St Joseph's Catholic Primary School – a Voluntary Academy
Long Term Plan – Academic Year 26.27
Year Group - EY

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Visits/visitors		**Autumn Walk**				**Visit from a Tortoise**
Catholic Curriculum	Collin and Lee, Carrot and Pea. Everyone is different and made in God's Image. A very noisy Christmas. Exploring the environment, thinking specifically about what is made by God and what is made by man. Created and Loved by God Timeline, looking at when Jesus was born compared to now. Self Portraits Saint door artwork Christmas cards Music - God made me, God made you. Sharing Pope's message that music is a form of prayer.		Oliver's Vegetables and the Extraordinary Gardner – God's creations and looking after our bodies. Body is a temple. Magic number 3. Stations of the cross. 12 disciples. Looking after our bodies. God's image. - Ready steady grow. Created to love others. Making crosses Making Easter nests and understanding why we have Easter eggs. Counting Fish – FEEDING OF THE 5000		David Attenborough – Stewardship Decade (Counting a decade in the rosary). Created to live in community. Wishes and prayers for Year 1. Paintings of Mary Where different religions originate from. (All year) Religious traditions around the world. (All year	
Religious Education	Creation and Covenant Enjoys joining in with family customs and routines Talks about past and present events in their own life and in the lives of family members Knows that other children do not always enjoy the same things, and is sensitive to this.	Prophecy and Promise Enjoys joining in with family customs and routines Talks about past and present events in their own life and in the lives of family members Knows that other children do not always enjoy the same things, and is sensitive to this.	Galilee to Jerusalem Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions.	Desert to Garden Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions.	To the Ends of the Earth 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	Dialogue and Encounter 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

St Joseph's Catholic Primary School – a Voluntary Academy
Long Term Plan – Academic Year 26.27
Year Group - EY

Maths	Numbers to 5 Comparing groups within 5 Shape (3D and 2D shapes) Change within 5 Number bonds within 5 Space Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. 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. Compare length, weight and capacity.	Numbers to 5 Comparing groups within 5 Shape (3D and 2D shapes) Change within 5 Number bonds within 5 Space Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. 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. Compare length, weight and capacity.	Numbers to 10 Comparing numbers within 10 Addition to 10 Measure (Length, height and weight) Number bonds to 10 Subtraction Exploring Patterns Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. 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. Compare length, weight and capacity.	Numbers to 10 Comparing numbers within 10 Addition to 10 Measure (Length, height and weight) Number bonds to 10 Subtraction Exploring Patterns Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. 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. Compare length, weight and capacity.	Counting on and counting back Numbers to 20 Numerical patterns Shape (Composing and decomposing shapes) Measure (Volume and capacity) Sorting Time Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10. 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. Compare length, weight and capacity.	Counting on and counting back Numbers to 20 Numerical patterns Shape (Composing and decomposing shapes) Measure (Volume and capacity) Sorting Time Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–10. 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. Compare length, weight and capacity.

St Joseph's Catholic Primary School – a Voluntary Academy
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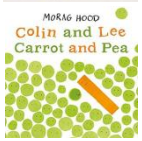
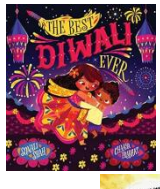
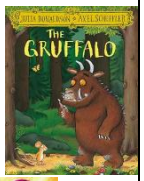
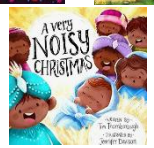
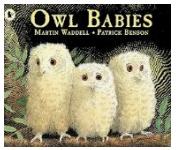
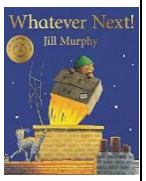
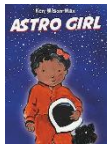
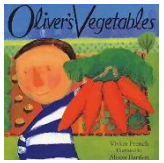
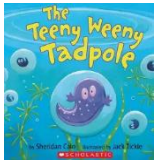
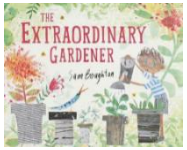
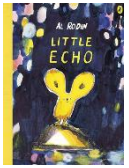
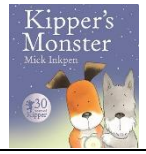
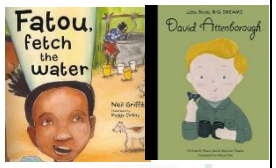
Year Group - EY

