

| YEAR A | AUTUMN | | SPRII | | |
|--------|---|--|---|--|--|
| | | | | | |
| Topic | Me and my senses Black history month (October) Books: Why am I different? - Norma Simon – Do I have to go to school? - Pat Thomas – - Brown bear, brown bear what do you see? - Bill Martin Jr - My five senses book by Aliki From Head to Toe – Eric Carle Incredible you - Rhys Brisenden Marvellous me: Inside and out- Lisa Bullard - Mixed - Aree Chung Autumn: - The Leafman - Lois Elhert - We're going on a leaf hunt - Steve Metzger - A stroll through the seasons - Kay Barnham - Leaves Fall Down (Autumn) - Lisa Bullard Humans (N/R) | Repetitive story patterns/ Christmas Pantomime school trip Nativity performance Remembrance day - 11/11 http://learning.poppyscotland.o rg.uk/resource/the-poppy-story- book-animation/ BBC animation Bonfire Night: - Sparks in the sky - Twinkl Pumpkin Soup – Helen Cooper Diwali: - Dipali's Diwali – Twinkl - Rama and Sita - Lighting a lamp - Jonny Zucker Christmas: - Stickman - Julia Donaldson - Mog's Christmas - Judith Kerr - The Christmas Story Living things (N) Sound (R) | Celebrations Books: Birthdays: Aipper's birthday - Mick Inkpen Aappy Birthday Blue Kangaroo - Emma Chichester Clark Birthdays around the world - Emma Chichester Clark Birthdays around the world - Margriet Ruurs Weddings I the Scarecrow's Wedding - J. Donaldson Julian at the Wedding - Jessica Love Nadia's hands - Karen English Ane Big Ceremony - Ozi Okaro When Willy went to the Wedding The Little Mouse Wedding - Michelle Cartlidge Chinese New Year Story Anterias and Firecrackers - Jonny Zucker My first Chinese New Year - Karen Katz Lunar New Year around the World by Amanda Li Electricity (N) Materials (R) | Celebrations Books: Mardi Gras: -All about Mardi Gras powerpoint - Twinkl -Mimi's First Mardi Gras - Alice Couvillion and Elizabeth Moore -The Bourbon Street Band is back - Ed Shareman - Celebrations around the world by Katy Halford - What do you celebrate? Exploring the world through holidays – by Whitney Stewart Spring: -The Tiny Seed -Hello Spring -Spring is here -The Amazing life cycle of plants - Life Cycle books (non-fiction) -Mother's Day cards Easter: -We're going on an Egg hunt -Easter Story -Five little Easter Bunnies -How to catch the Easter Bunny Sound (N) Light (R) | The Bug Collector by Alex Griffiths Do you love Bugs? By Mar Robertson Bug Hotel by Clover Robin Twist and Hop Minibeast by Tony Mitton |

'As a family we live, love, learn and celebrate with Jesus.'

TEACHER: Mrs Piggott



SUMMER

| | People who help us |
|----------|-------------------------------------|
| | Books: |
| oillar - | Dentist: |
| | - Going to the dentist |
| g | - Usborne First Experiences |
| n | -Pony brushes his teeth - |
| elaine | Michael Dahl |
| | -The tooth book - Edward |
| bb | Miller |
| - Giles | - Alan's Big scary teeth - Jarvis |
| | -Pete the Cat and the lost tooth |
| ldson | Police: |
| en | -Police officers on patrol |
| | - Kersten Hamilton |
| | - I'm afraid your teddy is in |
| | trouble today - Jancee Dunn |
| ex | -The detective Dog - Julia |
| | Donaldson |
| latt | -Police Officer - Twinkl |
| | Fire brigade: |
| oin | -Charlie the Firefighter - Twinkl - |
| st Bop | Emergency - Margaret Mayo |
| | - Animal Firefighters – |
| | Sharon Rentta |
| | Ambulance/Hospital: |
| | -Dear Daisy Get well soon - |
| ans (N) | Maggie Smith |
| | - Look inside a hospital - |
| | Usborne -Emma's question |
| | - Catherine Urdahl |
| | Awesome Ambulances- Tony |
| | , Mitton – |
| | Do I have to go to Hospital? |
| | - Pat Thomas |
| | Forces (N/R) |
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|------|--|--|---|--|---|--|
| OTC. | Nature masks | Bonfire building | Our local church | Carnival | Mini beast hunt | Fire brigade, nurse, police |
| | Stick model | Toasting marshmallows | Dragon dance | Nature crowns | Making snail home | officer into school |
| | Leaf threading Leaf sorting | Sensory stories | Wedding ceremony Birthday party | Spring Walk | Nature photography | Putting out fires Crime scene outside |
| | | Pantomime | Birtiday party | Spring Walk | Mini beast workshop/ | Obstacle course |
| | Nature Walk around school | Faitonine | Visit church | | Butterfly World | Fire Engine into school |
| RE | Domestic Church – Family: | ADVENT/CHRISTMAS- | EUCHARIST – RELATING: | PENTECOST – SERVING: | Islam / Judaism | UNIVERSAL CHURCH – |
| - | Myself | LOVING: BIRTHDAY Know | GATHERING | GOOD NEWS | , | WORLD: OUR WORLD |
| | Know and understand: | and understand: | Know and understand: | Know and understand: | Subsidiarity | Know and understand: |
| | • The importance of my | what a birthday is; waiting for | how and why people gather | That everyone has Good | Participation | what we love and wonder |
| | name – Explore God knows and loves me | a birthday – Explore | together – Explore | News to share – Explore | Promoting Peace | about our world – Explore |
| | and each one by name – | Advent: looking forward to | • the joy of gathering together | Pentecost: the celebration | | God gave us this wonderful |
| | Reveal | Christmas, the birthday of Jesus | to celebrate at Mass – Reveal | of the Good News of Jesus – | | world – Reveal |
| | Acquire the skills of | – Reveal | Acquire the skills of assimilation, | Reveal | | acquire the skills of assimilation |
| | assimilation, celebration and | Acquire the skills of assimilation, | celebration and application of | Acquire the skills of | | celebration and application of |
| | application of the above – | celebration and application of | the above – Respond | assimilation, celebration and | | the above – Respond |
| | Respond | the above – Respond | | application of the above – | | • |
| | | | LENT/EASTER – GIVING: | Respond | | |
| | Baptism/Confirmation – | LOCAL CHURCH – | GROWING | | | Subsidiarity |
| | Belonging: Welcome | COMMUNITY: | Know and understand: | RECONCILIATION – | | Participation |
| | Know and understand: | CELEBRATING | Spring is a time when things | INTER-RELATING: | | Promoting Peace |
| | • What it is to welcome and be | Know and understand: | begin to grow – Explore | FRIENDS | | Distributive justice |
| | welcomed – Explore | what a celebration is – | Lent – a time to grow in love | • We can make friends – | | Preferential difference for the |
| | • Baptism: a welcome to God's | Explore | to be more like Jesus and to look | Explore | | poor |
| | family – Reveal | how the parish family | forward to Easter – Reveal | Jesus had good friends; | | |
| | Acquire the skills of | celebrate – Reveal | Acquire the skills of assimilation, | what Jesus tells us about | | |
| | assimilation, celebration and | acquire the skills of assimilation | celebration and application of | friendship – Reveal | | |
| | application of the above – | celebration and application of | the above – Respond | Acquire the skills of | | |
| | Respond Welcome Mass | the above – Respond | Ash Wednesday Mass | assimilation, celebration and | | |
| | | Diwali | · · | application of the above – | | |
| | The Common Good | Nativity performance | Participation | Respond | | |
| | Participation | The Common Good | Promoting Peace | Easter | | |
| | | Participation | Distributive Justice | Subsidiarity | | |
| | | Promoting Peace | | Participation | | |
| | | Solidarity | | Promoting Peace | | |
| | | | | The Common Good | | |
| SE | | Story Sessions: | Session 1: I like, You like, We all | Session 1: Role Model | Session 1: Safe inside and out | Session 1: God is love |
| | | Handmade with love | like! | • We are part of God's family | About safe and unsafe | • That God is love: Father, Sor |
| | | – We are created individually by | • That we all have different | Jesus cared for others and | situations indoors and | and Holy Spirit |
| | | God as part of His creation plan | 'tastes' (likes and dislikes), but | wanted them to live good | outdoors, including online. | That being made in His imag |
| | | We are all God's children and | also similar needs (to be loved | lives like him | • That they can ask for help | means being called to be loved |
| | | are special | and respected, to be safe etc) | • We should love other | from their special people. | and to love others |
| | | Our bodies were created by Cod and are cood | • That it is natural for us to relate | people in the same way God | Coorier D. Markenberger La | Cassion 2. Lawing Card Lawin |
| | | God and are good | to and trust one another | loves us | Session 2: My body, my rules | Session 2: Loving God, loving |
| | | – We can give thanks to God! | | Session 1: Who's Who? | To know they are entitled to bodily privacy | others |

'As a family we live, love, learn and celebrate with Jesus.'





