






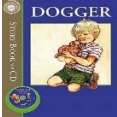


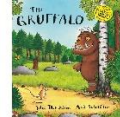

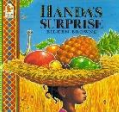
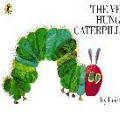
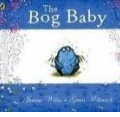


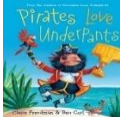



## St Gregory's EYFS Long Term Planning

|  | Autumn Term   |   |  |   | Spring Term  |   |   |   | Summer Term  |   |  |   |
|--|---|---|--|---|--|---|---|---|--|---|--|---|
| Themes   | <b>This is me!</b><br> |   | <b>If you go down to the woods...</b><br> |   | <b>Around the World</b><br>        |   | <b>All creatures great and small</b><br>   |   | <b>Once upon a time</b><br> |   | <b>Argghh...Who wants to be a pirate?</b><br> |   |
| Special Days   | Diwali (24/10)  |   | Bonfire Night (05/11)<br>Remembrance Day (11/11)<br>Christmas Day (25/12)<br>New Year's Eve (31/12)                        |   | New Year's Day (01/01)<br>Chinese New Year (10/02)<br>Valentine's Day (14/02)<br>Pancake Day (13/02)<br>Lent (14/02) |   | St David's Day (01/03)<br>World Book Day (07/03)<br>Mother's Day (10/03)<br>St Patrick's Day (17/03)<br>Ramadan begins (22/03)<br>St George's Day (23/03)<br>Easter (31/03) |   | Earth Day (22/04)<br>Pentecost (19/05)   |   | Father's Day (16/06)<br>Eid al-Adha (16/06)  |   |
| Theme Days   | Health/<br>Pyjama Day   |   | Christmas party/<br>Visit from Santa   |   | Around the World<br>Celebration Day  |   | Mother's Day Afternoon<br>Tea   |   | Fairy Tale Ball/<br>Wedding  |   | Father's Day Outdoor<br>Play/Talent Show/<br>Pirate Day or Trip  |   |
|  | FS1   | FS2   | FS1  | FS2   | FS1  | FS2   | FS1   | FS2   | FS1  | FS2   | FS1  | FS2   |
| Stories  | - Hairy McClary<br>- Where's Spot?  | - Oliver's Vegetables<br>- Rosie's Walk   | - Owl Babies<br>- Brown Bear Brown Bear...<br>- Christmas  | - The Stick Man<br>- A Letter to Santa<br>- Various Christmas                       | - The Train Ride<br>- One Day in... (various)  | - Handa's Hen<br>- We All Went on Safari  | - Dear Zoo<br>- Polar Bear, Polar Bear...   | - Where Do Chicks Come From?<br>- The Easter Story                                    | - Mixed Up Fairy Tales<br>- Three Billy Goats Gruff  | - The True Story of the Three Little Pigs<br>- Jack & the Beanstalk                   | - Hooray for Fish<br>- The Rainbow Fish  | - Dear Mermaid<br>- Sharing a Shell   |
| Focus story  |                      |  |   |  |                                   |  |    |  |                           |  |   |  |



### Autumn Term

### Spring Term

### Summer Term

#### Area of Learning

This is me!



If you go down to the woods...



Around the World



All creatures great and small



Once upon a time



Argghh...Who wants to be a pirate?



#### Communication and Language



FS1 –  
- I enjoy listening to longer stories and can remember what happens  
- I can pay attention...

FS2 –  
- I can understand how to listen carefully & why it is Important

FS1 –  
- I can sing songs  
- I know rhymes and can talk about familiar books/retell long stories

FS2 –  
- I can learn and use new vocabulary  
- I can learn songs

FS1 –  
- I can develop my pronunciation of sounds...

FS2 –  
- I can articulate my ideas and thoughts in well-formed sentences  
- I can learn rhymes

FS1 –  
- I can understand ‘why’ questions, like: “Why did the caterpillar get so fat?”

FS2 –  
- I can use talk to help work out problems and explain how things work & why they might happen

FS1 –  
- I can express a point of view and debate...  
- I can start a conversation..

FS2 –  
- I can listen to, retell and talk about stories to build familiarity and understanding

FS1 –  
- I can use talk to organise play: “Let’s go on a bus... you sit there... I’ll be the driver

FS2 –  
- I can engage in non-fiction books and develop familiarity with new knowledge and vocabulary

#### Personal, Social and Emotional Development



FS1 –  
- I can meet my needs, e.g. brushing teeth, food, toileting, washing hands  
- I can select resources...

FS2 –  
- I can manage my own needs and talk about the different factors -health..

