



St Anne's Catholic Primary School

Early Years Long Term Plan

Route A: 2020-2021

INSPIRE

Independent, Nurture, Skills, Progress, Individual, Resilience, Encourage

Subjects	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Marvellous Me (Settling in/Autumn)	To Infinity and Beyond! (Space/Christmas)	Stupendous Superheroes (Heroes/Winter)	Once Upon a Time (Traditional Tales/Spring)	How Does Your Garden Grow? (Planting/Dinosaurs)	The Deep Blue Sea (Life at the Seaside/ Transition/Summer)
Enrichment Activities	Tour of the school & grounds Autumn walk to Ten Acre pits Name writing opportunities Welcome mass/celebration with families Invite a recently baptised baby into class	Nativity performance Santa's workshop Road safety week Alien/astronaut dress up Kindness week Possible: Visit to planetarium Possible: Visit to Heaven Sent Kirkby	Visit to Church Winter walk around school grounds Chinese New Year celebration Shrove Tuesday Invite real heroes into class Superhero day Trip to the post box	Visit to library/local area walk Traditional Tales Dress Up World book day Spring walk around grounds Mother's Day Easter bonnet parade Easter egg hunt Possible: Trip to the Story Barn	Earth Day St. George's Day Picnic at school Plant Seeds Local history month Family day celebration Possible: Trip to World Museum	Summer walk to Ten Acre Pits Transition to new classes End of year celebration Father's Day Pirate Day Possible: Visit to aquarium Possible: Beach party
Literacy	LOSING STORY and ANIMAL INFORMATION	FINDING STORY	SUPERHERO STORY and LETTERS	TRADITIONAL TALE/INSTRUCTIONS	TRANSFORMATIONAL STORY/INSTRUCTIONS	FRIENDSHIP STORY/POEMS
Nursery	Dogger by Shirley Hughes	Goodnight Moon by Margaret Wise Brown	Supertato by Paul Linnet and Sue Hendra	Little Red Riding Hood Traditional tale	Oliver's Vegetables by Alison Barlett/Vivian French	The Rainbow Fish by Marcus Pfister
Reception	The Something by Rebecca Cobb	Star in a Jar by Sam Hay	Juniper Jupiter by Lizzy Stewart	Little Red by Bethan Woollvin	The Extraordinary Gardner by Sam Boughton	The Storm Whale by Benjo Davies
Linked texts	Elmer Mixed Peace at last The great big book of families Avocado baby My mum On the way home My dad My mum and dad make me laugh Simpkin Would you rather? You choose! I'm not sleepy and I will not go to bed! Say Hi to Hedgehog! After the Storm	Laura's Star Lost and Found The Fox and the Star Whatever Next Owl Babies How to Catch a Star Can't you Sleep Little Bear 10 Little Aliens Twinkle, Twinkle Little Star Awesome Night Sky A Hundred Billion Trillion Stars Starry Skies: Learning about the Constellations Alien's Love Underpants	Supertato Super Daisy Superworm Super Duck Eliot Midnight Superhero Nat Fantastic The Jolly Post Man Can I Be Your Dog Dear Teacher People Who Help Us series Rhyme crime Chinese New Year The Great Race Lanterns and Firecrackers Dragon Dance: A Chinese New Year Lift-The-Flap Book Holidays and Festivals: Chinese New Year	The Wolf's Story: What Really Happened to LRR Little Red Riding Hood – Flip-Up Fairy Tales Fairytales Gone Wrong: Who's Bad and Who's Good Little Mixed Up Fairy Tales Jack and the Beanstalk The Three Billy Goats Gruff The Three Billy Goats Each Peach Pear Plum Shhh! That's Not a Daffodil The Odd Egg The Ugly Duckling The Egg Drop	Tiny Seeds Oliver's Fruit Salad Oliver's Milkshake 10 Seeds Handa's Surprise Jasper's beanstalk How to Grow a Dinosaur 10 Little Dinosaurs Tree: Seasons come and seasons go The Tiny Seed Seed to Sunflower A seed in need Grandpa's Garden Seed to plant A seed is sleepy	The Snail and the Whale The Whales' Song Paper Planes The Big, Blue Whale One Tiny Turtle Pirates Love Underpants 10 Little Pirates Under the Sea Seaside poems Sunk Twenty-six pirates Pirates in pajamas The journey of Captain Scaredy Cat Pirate's lullaby How to be a pirate Peter Pan Captain Jack and the Pirates