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THE HOLY FAMILY CATHOLIC PRIMARY SCHOOL LONG TERM PLAN

YEAR N: 2023-24

| | Session 1: I am Me • We are each unique, with individual gifts, talents and skills. • Whilst we all have similarities because we are made in God's image, difference is part of God's plan! Session 2: Heads, Shoulders, Knees and Toes • That their bodies are good and made by God • The names of the parts of the body (not genitalia) Session 3: Ready Teddy? • That our bodies are good and we need to look after them • What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene. Subsidiarity Participation Promoting Peace Human dignity | Session 2: Good feelings, bad feelings A language to describe their feelings An understanding that everyone experiences feelings, both good and bad Simple strategies for managing feelings Session 3: Let's get real Simple strategies for managing emotions and behaviour That we have choices and these choices can impact how we feel and respond. We can say sorry and forgive like Jesus Session 1: Growing up That there are natural life stages from birth to death, and what these are Participation Promoting Peace Human dignity | To identify special people (e.g. parents, carers, friends) and what makes them special The importance of the nuclear family and of the wider family The importance of being close to and trusting of 'special people' and telling them is something is troubling them Session 2: You've got a friend in me How their behaviour affects other people and that there is appropriate and inappropriate behaviour The characteristics of positive and negative relationships About different types of teasing and that all bullying is wrong and unacceptable Session 3: Forever friends To recognise when they have been unkind to others and say sorry. That when we are unkind, we hurt God and should say sorry. To recognise when people are being unkind to them and others and how to respond. That we should forgive like Jesus forgives. Promoting Peace Participation Human Dignity The Common Good Stewardship | That they can and should open with 'special people't trust if anything troubles the That there are different people we can trust for help especially those closest to u who care for us, including of teachers and our parish prior Session 3: Feeling poorly Medicines should only be taken when a parent or door gives them to us. Medicines are not sweets We should always try to be after our bodies because Go created them and gifted the to us. Session 4: People who help There are lots of jobs designed to help us. Paramedics help us in a medical emergency. First Aid can be used in not emergency situations, as we as whilst waiting for an ambulance Human Dignity Solidarity |
|---|--|--|--|--|
| ing on the carpet, ataining attention, sitting tly roduced storyline or ative into their play | 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 | Able to follow a story without pictures or props Retell a story Predict what might happen in a story or situation | Extends vocabulary, espect by grouping and naming, exploring the meaning and sounds of new words Retell a story |
| | taining attention, sitting tly roduced storyline or | We are each unique, with individual gifts, talents and skills. Whilst we all have similarities because we are made in God's image, difference is part of God's plan! Session 2: Heads, Shoulders, Knees and Toes That their bodies are good and made by God The names of the parts of the body (not genitalia) Session 3: Ready Teddy? That our bodies are good and we need to look after them What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene. Subsidiarity Participation Promoting Peace Human dignity | We are each unique, with individual gifts, talents and skills. Whilst we all have similarities because we are made in God's image, difference is part of God's plan! Session 2: Heads, Shoulders, Knees and Toes That their bodies are good and made by God That their bodies are good and we need to look after them What our bodies are good and we need to look after them What our bodies are good and we need to look after them What constitutes a healthy lifestyle, including exercise, diet, sleep and personal hygiene. Subsidiarity Participation Promoting Peace Human dignity Sesion 1: Growing up That there are natural life stages from birth to death, and what hese are Participation Ortoo-channelled attention – can listen and do for short span Aesponds to instructions involving a two-part sequence | We are each unique, with individual gifts, talents and skills individual gifts, talents and react is part of God's plan. Seesion 2: Heads, Shoulders, Knees and Toes individual gifts, talents and de by God individual gifts, talents and the god and bad individual gifts, talents and the god and bad individual gifts, talents and react to be and the parts of the parts |



| Ild be • What a communi | ity is, and |
|---|----------------|
| e' they that God calls us to | o live in |
| them community with or | ne another |
| t • Some Scripture il | lustrating the |
| elp, importance of livin | - |
| o us community | - |
| g our • No matter how s | mall our |
| priest offerings, they are | |
| God and He can us | |
| Life stars | e them for |
| be His glory. | |
| | |
| loctor Session 1: Me, You | |
| That they belong | |
| ets. communities, such | - |
| o look school, parish, the | |
| God area, nation and th | ie global |
| them community | |
| That they should | help at |
| home with practica | al tasks such |
| elp us as keeping their ro | om tidy, |
| helping in the kitch | ien, etc. |
| • That we have a d | uty of care |
| for others and for t | the world we |
| live in (charity wor | |
| non- etc.) | , ,- 0/ |
| well • About what harm | ns and what |
| improves the world | |
| they live | |
| Human Dignity | |
| Participation | |
| Participation | |
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| pecially - Retell a story | |
| pecially - Retell a story | a story |
| - Predict events in | , |
| - Predict events in a nd - Respond appropr | iately to |
| - Predict events in | iately to |



YEAR N: 2023-24

| - Retell stories with puppets | - Uses talk to organise, sequence | Uses language to imagine and | - Ask and answer questions | - Predict what might happen |
|-----------------------------------|---|--|---|---|
| | and clarify thinking, ideas, | recreate roles and experiences in | based on a story they have | a story or situation |
| Participation | feelings and events | play situations | heard | - Respond appropriately to |
| Human Dignity | - Retell a story | - Retell a story | - Respond appropriately to | what others say, while engag |
| The Common Good | Ask and answer questions | - Predict what might happen in a | what others say, while | in another activity |
| | based on a story they have | story or situation | engaged in another activity | - Responds to instructions |
| Development matters 2021: | heard | - Ask and answer questions based | - Responds to instructions | involving a two-part sequenc |
| Enjoy listening to longer stories | | on a story they have heard | involving a two-part | - Answer 'how' and 'why' |
| and can recall most of what | Participation | - Responds to instructions | sequence. | questions about experiences |
| happens. | Human Dignity | involving a two-part sequence. | - Answer 'how' and 'why' | and stories or events |
| 0017 | The Common Good | Participation | questions about experiences | - Use correct tenses when |
| attention to more than one | | Human Dignity | and stories or events | speaking |
| thing at a time. | Development matters 2021: | The Common Good | - Use correct tenses when | - Develop own narratives and |
| Use a wider range of | Enjoy listening to longer stories | Promoting Peace | speaking | explanations by connecting |
| | and can recall most of what | | - Develop own narratives and | ideas or events |
| • | happens. | Development matters 2021: | explanations by connecting | Participation |
| - | Can find it challenging to pay | Enjoy listening to longer stories | ideas or events | Development matters 2021: |
| such as "Get your coat and | attention to more than one | and can recall most of what | Participation | Enjoy listening to longer stori |
| | thing at a time. | happens. | | and can recall most of what |
| Understand why questions | Use a wider range of Vocabulary. | Can find it challenging to pay | Development matters 2021: | happens. |
| such as "Why do you think the | Understand a question or | attention to more than one thing | Enjoy listening to longer | Can find it challenging to pay |
| caterpillar got so big?" | instruction that has two parts | at a time. | stories and can recall most of | attention to more than one |
| May have problems saying | such as "Get your coat and wait at the door." | Use a wider range of Vocabulary. | what happens. | thing at a time. |
| ,,,,,,,, | | Understand a question or | Can find it challenging to pay attention to more than one | Use a wider range of |
| sh. | Knowing rhymes, begin to talk about familiar books and tell | instruction that has two parts such as "Get your coat and wait | thing at a time. | Vocabulary. Understand a question or |
| | stories. | at the door." | Use a wider range of | instruction that has two parts |
| | Understand why questions such | Knowing rhymes, begin to talk | Vocabulary. | such as "Get your coat and w |
| | as " Why do you think the | about familiar books and tell | Understand a question or | at the door." |
| | caterpillar got so big?" | stories. | instruction that has two parts | |
| | May have problems saying some | Understand why questions such | such as "Get your coat and | about familiar books and tell |
| | sounds: r, j, th, ch, and sh. | as "Why do you think the | wait at the door." | stories. |
| | Struggle with multisyllabic words | caterpillar got so big?" | Knowing rhymes, begin to talk | |
| | such as Pterodactyl, planetarium | Singing a large repertoire of | about familiar books and tell | such as "Why do you think th |
| | and hippopotamus. | songs and rhymes. | stories. | caterpillar got so big?" |
| | | Use longer sentences of four to | Understand why questions | Singing a large repertoire of |
| | | six words. | such as "Why do you think the | songs and rhymes. |
| | | May have problems saying some | caterpillar got so big?" | Use longer sentences of four |
| | | sounds: r, j, th, ch, and sh. | Singing a large repertoire of | six words. |
| | | Struggle with multisyllabic words | songs and rhymes. | Develop their communicatior |
| | | such as Pterodactyl, planetarium | Use longer sentences of four | but may have problems with |
| | | and hippopotamus. | to six words. | irregular tenses and plurals |
| | | | Develop their communication, | such as 'runned' for 'ran,' or |
| | | | but may have problems with | 'swimmed' for 'swam'. |
| | | | irregular tenses and plurals | May have problems saying |
| | | | such as 'runned' for 'ran,' or | some sounds: r, j, th, ch, and |
| | | | 'swimmed' for 'swam'. | sh. |



