

# EYFS LONG TERM PLAN - 2025-26



We strive to live out our school vision to create a chance for each child (and adult) to SHINE every day. We aim to create a caring and supportive environment where everyone feels safe and valued so they can thrive. Communication and language underpin everything we do. The development of language is threaded throughout our curriculum and practice, whether its explicitly planned for, or supporting other areas of the curriculum. Key texts are chosen to develop vocabulary and to rehearse, innovate and invent stories and share information. Key rhymes develop awareness and knowledge of language, while Sustained Shared Thinking strategies are used by the adults as 'Play Partners'. We endeavour to develop each child's sense of awe and wonder so our classroom encompasses areas both in and outside. Each is planned carefully to promote opportunities to create, discover and reflect. We use different spaces for active, busy learning, those for quiet reflection and those for group learning times. We use a balance of child initiated, adult initiated, group focus activities with an adult as well as larger group and class times across our Early Years Foundation Stage (EYFS). Children's own experiences are at the heart of our curriculum and form the starting point for our learning themes. This gives flexibility for children to extend their own areas of interests and for children who join our Nursery through the year to seamlessly continue their learning with us.

The importance of play is a fundamental part of our EYFS. Time is given for children to initiate their own learning so that they can explore, develop resilience and perseverance, develop ideas and make links, as well as develop vital personal and social skills. To ensure this learning is purposeful, the continuous provision is carefully planned to meet the range of needs across all areas of the curriculum and enhancements are added to reflect planned learning opportunities and to support progress. As 'Play Partners', the adults develop conversations with the children to make links to previous knowledge, introduce new vocabulary and challenge thinking.

<p><b>CHARACTERISTICS OF EFFECTIVE LEARNING</b></p>	<p><b>Playing and exploring:</b> children investigate and experience things, and 'have a go'</p> <p><b>Active learning:</b> children concentrate and keep on trying if they encounter difficulties, and enjoy achievements</p> <p><b>Creating and thinking critically:</b> children have and develop their own ideas, make links between ideas, and develop strategies for doing things</p>
<p><b>EYFS OVERARCHING PRINCIPLES</b></p>	<p><b>A Unique Child:</b> Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured.</p> <p><b>Positive Relationships:</b> Children learn to be strong and independent through positive relationships.</p> <p><b>Enabling Environments:</b> Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.</p> <p><b>Learning and Development:</b> Children develop and learn at different rates. The framework covers the education and care of all children, including children with special educational needs and disabilities (SEND).</p>
<p><b>OUR EYFS OVERARCHING CURRICULUM AIMS</b></p>	<ul style="list-style-type: none"> <li>• I am confident in the things I do and feel and have some strategies to help me manage my feelings.</li> <li>• I can get my things ready for the activity or next event.</li> <li>• I show concern and care for where I am and others.</li> <li>• I can listen to others and explain my ideas using vocabulary I have learnt.</li> </ul>
<p><b>Create a chance to SHINE every day,</b></p> <p>'Let your light shine before others, that they may see your good deeds and glorify your Father in Heaven'. (Matthew 5:16)</p> <p><b>OUR VALUES BRITISH VALUES</b></p>	<div style="display: flex; justify-content: space-around;"> <div data-bbox="474 1054 943 1299"> </div> <div data-bbox="1032 1031 1361 1267"> </div> </div> <p>• Democracy: We learn to listen to each others ideas. We make decisions about our classroom together, such as our rewards and role play.</p> <p>• The Rule of Law: We learn how and why we need to be ready, safe and kind. We learn about different roles in our community.</p> <p>• Liberty: We make choices throughout each day. We develop independence and knowledge to enable us to make our choices.</p> <p>• Respect: We learn how and why we need to look after each other and our families, at home and at school.</p> <p>• Tolerance: We learn about diversity where we are and by widening our experiences of our community and in the wider world.</p>
<p><b>OUR NURSERY AND SCHOOL RULES</b></p>	<div style="display: flex; justify-content: space-between;"> <div data-bbox="427 1369 896 1506"> <p><b>Ready</b></p> <ul style="list-style-type: none"> <li>• I am ready to listen</li> <li>• I am ready to learn and take pride in all I do</li> <li>• I am on time for school and in the correct uniform</li> </ul> </div> <div data-bbox="994 1369 1451 1506"> <p><b>Safe</b></p> <ul style="list-style-type: none"> <li>• I move around the school calmly and quietly</li> <li>• I look after my school and my belongings</li> <li>• I tidy up</li> <li>• I make safe choices</li> </ul> </div> <div data-bbox="1554 1369 2033 1538"> <p><b>Kind</b></p> <ul style="list-style-type: none"> <li>• I treat others with respect and listen t their ideas</li> <li>• I use manners</li> <li>• I show care and offer help to others</li> <li>• I use kind words and actions</li> <li>• I greet friends and teachers when I arrive</li> </ul> </div> </div>

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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>LEARNING THEMES</b>	IT'S NICE TO MEET YOU!	LET'S CELEBRATE	OUT AND ABOUT	MARVELLOUS CREATURES	WHAT'S IN THE GARDEN?	WE'RE ON THE MOVE!