FS1 –  
- I can become outgoing with unfamiliar people  
- I can show confidence in new social situations

FS2 –  
- I can build constructive and respectful relationships

FS1 –  
- I can develop a sense of responsibility and membership of a community

FS2 –  
- I can express my feelings and consider the feelings of others

FS1 –  
- I can follow rules and understand why they are important.

FS2 –  
- I can identify and moderate my own feelings socially and emotionally

FS1 –  
- I can talk about my feelings using words ‘happy’ ‘sad’, ‘angry’ or ‘worried’  
- I can understand gradually how others might be feeling

FS2 –  
- I can think about the perspectives of others

FS1 –  
- I can play with one or more other children, extending and elaborating play ideas

FS2 –  
- I can show resilience and perseverance in the face of challenge

#### Physical Development



FS1 –  
- I can use one-handed tools and equipment...

FS2 –  
- I can use a range of tools competently, safely and confidently

FS1 –  
- I can be independent as I get dressed/undressed

FS2 –  
- I can develop a writing style which is fast, accurate and efficient

FS1 –  
- I can use and remember movements relating to music

FS2 –  
- I can refine the fundamental movement skills - hop, jump, skip

FS1 –  
- I can choose resources to carry out my own plan...

FS2 –  
- I can refine ball skills of throwing, catching and aiming

FS1 –  
- I can use a grip with control when holding pencil

FS2 –  
- I can combine different movements with ease and fluency

FS1 –  
- I can collaborate with others to manage large items...

FS2 –  
- I can refine ball skills of kicking, passing and aiming

**Literacy**



FS1 –  
 - I can understand that print has meaning and can have different purposes  
 - I can spot and suggest rhymes

FS2 –  
 - I can read individual letters by saying the sounds for them  
 - I can read some letter groups that each represent one sound and say sounds for them  
 - I can make letter shapes

FS1 –  
 - I can engage in extended conversations about stories, learning new vocabulary  
 - I can count or clap syllables in a word

FS2 –  
 - I can blend sounds into words, so that they can read short words...  
 - I am starting to form letters correctly

FS1 –  
 - I can recognise words with the same initial sound, such as money and mother  
 - I can recognise the different parts of a book

FS2 –  
 - I can read a few common exception words matched to our phonics programme  
 - I can spell words by identifying the sounds and then writing the sound with letter/s

FS1 –  
 - I can write some letters accurately  
 - I can understand that we read English text from left to right and from top to bottom

FS2 –  
 - I can read simple phrases and sentences...  
 - I can form lower-case and capital letters correctly

FS1 –  
 - I can use some of my print and letter knowledge in my early writing

FS2 –  
 - I can write short sentences with words with known letter-sound correspondences using a capital letter and full stop

FS1 –  
 - I can write some or all of my name

FS2 –  
 - I can re-read books to build up my confidence in word reading, my fluency and my understanding and enjoyment  
 - I can re-read what I have written to check that it makes sense

**Mathematics**



FS1 –  
 - I can subitise up to 3 objects  
 - I can say one number for each item in order: 1,2,3,4,5  
 - I can understand position through words

FS2 –  
 - I can count objects, actions and sounds  
 - I can subitise  
 - I can compare numbers

FS1 –  
 - I can link numerals and amounts up to 5  
 - I can talk about, explore and select 2D and 3D shapes appropriately  
 - I can talk about, identify and create the patterns

FS2 –  
 - I can link the number symbol with its value  
 - I can create a pattern  
 - I can select, rotate and manipulate shapes

FS1 –  
 - I can make comparisons between objects relating to weight  
 - I can solve mathematical problems with numbers to 5  
 - I can compare quantities using language: 'more than', 'fewer than'

FS2 –  
 - I can compare weight  
 - I can understand 'one more than/one less than'  
 - I can use the language add and subtract

FS1 –  
 - I can recognise that the last number reached when counting a small set of objects tells you how many there are in total  
 - I can recite numbers past 5


FS2 –  
 - I can recall number bonds for numbers 0-5  
 - I can explore the composition of numbers to 10  
 - I can count beyond ten

FS1 –  
 - I can begin to describe a sequence of events using words such as 'first', 'then...'  
 - I can make comparisons between objects relating to size

FS2 –  
 - I can compare length  
 - I can compare height  
 - I can recall number bonds for numbers 0-10

FS1 –  
 - I can make comparisons between objects relating to capacity  
 - I can discuss routes and locations, using words like 'in front of' and 'behind'