| oen in | - Answer 'how' and 'why' |
|---------|--|
| | questions about experiences |
| 0 | and stories or events |
| ngaged | - Use correct tenses when |
| | speaking |
| s | - Develop own narratives and |
| ence. | explanations by connecting |
| | ideas or events |
| ices | - Express themselves |
| | effectively, showing awareness |
| า | of listeners' needs |
| | |
| and | Subsidiarity |
| ng | Participation |
| 0 | |
| | Development matters 2021: |
| 21: | Enjoy listening to longer stories |
| stories | and can recall most of what |
| nat | happens. |
| | Can find it challenging to pay |
| pay | attention to more than one |
| ne | thing at a time. |
| | Use a wider range of |
| | Vocabulary. |
| | Understand a question or |
| ~ | instruction that has two parts |
| barts | such as "Get your coat and wait |
| id wait | at the door." |
| | Knowing rhymes, begin to talk |
| o talk | about familiar books and tell |
| tell | stories. |
| | Understand why questions such |
| าร | as "Why do you think the |
| ik the | caterpillar got so big?" |
| | Singing a large repertoire of |
| of | songs and rhymes. |
| 01 | с , |
| our to | Use longer sentences of four to six words. |
| | |
| otion | Develop their communication, |
| ation, | but may have problems with |
| vith | irregular tenses and plurals such |
| als | as 'runned' for 'ran,' or |
| or | 'swimmed' for 'swam'. |
| | May have problems saying |
| ig . | some sounds: r, j, th, ch, and sh. |
| and | |
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THE HOLY FAMILY CATHOLIC PRIMARY SCHOOL LONG TERM PLAN

YEAR N: 2023-24

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|------------|---|---|---|---|---|
| | | | | May have problems saying some sounds: r, j, th, ch, and sh. Struggle with multisyllabic words such as Pterodactyl, planetarium and hippopotamus. Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions. | Struggle with multisyllabic words such as Pterodactyl, planetarium and hippopotamus. Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions. Can start a conversation with an adult or a friend and continue it for many turns. Use talk to oragnise themselv and their play :"Let's go on th busyou sit thereI'll be the driver." |
| PD | Fine motor skills activities to strengthen hands and fingers Show preference for a | Show preference for a dominant hand. Fine motor skills activities to | Show preference for a dominant hand. Fine motor skills activities to | • Use one-handed tools and equipment, for example, making snips in paper with | Use one-handed tools and equipment, for example, making snips in paper with |
| | dominant hand. | strengthen hands and fingers | strengthen hands and fingers | scissors. | scissors. |
| | - Dressing independently | - Dressing independently | - Dressing independently | • Use a comfortable grip with | Use a comfortable grip with |
| | - Dry and clean during the day | - Dry and clean during the day | - Dry and clean during the day | good control when holding | good control when holding |
| | - Races / chasing / riding bikes | - Develop pencil grip | - Develop pencil grip | pens and pencils. | pens and pencils. |
| | and scooters / climbing | - Races / chasing / riding bikes | - Races / chasing / riding bikes | Show a preference for a | • Show a preference for a |
| | equipment (outside) | and scooters / climbing | and scooters / climbing | dominant hand. | dominant hand.Match their developing physic |
| | Links to PSHE (Health & self- | equipment (outside) - Using tools, construction and | equipment (outside) - Using tools, construction and | - Continue to develop their movement, balancing, riding | skills to tasks and activities in th |
| | care) | malleable materials (playdough) | malleable materials (playdough) | (scooters, trikes and bikes) | setting. For example, they decid |
| | | safely | safely | and ball skills. | whether to crawl, walk or run |
| | Getset4PE: | Links to PSHE (Health & self- | Links to PSHE (Health & self-care) | Start taking part in some | across a plank, depending on its |
| | Introduction to PE | care) | (| group activities which they | length and width. |
| | To move around safely in | | Getset4PE: | make up for themselves, or in | • Collaborate with others to manage large items, such as |
| | space. | Getset4PE: | Gymnastics | teams. | moving a long plank safely, |
| | To follow instructions and stop | Fundamentals | To create short sequences using | • Choose the right resources | carrying large hollow blocks. |
| | safely. | To develop balancing. | shapes, balances and travelling | to carry out their own plan. | - Continue to develop their |
| | To stop safely and develop | To develop running and | actions. | For example, choosing a | movement, balancing, riding |
| | control when using equipment. | stopping. | To develop balancing and safely | spade to enlarge a small hole | (scooters, trikes and bikes) ar |
| | To follow instructions and play | To develop changing direction. | using apparatus. | they dug with a trowel. | ball skills. |
| | safely as a group. | To develop jumping. | To develop jumping and landing | Be increasingly independent | Start taking part in some |
| | To follow a path and take | To develop hopping. | safely from a height. | as they get dressed and | group activities which they |
| | turns. | To explore different ways to | To develop rocking and rolling. | undressed, for example, | make up for themselves, or in |
| | To work co-operatively with a | travel using equipment. | To explore travelling around, | putting coats on and doing up | teams. |
| | partner. Human dignity and | Development matters 2021: | over and through apparatus. To create short sequences linking | zips. | • Choose the right resources |
| | Participation | Gross Motor - | actions together and including | | carry out their own plan. For |
| | Development matters 2021: | | apparatus. | | example, choosing a spade to |
| | Development matters 2021: | | apparatus. | | |

'As a family we live, love, learn and celebrate with Jesus.'



| ic | Struggle with multisyllabic |
|-------------|---|
| /l, | words such as Pterodactyl, |
| | planetarium and hippopotamus. |
| | Be able to express a point of |
| t of | view and debate when they |
| ney | disagree with an adult or a |
| a | friend, using words as well as |
| ell as | actions. |
| | Can start a conversation with an |
| with | adult or a friend and continue it |
| | for many turns. |
| s. | Use talk to oragnise themselves |
| nselves | and their play :"Let's go on the |
| on the | busyou sit thereI'll be the |
| e the | driver." |
| | |
| | |
| and | Use one-handed tools and |
| | equipment, for example, |
| th | making snips in paper with |
| | scissors. |
| with | Use a comfortable grip with |
| ng | good control when holding pens |
| 0 | and pencils. |
| Э | Show a preference for a |
| | dominant hand. |
| hysical | Match their developing physical |
| , in the | skills to tasks and activities in the |
| decide | setting. For example, they decide |
| un | whether to crawl, walk or run |
| on its | across a plank, depending on its |
| | length and width. |
| C | Collaborate with others to |
| S | manage large items, such as |
| _ | moving a long plank safely, |
| 5. | carrying large hollow blocks. |
| eir | - Continue to develop their |
| ling | movement, balancing, riding |
| s) and | (scooters, trikes and bikes) and |
| | ball skills. |
| е | Start taking part in some |
| ∋у | group activities which they |
| or in | make up for themselves, or in |
| | teams. |
| rces to | Choose the right resources to |
| For | carry out their own plan. For |
| le to | example, choosing a spade to |
| | |