	<p>The lion inside Only one you The First Book of Nature Leaf Man Five Little Leaves (poem) Fletcher and the falling leaves Tidy Tree: seasons come, seasons go It Was a Cold Dark Night What Can You See In Autumn? (Seasons) Autumn (Seasons) Autumn (Thinking About the Seasons) Autumn is here!</p>	<p>Professor Astro Cat's Solar System The Night Before Christmas The Jolly Christmas Post Man Dear Santa Harvey Slumfenburger's Christmas Present Christmas in Exeter Street Father Christmas Needs a Wee Mog's Christmas Father Christmas A Letter To Father Christmas The Snowman</p>	<p>The Bear's Winter House Essential: The Owl Who Was Afraid of the Dark Thinking about the Seasons: Winter All About Animals in Winter Here Comes Jack Frost? One Snowy Night Winnie in Winter</p>	<p>The Cow that Laid an Egg Fairy tales for little children Action rhymes Rabbit's Spring Adventure Spring (Seasons) Spring is Here We're Going on an Egg Hunt Everything Spring What can you see in Spring (Seasons) Animal in Spring People in Spring The Great Eggscape How to catch the Easter Bunny The Easter Story</p>	<p>Eddie's Garden and How to Make Things Grow That's Not a Daffodil Dinosaurs love underpants Discovering dinosaurs Dinosaurs roar DK First Facts: Dinosaurs Dinosaurs (Collins Fascinating Facts) Linus the Vegetarian T. Rex Saturday Night at the Dinosaur Stomp Gigantosaurus Ten Terrible Dinosaurs Dinosaurs in My School Dinosaurs in the Supermarket Winnie's Dinosaur Day</p>	<p>Pirate boy The wonderful things you will be Sometimes you fly Tad Stay, little seed Just in case you want to fly Lola Dutch when I grow up What will I do when I grow up? Looking for yesterday</p>
Mathematics	<p>Nursery: Reciting numbers in sequence Using numbers in their play Making comparisons in quantities Sorting by size, shape and colour Time words – before, later Naming shapes Pattern Show interest in numbers & shapes in the environment, including during play</p> <p>Reception: Days of the week Positional language Exploring Pattern Matching comparing and sorting Representing numbers to 3</p>	<p>Nursery: Recite numbers in sequence Use the language of every day shapes e.g. big/small/tall - sorting Begin to learn names of 2D shapes Count 1:1</p> <p>Reception: Representing numbers to 5 One more one less Comparing size and mass Capacity Shape and time</p>	<p>Nursery: Number counting – 3 bears, how many animals in the different stories, buttons on the Ginger Bread man, Number recognition to 5 Shape – Three little pigs houses The Hungry Caterpillar The Ginger Bread man More/less -The Ginger Bread man Construct using a variety of different shapes, investigating which shapes work best Position Identifying shapes in the environment Repeating patterns</p> <p>Reception: Representing numbers to 8 One more one less Exploring Pattern Matching comparing and sorting</p>	<p>Nursery: Counting, recognise & represent numbers 1-5 and begin to match numerals to quantities. Size – Goldilocks and the Three Bears Jack and the Beanstalk The Three Billy Goats Gruff Begin to notice similarities and differences in shapes & shapes in the environment Construct using a variety of different shapes</p> <p>Reception: Representing numbers 10 One more one less Shape Comparing size and mass Capacity Shape and time</p>	<p>Nursery: Recognise number to 8 Recognise common 2D shapes Positional language Number • Recognising numbers to 8 • Matching number to objects • Counting objects • Counting out objects from a larger group • One more / less • Problem solving Shape Comparing, Pattern Position Ordering by length or height</p> <p>Reception: Representing numbers to 20 One more one less Shape Comparing size and mass Capacity Shape and time Ordinal numbers</p>	<p>Nursery: Recognise number to 10 Recognise common 2D shapes Positional language Number • Recognising numbers to 8 • Matching number to objects • Counting objects • Counting out objects from a larger group • One more / less • Problem solving Shape Comparing, Pattern Position Ordering by length or height</p> <p>Reception: Representing numbers to 20 and beyond One more one less Shape Comparing size and mass Capacity Shape and time Finding pattern</p>
Religious Education	<p>Domestic Church: Family - Myself</p> <p>Baptism/Confirmation: Belonging - Welcome</p>	<p>Baptism/Confirmation: Belonging - Welcome</p> <p>Advent/Christmas: Loving - Birthdays</p> <p>Other Faith – Judaism</p>	<p>Local Church: Community - Celebrating</p> <p>Eucharist: Relating - Gathering</p>	<p>Eucharist: Relating - Gathering</p> <p>Lent/Easter: Giving - Growing</p> <p>Other Faith - Islam</p>	<p>Pentecost: Serving - Good News</p> <p>Reconciliation: Interrelating - Friends</p>	<p>Reconciliation: Interrelating - Friends</p> <p>Universal Church: World - Our World</p>