<p><b>OVERVIEW OF WEEKLY THEMES</b></p> <p>THESE MAY BE ADAPTED TO ALLOW FOR CHILDREN'S OWN INTERESTS TO FLOW THROUGH THE PROVISION.</p>	<p>1. Welcoming new children, what do I need? &amp; new routines</p> <p>2 &amp; 3. What do I look like? &amp; my favourite things</p> <p>4. My family</p> <p>5. My feelings - Colour Monsters</p> <p>6. Our School family &amp; Harvest</p> <p>7 &amp; 8. Autumn around me</p>	<p>1. Autumn celebration - Bonfire night</p> <p>2. Day and Night</p> <p>3. My Birthday - how I have grown</p> <p>4. Jesus' Birthday</p> <p>5 &amp; 6 Christmas traditions</p> <p>7. Winter around me &amp; Cold places</p>	<p>1. Where we are - our nursery/school</p> <p>2. Our village</p> <p>3. Where I live - who lives here?</p> <p>4, 5 &amp; 6 People who help us in the wider world. (including visits from staff from Tredington)</p>	<p>1: In the savanna - what is it like? which animals live there?</p> <p>2&amp;3: All kinds of animals and where we find them</p> <p>4&amp;5. Extinct creatures - dinosaurs and other creatures</p>	<p>1 &amp; 2. Planting for food (for us and wildlife)</p> <p>3 &amp; 4 Spring around me</p> <p>5 &amp; 6. Ladybird or frog life cycle</p>	<p>1. Places I have been to near and far (YR Tredington visits)</p> <p>2 &amp; 3. Under and over land and water</p> <p>4 &amp; 5. Going even further - to the moon and stars</p> <p>6 &amp; 7. Summer around me</p> <p>Our Next Journeys - holidays and transition</p>
<p><b>SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT (SMSC)</b></p> <p>Throughout our curriculum:</p> <ul style="list-style-type: none"> <li>Developing the sense of awe and wonder</li> <li>Developing meaning and purpose.</li> <li>Develop perseverance and a sense of challenge and achievement</li> <li>Developing and exploring an understanding of creativity in others and ourselves.</li> </ul>	<ul style="list-style-type: none"> <li>Building an understanding of our own relationships.</li> <li>How and why we look after ourselves, others and where we are.</li> <li>Exploring relationships, similarities and differences so the children develop aware of others, compassion and love</li> </ul>	<ul style="list-style-type: none"> <li>Exploring relationships, similarities and differences so the children develop aware of others, compassion and love</li> <li>Building an understanding of people and events. Recognising and celebrating their achievements.</li> </ul>	<ul style="list-style-type: none"> <li>Developing and exploring an understanding of creativity in others and ourselves.</li> <li>Building an understanding of people and events. Recognising and celebrating their achievements.</li> <li>Deepening our awareness of where we are and the beauty of what is around us.</li> <li>Developing awareness of the natural and human affects on where we are.</li> </ul>	<ul style="list-style-type: none"> <li>Looking after our environment - Looking after the wider world.</li> <li>Developing and exploring an understanding of creativity in others and ourselves.</li> <li>Building an understanding of people and events. Recognising and celebrating their achievements.</li> </ul>	<ul style="list-style-type: none"> <li>Looking after ourselves - healthy body and mind.</li> <li>Develop perseverance and a sense of challenge and achievement.</li> <li>Looking after our environment</li> <li>Developing and exploring an understanding of creativity in others and ourselves.</li> </ul>	<ul style="list-style-type: none"> <li>Looking after our environment - Looking after the wider world.</li> <li>Developing and exploring an understanding of creativity in others and ourselves.</li> <li>Developing and exploring an understanding of creativity in others and ourselves.</li> <li>Building an understanding of people and events. Recognising and celebrating their achievements.</li> </ul>