YEAR N: 2023-24

| - | Gross Motor - | Continue to develop their | | Links to PSHE (Health & self- | enlarge a small hole they du |
|---|----------------------------------|-----------------------------------|-----------------------------------|---------------------------------|------------------------------------|
| | Continue to develop their | movement, balancing, riding | Development matters 2021: | care) | , with a trowel. |
| | movement, balancing, riding | (scooters, trikes and bikes) as | Gross Motor - | , | • Be increasingly independe |
| | (scooters, trikes and bikes) as | well as ball skills. | Continue to develop their | Getset4PE: | as they get dressed and |
| | well as ball skills. | Go up steps and stairs, or climb | movement, balancing, riding | Dance | undressed, for example, |
| | Go up steps and stairs, or climb | up apparatus using alternate | (scooters, trikes and bikes) as | To use counting to help to | putting coats on and doing u |
| | up apparatus using alternate | feet. | well as ball skills. | stay in time with the music. | zips. |
| | feet. | Skip, hop, stand on one leg and | Go up steps and stairs, or climb | To copy and create different | |
| | Skip, hop, stand on one leg and | hold a pose for games such as | up apparatus using alternate | actions. | Links to PSHE (Health & self- |
| | hold a pose for games such as | musical statues. | feet. | To be able to move safely | care) |
| | musical statues. | Use large muscle movements to | Skip, hop, stand on one leg and | , with confidence and | , |
| | Use large muscle movements | wave flags, streamers, to paint | hold a pose for games such as | imagination. | Getset4PE: |
| | to wave flags, streamers, to | and make marks. | musical statues. | To express and communicate | Ball Skills |
| | paint and make marks. | Start taking part in some group | Use large muscle movements to | ideas through movement. | To develop rolling and track |
| | Start taking part in some group | activities which they make up for | wave flags, streamers, to paint | To explore movement using a | a ball. |
| | activities which they make up | themselves or in teams. | and make marks. | prop. | To develop accuracy when |
| | for themselves or in teams. | Fine Motor – | Start taking part in some group | To move with control and | throwing to a target. |
| | Are increasingly able to use | Start to eat independently and | activities which they make up for | coordination. | To develop dribbling with |
| | and remember sequences and | learn how to use knife and fork. | themselves or in teams. | To move with control and | hands. |
| | patterns of movements which | Be mostly independent with self | | coordination. | To develop throwing and |
| | are related to music and | care (washing hands and using | Fine Motor – | To express and communicate | catching with a partner. |
| | rhythm. | the toilet.) | Use a comfortable grip with good | ideas through movement. | To develop dribbling a ball v |
| | Match their developing | Begin to dress and undress | control when holding pens and | To move with control and | your feet. |
| | physical skills to tasks and | independently | pencils. | coordination. | To develop kicking a ball to a |
| | activities in the setting. For | Use one handed tools and | Show a preference for a | To copy and repeat actions, | target. |
| | example, they decide whether | equipment (making snips in | dominant hand. | linking them together. | - |
| | to crawl, walk or run across a | paper with scissors) | Start to eat independently and | To remember and repeat | Human Dignity |
| | plank, depending on its length | | learn how to use knife and fork. | actions. | Participation |
| | and width. | Human dignity | Be mostly independent with self | To explore body actions, | Development matters 2021 |
| | Choose the right resources to | Participation | care (washing hands and using | pathways and shapes. | Gross Motor - |
| | carry out a plan. | | the toilet.) | | Continue to develop their |
| | Collaborate with others to | | Begin to dress and undress | Human dignity | movement, balancing, riding |
| | manage large items, such as | | independently | Participation | (scooters, trikes and bikes) a |
| | moving a large plank. | | Use one handed tools and | | well as ball skills. |
| | | | equipment (making snips in | Development matters 2021: | Go up steps and stairs, or cli |
| | Fine Motor – | | paper with scissors) | Gross Motor - | up apparatus using alternate |
| | Start to eat independently and | | | Continue to develop their | feet. |
| | learn how to use knife and | | Human dignity | movement, balancing, riding | Skip, hop, stand on one leg a |
| | fork. | | Participation | (scooters, trikes and bikes) as | hold a pose for games such |
| | Be mostly independent with | | | well as ball skills. | musical statues. |
| | self care (washing hands and | | | Go up steps and stairs, or | Use large muscle movement |
| | using the toilet.) | | | climb up apparatus using | to wave flags, streamers, to |
| | Begin to dress and undress | | | alternate feet. | paint and make marks. |
| | independently | | | Skip, hop, stand on one leg | Start taking part in some gro |
| | Use one handed tools and | | | and hold a pose for games | activities which they make ι |
| | equipment (making snips in | | | such as musical statues. | for themselves or in teams. |
| | paper with scissors) | | | | |

'As a family we live, love, learn and celebrate with Jesus.'



| dug | enlarge a small hole they dug | | | | | |
|----------------------|--|--|--|--|--|--|
| | with a trowel. | | | | | |
| ident | Be increasingly independent | | | | | |
| | as they get dressed and | | | | | |
| a un | undressed, for example, putting coats on and doing up zips. | | | | | |
| ng up | | | | | | |
| | Links to PSHE (Health & self- | | | | | |
| elf- | care) | | | | | |
| | | | | | | |
| | Getset4PE: | | | | | |
| | Games | | | | | |
| | To follow instructions and move | | | | | |
| acking | safely when play tagging games. | | | | | |
| | To learn to play against an | | | | | |
| n | opponent. | | | | | |
| | To play by the rules and | | | | | |
| 1 | develop coordination. | | | | | |
| | To explore striking a ball and | | | | | |
| | keeping score. | | | | | |
| 11 | To work co-operatively as a | | | | | |
| ll with | team. | | | | | |
| +0.0 | Human Dignity | | | | | |
| to a | Participation | | | | | |
| | Development matters 2021: | | | | | |
| | Develop the foundations of a | | | | | |
| | handwriting style which is fast, | | | | | |
| 021: | accurate and efficient. | | | | | |
| | Further develop and refine a | | | | | |
| r | range of ball skills including: | | | | | |
| ling | throwing, catching, kicking, | | | | | |
| s) as | passing, batting, and aiming. | | | | | |
| | Develop confidence, | | | | | |
| ⁻ climb | competence, precision and | | | | | |
| nate | accuracy when engaging in | | | | | |
| | activities that involve a ball. | | | | | |
| eg and | Use their core muscle strength | | | | | |
| ch as | to achieve a good posture when | | | | | |
| | sitting at a table or sitting on | | | | | |
| ents | the floor | | | | | |
| to | Progress towards a more fluent | | | | | |
| | | | | | | |
| GK01 | style of moving, with | | | | | |
| | developing control and grace. | | | | | |
| e up | developing control and grace. Revise and refine the | | | | | |
| group e up ns. | developing control and grace. | | | | | |

