



# Sacred Heart EYFS Long Term plan 2022-2023

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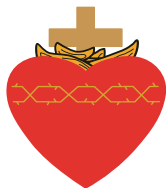
EYFS	Autumn Term 1 (Baseline)	Autumn Term 2 (Checkpoint)	Spring Term 1	Spring Term 2 (Checkpoint)	Summer Term 1	Summer Term 2 (ELG-end of EYFS)
Theme	If you go down to the woods today		Winter Wonderland	Spring into Spring	Sands of time	
RE (Living and growing as children of God)	UNIT RA: Creation UNIT RB: People who care for us	UNIT RC: Advent UNIT RD: Christmas (part of unit)	UNIT RD: Christmas UNIT RE: Baptism	UNIT RG: Lent UNIT RH: Holy Week	UNIT RA: Easter UNIT RJ: Pentecost UNIT RF: People who help us	UNIT RK: Prayer Mary, the Mother of Jesus
Communication and Language	<p><b>C&amp;L is not specifically planned for across the year.</b>  <b>All aspects of developing CLL is considered throughout daily classroom practice, continuous provision, sessions such as circle time guided reading and show and tell have a weighty focus on CLL as well as “talking buddies” and clear classroom rules and routines.</b>  <b>Observations, next steps and target setting support the development of individuals.</b>  <b>Intervention programmes such as racing to English, Wellcomm and nurture groups are designed to support children who are not making the expected progress</b></p>					
Communication and Language (DM & ELG)	<p>Around the age of 4, is the child using sentences of four to six words – “I want to play with cars” or “What’s that thing called?”? Can the child use sentences that are joined up with words like ‘because’, ‘or’, ‘and’? For example: “I like ice cream because it makes my tongue shiver”.</p> <p>Is the child using the future and past tense: “I am going to the park” and “I went to the shop”? Can the child answer simple ‘why’ questions?</p>	<p>Understand how to listen carefully and why listening is important. Describe events in some detail. Develop social phrases. Engage in story time. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.</p>	<p>Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. 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. Use new vocabulary in different contexts. Engage in non-fiction books.</p>	<p><b>Listening Attention and Understanding ELG –</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b>Speaking ELG –</b></p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of</li> </ul>		



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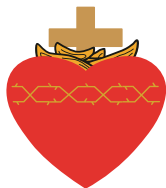
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			Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.		conjunctions, with modelling and support from their teacher	
<b>Personal, Social, Emotional Development</b>	<p><b>PSED is not specifically planned for across the year, however there is a focus for circle times.</b></p> <p><b>The Foundation Stage Principles underpin daily classroom practice which ensures all aspects of developing PSED are covered.</b></p> <p><b>Observations and next steps are central to supporting children in making relationships, developing self-confidence and having an awareness and managing feelings and behaviour.</b></p>					
<b>Personal, Social, Emotional Development (DM &amp; ELG)</b>	<p>Develop their sense of responsibility and membership of a community. Does the child play alongside others or do they always want to play alone? Does the child take part in pretend play (for example, being ‘mummy’ or ‘daddy’?)</p> <p>Does the child take part in other pretend play with different roles – being the Gruffalo, for example?</p> <p>Can the child generally negotiate solutions to conflicts in their play? Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.</p> <p>Look out for children who appear to be overweight or to have poor dental health, where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with parents and involve the child’s health visitor. Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical play. Most, but not all, children are reliably dry during the day by the age of 4. Support children who are struggling with toilet training, in partnership</p>	<p>Build constructive and respectful relationships. Express their feelings and consider the feelings of others.</p> <p>Identify and moderate their own feelings socially and emotionally. Manage their own needs. - Personal hygiene.</p> <p>Know and talk about the different factors that support their overall health and wellbeing: -</p>	<p>See themselves as a valuable individual.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Think about the perspectives of others.</p> <p>Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - sensible amounts of ‘screen time’ - being a safe pedestrian.</p>	<p><b>Self Regulation ELG –</b></p> <ul style="list-style-type: none"> <li>● Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>● Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>● 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.</li> </ul> <p><b>Managing Self ELG –</b></p> <ul style="list-style-type: none"> <li>● Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>● Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>● Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>Building Relationship ELG –</b></p>		