RSE Journey in Love	<p>Physical</p> <p>Nursery: Children focus on their hands (size, length of fingers, nails). Children focus on each others' eyes and note colour and shape. Children focus on their faces and whole body shapes, size, features</p>	<p>Emotional</p> <p>Nursery: Children begin to observe and become sensitive to facial expressions. Focus on individual expression. Help children to discover the beauty of their smile.</p>	<p>Social</p> <p>Nursery: Children look at the pictures from the Physical topic. Do they look the same? Reinforce that all pictures disclose difference but each one is special. How many boys and girls in the class?</p>	<p>Intellectual</p> <p>Nursery: Children focus on the cause of happy and sad feelings. Identify the signs of happy / sad. Observe expressions in photographs / newspapers etc.</p>	<p>Spiritual</p> <p>Nursery: Children focus on the wonders of God's world, e.g. people, animals, trees, land, seas etc. Children see their special place as part of the wonder of God's creation Read scripture text.</p>	

	<p>Reception: Does it matter if we are different? Look at me- How am I different from you? Look at you- How are you different from me?</p>	<p>Reception: How do you feel about your friend? Do you both have other friends at home/school? Why do you play with them?</p>	<p>Divide the children into groups for a play activity.</p> <p>Reception: With whom do I play with at school/home? Why does (X) play with me? Name favourite games.</p>		<p>Reception: Is it important to have friends? Describe a good friend</p>	<p>Reception: Is Jesus our friend? Read the story 'Jesus Welcomes the Little Children' and talk about being special to God.</p>
<p>Communication & Language</p>	<p>Nursery: Interested in rhymes and songs Listening to others Using simple sentences Using different tenses Understanding who, what and where in simple questions Understanding use of objects Building vocabulary</p> <p>Reception: Listens to others one to one or in small groups, when conversation interests them Listens to stories with increasing attention and recall Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Understands use of objects (e.g. "What do we use to cut things?") Is able to follow directions (if not intently focused on own choice of activity)</p>	<p>Nursery: Following directions Listening to stories Action words and concepts Prepositions Using talk in pretending objects stand for something else Retelling past events in the correct order Building vocabulary</p> <p>Reception: Focusing attention – still listen or do, but can shift own attention Shows understanding of prepositions by carrying out an action or selecting correct picture Responds to simple instructions Beginning to understand 'why' and 'how' questions</p>	<p>Nursery: Listening to others one to one and in small groups Joining in with repeated refrains Listening to stories with increasing attention and recall. Understanding use of objects Responding to instructions Using more complex sentences Using talk to connect ideas Building vocabulary</p> <p>Reception: Beginning to use more complex sentences to link thoughts (e.g. using and, because) Can retell a simple past event in correct order Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations Asks questions e.g. who, what, when, how. Uses talk in pretending that objects stand for something else in play</p>	<p>Nursery: Listening to others one to one and in small groups Focussing attention Beginning to understand how and why questions Prepositions Using talk in pretending objects stand for something else in play Building vocabulary</p> <p>Reception: Uses a range of tenses Uses intonation, rhythm and phrasing to make the meaning clear Uses vocabulary focused on objects and people that are of particular importance to them Builds up vocabulary that reflects the breadth of their experiences Uses language to imagine and recreate roles in play situations Links statements and sticks to a main theme or intention Uses talk to organise, sequence and clarify thinking, ideas, feelings and events Introduces a storyline or narrative into their play</p>	<p>Nursery: Listening to others one to one