THE HOLY FAMILY CATHOLIC PRIMARY SCHOOL LONG TERM PLAN

YEAR N: 2023-24

| | | | | Use large muscle movements to wave flags, streamers, to paint and make marks. Start taking part in some group activities which they make up for themselves or in teams. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Fine Motor – Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Start to eat independently and learn how to use knife and fork. Be mostly independent with self care (washing hands and using the toilet.) Begin to dress and undress independently Use one handed tools and equipment (making snips in paper with scissors) | Are increasingly able to use remember sequences and patterns of movements which are related to music and rhythm. Match their developing physics skills to tasks and activities in the setting. For example, the decide whether to crawl, wat or run across a plank, depending on its length and width. Choose the right resources to carry out a plan. Collaborate with others to manage large items, such as moving a large plank. Fine Motor – Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Start to eat independently a learn how to use knife and fo Be mostly independent with self care (washing hands, toothbrushing and using the toilet.) Be increasingly independent they get dressed and undressed. Make healthy choices about food, drink, activities and to brushing. Use one handed tools and equipment (making snips in paper with scissors) |
|---------------------------|---|---|--|--|--|
| - S - II - T - C | Routines Settling in ndependence Furn taking and sharing Class rules / behaviour spectations | Talk about self positively and about abilities Play co-operatively RSE link Me, my body, my health | Beginning to negotiate and solve problems without aggression Play co-operatively RSE Scheme: New people, new places | Initiates conversations, attends to and takes account of what others say Play co-operatively Show sensitivity to others' needs and feelings and form positive relationships | Takes steps to resolve conflicts with other children, e.g. finding a compromise Explains own knowledge ar understanding, and asks appropriate questions of oth Play co-operatively |

'As a family we live, love, learn and celebrate with Jesus.'



| se and d vhich | rolling - crawling - walking - jumping - running - hopping - skipping - climbing | |
|----------------------------------|--|--|
| hysical es in they walk | | |
| nd | | |
| es to | | |
| o i as | | |
| ith 1g | | |
| y and d fork. ⁄ith | | |
| the | | |
| ent as | | |
| out tooth | | |
| id s in | | |
| ren, e e and others | Talk about feelings, own and others behaviour, work well with others, understand and take changes of routine in their stride. Play co-operatively | |
| | | |



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| Subsidiarity Participation Promoting Peace Human dignity Development matters 2021: Has a sense of responsibility and membership within a community. Begin to show confidence in social situations. Playing with one or more children and extending ideas. Increasingly following rules and understanding why we have rules. Can express their feelings and beginning to consider how their peers feel. | Children will learn: Change is a part of growing up. Their experiences of change will help their transition to Reception God is with them every step of the way as they grow and change. Participation Promoting Peace Human dignity Development matters 2021: Has a sense of responsibility and membership within a community. Begin to show confidence in social situations. Playing with one or more children and extending ideas. Increasingly following rules and understanding why we have rules. Can express their feelings and beginning to consider how their peers feel. Using words such as happy, sad angry or worried. | RSE link: -Personal relationships Promoting Peace Participation Human Dignity The Common Good Stewardship Development matters 2021: Begin to show confidence in social situations. Playing with one or more children and extending ideas. Increasingly following rules and understanding why we have rules. Using words such as happy, sad angry or worried. Can express their feelings and beginning to consider how their peers feel. | Show sensitivity to others' needs and feelings and form positive relationships RSE Scheme: What is the internet? Playing online Children will learn: That the internet connects us to others That the internet helps us in lot ways about safe and unsafe situation online. That they can ask for help from their special people. Only Jesus can help us with everything Human Dignity Solidarity Development matters 2021: Shows confidence in social situations. Playing with one or more children and extending ideas increasingly following rules a understanding why we have rules. Can express their feelings and beginning to consider how the peers feel. Using words such as happy, angry or worried. |
|---|--|--|--|
| Phase 1 | Phase 1 Phonics | Phase 1 Phonics | Phase 1 Phonics |
| Aspect 3 Body percussion Main purpose: To develop awareness of sounds and rhythms (Tuning into sounds – TIS). To distinguish between sounds and to remember patterns of sound (Listening and remembering sounds – LRS). To | Aspect 6 Voice sounds Main purpose: To distinguish between the differences in vocal sounds, including oral blending and segmenting (Tuning into sounds – TIS). To explore speech sounds (Listening and remembering sounds | Aspect 5 Alliteration Main purpose: To develop understanding of alliteration (Tuning into sounds – TIS). To listen to sounds at the beginning of words and hear | Aspect 7 Oral blending and segmenting To develop oral blending and segmenting of sounds in wo (Tuning into sounds – TIS). T listen to phonemes within words and to remember the in the order in which they ou (Listening and remembering |
| | Participation Promoting Peace Human dignity Development matters 2021: Has a sense of responsibility and membership within a community. Begin to show confidence in social situations. Playing with one or more children and extending ideas. Increasingly following rules and understanding why we have rules. Can express their feelings and beginning to consider how their peers feel. Phase 1 Aspect 3 Body percussion Main purpose: To develop awareness of sounds and rhythms (Tuning into sounds – TIS). To distinguish between sounds and to remember patterns of sound (Listening and | Participation Promoting Peace Human dignity-Change is a part of growing up. -Their experiences of change will help their transition to Reception -God is with them every step of the way as they grow and change.Development matters 2021: Has a sense of responsibility and membership within a community. Begin to show confidence in social situations. Playing with one or more children and extending ideas. Increasingly following rules and understanding why we have rules. Can express their feelings and beginning to consider how their peers feel.Participation Promoting Peace Human dignityPhase 1Development matters 2021: Has a sense of responsibility and membership within a community. Begin to show confidence in social situations. Playing with one or more children and extending ideas. Increasingly following rules and understanding why we have rules. Can express their feelings and beginning to consider how their peers feel. Using words such as happy, sad angry or worried.Phase 1Aspect 3 Body percussion Main purpose: To develop awareness of sounds and rhythms (funing into sounds – TIS). To distinguish between sounds and to remember patterns of sound (Listening and remembering sounds – LRS). ToAspect 6 Voice sounds Main purpose: To explore speech sounds (Listening and remembering sounds – LRS). To | Participation Promoting Peace Human dignity-Charge is a part of growing up. -Their experiences of change will help -Their experiences of change will help -God is with them every step of the way as they grow and change.RSE link: -Personal relationshipsDevelopment matters 2021: Has a sense of responsibility and membership within a community. Playing with one or more children and extending ideas. Increasingly following rules and understanding why we have rules.Participation Puromoting Peace Human dignityPromoting Peace Human dignityDevelopment matters 2021: Has a sense of responsibility and membership within a community. Begin to show confidence in social situations. Playing with one or more children and extending ideas. Increasingly following rules and understanding why we have rules.RSE link: -Personal relationshipsCan express their feelings and beginning to consider how their peers feel.Development matters 2021: Has a sense of responsibility and membership within a community. Begin to show confidence in social situations. Playing with one or more children and extending ideas. Increasingly following rules and understanding why we have rules.Now envire and can express their feelings and beginning to consider how their peers feel. Using words such as happy, sad angry or worried.Phase 1 PhonicsPhase 1Phase 1 PhonicsAspect 5 Voice sounds Main purpose: To develop awareness of sounds and rhythms (Tuning into sounds - TIS). To explore speech sounds, including or al biending and sounds and to remember sounds and to remember |



| ers' | - Show sensitivity to others' | |
|------------|---|--|
| orm | needs and feelings and form | |
| | positive relationships | |
| | | |
| | RSE Scheme: | |
| | When I grow up Money doesn't grow on trees. | |
| | Children will learn: | |
| us to | -About some different types of jobs | |
| | -That having a job can help us to | |
| lots of | look after each other and the world | |
| tions | -That God has given us all strengths, gifts and talents to do His work | |
| tions | -About strengths and interests | |
| om | needed to do different jobs | |
| | -Money helps us buy things. | |
| | -That wants and needs are different. | |
| | That God's love and the love we share with others is freely given and | |
| | our most important need. | |
| | | |
| | Human Dignity | |
|)21: | Participation | |
| al | | |
| | Development matters 2021: | |
| | Shows confidence in social | |
| leas. | situations. | |
| es and | Talk with peers on how to solve | |
| ave | conflict. Increasingly following rules and | |
| | understanding why we have | |
| s and | rules. | |
| w their | Can express their feelings and | |
| | beginning to consider how their | |
| oy, sad | peers feel. | |
| | Using words such as happy, sad | |
| | angry or worried. | |
| | | |
| | Phase 1 Phonics | |
| | - Initial sounds | |
| | - Rhyming | |
| enting | - Alliteration | |
| and | - Syllables | |
| words | - Environmental sounds | |
|). To n | Segment and blend simple words | |
| n them | words | |
| y occur | Spot and suggest rhymes from | |
| ing | our stories. | |
| 0 | | |