English	-Dot -Collin and Lee, Carrot and Pea -Room on the Broom  	-The Best Diwali Ever -The Gruffalo -A Very Noisy Christmas   	-Owl Babies -Whatever Next -Astro Girl   	-Oliver's Vegetables -The Extraordinary Gardiner -The Teeny-Weeny Tadpole   	-There's a Tiger in the Garden -Little Echo -Kipper's Monster  	-Fatou, Fetch the Water -David Attenborough, Little People Big Dreams -Be Brave Little Penguin 
	Literacy Focus: -Enjoys a range of print, digital, fiction and non-fiction. -Able to recall and discuss stories or information that has been read to them or have read themselves. -Begin to develop phonological and phonemic awareness. -Continues a rhyming string. -Hears and says the initial sounds in words. -Link sounds to letters, naming and sounding the letters of the alphabet. -Include literacy artefacts in play, such as labels, instructions, signs, envelopes. -Gives meaning to the marks they make.		-Re-enacts and reinvents stories they have heard in their play. -Know information can be retrieved from a book, computer and movile digital device. -Begin to recognise some written names of peers, siblings or "Mummy/Daddy". -Begin to segment and blend words. -Begin to read some high frequency words and develop knowledge of letters and sounds to read simple phonically decodable words and simple sentences. -Using their phonics knoweldge to write labels and captions.		-Uses vocabulary and forms speech that are influenced by experiences of reading. -Describe main story settings, events and characters in detail. -Begin to link sounds to some frequently used digraphs. -Enjoys creating text to communicate meaning for a wide range of purposes, such as making cards, tickets, lists, invitations and creating their own stories. **ELG:** -Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. -Anticipate – where appropriate – key events in stories Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. -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. -Write simple phrases and sentences that can be read by others.	

St Joseph's Catholic Primary School – a Voluntary Academy
Long Term Plan – Academic Year 26.27
Year Group - EY

Phonics	Oxford Owl Phase 2 (With reviews for consolidation) Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Oxford Owl Phase 3 (With reviews for consolidation) Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Oxford Owl Phase 3 (With reviews for consolidation) Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.	Oxford Owl Phase 3 Review Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.	Oxford Owl Phase 4 CVCC (With reviews for consolidation) Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.	Oxford Owl Phase 5 (Introduction for Year 1) (With reviews for consolidation) Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.
Understanding the World (With links to topic and science)	Let's Explore This project teaches children about the environments that they share with others, including their homes, school and places in the local community. Draw information from a simple map. Understand that some places are special to members of their community. Explore the natural world around them. Talks about the features of their own immediate environment and how environments might vary from one another Makes observations of animals and plants and explains why some things occur, and talks about changes.	Exploring Autumn This project teaches children about the natural changes that happen during the season of autumn, including how the weather changes, why trees lose their leaves and how wild animals prepare for winter. Understand that some places are special to members of their community. Explore the natural world around them. Talks about the features of their own immediate environment and how environments might vary from one another Makes observations of animals and plants and explains why some things occur, and talks about changes.	Starry Night This project explores the differences in the world at night compared to during the day. It teaches children about the importance of a good night's sleep, and helps them to discover what is happening in the world while they are sleeping, including finding out about nocturnal animals. Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Describe what they see, hear and feel whilst outside.	Ready Steady Grow This project teaches children about food and farming and explores themes, including where food comes from, what plants and animals need to grow and survive and what constitutes a healthy lifestyle. Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Describe what they see, hear and feel whilst outside. Looks closely at similarities, differences, patterns and change in nature.	Shadows and Reflections This project teaches children about natural phenomena, including shadows, reflections and echoes. They explore how shadows are formed and how they can change. Draw information from a simple map. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. 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. Knows about similarities and differences in relation to	Big Wide World This project teaches children about the global community to which they belong and explores how living things, communities and climates differ around the world. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. 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. Knows about similarities and differences in relation to

St Joseph's Catholic Primary School – a Voluntary Academy
Long Term Plan – Academic Year 26.27
Year Group - EY

			Looks closely at similarities, differences, patterns and change in nature.		places, objects, materials and living things.	places, objects, materials and living things.
PE	Me and Myself Revise and refine the fundamental movement skills they have already acquired: -rolling -crawling -walking -jumping -running -hopping -skipping -climbing Progress towards a more fluent style of moving, with developing control and grace. Develop overall body-strength, balance, co-ordination and agility.	Movement and Development Revise and refine the fundamental movement skills they have already acquired: -rolling -crawling -walking -jumping -running -hopping -skipping -climbing Progress towards a more fluent style of moving, with developing control and grace. Develop overall body-strength, balance, co-ordination and agility.	Throwing and Catching 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. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	Ball Skills 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. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	Fun & Games Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	Working With Others Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
Art and DT	Creating our own portraits. Our special hand prints. Creating birthday cards. Paper people chains. Creating posters on how we can help take care of the world. When I grow up pictures. Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Firework pictures. Remembrance day poppies. Christmas cards. Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Starry pictures Astronaut pictures Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Flower printing Flower painting Pattern making Vegetable printing Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Mixing colours Colour monster pictures Mood board pictures Create collaboratively sharing ideas, resources and skills.	Body pictures Unique me pictures World pictures Create collaboratively sharing ideas, resources and skills.

