 2, 3 and 4 Phonics Skills
	<b>Maths</b>	<ul style="list-style-type: none"> <li>Explore numbers 1-4, recognising the numbers and words, counting out from a large group, ordering numbers, one more and one less than a given number, partitioning, money, time and 2D and 3D shapes.</li> </ul>	<ul style="list-style-type: none"> <li>Explore numbers 5-20 , recognising the numbers and words, counting out from a large group, ordering numbers, one more and one less than a given number, partitioning, money, time and 2D and 3D shapes.</li> </ul>	<ul style="list-style-type: none"> <li>Solves problems including doubling, halving and sharing.</li> <li>Orders 2 items by weight or capacity.</li> </ul> <p><b>Estimates how many objects they can see and checks by counting them. Counts an irregular arrangement of up to 10 objects. Uses quantities and objects to add and subtract two single digit numbers and count or back to find the answer.</b></p>
	<b>Understanding the World</b>	<p><b>People and Communities:</b> Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p><b>The World:</b> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p><b>Technology:</b> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>		

		<ul style="list-style-type: none"> <li>● Special times/Special people in our lives</li> <li>● To understand the people in our community who help us every day.</li> <li>●</li> <li>● Observing / discussing change in the seasons in seasons, plants, weather and hibernation of living things and as we grow</li> <li>● Introducing the IWB, ipads and PCs to use correctly &amp; safely with support</li> <li>● ICT – using a CD player</li> <li>● Using ‘paint’ program to make a firework picture</li> <li>● Celebrating differences by discovering &amp; joining in with traditions &amp; celebrations from other cultures – Diwali, Hannukah, Harvest Festivals, St Andrew’s Day</li> </ul>	<ul style="list-style-type: none"> <li>● Looking closely and similarities and differences in our world – comparing England to the Antarctic, exploring weather, animals, way of life, adaptations</li> <li>● They talk about the features of their own environment and how environments might vary from one another.</li> <li>●</li> <li>● Joining in with their own family, cultural &amp; religious celebrations</li> <li>● Shrove Tuesday, Chinese New Year</li> <li>● Growth - finds out about past events in their life</li> <li>● Observing &amp; talking about similarities &amp; differences in the natural &amp; man made world</li> <li>● Using the IWB, ipads &amp; PC independently</li> <li>● Life cycle of Eggs/chicks / Plants</li> <li>● St David’s Day / St Patrick’s Day</li> </ul>	<ul style="list-style-type: none"> <li>● Life cycle of Caterpillars/ butterflies / Frogs</li> <li>● Celebrating differences by discovering &amp; joining in with traditions &amp; celebrations from other cultures – St George’s Day</li> <li>● Investigating places, materials &amp; living things,</li> <li>● making observations and explaining why things occur</li> </ul> <p><b>Completes a simple program on a computer</b>  <b>Enjoys joining in with family customs and routines.</b>  <b>Children know about similarities and differences in relation to places, objects, materials and living things.</b>  <b>They make observations of animals and plants and explain why some things occur and talk about changes.</b>  <b>Children select technology for particular purposes.</b></p>
<p style="text-align: center;"><b>Including progression of skills in specific ICT</b></p> <p style="text-align: center;"><b>Bee-Bots</b> - Travelling in all directions and travelling for a purpose, with increasing complexity.</p> <p style="text-align: center;"><b>iPads</b> – Introduction to a variety of apps: Hairy Letters, Friendly Shapes, Photo booth, Pic Collage, Brushes, selecting an app for a purpose.</p>				