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| identification and recollection of difference between sounds (Listening and remembering sounds – LRS). To make up simple sentences and talk in greater detail about sounds | talk about sounds we make with our bodies and what the sounds mean (Talking about sounds – TAS). | LRS). To talk about the different sounds that we can make with our voices (Talking about sounds – TAS). | the differences between them (Listening and remembering | sounds – LRS). To talk about the different phonemes that |
|---|--|---|--|---|
| (Listening and remembering sounds – LRS). To make up simple sentences and talk in | mean (Talking about sounds – | | | the different phonemes that |
| sounds – LRS). To make up simple sentences and talk in | | voices (Talking about sounds – TAS). | | |
| simple sentences and talk in | TAS). | , , , | sounds – LRS). | make up a given word (Talki |
| • | | | To explore how different | about sounds – TAS). |
| greater detail about sounds | Aspect 4 | | sounds are articulated, and to | |
| | Rhythm and rhyme | Aspect 5 | extend understanding of | |
| (Talking about sounds – TAS). | Main purpose: | Alliteration | alliteration. | - Story sequencing |
| | To experience and appreciate | Main purpose: | | - Rhyming |
| Aspect 2 | rhythm and rhyme and to | | | - Segment and blend cvc |
| Instrumental sounds | develop awareness of rhythm | | | pictures |
| Main purpose: | and rhyme in speech (Tuning | | | - Attempts to write / make |
| To experience and develop | into sounds – TIS). To increase | | - Fact files | meaningful marks |
| awareness of sounds made | awareness of words that rhyme | | - Non fiction writing | - Recognise their name |
| with instruments and noise | and to develop knowledge about | 0 0 | - Initial sounds | - Write their name |
| makers (Tuning into sounds – | rhyme (Listening and | | - Recognise their name | - Demonstrate understandir |
| TIS). To listen to and | remembering sounds – LRS). To | | - Talk about what happened in | about what they have read |
| appreciate the difference | | | the story | (retelling / answering questi |
| between sounds made with | to produce rhyming words | | - Discuss the main characters | / predicting what might hap |
| instruments (Listening and | (Talking about sounds – TAS | | - Make own story version | next etc) |
| . – | | understanding of anteration. | | Participation |
| | | | | |
| talk about the sounds | - Story sequencing | World Book Day | Participation | |
| instruments make (Talking | | WORD BOOK Day | | Development matters 2021 |
| about sounds – TAS). | - Demonstrate understanding | Recognize their name | | Understand the five key |
| | about what they have read | - | Development matters 2021: | concepts about print: - print ha |
| | | · · · · | Understand the five key | meaning - print can have differ |
| | | | concepts about print: - print has | purposes - we read English tex |
| - Baseline | next etc) | | meaning - print can have | from left to right and from top |
| - Make meaningful marks | - Clap and count syllables in | | | bottom - the names of the |
| - Recognise their name | words | - | | different parts of a book - page |
| - Engage in conversations | - Recognise key concepts about | • | | sequencingDevelop their phonological |
| about stories to expand | print | | - | awareness, so that they can: |
| vocabulary | - Write some of their name. | | | - spot and suggest rhymes |
| - Recognise key concepts about | Participation | | | - count or clap syllables in a wo |
| print | | | | - recognise words with the sar |
| | | · · | - count or clap syllables in a | initial sound, such as money ar |
| | Development matters 2021: | | word | mother |
| Participation | Understand the five key concepts | Participation | - recognise words with the same | Engage in extended |
| | about print: - print has meaning - | Participation | initial sound, such as money and | conversations about stories, |
| Development matters 2021: | print can have different purposes - | | | learning new vocabulary. |
| Understand the five key | - | Douglanment matters 2021 | | Use some of their print and letter knowledge in their early |
| concepts about print: - print has | | - | | writing. For example: writing a |
| meaning - print can have different | | | | pretend shopping list that star |
| | | | | the top of the page; writing 'm |
| | · · · | | | mummy. |
| | | right and from top to bottom - the | | • Write some or all of their na |
| | | | | • Write some letters accurate |
| sequencing | | | | |
| | Instrumental sounds Main purpose: To experience and develop awareness of sounds made with instruments and noise makers (Tuning into sounds – TIS). To listen to and appreciate the difference between sounds made with instruments (Listening and remembering sounds – LRS). To use a wide vocabulary to talk about the sounds instruments make (Talking about sounds – TAS). - Baseline - Make meaningful marks - Recognise their name - Engage in conversations about stories to expand vocabulary - Recognise key concepts about print - Development matters 2021: - Understand the five key concepts about print: - print has | Instrumental soundsdevelop awareness of rhythm and rhyme in speech (Tuning into sounds – TIS). To increase awareness of words that rhyme and to develop knowledge about rhyme (Listening and remembering sounds – LRS). To talk about words that rhyme and to produce rhyming words (Talking about sounds – TAS).To use a wide vocabulary to talk about the sounds instruments make (Talking about sounds – TAS) Story sequencing - Recognise their name - Demonstrate understanding about what they have read (retelling / answering questions / predicting what might happen next etc)Baseline - Baseline - Make meaningful marks - Recognise their name - Engage in conversations about stories to expand vocabulary - Recognise key concepts about print- Story sequencing - Recognise key concepts about print - Write some of their name. - ParticipationParticipationDevelopment matters 2021: • Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page e spot and suggest rhymes - spot and suggest rhymes | Aspect 2rhythm and rhyme and to develop awareness of rhythm and rhyme in speech (Tuning into sounds – TIS). To into sounds – TIS). To listen to and appreciate the difference between sounds made with instruments (Listening and remembering sounds – LRS). To talk about words that rhyme and to produce rhyming words about sounds – TAS).To develop understanding of alliteration (Tuning into sounds – TIS). To listen to and appreciate the difference between sounds made with instruments (Listening and remembering sounds – LRS). To use a wide vocabulary to talk about the sounds – TAS).To develop understanding of alliteration (Tuning into sounds – TIS). To listen to and remembering sounds – LRS). To use a wide vocabulary to talk about the sounds – TAS).To explore how different sounds are articulated, and to extend understanding of alliteration Baseline - Baseline - Baseline - Engage in conversations about stories to expand yrint - Recognise their name - Clap and count syllables in words - Clap and count syllables in words - NerticipationWorld Book DayParticipation• Write some of their name. - Dewologrant matters 2021: • Understand the five key concepts about print: - print has meaning - print can have different purposes - were at Engils ht ext from left to right and from top to bottom - the names of the different parts of a botw - maemes of the different parts of a book - page sequencingDevelopment matters 2021: • Develop their phonological awareness, so that they can: - spot and suggest rhymes - spot and suggest rhymes - spot and suggest rhymes - spot and suggest rhymesDevelopment matters 2021: • Understand the five key concepts about print: - print has meaning - print c | Aspect 2 Instrumental sounds Main purpose: To experience and develop awareness of sounds made with instruments and noise makers (Tuning into sounds – this sounds – TAS). To increase awareness of sounds made with instruments and noise makers (Tuning into sounds – this sounds – TAS). To increase awareness of words that thyme and to develop knowledge about rhyme (Listening and to use avide vocabulary to talk about words that thyme and to use avide vocabulary to talk about what they have read (Traking about sounds – TAS).To insten to sounds at the beginning of words and heart to listen to sounds a the beginning of words and heart to use avide vocabulary to talk about the sounds a sounds – LRS).To instent the sounds are articulated, and to extend understanding of alliteration Fact files - Non fiction writing - Initial sounds – - Talk about what they have read (retelling / answering questions / predicting what might happen int - Clap and count syllables in words- Recognise their name - Story sequencing - Recognise key concepts about print - Recognise key concepts about print- Recognise their name - Story sequencing - Recognise key concepts about print - Recognise key concepts about print - Nortes one spint contract understanding about what they have read (retelling / answering questions / predicting what might happen in ext etc) - Clap and count syllables in words- Recognise key concepts about print con have different parts of a book - page sequencing - Write some of the different parts of a book - page sequencing - Write some of the different parts of a book - page sequencing - Write some of the different parts of a book - page sequencing - Write some of the different parts of a book page sequencing - Write some o |