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	with their parents. Seek medical advice, if necessary, from a health visitor or GP.	healthy eating - toothbrushing - having a good sleep routine.			<ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others’ needs.</li> </ul>	
EYFS	Autumn Term 1 (Baseline)	Autumn Term 2 (Checkpoint)	Spring Term 1	Spring Term 2 (Checkpoint)	Summer Term 1	Summer Term 2 (ELG-end of EYFS)
<b>Physical Development (DM &amp; ELG)</b>	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p>	<p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</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, knives, forks</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. Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p><b>Gross motor ELG –</b></p> <ul style="list-style-type: none"> <li>• Negotiates space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrates strength, balance and coordination when playing.</li> <li>• Moves energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>Fine motor ELG-</b></p> <ul style="list-style-type: none"> <li>• Holds a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>• Uses a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Begins to show accuracy and care when drawing</li> </ul>		



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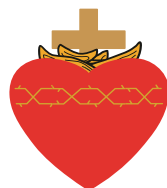
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		and spoons. Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes				
<b>Maths (DM &amp; ELG)</b>	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. Talk about and explore 2D using informal and	Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Understand the 'one more than/one less than' relationship between consecutive numbers. Compare length, weight and capacity	Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns. Subitise. Count beyond ten. Compare numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0-5 and some to 10. Select, rotate and manipulate shapes to develop spatial reasoning skills. Compare length, weight and capacity		<b>Number- ELG</b> - 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. <b>Numerical Patterns-ELG</b> - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different 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.	



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	<p>mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’.</p> <p>Understand position through words alone</p> <p>Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</p> <p>Talk about and identify the patterns around them</p>			
<p><b>Maths</b> <b>(White Rose)</b></p>	<p><b>Number: match, sort, compare amounts</b></p> <p><b>Number: represent, compare, composition of 1, 2, 3</b></p> <p><b>Number: represent numbers to 5</b></p> <p><b>Number: find one more and one less up to 5</b></p> <p><b>Measure, shape and space: compare size, mass and capacity</b></p> <p><b>Measure, shape and space: Explore pattern</b></p> <p><b>Measure, shape and space: Circles and triangles</b></p> <p><b>Measure, shape and space: Positional language</b></p> <p><b>Measure, shape and space: shapes with 4 sides</b></p> <p><b>Measure, shape and space: Time</b></p>	<p><b>Number: introduce zero</b></p> <p><b>Number: number bonds to 5</b></p> <p><b>Number: counting to 10</b></p> <p><b>Number: comparing groups up to 10</b></p> <p><b>Number: combining 2 groups to find a whole to 10</b></p> <p><b>Number bonds to 10: ten frame</b></p> <p><b>Number bonds to 10: part-whole model</b></p> <p><b>Measure, shape and space: spatial awareness</b></p> <p><b>Measure, shape and space: 3-D shapes</b></p> <p><b>Measure, shape and space: 2-D shapes</b></p>	<p><b>Measure, shape and space: making simple patterns, exploring more complex patterns</b></p> <p><b>Number: adding more</b></p> <p><b>Number: taking away</b></p> <p><b>Number: counting to 20</b></p> <p><b>Number: doubling</b></p> <p><b>Number: halving and sharing</b></p> <p><b>Number: odds and evens</b></p> <p><b>Measure, shape and space: length, height, distance</b></p> <p><b>Measure, shape and space: weight and capacity</b></p>	



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<b>Literacy (DM &amp; ELG)</b>	<p>Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother.</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p>	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p>	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school’s phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school’s phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p><b><u>Comprehension -ELG</u></b></p> <ul style="list-style-type: none"> <li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>- Anticipate – where appropriate – key events in stories;</li> <li>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> <p><b><u>Word Reading-ELG</u></b></p> <ul style="list-style-type: none"> <li>– Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b><u>Writing -ELG</u></b></p> <ul style="list-style-type: none"> <li>- 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;</li> <li>- Write simple phrases and sentences that can be read by others.</li> </ul>	



