

St Mary's Catholic Primary and Nursery

EYFS NURSERY CLASS LTP 2020-2021



2020-2021	AT1	AT2	SP1	SP2	SUM1	SUM2
	What makes me special?	How do we celebrate?	Is the moon made of cheese?	Where do the wheels on the bus go?	Can pigs fly?	Where does the see end?
Themed Events/Global Learning	<p>Week 4: Harvest</p> <p>(Global Learning Link: Diversity and difference - we are all unique)</p>	<p>Bonfire night- Firemen (People who help us)</p> <p>Halloween</p> <p>Anti-bullying week</p> <p>Remembrance Sunday</p> <p>Advent Begins</p> <p>Christmas (Postman)</p> <p>(Global Learning Link: Christmas - being fortunate and lucky - linked to Letters to Santa, Christmas around the world: Shoebox appeal)</p>	<p>safer internet week</p> <p>(Global Learning Link: Stranger Danger linked with the online safer internet)</p>	<p>Fairtrade</p> <p>Lent begins & world book day</p> <p>Science week</p> <p>(Global Learning Link: Fairtrade)</p>	<p>Health wk</p> <p>(Global Learning Link: Farms)</p>	<p>(Global Learning Link: Plastic pollution, seaside around the world)</p>
Literacy	<p>Focused Text - A range of Nursery Rhymes</p> <p>Speaking Using talk to explain what is happening Using more complex sentences</p> <p>Reading Repeats words/phrases from familiar stories Fills in words or phrases from a known rhyme/story Favourite stories/rhymes</p> <p>Writing Distinguish between different marks they make.</p> <p>Other text Children's favourite stories and rhymes Action rhymes and poems</p> <p>One Ted Falls out of Bed Chocolate Mousse for Greedy Goose</p>	<p>Focused Text - The Gingerbread Man</p> <p>Speaking Using talk to connect ideas, anticipate what might happen next and to recall past experiences. Using vocabulary focused on objects and people important to them. Uses talk in pretending objects stand for something else</p> <p>Reading Enjoys rhyming and rhythmic activities Shows awareness of rhyme/alteration Listens to and joins in with stories Joins in with repeated refrains Recognises own name familiar logos</p> <p>Writing Sometimes gives meaning to makes as they draw and paint Ascribes meanings to marks they see in different places Writes own name</p> <p>Other texts:</p>	<p>Focused Text - Whatever Next</p> <p>Speaking Builds up vocabulary that reflects breath of experience Uses a range of tenses</p> <p>Reading Beginning to be aware the way stories are structured Suggests how a story may end Listens to stories with increasing attention and recall Describe main story settings.events, characters Continues a rhyming string</p> <p>Writing Gives meaning to makes as they write, draw and paint Ascribes meanings to marks they see in different places Writes own name</p> <p>Other texts: Aliens love underpants Zoom rocket zoom Rocket - nick Inkpen</p>	<p>Focused Text -Rosie's Walk</p> <p>Speaking Extends vocabulary exploring meaning/sounds of new words Uses language to imagine and recreate roles and experiences in play</p> <p>Reading Continues a rhyming string Hears and says initial sounds in words Oral blending/segmenting</p> <p>Writing Gives meaning to makes as they write, draw and paint Writes own name Continues a rhyming string Hears and says initial sounds in words Oral blending/segmenting</p> <p>Other text The train journey The Naughty bus Toddle Waddle Dig Dig Digging Crunching munching caterpillar Misy's bus</p>	<p>Focused Text - Farmer Duck</p> <p>Speaking Links statements. Sticks to main theme intention Introduces storyline/narrative into play Extending vocabulary</p> <p>Reading Continues a rhyming string Hears and says initial sounds in words Oral blending/segmenting Linking some letters to sounds</p> <p>Writing Gives meaning to makes as they write, draw and paint Writes name Continues a rhyming string Hears and says initial sounds in words Oral blending/segmenting Linking some letters to sounds</p> <p>Other texts: Owl Babies Noisy farm Farmyard Hullabalo What the ladybird heard</p>	<p>Focused Text - Rainbow Fish</p> <p>Speaking Links statements. Sticks to main theme intention Introduces storyline/narrative into play Extending vocabulary</p> <p>Reading Continues a rhyming string Hears and says initial sounds in words Oral blending/segmenting Linking some letters to sounds</p> <p>Writing Gives meaning to makes as they write, draw and paint Writes name/labels Continues a rhyming string Hears and says initial sounds in words Oral blending/segmenting Linking some letters to sounds</p> <p>Other texts Sharing a shell Bright Stanley Smiley shark</p>