St Joseph's Catholic Primary School – a Voluntary Academy
Long Term Plan – Academic Year 26.27
Year Group - EY

Music	Learn to sing nursery rhymes and action songs: Pat-a-cake 1, 2, 3, 4, 5, Once I Caught A Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers Listen attentively, move to and talk about music, expressing their feelings and responses. Develop storylines in their pretend play.	Learn to sing nursery rhymes and action songs: I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song Listen attentively, move to and talk about music, expressing their feelings and responses. Develop storylines in their pretend play.	Learn to sing nursery rhymes and action songs: Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees and Toes Sing in a group or on their own, increasingly matching the pitch and following the melody.	Learn to sing nursery rhymes and action songs: Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey Sing in a group or on their own, increasingly matching the pitch and following the melody.	Big Bear Funk is a transition Unit that prepares children for their musical learning in Year 1. Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups	This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music. Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups
PSHE (links to Ten10/protected characteristics)	**Created and loved by God.** -I am me. -Heads, shoulders, knees and toes. -Ready teddy? -I like, you like, we all like. Martin Luther King Jr by Maria Isabel Sanchez Vegara Build constructive and respectful relationships. Think about the perspectives of others Show resilience and perseverance in the face of challenge• Manage their own needs. Know and talk about the different factors that support their overall health and wellbeing: -regular physical activity -healthy eating -toothbrushing -sensible amounts of 'screen time'	**Created and loved by God.** -Good feelings, bad feelings -Let's get real. -Growing up. **Created to love others.** -Role model RuPaul by Maria Isabel Sanchez Vegara Build constructive and respectful relationships. Think about the perspectives of others Show resilience and perseverance in the face of challenge• Manage their own needs. Know and talk about the different factors that support their overall health and wellbeing: -regular physical activity -healthy eating -toothbrushing -sensible amounts of 'screen time'	**Created to love others.** -Who's Who? -You've got a friend in me. -Forever friends. -Safe inside and out. Elton John by Maria Isabel Sanchez Vegara Build constructive and respectful relationships. Think about the perspectives of others Show resilience and perseverance in the face of challenge• Manage their own needs. Further develop the skills they need to manage the school day successfully: -lining up and queuing -mealtimes -personal hygiene See themselves as a valuable individual Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally.	**Created to love others.** -My body, my rules. -Feel poorly. -People who help us. Rosa Parks by Maria Isabel Sanchez Vegara Build constructive and respectful relationships. Think about the perspectives of others Show resilience and perseverance in the face of challenge• Manage their own needs. Further develop the skills they need to manage the school day successfully: -lining up and queuing -mealtimes -personal hygiene See themselves as a valuable individual Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally.	**Created to live in community.** -God is love. -Loving God, loving others. -Me, you, us. Julian is a Mermaid by Jessica Love Julian at the Wedding by Jessica Love Build constructive and respectful relationships. Think about the perspectives of others Show resilience and perseverance in the face of challenge• Manage their own needs. Know and talk about the different factors that support their overall health and wellbeing: -regular physical activity -healthy eating -toothbrushing -sensible amounts of 'screen time'	**Transition to Year 1** **Wishes for the next year** **Yes I can** Build constructive and respectful relationships. Think about the perspectives of others Show resilience and perseverance in the face of challenge• Manage their own needs. Know and talk about the different factors that support their overall health and wellbeing: -regular physical activity -healthy eating -toothbrushing -sensible amounts of 'screen time' -having a good sleep routine -being a safe pedestrian See themselves as a valuable individual Express their feelings and consider the feelings of others.

St Joseph's Catholic Primary School – a Voluntary Academy
Long Term Plan – Academic Year 26.27
Year Group - EY

	-having a good sleep routine – bein g a safe pedestrian. See themselves as a valuable individual Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally.	-having a good sleep routine – bein g a safe pedestrian. See themselves as a valuable individual Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally.			-having a good sleep routine - being a safe pedestrian See themselves as a valuable individual Express their feelings and consider the feelings of others. Identify and moderate their own feelings socially and emotionally.	Identify and moderate their own feelings socially and emotionally.