<b>WOW MOMENTS &amp; ENRICHMENT</b>	<p>Into Reception summer books. Nursery 'Show &amp; Tell' boxes. Reception Summer Holiday books</p> <p>Visit from Mrs Welsby I, Mrs Willis, kitchen staff</p> <p>Harvest - Visit the local allotment, visit St David's Church</p> <p>Harvest Festival - 10th October</p>	<p>Forest School visit</p> <p>Parent and baby visit</p> <p>St Andrew's Day - 30th November</p> <p>Visit to St David's Church</p> <p>Decorate our tree for the Christmas Tree Festival</p> <p>Christmas Carols and songs in church</p>	<p>RSPB School Birdwatch</p> <p>Visits from health care professionals</p> <p>Visits from parents - different roles</p> <p>School bear to visit homes</p> <p>Visits from Tredington Staff</p> <p>Sending ourselves a letter</p> <p>Shrove Tuesday - 17th February</p> <p>Chinese New Year - 17th February (in half term)</p>	<p>St David's Day 1st March</p> <p>Forest School visit</p> <p>Easter egg hunt</p> <p>St Patrick's Day 17th March</p>	<p>St George's Day 23rd April</p> <p>Visit the local allotment</p> <p>Tadpole/ladybird larvae observations</p> <p>Warwickshire Wildlife Park visit</p> <p>Visit from School Nurse - Keeping Healthy (SCARF)</p>	<p>Reception visits to Tredington. Nursery Graduation and transition into Reception</p> <p>Teddy Bear's Picnic</p> <p>Visit from Y1/2 teacher</p> <p>Meet the new teacher day</p>
<b>KEY TEXTS</b>	<p>All are Welcome - Alexander Penfold</p> <p>You and me, Little Bear - Martin Waddell</p> <p>The Colour Monster - Anna Lianas</p> <p>The Gruffalo - Julia Donaldson</p>	<p>Kipper's Birthday - Mick Inkpen</p> <p>Jesus' Birthday Party - Nicholas Allen</p> <p>Joy to the World - Kate DePalma</p> <p>The Lights That Dance in the Night - Yuval Zommer</p>	<p>We're Going on a Bear Hunt - Michael Rosen</p> <p>We're Going on a Lion Hunt - David Axtell</p> <p>The Three Little Pigs</p> <p>Superpower Like Mine - Dr Ranj Singh</p>	<p>We're Going on a Lion Hunt - David Axtell</p> <p>Dear Zoo - Rod Campbell</p> <p>Dig Dig Dinosaur - Anjali Goswami</p>	<p>Jack and the Beanstalk &amp; My Bean Diary - Rhodna Jenkins</p> <p>There's a Tiger in the Garden - Lizzy Stewart</p> <p>The Ladybird - S Matthews</p> <p>From Tadpole to Frog - Sally Hewitt</p>	<p>The Gingerbread Man</p> <p>Whatever Next! - Jill Murphy</p> <p>The Colour Monster Starts School - Anna Lianas</p>

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KEY RHYMES, POEMS & SONGS	I've Got a Body Head, Shoulders, Knees and Toes Wind the Bobbin, Tommy Thumb Happy and You Know it Harvest songs Ready for Spaghetti Poems - Michael Rosen	Crackle, Spit - Marie Thom Here We Go Round the Mulberry Bush Twinkle Twinkle Little Star Christmas Carols and songs Ready for Spaghetti Poems - Michael Rosen	Teddy Bear, Teddy Bear Turn Around London's Burning Miss Molly had a Dolly	Hickory Hickory Dock An Elephant Goes Like This and That Five Little Monkeys Jumping on the Bed Mad About Dinosaurs - Giles Andreae	Five Little Peas Mary Mary Quite Contrary Mad about Minibeasts - Giles Andreae Five Little Speckled Frogs Incey Wincey Spider	The Wheels on the Bus Commotion in the Ocean - Giles Andreae The Big Ship Sails A Sailor Went to Sea Five Little Men in a Flying Saucer