and in small groups Following directions Focussing attention Beginning to understand how and why questions Questioning why things happen and giving explanations Retelling a past experience in the correct order Building vocabulary</p> <p>Reception: Maintains attention, concentrates and sits quietly during appropriate activity Able to follow a story without pictures or props Two-channelled attention – can listen and do for short span Responds to instructions involving a two-part sequence Listens and responds to ideas expressed by others in conversation or discussion Understands humour, e.g. nonsense rhymes, jokes Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</p>	<p>Nursery: Maintaining attention and concentrating Beginning to listen and respond to ideas expressed by others Questioning why things happen and giving explanations Understanding why/how questions Using language to imagine and recreate roles Building vocabulary</p> <p>Reception: Listen attentively in a range of situations, e.g. anticipating key events and respond to what they hear with rel. comments or actions Give attention to what others say and respond appropriately, Follow instructions involving several ideas or actions Answer 'how' and 'why' questions about in response to stories or events Express themselves effectively, show awareness of listeners' needs. Develop their own narratives and explanations by connecting ideas or events</p>

<p>Personal, Social Emotional Development</p>	<p>Nursery: Rules & routines Accessing the provision independently Tidying up Routines for snack time Separating from main carer Joining in with play Talking about our interests Accepting needs of others</p> <p>Reception: Play in a group, extending and elaborating play ideas Initiates play, offering cues to peers to join them Can select and use activities and resources with help Welcomes and values praise for what they have done</p>	<p>Nursery: Rules & routines Accessing the provision independently Independent snack time Asking for help Gaining confidence with others Accepting needs of others</p> <p>Reception: Aware of own feelings, and knows that some actions and words can hurt others' feelings Begins to accept the needs of others and can take turns and share resources, sometimes with support from others Keeps play going by responding to what others are saying or doing Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults Enjoys responsibility of carrying out small tasks</p>	<p>Nursery: Enjoying responsibility of carrying out small tasks Developing confidence with others and talking to them during play Awareness of own feelings Adapting behaviour Playing in a group & extending play Demonstrating friendly behaviour</p> <p>Reception: Shows confidence in asking adults for help Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met Is more outgoing towards unfamiliar people and more confident in new social situations Confident to talk to other children when playing, and will communicate freely about own home and community</p>	<p>Nursery: Communicating freely about home and community Tolerating delay Taking turns Initiating play and starting to keep play going</p> <p>Reception: Can usually adapt behaviour to different events, social situations and changes in routine Aware of the boundaries set, and of behavioural expectations in the setting Initiates conversations, attends to and takes account of what others say</p>	<p>Nursery: Adapting behaviour Sharing and taking turns Playing in a group, extending and elaborating ideas Friendly behaviour towards others Confident to talk to others whilst playing Welcoming and valuing praise</p> <p>Reception: Explains own knowledge and understanding, and asks appropriate questions of others Confident to speak to others about own needs, wants, interests and opinions Takes steps to resolve conflicts finding a compromise Beginning to be able to negotiate and solve problems without aggression Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them Can describe self in positive terms and talk about abilities</p>	<p>Nursery: Welcoming and value praise Adapting behaviour Gaining confidence to share interests and opinions Awareness of boundaries Initiate conversations and take account of what others say.</p> <p>Reception: Confident to try new activities, Confident to speak in a familiar group, will choose the resources they need for their chosen activities Say when do/ don't need help Talk about how they and others show feelings, talk about behaviour, and its consequences, and know that some behaviour is unacceptable Work as part of a group or class and follow rules Adjust behaviour to different situations, take changes of routine in their stride Play cooperatively, with others Take account of one another's ideas about how to organise their activity Show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</p>