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		The Three Billy Goats Gruff Goldilocks and the Three Bear The First Christmas The Nativity		The wheels on the bus		
Maths	<p>Number - counting Joins in with number rhymes Rote count from 1</p> <p>Number - Counting objects Use one to one correspondence when counting</p> <p>Shape, space, measures Find pairs of shapes that are the same Finding shapes in the environment Making shape pictures and models Using language of size</p>	<p>Number - counting Join in with number rhymes Reciting numbers in order Comparing quantities</p> <p>Shape, space and measures Investigating 3D shapes, rolling not rolling Making shape models Time based events lunchtime, home time</p>	<p>Number - Recite numbers to 10 Counting numbers in a se Representing numbers with fingers Number problems Counting with one to one correspondence up to 5 Comparing 2 groups that are the same</p> <p>Shape, space and measures Shape hunts in environment Constructing shape models Comparing size and mass of objects Using language tallest, shortest, heaviest, lightest</p>	<p>Number - Counting actions, sounds and objects Knowing number names in order Comparing two groups Rote count from 5 to 1</p> <p>Shape, space and measures Using positional language Comparing volume of 2 containers Explore the mass of objects</p>	<p>Number - Recognises some numerals Counting objects to 10 Rote counting to 20</p> <p>Shape, space and measures Finding and naming some 2D and 3D shapes Comparing and ordering height and length in play</p>	<p>Number - Recognises some numerals to 10 Counting actions or objects Finding more and less from a group Rote counting from any number</p> <p>Shape, space and measures Ordering lengths and heights Join in with day of the week rhymes</p>
Come & See	Families & domestic church: Myself Theme: FAITH	Belonging, baptism & confirmation: Welcome Loving, Advent & Christmas: Birthday	Community & local church: celebrating	Relating & Eucharist: Gathering Giving, Lent & Easter: Growing	Serving & Pentecost: Good news Theme: Other FAITHS	Interrelating / reconciliation: Friends World / universal church: Our world
PSED	Health & well being Behaviour Friendship Self esteem & self confidence	Health & well being Behaviour Friendship Self esteem & self confidence	Health & well being Behaviour Friendship Self esteem & self confidence	Health & well being Behaviour Friendship Self esteem & self confidence	Health & well being Behaviour Friendship Self esteem & self confidence	Health & well being Behaviour Friendship Self esteem & self confidence
UW (Science/History/Geography)	<p>Science: Animals: Humans</p> <ul style="list-style-type: none"> Senses & body parts Local Environments (school grounds) Food stuffs - healthy eating <p>Materials:</p> <ul style="list-style-type: none"> Autumn leaves, conkers, twigs <p>Understanding of World: People & Communities Historical Development</p> <ul style="list-style-type: none"> People, themselves, their families & significant people Places: home, familiar places Events: Looking at the daily routine <p>Geographical Development</p>	<p>Science: Light, dark & shadows</p> <p>Understanding of World: People & Communities Historical Development</p> <ul style="list-style-type: none"> People, themselves, their families & significant people 	<p>Science: Forces</p> <p>Understanding of World: Geographical Development</p> <ul style="list-style-type: none"> Seasons and Weather Journey's <p>Historical Development</p>	<p>Science: Materials</p> <p>Understanding of World: Geographical Development</p> <ul style="list-style-type: none"> Maps Seasons and Weather Journey's <p>Historical Development</p> <ul style="list-style-type: none"> Objects: Toys, baby toys 	<p>Science: Plants Animals (other than humans)</p> <p>Understanding of World: Geographical Development</p> <ul style="list-style-type: none"> Seasons and Weather Maps Physical features of a farm <p>Historical Development</p>	<p>Science: Environments beyond the local area</p> <p>Understanding of World: Geographical Development</p> <ul style="list-style-type: none"> Seasons and Weather Physical features <p>Historical Development</p> <ul style="list-style-type: none"> Seasons: changes over time