STORY BOX	Dogger - Shirley Hughes You Choose - Nick Sharratt Dilly Duck : Holly Marlow One Round the Moon - Ingrid Mennen The Colour Monster Starts School I Don't Want to Wash My Hands - Tony Ross Funnybones - Allan Ahlberg So Much - Trish Cooke Owl Babies - Martin Waddell The Hibernation Train - Michelle Meadows Down in the Woods - Janet Bolton	You Choose - Nick Sharratt Happy in Our Skin - Fran Manushkin Can't You Sleep Little Bear - Martin Waddell The Blue Balloon - Mick Inkpen Titch - Pat Hutchins Once They Were Giants - Martin Waddell The Crow's Tale - Naomi Howarth Nativity Lift the Flap - Usbourne The Christmas Pine - Julia Donaldson The Little Polar Bear - Hans de Beer	Happy in Our Skin - Fran Manushkin Two Places to Call Home - Phil Earle & Jess Ross The Can Caravan - Richard O'Neill & Cindy Hang Handa's Surprise - Eileen Brown The Hospital Dog - Julia Donaldson Usbourne First Experiences Stories The Tiger Who came to Tea - Judith Kerr We're Going on a Lion Hunt - David Axtell	The Lion Inside - Rachel Bright Lila and the Secret of Rain - David Conway Bringing the Rain to Kapiti Plain - Verna Aardema Other animal stories from different places/habitats: 'There's and Ouch in my Pouch' - Jeanne Willis What Made Tiddalik Laugh The Frog Prince Tiger, Tiger Burning Bright - National Trust, poems Stop Dinosaur , Stompl! - Margaret Mayo	Hello Spring - Jo Lindley The Crunching Munching Caterpillar - Sheridan Cain What the Ladybird Heard - Julia Donaldson The Giant Jam Sandwich - Janet Burrows, John Vernon Lord Giraffe's Can't Dance - Giles Andreae The Dot - Peter H Reynolds	The Hundred Decker Bus - Mike Smith Mr Gummy's Outing - John Burningham The Snail and the Whale - Julia Donaldson The Great Paper Caper - Oliver Jeffers Monkey Puzzle - Julia Donaldson Meerkat Mail - Emily Gravett Journey - Aaron Becker Ruby's Worry - Tom Percival Hello Summer - Jo Lindley
INFORMATION BOX	My body books Seasons information books, The Magic and Mystery of Trees - RHS Look What I found in the Woods - Moira Butterfield&Jesus Verona Seasons information books	Gifts at Christmas - Ruth Nason Day and Night information books Light and Colour Information books	Martha Maps it Out - Leigh Hodgkinson Materials information books Let's build a House - Mick Manning Seasons information books	Usbourne Beginners books Life Size Zoo & More Life Size Zoo - Teruyuki Komiya Life Size Dinosaurs - Sophie Henn My Encyclopaedia of Very Important Animals/Dinosaurs - DK Look What I found on the Farm - Moira Butterfield&Jesus Verona	Season information books, Sunflower - Angela Royston Usbourne Beginners books	Transport information books Water, floating, sinking, bridges information books Look What I found at the Seaside - Moira Butterfield&Jesus Verona Martha Maps it Out - Leigh Hodgkinson
POSSIBLE ROLE PLAY	Home corner Nursery/school role play	Decorating for parties Santa's Workshop Innuity play	Hospitals, Nurses, Doctors, Police, Firefighters, Vets, Dentist, Optician	Home - Taking Care Project	Castle - Jack and the Beanstalk Cafe (PSED)	Travel Agent - Bus/train Station/ Airport/Harbour Bakery, Whatever Next role play
RE (RECEPTION)	SACRE: F1: How can people show they belong together	UC: Incarnation (F2): Why do Christians perform nativity plays at Christmas?	SACRE: F2: Who are the people in the sacred stories and why might they still be important today?	UC: Salvation (F3): Why do Christians put a cross in an Easter Garden?	UC: Creation (F1): Why is the word God so important to Christians?	SACRE: F3: How do people know how to treat each other?