| out | Recognise words with the same |
|---------------------|---|
| hat | initial sound. |
| alking | Count or clap syllables. |
| 0 | Writing names. |
| | Use some print and letter |
| | knowledge in their early |
| | writing. |
| | Writing letters of name more |
| | accurately. |
| | accurately. |
| (e | Participation |
| | Development matters 2021: |
| ding | • Understand the five key concepts |
| ad | about print: - print has meaning - |
| estions | print can have different purposes - |
| | we read English text from left to |
| appen | right and from top to bottom - the |
| | names of the different parts of a |
| | book - page sequencing |
| | Develop their phonological |
| 24 | awareness, so that they can: |
| 021: | spot and suggest rhymes |
| + h = = | - count or clap syllables in a word |
| t has fferent | - recognise words with the same |
| text | initial sound, such as money and |
| top to | mother |
| τορ το | Engage in extended |
| age | conversations about stories, |
| abc | learning new vocabulary.Use some of their print and letter |
| al | knowledge in their early writing. |
| n: | For example: writing a pretend |
| | shopping list that starts at the top |
| word | of the page; writing 'm' for |
| same | mummy. |
| y and | • Write some or all of their name. |
| | Write some letters accurately |
| | |
| , | |
| | |
| nd | |
| arly | |
| ig a | |
| tarts at 'm' for | |
| | |
| name. | |
| ately. | |
| atery. | |



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| - | • Engage in extended | • Engage in extended conversations | names of the different parts of a | at the top of the page; writing | |
|----------|--|---|--|--|----------------------------------|
| | conversations about stories, | about stories, learning new | book - page sequencing | 'm' for mummy. | |
| | learning new vocabulary. | vocabulary. | Develop their phonological | Write some or all of their | |
| | | • Write some or all of their name. | awareness, so that they can: | name. | |
| | | | spot and suggest rhymes | • Write some letters accurately. | |
| | | | count or clap syllables in a word | | |
| | | | recognise words with the same | | |
| | | | initial sound, such as money and | | |
| | | | mother | | |
| | | | • Engage in extended conversations | | |
| | | | about stories, learning new | | |
| | | | vocabulary. | | |
| | | | • 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.Write some or all of their name. | | |
| | | | Write some or all of their name. Write some letters accurately. | | |
| Maths | Number of the week | Number | Number | Number | Number |
| IVIALIIS | Shape | To develop awareness of | Weight | Length | Positional vocab, number |
| | • Develop fast recognition of up | - | Develop fast recognition of up to 3 | Develop fast recognition of up | problems |
| | to 3 objects, without having to | pattern. | objects, without having to count | to 3 objects, without having to | problems |
| | count them individually | Develop fast recognition of up to | them individually ('subitising'). | count them individually | • Develop fast recognition of u |
| | ('subitising'). • Recite numbers | 3 objects, without having to count | Recite numbers past 5. • Say one | ('subitising'). • Recite numbers | 3 objects, without having to co |
| | past 5. • Say one number for each | them individually ('subitising'). • | number for each item in order: | past 5. • Say one number for | them individually ('subitising') |
| | item in order: 1,2,3,4,5. • Know | Recite numbers past 5. • Say one | 1,2,3,4,5. • Know that the last | each item in order: 1,2,3,4,5. | Recite numbers past 5. • Say of |
| | that the last number reached | number for each item in order: | number reached when counting a | Know that the last number | number for each item in order |
| | when counting a small set of | 1,2,3,4,5. • Know that the last | small set of objects tells you how | reached when counting a small | 1,2,3,4,5. • Know that the last |
| | objects tells you how many there | number reached when counting a | many there are in total ('cardinal | set of objects tells you how | number reached when countin |
| | are in total ('cardinal principle'). • | small set of objects tells you how | principle'). • Show 'finger numbers' | many there are in total ('cardinal | small set of objects tells you h |
| | Show 'finger numbers' up to 5. • | many there are in total ('cardinal | up to 5. • Link numerals and | principle'). • Show 'finger | many there are in total ('cardi |
| | Link numerals and amounts: for | principle'). • Show 'finger numbers' | amounts: for example, showing the | numbers' up to 5. • Link | principle'). • Show 'finger |
| | example, showing the right | up to 5. • Link numerals and | right number of objects to match | numerals and amounts: for | numbers' up to 5. • Link nume |
| | number of objects to match the | amounts: for example, showing the | the numeral, up to 5. • Experiment | example, showing the right | and amounts: for example, |
| | numeral, up to 5. • Experiment | right number of objects to match | with their own symbols and marks | number of objects to match the | showing the right number of |
| | with their own symbols and marks | the numeral, up to 5. • Experiment | as well as numerals. • Solve real | numeral, up to 5. • Experiment | objects to match the numeral, |
| | as well as numerals. • Solve real | with their own symbols and marks | world mathematical problems with | with their own symbols and | to 5. • Experiment with their o |
| | world mathematical problems | as well as numerals. • Solve real | numbers up to 5. • Compare | marks as well as numerals. | symbols and marks as well as |
| | with numbers up to 5. • Compare | world mathematical problems with | quantities using language: 'more | Solve real world mathematical | numerals. • Solve real world |
| | quantities using language: 'more than', 'fewer than'. | numbers up to 5. • Compare | than', 'fewer than'. | problems with numbers up to 5. | mathematical problems with |
| | | quantities using language: 'more | WEICHT. | • Compare quantities using language: 'more than', 'fewer | numbers up to 5. • Compare |
| | SHAPE: | than', 'fewer than'. | WEIGHT: | than'. | quantities using language: 'mo |
| | | PATTERN: | Make comparisons between objects | | than', 'fewer than'. |
| | Talk about and explore 2D and 3D shapes (for example, circles, | • Talk about and identifies the | relating to size, length, weight and | LENGTH: | Desitional such t |
| | rectangles, triangles and cuboids) | patterns around them. For | capacity | Make comparisons between | Positional vocab, number |
| | using informal and mathematical | example: stripes on clothes, designs | Desticipation | objects relating to size, length, | problems: |
| | language: 'sides', 'corners'; | on rugs and wallpaper. Use informal language like 'pointy', | Participation | weight and capacity. | Understand position through |
| | 'straight', 'flat', 'round' | 'spotty', 'blobs' etc. | | | words alone – for example, |
| | | sporty, blobs etc. | | Participation | |
| | | | | | |



| | N. alaa |
|-------------------|---|
| r | Number Capacity |
| - | Develop fast recognition of up to |
| | 3 objects, without having to count |
| of up to | them individually ('subitising'). |
| o count | Recite numbers past 5. • Say one number for each item in order: |
| ıg′). ∙ ıy one | 1,2,3,4,5. • Know that the last |
| der: | number reached when counting a |
| ast | small set of objects tells you how |
| nting a | many there are in total ('cardinal principle'). • Show 'finger |
| u how rdinal | numbers' up to 5. • Link numerals |
| lana | and amounts: for example, |
| merals | showing the right number of |
| <i>c</i> | objects to match the numeral, up |
| of ral, up | to 5. • Experiment with their own symbols and marks as well as |
| ir own | numerals. • Solve real world |
| as | mathematical problems with |
| d | numbers up to 5. • Compare |
| th | quantities using language: 'more than', 'fewer than'. |
| e more | |
| more | Capacity: |
| | Make comparisons between |
| r | objects relating to size, length, |
| | weight and capacity. |
| ugh a "Tha | Participation |
| e, "The | |
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| New Y |
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YEAR N: 2023-24