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	<ul style="list-style-type: none"> • Maps (walk to find familiar landmarks) • Seasons • Human features: buildings, local places • Physical features: park, forest & woods (autumn) 	<ul style="list-style-type: none"> • Places: Seasons • Events: bonfire night, Halloween, remembrance day, Christmas <p>Geographical Development</p> <ul style="list-style-type: none"> • Seasons and Weather 	<ul style="list-style-type: none"> • Seasons: changes over time • First man on the moon - space travel 	<ul style="list-style-type: none"> • Seasons: changes over time • Events: Easter 	<ul style="list-style-type: none"> • Seasons: changes over time • Events: Growing & hungry caterpillar 	<ul style="list-style-type: none"> • Places: holiday environment - changes over time
Music	<p>Describes music, e.g. "scary music, angry music, happy music".</p> <p>Can identify specific sounds in the environment e.g. sounds of cars, running water.</p> <p>Explore ways of encouraging active listening; moving with music or painting/drawing with music may support children to listen; listening in large groups/small groups/individually. < Encourage children to use verbal and physical language to describe sounds and music.</p> <p>Vocalises in a free-flowing way within their play, e.g. whilst painting or playing with clay. < Sings and chants with and to others. < Reproduces songs in individual ways. < Plays with familiar songs, often piecing together parts of different songs. < Sings to and with toys, props, resources. < Sings in their dramatic role-play, e.g. singing phrases such as "dinner's ready" or "let's go". < Repeats phrases of songs. < May sing an entire song</p> <p>Moves in response to rhythms heard played on instruments e.g. a drum. This could be small movements e.g. moving fingers in response to sounds or large movements such as jumping.</p> <p>Play instruments and movement games.</p>	<p>Describes music, e.g. "scary music, angry music, happy music".</p> <p>Can identify specific sounds in the environment e.g. sounds of cars, running water.</p> <p>Explore ways of encouraging active listening; moving with music or painting/drawing with music may support children to listen; listening in large groups/small groups/individually. < Encourage children to use verbal and physical language to describe sounds and music.</p> <p>Vocalises in a free-flowing way within their play, e.g. whilst painting or playing with clay. < Sings and chants with and to others. < Reproduces songs in individual ways. < Plays with familiar songs, often piecing together parts of different songs. < Sings to and with toys, props, resources. < Sings in their dramatic role-play, e.g. singing phrases such as "dinner's ready" or "let's go". < Repeats phrases of songs. < May sing an entire song</p>	<p>Song/piece of music per week that is played once per day and encourage children to listen.</p> <p>Play sound-matching games, Encourage children to listen to a wide range of music</p> <p>Music development Vocalising and singing</p> <p>Singing with different pitch (high/low)</p> <p>Play mouth exercise games and vocal warm up games before singing. Copy children's vocal sounds.</p> <p>Music development - moving and dancing</p> <p>Place instruments in different formations</p> <p>Use instruments within play</p> <p>Tapping a drum with hands or tapping rhythm sticks together require different physical skills. games that encourage children to play instruments in different ways, e.g. passing a tambourine quietly around a circle</p>	<p>Song/piece of music per week that is played once per day and encourage children to listen.</p> <p>Play sound-matching games, Encourage children to listen to a wide range of music</p> <p>Music development Vocalising and singing</p> <p>Singing with different pitch (high/low)</p> <p>Play mouth exercise games and vocal warm up games before singing. Copy children's vocal sounds.</p> <p>Music development - moving and dancing</p> <p>Place instruments in different formations</p> <p>Use instruments within play</p> <p>Tapping a drum with hands or tapping rhythm sticks together require different physical skills. games that encourage children to play instruments in different ways, e.g. passing a tambourine quietly around a circle</p>	<p>Can identify and match an instrumental sound, e.g. hear a shaker and indicate that they understand it is a shaker. <</p> <p>Use a wide range of music genres to support children to keep their ears open. Recording devices and invite children to be musical detectives to capture sounds into their recording devices. Learn who wrote the music, where the music is from. Matches music to pictures/visual resources. Describes the sound of instruments e.g. scratchy sound, soft sound. Creates visual representation of sounds, instruments and pieces of music, e.g. mark making to specific sounds or pieces of music.</p> <p>Include children's favourite songs within singing times, whether this be songs from home or songs learnt at the setting. < Create song stories with children, e.g. offer them a first line of a song and ask them to continue the song. < Invite children to suggest songs to sing in groups and value their ideas, whether this be nursery rhymes, pop songs, songs from home or their own</p>	<p>Can identify and match an instrumental sound, e.g. hear a shaker and indicate that they understand it is a shaker. <</p> <p>Use a wide range of music genres to support children to keep their ears open. Recording devices and invite children to be musical detectives to capture sounds into their recording devices. Learn who wrote the music, where the music is from. Matches music to pictures/visual resources. 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Technology	Generic skills linked to IT	Text & digital imagery	Online safety & Audio	Using commands to control equipment & devices	Data handling	Simulations & Modelling & purple mash
Art & DT	<p>Painting Drawing Collage Sculpture (2D & 3D) Construction kits Constructing with reclaimed materials Using resources, skills & equipment Using tools & equipment for food preparation</p>	<p>Painting Drawing Collage Sculpture (2D & 3D) Construction kits Constructing with reclaimed materials Using resources, skills & equipment Using tools & equipment for food preparation</p>	<p>Painting Drawing Collage Sculpture (2D & 3D) Construction kits Constructing with reclaimed materials Using resources, skills & equipment Using tools & equipment for food preparation</p>	<p>Painting Drawing Collage Sculpture (2D & 3D) Construction kits Constructing with reclaimed materials Using resources, skills & equipment Using tools & equipment for food preparation</p>	<p>Painting Drawing Collage Sculpture (2D & 3D) Construction kits Constructing with reclaimed materials Using resources, skills & equipment Using tools & equipment for food preparation</p>	<p>Painting Drawing Collage Sculpture (2D & 3D) Construction kits Constructing with reclaimed materials Using resources, skills & equipment Using tools & equipment for food preparation</p>
PE	Independent skills: dressing & listening. Ring games, dancing	Moving in different ways Negotiating space Taking turns	Ball skills	Balancing & climbing	Ball skills	Team games & group