		<p><b>PCs</b> – Introduction to computers, keyboard skills and an understanding of how information can be stored and retrieved.</p>		
	<p><b>Expressive Arts and Design</b></p>	<ul style="list-style-type: none"> <li>• Chooses colours for a purpose.</li> <li>• Constructs with a purpose in mind using a variety of resources.</li> <li>• Selects tools and techniques needed to shape and assemble materials they are using.</li> <li>• Creates simple representations of people, objects and events.</li> <li>• Plays co-operatively as part of a group to act out a narrative.</li> <li>• Begins to build a repertoire of songs and dances.</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulates materials to achieve a planned effect.</li> <li>• Understands that different media can be combined to create new effects.</li> <li>• Explores what happens when they mix colours.</li> <li>• Experiments to create different textures.</li> <li>• Introduces a storyline narrative into their play.</li> </ul>	<ul style="list-style-type: none"> <li>• Children represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play stories.</li> <li>• Explores the different sounds of instruments.</li> <li>• Children sing songs, make music and dance and experiment with ways of changing them.</li> </ul>
		<ul style="list-style-type: none"> <li>• Introducing media, materials and tools: finding, using and putting them away with support</li> <li>• Using imagination based on first hand experiences (role-play)</li> <li>• Self-portraits – ‘every child is an artist’</li> <li>• Firework pictures and models</li> <li>• Diwali – Mehndi hands, Diva lamps</li> <li>• Christmas - Learning new songs &amp; performing actions for Collective Worship.</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring &amp; combining media to create different effects: collage, clay, paint, chalk, oil pastels, felt tips</li> <li>• Mother’s Day cards</li> <li>• Chinese dragon and ribbon dance</li> <li>• Easter cards and crafts</li> <li>• Music from other cultures</li> <li>• Keeping a beat with percussion instruments.</li> <li>• Listening to &amp; accompanying different pieces of music</li> </ul>	<ul style="list-style-type: none"> <li>• Independently selecting &amp; using media, materials &amp; tools skillfully to generate their own creative work</li> <li>• Father’s Day cards</li> <li>• Making sound patterns with percussion instruments</li> <li>• Expressing feelings about music &amp; songs confidently rehearsing &amp; performing songs</li> </ul>

**Weekly Music lesson by specialist Music teacher**

<ul style="list-style-type: none"> <li>• Explores the different sounds of instruments.</li> <li>• Begins to build a repertoire of songs</li> <li>• Sings a few familiar songs.</li> <li>• Taps out simple repeated rhythms</li> <li>• Imitates movement in response to music.</li> </ul>	<ul style="list-style-type: none"> <li>• Explores the different sounds of instruments.</li> <li>• Begins to build a repertoire of songs</li> <li>• Explores the different sounds of instruments.</li> <li>• Enjoys joining in with dancing and ring games. Imitates movement in response to music.</li> </ul>	<ul style="list-style-type: none"> <li>• Explores the different sounds of instruments.</li> <li>• Begins to build a repertoire of songs</li> <li>• Explores the different sounds of instruments.</li> <li>• Enjoys joining in with dancing and ring games.</li> <li>• Imitates movement in response to music.</li> </ul>	
<ul style="list-style-type: none"> <li>• Introduce the sounds, names and how a small range of untuned percussion instruments make their sound.</li> <li>• Introduce concept of pitch through movement</li> <li>• Sing a range of familiar songs, including Head, Shoulders, Knees and Toes,</li> <li>• Learn There Was An Old Witch with actions</li> <li>• Ring games using rhythm</li> </ul>	<ul style="list-style-type: none"> <li>• Revise the sounds, names and how an increasingly range of untuned percussion instruments make their sound.</li> <li>• A range of carrousel activities exploring percussion instruments</li> <li>• Introduce a range of music from a Chinese stimulus including songs and pitched percussion</li> <li>• Ring games using rhythm and improvising rhythms</li> <li>• Animal songs</li> </ul>	<ul style="list-style-type: none"> <li>• Revise the sounds, names and how an increasingly range of untuned percussion instruments make their sound.</li> <li>• A range of carrousel activities exploring percussion instruments</li> <li>• Increase repertoire of songs with increasing complexity with actions</li> <li>• stimulus including songs and pitched percussion</li> <li>• Ring games using rhythm</li> </ul>	
<p><b>Possible</b></p>	<ul style="list-style-type: none"> <li>• Croxteth Farm Grotto</li> </ul>	<ul style="list-style-type: none"> <li>• Chinese New Year Performance</li> <li>• Rubbish Shakespeare Co</li> <li>• Acorn Farm / Farmer Ted's</li> </ul>	<ul style="list-style-type: none"> <li>• Visits from People who help us</li> <li>• Walk to shops / Post Box</li> </ul>

	<b>Educational Trips / Visitors</b>			
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