FS2 –  
 - I can compare capacity  
 - I can explore odd/even patterns  
 - I can explore double facts

|   |  |   |   |   |  |  |
|---|--|---|---|---|--|--|
| <p><b>Understanding the World</b></p>       | <p><u>FS1</u> –</p> <ul style="list-style-type: none"> <li>- I can use my senses in hands-on exploration of natural materials</li> <li>- I can explore collections of materials with similar and/or different properties</li> <li>- I can begin to make sense of my own life-story and my family's history</li> <li>- I can show interest in different occupations</li> </ul> <p><u>FS2</u> –</p> <ul style="list-style-type: none"> <li>- I can recognise different beliefs and celebrations</li> <li>- I can talk about my family &amp; community</li> </ul> | <p><u>FS1</u> –</p> <ul style="list-style-type: none"> <li>- I can talk about the differences between materials and changes I notice (e.g. ice)</li> </ul> <p><u>FS2</u> –</p> <ul style="list-style-type: none"> <li>- I can understand the effect of changing seasons on the world</li> <li>- I can recognise different beliefs and celebrations</li> </ul>   | <p><u>FS1</u> –</p> <ul style="list-style-type: none"> <li>- I can continue developing positive attitudes about the differences between people</li> <li>- I know that there are different countries in the world and I can talk about the differences I have experienced or seen in photos</li> </ul> <p><u>FS2</u> –</p> <ul style="list-style-type: none"> <li>- I can recognise some similarities/differences between other countries</li> <li>- I can recognise some environments that are different to where I live</li> </ul> | <p><u>FS1</u> –</p> <ul style="list-style-type: none"> <li>- I can understand the key features of the life cycle of an animal</li> <li>- I can begin to understand the need to respect and care for the natural environment and all living things</li> </ul> <p><u>FS2</u> –</p> <ul style="list-style-type: none"> <li>- I can explore the natural world around me</li> <li>- I can describe what I see, hear and feel whilst outside</li> </ul> | <p><u>FS1</u> –</p> <ul style="list-style-type: none"> <li>- I can plant seeds and care for growing plants</li> <li>- I can understand the key features of the life cycle of a plant</li> <li>- I can talk about what I see, using a wide vocabulary</li> </ul> <p><u>FS2</u> –</p> <ul style="list-style-type: none"> <li>- I can compare and contrast characters from stories, including figures from the past</li> </ul>  | <p><u>FS1</u> –</p> <ul style="list-style-type: none"> <li>- I can explore and talk about different forces I can feel (e.g. transport, vehicles, travel, etc)</li> <li>- I can talk about the differences between materials and changes I notice</li> </ul> <p><u>FS2</u> –</p> <ul style="list-style-type: none"> <li>- I can draw information from a simple map</li> </ul>   |
| <p><b>Expressive Arts and Design</b></p>  | <p><u>FS1</u> –</p> <ul style="list-style-type: none"> <li>- I can show different emotions in my drawings/paintings, like happiness, sadness, fear etc</li> <li>- Explore colour and colour-mixing</li> </ul> <p><u>FS2</u> –</p> <ul style="list-style-type: none"> <li>- I can explore, use and refine a variety of artistic effects to express my ideas and feelings</li> </ul>   | <p><u>FS1</u> –</p> <ul style="list-style-type: none"> <li>- I can create closed shapes with continuous lines &amp; begin to use shapes to represent objects</li> <li>- I can play instruments with increasing control to express feelings and ideas</li> <li>- I can sing entire songs</li> </ul> <p><u>FS2</u> –</p> <ul style="list-style-type: none"> <li>- I can sing in a group or on my own, increasingly matching the pitch and following the melody</li> </ul> | <p><u>FS1</u> –</p> <ul style="list-style-type: none"> <li>- I can make imaginative and complex 'small worlds' with blocks and construction kits, such as a city...</li> </ul> <p><u>FS2</u> –</p> <ul style="list-style-type: none"> <li>- I can explore and engage in music making and dance...</li> <li>- I can listen attentively, move to and talk about music, expressing my feelings and responses</li> </ul>  | <p><u>FS1</u> –</p> <ul style="list-style-type: none"> <li>- I can explore materials freely, to develop my ideas about how to use them and what to make</li> <li>- I can join different materials and explore different textures</li> </ul> <p><u>FS2</u> –</p> <ul style="list-style-type: none"> <li>- I can return to and build on my previous learning, refining ideas and developing my ability to represent them</li> </ul>                 | <p><u>FS1</u> –</p> <ul style="list-style-type: none"> <li>- I can begin to develop complex stories using small world equipment like animal sets, dolls/houses</li> </ul> <p><u>FS2</u> –</p> <ul style="list-style-type: none"> <li>- I can create collaboratively, sharing ideas, resources and skills</li> <li>- I can explore and engage in music making and dance, performing solo or group</li> <li>- I can develop storylines in my pretend play</li> </ul> | <p><u>FS1</u> –</p> <ul style="list-style-type: none"> <li>- I can sing the pitch of a tone sung by another person ('pitch match').</li> <li>- I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs</li> <li>- I can create their own songs or improvise a song around one they know.</li> </ul> <p><u>FS2</u> –</p> <ul style="list-style-type: none"> <li>- I can develop storylines in my pretend play</li> </ul> |