| Y | | | | | |
|-----|--|--|---|---|--|
| | Select shapes appropriately: flat surfaces for building, a triangular | • Extend and create ABAB patterns – stick, leaf, stick, leaf. | | | bag is under the table," – wi no pointing. |
| | prism for a roof etc. • Combine shapes to make new ones – an arch, a bigger triangle etc Participation | Notice and correct an error in a repeating pattern | | | Describe a familiar route. Discuss routes and locations, u words like 'in front of' and 'behind'. |
| | | Participation | | | |
| | | | | | Participation |
| UTW | All about me: | - Discuss the Christmas story | Chinese New Year: | Mardi Gras | I love Bugs |
| | - School routines | - Talk about different traditions | - Chinese culture similarities and | Make masks | -Bug hunt |
| | - Understand similarities / | at Christmas | differences | Festival | -Bug hotel |
| | differences between people | Bonfire Night: | - Cook Chinese food and taste | | -Sorting and classifying bug |
| | - All about me – talk about | - Bonfire Night – fireworks, | - Chinese dragon dances | Spring | and insects |
| | family and routines and | safety around fire, sparklers. | - Chinese letters and numbers | -Spring walk | The Mary However Caternality |
| | traditions at home - Understand change (nursery | International week: - International week – India – | - Look at Chinese clothing | -observational drawings -Signs of spring | The Very Hungry Caterpilla |
| | to reception) etc. | flags, holi festival, mendi, naan | - Speak some basic mandarin. Weddings: | | -Life cycles -Butterflies |
| | - Paint their faces | breads, clay diva lamps | - Weddings – Catholic wedding | Easter: | Buttermes |
| | - Draw a picture of their family | Diwali: | and another wedding of a | -Why do we celebrate Easter? | Development matters 2021 |
| | - Draw maps of where they live | - Diwali – consider similarities | different religion. Similarities and | -What happened to Jesus at | Explore the natural world |
| | Brown Bear, Brown bear what | and differences between the | differences. Children to dress up | Easter time? | around them. |
| | do you see? | celebrations & religions, Diwa | for each of the weddings and act | | Recognise some similarities |
| | - Draw maps of our bear hunt | lamps, Mendhi patterns, Henna, | them out. | Development matters 2021: | differences between life in |
| | - Colour mixing and discussion | Indian flag. | - Father Norbert to talk about | Understand the effect of | country and life in other |
| | of camouflage and hibernation. | Seasonal changes/Autumn: | events/services that happen at | changing seasons on the | countries. |
| | Experiment on hibernation. | - Seasonal changes – weather, | the church. | natural world around them. | Comment on images of fam |
| | Human Dignity | what clothes to wear in each | - Visit our local church. | Describe what they see, hear | situations in the past. |
| | Solidarity | season etc. | - Discuss traditions linked to | and feel whilst outside. | |
| | Development matters 2021: | - Experiment – What clothes | weddings | Explore the natural world | Building the Kingdom: |
| | -Use their senses in hands on | should teddy wear? | Birthdays: | around them. | Stewardship |
| | experiences of natural | Human Dignity | - Look at children's traditions | | Participation |
| | materials. | Stewardship | when celebrating their birthday. | Building the Kingdom: | Subsidiarity |
| | -Begin to make sense of their own life stories. | Participation | - Bake cakes | Stewardship | Human Dignity |
| | own me stones. | Development matters 2021: -Explore collections of materials | Similarities and differences around the world | Participation Subsidiarity | |
| | | with similar and different | Human Dignity | Promoting Peace | |
| | | properties. | Stewardship | | |
| | | -Explore how things work. | Participation | | |
| | | - Talk about the difference | Promoting Peace | | |
| | | between materials and how they | | | |
| | | change. | Development matters 2021: | | |
| | | | -Talk about what they see, using | | |
| | | | a wide range of Vocabulary. | | |
| | | | -Explore how things work. | | |
| | | | - Continue to develop positive | | |
| | | | attitudes about the differences | | |
| | | | between people | | |

'As a family we live, love, learn and celebrate with Jesus.'



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| | Police: |
| | - Police visit |
| | - Why are the police important? |
| Jgs | - What should we call the police |
| | for? |
| | |
| | - What number do we ring? |
| llar | - Do you know your telephone |
| | number and address? |
| | - Police car and station outside |
| | |
| 21: | Hospital: |
| | - Who works at the hospital? |
| | - Why do we go to hospital? |
| es and | - Plastering for children to |
| | - |
| n this | practise on dolls |
| | - Medical equipment to explore |
| | |
| amiliar | Fire service: |
| | - Fire engine to visit |
| | - Discuss how we can make our |
| | home safe |
| | - What do we use the fire |
| | service for? |
| | - What is their uniform made |
| | of? |
| | |
| | - Compare fire engines and |
| | clothing to the past. |
| | Stewardship |
| | Participation |
| | Subsidiarity |
| | Human Dignity |
| | |
| | Development matters 2021: |
| | -Begin to make sense of |
| | Family's history. |
| | |
| | -Know that there are different |
| | countries in the world and talk |
| | about the differences they have |
| | seen. |
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J.

THE HOLY FAMILY CATHOLIC PRIMARY SCHOOL LONG TERM PLAN

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| EAD | All about me: | Christmas: | Chinese New Year: | Mother's Day cards | Artist of the term: Matisse - |
| | -face painting | - Christmas cards | - Stir fry cooking | | snail |
| | -observational drawing | - Christmas decoration | - Trying fortune cookies | Easter: | |
| | -painting names and | - Wrapping paper and tag | - Chinese lanterns | - Easter cards | - Father's Day cards |
| | decorating them | -Christmas role play | -Explore Chinese numbers | - Decorate easter eggs | |
| | -making their face with natural | Bonfire night: | Birthdays: | - Hot cross buns | The Very Hungry Caterpillar |
| | objects | - Bonfire night pictures | - Invitations | | - Repeated patterns using |
| | Five senses: | - Sparklers | - Baking cakes | Mardi Gras: | caterpillar finger prints |
| | - Explore senses – the five | -Campfire | - Birthday cards | -Masks | -Symmetrical pattern printin |
| | senses | Diwali: | - Guest list | -Festivals | butterflies |
| | Cutting/modelling with clay | - Diwali lamps | Weddings: | | |
| | or play dough | - Diwali paintings | -Act out different weddings | Spring: | I love bugs: |
| | scented playdough | International week: | -Wedding pictures | -Drawings of daffodils | -Tadpoles from the pond in |
| | -smell pots | - International week – India – | | -Natural collages | forest school |
| | -what's in the box? | flags, holi festival, mendi, naan | Human Dignity | Stewardship | -Bug fossils |
| | Brown Bear, Brown Bear, | breads. | Promoting Peace | Participation | |
| | What do you see? | Promoting Peace | Solidarity | Development matters 2021: | Minibeasts: |
| | -Colour mixing | Distributive justice | | -Use drawing to represent | -Minibeast hunt |
| | -Experimenting with different | Solidarity | Development matters 2021: | ideas like movement or loud | -Minibeast small world |
| | textures | Subsidarity | -Draw with increasing complexity | noises. | -Bug hotel |
| | Human Dignity | The Common Good | and detail. | -Respond to what they've | Building the Kingdom: |
| | Solidarity | Development matters 2021: | -Explore colour and colour | heard, expressing thoughts | Subsidiarity |
| | | -Begin to listen to sounds. | mixing. | and feelings. | Human Dignity |
| | Development matters 2021: | -Begin to develop complex | -Listen with increased attention | -Singing the pitch of a tone | Development matters 2021: |
| | -Take part in pretend play. | stories using small world | to sounds. | sung by another person. | - Make imaginative and |
| | -Explore different materials | resources. | -Remember and sing entire | -Sing the melodic shape of | complex small world scenes. |
| | freely. | -Develop their own ideas and | songs. | familiar songs. | -Join materials to explore |
| | , | then decide which resources to | | | different textures. |
| | | use to express them. | | | - Play instruments with |
| | | -Create closed shapes with | | | increasing control to express |
| | | continuous lines. | | | their feelings and ideas. |
| | | - Begin to remember songs and | | | |
| | | rhymes. | | | |
| | | ingines. | | | |



| | -Show an interest in different |
|-------|--|
| | occupations. - Begin to understand the need |
| | to respect and care for the |
| | natural environment and all |
| | living things |
| se - | - Junk modelling, creating |
| | vehicles (tanks, fire engines etc) |
| | -Rolling tyres in paint |
| | -Fancy dress - occupations |
| lar: | |
| 5 | Stewardship |
| | Participation |
| nting | Subsidiarity |
| | Human Dignity |
| | |
| in | Development matters 2021: |
| | -Show different emotions in |
| | their drawings and paintings |
| | like happy or sad. |
| | -Create their own songs or |
| | improvise a song around one |
| | they know. |
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THE HOLY FAMILY CATHOLIC PRIMARY SCHOOL LONG TERM PLAN YEAR N: 2023-24 TEACH

'As a family we live, love, learn and celebrate with Jesus.'