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Novel/ Story	Elmer 3 Little Pigs Billy Goats Gruff Little Red Riding Hood Goldilocks and the three bears	The Enormous Turnip The Gruffalo The Gruffalo’s Child We’re going on a Bear Hunt Chicken Licken The Nativity Story	Each Peach Pear Plum Stick Man Can’t you sleep little bear? One snowy night Elmer in the Snow Dear Zoo The Jolly Postman	Noah’s Ark After the storm The way back home Whatever next! Owl Babies Room on the Broom	The Rainbow Fish George and the Dragon The Snail and the Whale Pip at the seaside Mr Gumpy’s Outing The Gingerbread Man	Rosie’s Walk Jack and the Beanstalk The Very Hungry Caterpillar The Sunflower that went flop The Wild Woods
English phonics	Set 1 phonics m, a, s, d, t, i, n, p, g, o, c, k, b, u, f, e, l, h, r	Set 1 phonics sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk, ck, ff, ss	Set 2 phonics ay, ee, igh, ow, oo,	Set 2 phonics ar, or, ir, ou, air, oy	Set 3 phonics er, ai, ea, oa, ow,	Set 3 phonics oi, ire, ear, ew
English writing	Writing own name  Letter formation of stage 1 phonics  VC and CVC words  Writing simple captions	Review Autumn 1  Writing simple captions  Writing a simple sentence	Review Autumn term  Writing 2 or three simple sentences about a story  Complete a rhyming string	Writing 2 or three simple sentences about a story  Write 2 sentences that rhyme	Review Spring term  Write a simple narrative about a familiar story.	Write a narrative about a familiar story.
English Punctuation & Grammar	Capital letter for I Capital letter for names	Count words in a sentence, order words correctly in a sentence	Capital letter at the beginning of a sentence Full stop at the end of sentence.	Discuss use of other basic punctuation for effect Edit a sentence for keywords, capital letters and full stops.	Discuss use of other basic punctuation for effect Edit a sentence for keywords, sense, capital letters and full stops.	Discuss use of other basic punctuation for effect Edit a sentence for keywords, sense, capital letters, full stops and question marks.



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<p><b>Understanding the World (DM &amp; ELG)</b></p>	<p>Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary Show interest in different occupations Explore how things work</p>	<p>Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Draw information from a simple map.</p>	<p>Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways</p>	<p>Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways</p>	<p><b><u>Past and Present -ELG</u></b> - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b><u>People, Culture and Communities-ELG</u></b> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and 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, non-fiction texts and when appropriate – maps.</p> <p><b><u>The Natural World-ELG</u></b> - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and 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,</p>	<p><b><u>Past and Present -ELG</u></b> - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b><u>People, Culture and Communities-ELG</u></b> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and 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, non-fiction texts and when appropriate – maps.</p> <p><b><u>The Natural World-ELG</u></b> - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and 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,</p>





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					including the seasons and changing states of matter.	
Understanding the World- suggested activities	<p>Role-play doctor’s surgery</p> <p>Family</p> <p>Autumn leaves/ planning bulbs</p> <p>Making a cape/basket for Red Riding Hood</p> <p>Continuous provision:</p> <p>Construction equipment</p> <p>Computers</p> <p>Science investigation</p> <p>Writing equipment</p> <p>Measuring equipment</p>	<p>Role-play Post Office</p> <p>Nativity story</p> <p>Christmas activities</p> <p>Family and celebrations</p> <p>Caring for animals in winter</p> <p>Making parachutes</p> <p>Use blu-bots to create a route for the Gruffalo</p> <p>Make vegetable soup</p> <p>Continuous provision:</p> <p>Investigate magnets</p> <p>Construction equipment</p> <p>Computers</p> <p>Science investigation</p> <p>Writing equipment</p> <p>Measuring equipment</p>	<p>Floating and sinking</p> <p>Nocturnal animals</p> <p>Label features of owls</p> <p>Make bird feeders</p> <p>Make a snow globe</p> <p>weather/season observations</p> <p>Freeze animals in ice, how do we get them out?</p> <p>Investigate the difference between zoo animals and farm animals, and between wild and tame animals</p> <p>What makes porridge yummy?</p> <p>Make porridge and test different toppings</p>	<p>What material would be best to build an ark to float?</p> <p>What material would be best to build a shelter for the animals after the storm?</p> <p>Investigate light</p> <p>Why do we have night and day? What is the moon?</p> <p>How do we get to the moon?</p> <p>Investigate moon and stars.</p> <p>Egg shell in cola, vinegar and lemon juice watch what happens</p> <p>Life cycle of a bird</p> <p>Make a healthy lunchbox for the witch and her friends to take with them</p> <p>Make Easter nests</p> <p>Signs of Spring</p> <p>Name/label parts of the plant</p>	<p>Floating and sinking – children sort objects and explain their choice</p> <p>‘Flying dragon’ using magnets</p> <p>Water experiments</p> <p>Minibeast hunt</p> <p>Make sand slime from sand and PVA glue</p> <p>Plan an investigation to see how much cargo a boat can carry</p> <p>Make gingerbread men</p> <p>Pour different substances over the gingerbread – what happens?</p>	<p>Plant sunflower seeds</p> <p>Farm animals and their homes</p> <p>Mothers and their young</p> <p>Programme blu-bot to move around farm</p> <p>Grow a bean in a bag</p> <p>Grow a bean and climb the beanstalk</p> <p>Life cycle of the butterfly</p> <p>Senses – tasting fruit</p> <p>Programme blue-bot to reach the fruit</p> <p>Investigate different types of seeds</p> <p>Create patterns/pictures with seeds</p> <p>Colourful carnations</p> <p>Wild animals and tame animals</p> <p>Investigate different habitats</p>