SCARF: SAFETY, CARING, ACHIEVEMENT, RESILIENCE, FRIENDSHIP	Me and My Relationships	Growing and Changing	Valuing Difference	Keeping Safe Taking Care Project	Being My Best	Rights and Respect
PARENTAL PARTNERSHIP	Seesaw - to share photos, comments and observations of the children for parents and carers to see and comment on. It is also used to share messages and to ask for things from home to enhance learning in Nursery and school, for example baby and family photographs. Check out Friday - sharing WOW moments from home on Seesaw Drop In sessions for EYFS Parents/Carers Termly Curriculum Workshops and OPAL play sessions for all families Reach More Parents App - updates, messages, events, photos, calendar Settling in Report for new N starters					
	Information evening Phonics information evening	Parent Meetings Nursery & Reception Open Morning	Maths information evening	Mother's Day Tea Party (PTFA)	Parent Meetings	Sports Day Nursery celebration and transition into Reception Teddy Bear's Picnic for children and families. School picnic at Tredington Reception Profile & EYFS Reports

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COMMUNICATION & LANGUAGE (C&L)	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
LEARNING THEMES	IT'S NICE TO MEET YOU!	LET'S CELEBRATE	OUT AND ABOUT	MARVELLOUS CREATURES	WHAT'S IN THE GARDEN?	WE'RE ON THE MOVE!
EYFS FRAMEWORK	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
ACTIVITIES THROUGHOUT THE YEAR						
<ul style="list-style-type: none"> <li>Circle times - using 'Super George' to support turn taking to speak and listen</li> <li>Show and tell to take turns to speak and to listen</li> <li>Visual timetable - use the same symbols throughout the setting</li> <li>Use visual symbols and verbal prompts to support everyday routines - washing/drying hands, names with picture to recognise their peg, water bottle shelf, etc.</li> <li>Read familiar, favourite and new stories which vary in length, every session. Adults read as a Play Partner 1:1 and in smaller groups</li> <li>Share and learn new rhymes and songs</li> <li>Retell, role play own experiences and those learnt from own experiences and stories.</li> <li>Use Talk 4 Writing to retell key texts and to innovate own stories and information texts</li> <li>Modelling and scaffolding of language during play, focus activities. conversations and giving instructions</li> <li>Using Sustained Shared Thinking to promote expressing ideas, making links to previous learning, learning new vocabulary and explaining.</li> <li>Prayer Times (Collective Worship)</li> <li>Weekly library books to share at home to develop vocabulary, language and key speaking and listening skills</li> </ul>	<ul style="list-style-type: none"> <li>Model talk routines through day</li> <li>Follow instructions - new routines</li> <li>Use visuals to learn how to be 'ready' to listen</li> <li>Share facts about 'me'</li> <li>Share experiences through role play and small world play</li> <li>Body and hand rhymes</li> <li>Learn a new poem and add new parts using vocabulary learnt</li> <li>Make 'Show and Tell Boxes' in Nursery - to bring in a favourite toy/something made/something special (e.g. birthday card)</li> <li>Use my senses to help me talk about the things around me</li> </ul>	<ul style="list-style-type: none"> <li>Be 'ready' to listen using a prompt to help me</li> <li>Children join in with parts/phrases in stories, songs, rhymes</li> <li>Listen and respond to stories, rhymes and songs</li> <li>Share ideas and ask some questions</li> <li>Retell and sequence stories</li> <li>Create our own stories</li> <li>Use new vocabulary in play</li> <li>Perform Christmas Carols &amp; songs for our families</li> <li>Use my senses to help me talk about the things around me</li> </ul>	<ul style="list-style-type: none"> <li>Be 'ready' to listen using a prompt to help me when needed</li> <li>Share focus stories - reading the story, talking about the story, using story props, create story trays to use to retell</li> <li>Role play going on a bear hunt/our village walk</li> <li>Listen and respond to stories, rhymes and