<p>Physical Development</p>	<p>Nursery: Show control when using different tools Beginning to use a 3-finger grip Drawing lines and circles Running safely and negotiating space, adjusting speed/direction Kick & catch a large ball Independent self-care/washing and drying hands Recognising danger Using equipment safely Developing fine and gross motor strength</p> <p>Reception: Moves freely and with pleasure and confidence in a range of ways Mounts stairs, steps or climbing equipment using alternate feet Walks downstairs, two feet to each step while carrying a small object Stand momentarily on one foot Can tell adults when hungry or tired or when they want to rest or play Observes the effects of activity on</p>	<p>Nursery: Beginning to show preference for a dominant hand Using one handed tools and equipment Holding pencil between thumb and two fingers Moving freely with pleasure and confidence Drawing lines and circles Begin to copy marks/letters Using equipment safely Dressing with help & putting on coat and shoes independently Developing fine and gross motor strength</p> <p>Reception: Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles Draws lines and circles using gross motor movements Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors</p>	<p>Nursery: Move freely in a variety of ways Stand on one foot Using one handed tools and equipment Holding pencil between thumb and two fingers Begin to copy marks/letters to write name Making different movements with mark making tools Observing the effects of an activity on the body Using equipment safely Developing fine and gross motor strength</p> <p>Reception: Catch a large ball Holds pencil near point between first two fingers and thumb and uses it with good control Forms recognisable letters Experiments with different ways of moving Jumps off an object and lands appropriately Negotiates space</p>	<p>Nursery: Move freely in a variety of ways Begin to copy letters to write name Holding pencil between thumb and two fingers Making different movements with mark making tools Using one handed tools and equipment Using equipment safely Developing fine and gross motor strength</p> <p>Reception: Shows increasing control over an object in pushing, patting, throwing, catching or kicking it Uses simple tools to effect changes to materials Handles tools, objects, construction and malleable materials safely and with increasing control Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed</p>	<p>Nursery: Move freely in a variety of ways Run skilfully and negotiate space successfully Begin to copy letters to write name Jump off an object and land appropriately Holding pencil between thumb and two fingers and using it with good control Using equipment safely Observing the effects of activity on bodies Developing fine motor strength</p> <p>Reception: Begins to use anticlockwise movement and retrace vertical lines Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks</p>	<p>Nursery: Have a preference for a dominant hand Write own name by copying or independently Run skilfully and negotiate space successfully Holding pencil between thumb and two fingers and using it with good control Using equipment safely Practice some appropriate safety measures without direct supervision Developing fine motor strength</p> <p>Reception: Show good control and coordination in large and small movements Move confidently in a range of ways, safely negotiating space Handle equipment and tools effectively, including pencils for writing Know the importance for good health of physical exercise and a healthy</p>