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<b>Expressive Arts and Design (DM &amp; ELG)</b>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Join different materials and explore different textures.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Explore colour and colour-mixing</p> <p>Listen with increased attention to sounds.</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses</p>	<p>Develop storylines in their pretend play.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p><b><u>Creating with Materials</u> -ELG</b></p> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>- Share their creations, explaining the process they have used;</li> <li>- Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b><u>Being Imaginative and Expressive</u>- ELG</b></p> <ul style="list-style-type: none"> <li>- Invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>- Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>		
<b>Expressive Arts and Design- suggested activities</b>	<p><b>Self-portraits</b></p> <p><b>Colour mixing</b></p> <p><b>Elmer/Billy Goats Gruff collage</b></p> <p><b>Creating props to retell stories</b></p> <p><b>Continuous provision:</b></p> <p><b>Easel for painting</b></p> <p><b>Musical instruments</b></p> <p><b>Writing/drawing implements</b></p>	<p><b>Camouflage paintings</b></p> <p><b>Creating props to retell stories</b></p> <p><b>Learning songs and movements for Christmas nativity</b></p> <p><b>Continuous provision:</b></p> <p><b>Easel for painting</b></p>	<p><b>Create a small world tuff spot for the stick family</b></p> <p><b>Add music to role play of story</b></p> <p><b>Make owl masks</b></p> <p><b>Create class tree and add individual</b></p>	<p><b>Shaving foam rain clouds</b></p> <p><b>Create Percy’s hut</b></p> <p><b>outside-role play with animal masks</b></p> <p><b>Role play, small world</b></p> <p><b>Make paper aeroplanes, which goes</b></p>	<p><b>Bubbles</b></p> <p><b>Bubble paintings</b></p> <p><b>Create under the sea music</b></p> <p><b>Paint rainbows</b></p> <p><b>Paint the dragon with huge wings</b></p>	<p><b>Construct homes for animals</b></p> <p><b>Make prints in play-dough/print with foot prints</b></p> <p><b>Beanstalk trail around outdoor area – children</b></p>



## Sacred Heart EYFS Long Term plan 2022-2023

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		<p>Musical instruments Writing/drawing implements</p>	<p>owls made by children Make some snow dough to create small world play with snow Frozen sculptures with natural objects to hang outside Build ice castles – using salt to stick blocks together Make homes/pens for the animals that come from the zoo Create small world tuff spot to re-tell the stories from The Jolly Postman Weaving simple pictures</p>	<p>the furthest? 'Whatever next' role play Small world role play Make space rocket for role play Blowing eggs and painting them Role play the story Create characters to sit on the broom and re-tell the story Make a potion Making Easter cards</p>	<p>Paint a seaside picture Spiral patterns Paint an underwater picture Play-dough mats to put people in the boat Create collage of people and animals chasing the gingerbread man</p>	<p>draw themselves to stick on Use paper and card to create a beanstalk, how do we make it taller? Fruit printing Small world on tuff spot Classical music for children to move to like butterflies – choose props e.g. scarves etc. Van Gogh – The sunflowers Draw/paint pictures of the woods, the river, the boulders Create a treasure hunt in the forest area</p>
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EYFS	Autumn Term 1 (Baseline)	Autumn Term 2 (Checkpoint)	Spring Term 1	Spring Term 2 (Checkpoint)	Summer Term 1	Summer Term 2 (ELG-end of EYFS)
Computing (Purple mash)	Digital Literacy Introduction to Online Safety Digital Literacy Computer Skills	Information Technology Exploring Mini Mash	Information Technology Technology at Home	Information Technology Exploring Simple City	Information Technology Exploring and using media and materials	Computer Science Blubots
Music (Charanga)	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind, Replay
PE-focus	Fitness Scheme Unit 1  Manipulation & coordination unit 1	Fitness scheme unit 2  Dodgeball Wednesday KE	Gym unit 1  Cooperate & solve problems	Run, jump and throw unit 1  Gym unit 2	Attack, defend and shoot Unit 1  Attack, Defend and shoot unit 2	Run, jump and throw unit 2  Hit, catch and run unit 1