songs</li> <li>Share ideas and ask questions to find out more</li> <li>Talk about similarities and differences using objects, pictures and photographs</li> <li>Retell and sequence stories</li> <li>Vocabulary of where I live</li> <li>Use new vocabulary in play</li> <li>Introduce 'Rhyme Challenge' in Nursery</li> </ul>	<ul style="list-style-type: none"> <li>Be 'ready' to listen</li> <li>Role play our trip - link together using time connectives:e.g first, next, after that, then, finally</li> <li>Share focus stories - reading the story, talking about the story, using story props, create story trays/role play to use to retell</li> <li>Listen and respond to stories, rhymes and songs</li> <li>Share ideas and ask some questions</li> <li>Talk about similarities and differences using pictures and photos</li> <li>Retell and sequence stories</li> <li>Use new vocabulary in play</li> <li>Innovate and invent our own stories and rhymes (Walking through other places/animals - innovate, invention</li> <li>Use my senses to help me talk about the things around me</li> </ul>	<ul style="list-style-type: none"> <li>Be 'ready' to listen</li> <li>Following instructions to plant beans and seeds</li> <li>Recall our visit</li> <li>Link ideas together using time connectives: first, next, after that, then, finally</li> <li>Use my senses to help me talk about the things around me</li> <li>Hear and use vocabulary to explain growth and change</li> <li>Share our own information</li> <li>Talk about seasons, signs around us and changes in weather and what we wear.</li> <li>Names of minibeasts and other animals we find in our garden</li> <li>Talk about seasons, signs around us and changes in weather and what we wear.</li> <li>Use my senses to help me talk about the things around me</li> </ul>	<ul style="list-style-type: none"> <li>Help others to be 'ready' to listen</li> <li>Take part in discussions, sharing ideas and listening to others</li> <li>Recall key stories:use role play and small world play to relate them to my own experiences</li> <li>Vocabulary of transport and water</li> <li>Vocabulary of places</li> <li>Innovate and invent our own stories</li> </ul>

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PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT (PSED)	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
LEARNING THEMES	IT'S NICE TO MEET YOU!	LET'S CELEBRATE	OUT AND ABOUT	MARVELLOUS CREATURES	WHAT'S IN THE GARDEN?	WE'RE ON THE MOVE!
EYFS FRAMEWORK	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
ACTIVITIES THROUGHOUT THE YEAR						
<ul style="list-style-type: none"> <li>Ready, kind, safe - whole school rules developed and revisited throughout the year</li> <li>Safety walks &amp; Safety Inspector roles</li> <li>Children's favourite things in the setting to help support new children settle</li> <li>As new children start Nursery throughout the year: settling in - familiar toys/stories, explore each area both indoors and out-modelled by adult, finding own peg, water bottle, wellies, etc.</li> <li>New routines using visual timetables</li> <li>Model and support self care: using toilet and washing/drying hands, getting dressed: coat, aprons, wellies</li> <li>Visual symbols of activities they can choose during 'Choose your own learning' time</li> <li>Self registration.</li> <li>Prayer Times (Collective Worship)</li> <li>Colour Monsters - introduce and use to identify feelings in other stories, play.</li> <li>Reflection Area and Nurture Area - children are taught what these areas are, how to use them to help support feelings and regulate behaviour</li> </ul>	<p>Ready:</p> <ul style="list-style-type: none"> <li>Putting my things away</li> <li>Routines</li> </ul> <p>Safe:</p> <ul style="list-style-type: none"> <li>Safety walks</li> <li>Model how to use each area in and outside.</li> <li>I Don't Want to Wash my Hands - Tony Ross</li> <li>Hygiene and hand washing- songs, practising together.</li> </ul> <p>Kind:</p> <ul style="list-style-type: none"> <li>The Colour Monster - Anna Llenas</li> <li>Identifying feelings</li> <li>Model and support play with a range of children/focus activities</li> </ul> <p>This is our House - Michael Rosen</p> <ul style="list-style-type: none"> <li>Taking turns - Play games to practice taking turns.