	<p>their bodies Understands that equipment and tools have to be used safely Manage washing and drying hands independently Dresses with some help</p>	<p>Holds pencil between thumb and two fingers, no longer using whole-hand grasp Copy/independently write most letters Gains more bowel and bladder control and can attend to toileting needs most of the time themselves Shows a preference for a dominant hand</p>	<p>successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles Travels with confidence and skill around, under, over and through balancing and climbing equipment. Eats a healthy range of foodstuffs and understands need for variety in food. Usually dry and clean during the day</p>		<p>Shows understanding of how to transport and store equipment safely and practices some appropriate safety measure without direct supervision Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health</p>	<p>diet, and talk about ways to keep healthy and safe Manage basic hygiene and personal needs successfully, including dressing and going to the toilet independently</p>
Understanding the World	<p>Our families Special occasions e.g. birthdays & holidays What makes me unique including likes and dislikes & similarities and differences Exploring autumn (Autumn walk) including decaying Our bodies Countries of the UK Computing: Technology and Me (DL)</p>	<p>Birthdays & special occasions Celebrating & traditions The night sky & planets Special objects and treasures in our environment Bonfire Night Light and dark & day and night Floating and sinking Exploring winter (Winter walk) Computing: Technology and Me (DL)</p>	<p>Occupations – people who help us Chinese New Year celebration & food tasting Gathering at Church Locating on a map and making observations Drawing maps Exploring Winter (Winter walk) Computing: Nursery Rhyme Coding (CS)</p>	<p>Easter celebration & new life Similarities and differences/likes and dislikes Animals/places in traditional tales Exploring Spring (Spring walk) Planting/plant a beanstalk – what does it need to help it grow? Life: what things need to live, how they change and why Computing: Nursery Rhyme Coding (CS)</p>	<p>Making food for a picnic Life a long time ago Dinosaur names – similarities & differences Role play – archaeologist/palaeontologist/gardening/garden shop Dinosaurs – skeletons/bones, fossils, science experiments (ice) Habitats & food Planting Habitats & the environment Life: what things need to live, how they change and why Computing: Animal Safari (IT)</p>	<p>Likes & dislikes Safety at the seaside and in the sun Water cycle & seas, rivers and oceans Floating and sinking Caring for beaches and oceans Exploring Summer (Summer walk) Underwater habitats Exploring Summer (Summer walk) Computing: Animal Safari (IT)</p>
Expressive Art and Design	<p>Self/family portraits Familiar songs and nursery rhymes (head, shoulders...) All about me posters & paper bags Colour mixing Natural objects art Artists: Jackson pollock, James Brunt</p>	<p>Building space rockets Alien/astronaut role play Create your own planet Bonfire Night firework pictures Nativity songs & actions Christmas carols & songs (using instruments) Artists: Van Gogh (Starry night)</p>	<p>CNY art – lanterns, dragons Traditional Chinese music Comic strip illustrations Create a superhero Superhero hideout role play Textile masks Junk model gadgets/vehicles Artists: Kandinsky, Stan Lee Music: John Williams film scores</p>	<p>Weekly different traditional tale role play Junk model buildings Design wallpaper Grow like a Beanstalk seed Build large cardboard castle Easter Art – baskets, cards, chicks, eggs Artists: Van Gogh (The Pink Peach Tree), Monet (An Orchard in Spring) Music: Beethoven, Violin Sonata No. 5, Op. 24 (“Spring”)</p>	<p>Move like dinosaurs Salt dough fossils Make large-scale dinosaur tracks Dinosaur collage/junk modelling with different textures Instruments to make dinosaur noises Dinosaur skeletons Recyclable materials flowers Mini garden-scapes Gardening role play Artists: Kandinsky, Van Gogh (Sunflowers), Paul Klee, Klimt (Bauerngarten), Monet, O’Keefe Watch: Planet Dinosaur (BBC)</p>	<p>Create 3D animal/sea creature hang display using mixed media Animal/sea life pictures Animal habitats The Great Wave – make versions with paper, collage etc. Artists: Hokusai (The Great Wave), Hockney (The Splash)</p>