</li> <li>Bikes and trikes, model and support using sand timer as strategy to take turns.</li> <li>Mr Wolf's Pancakes - Jane Fearnley, The Smartest Giant in Town - Julia Donaldson</li> <li>Being kind to others</li> <li>Supporting taking turns in play: 'yours' 'mine'.</li> </ul> <p>SCARF: ME AND MY RELATIONSHIPS:</p> <ul style="list-style-type: none"> <li>I Love You Blue Kangaroo - Emma Chichester:</li> <li>Marvellous me!/All about me</li> <li>I'm special/What makes me special</li> <li>People who are special to me/ Me and my special people</li> <li>Who can help me? (self-regulation)</li> <li>Me and my feelings 1 &amp; 2</li> </ul>	<p>Ready:</p> <ul style="list-style-type: none"> <li>Self care - follow routines</li> <li>Greet friends and familiar adults</li> </ul> <p>Safe:</p> <ul style="list-style-type: none"> <li>Owl Babies by Martin Waddell:</li> <li>Keeping each other safe</li> </ul> <p>Kind:</p> <ul style="list-style-type: none"> <li>Continue turn taking board games, sharing bikes and equipment</li> <li>Remembrance Day</li> <li>Celebrating Cultural difference through celebrations</li> <li>Building confidence and resilience - I can't do it, yet!</li> </ul> <p>SCARF: GROWING &amp; CHANGING</p> <ul style="list-style-type: none"> <li>Growing and changing in nature/Seasons</li> <li>Once They Were Giants - Martin Waddell:</li> <li>When I was a baby/Life stages, humans</li> <li>Life stages, human life stage, who will I be?</li> <li>Girls/boys and families/Where do babies come from</li> <li>Getting bigger</li> </ul>	<p>Ready:</p> <ul style="list-style-type: none"> <li>Self care - follow routines, getting ready to go outside</li> <li>People who help us</li> <li>Greet friends and familiar adults</li> </ul> <p>Safe:</p> <ul style="list-style-type: none"> <li>Role play people who help us stay safe - discuss how characters/people might be feeling Use Colour Monster pictures to identify.</li> <li>Internet Safety Day</li> </ul> <p>Kind:</p> <ul style="list-style-type: none"> <li>When reading stories and in play - discuss how characters might be feeling with a grown up. Use Colour Monster pictures to identify together.</li> <li>Role play people who help us - discuss how characters/people might be feeling Use Colour Monster pictures to identify.</li> <li>Explore wider feelings words</li> </ul> <p>SCARF: VALUING DIFFERENCE</p> <ul style="list-style-type: none"> <li>Happy in Our Skin - Fran Manushkin</li> <li>Handa's Surprise - Eileen Brown:</li> <li>Me and my friends/I'm special you're special</li> <li>Same and different</li> <li>Friends and family/Same and different families Same and different homes</li> <li>Including everyone/I am caring</li> <li>I am a friend</li> </ul>	<p>Ready &amp; Safe:</p> <ul style="list-style-type: none"> <li>Taking Care Project</li> <li>Kind</li> <li>Caring for animals - create an animal home.</li> </ul> <p>SCARF: KEEPING MYSELF SAFE</p> <ul style="list-style-type: none"> <li>People who help me and keep me safe</li> <li>What's safe to go onto my body?</li> <li>What's safe to go into my body?/Keeping myself safe</li> <li>Safe indoors and outdoors</li> <li>Listening to my feelings</li> <li>Keeping safe online</li> </ul>	<p>Ready:</p> <ul style="list-style-type: none"> <li>Peace at Last - Jill Murphy:</li> <li>Importance of rest and sleep</li> </ul> <p>The Selfish Crocodile - Faustian Charles:</p> <ul style="list-style-type: none"> <li>Getting ready for our day/ night, keeping our teeth clean</li> </ul> <p>Safe:</p> <ul style="list-style-type: none"> <li>Using cutlery and other tools safely</li> </ul> <p>Kind:</p> <ul style="list-style-type: none"> <li>Looking after living things - plants and creatures</li> <li>Looking after ourselves</li> </ul> <p>SCARF: BEING MY BEST</p> <ul style="list-style-type: none"> <li>Giraffe's Can't Dance - Giles Andreae</li> <li>The Dot - Peter H Reynolds:</li> <li>I can keep trying/Bouncing back when things go wrong: resilience</li> <li>I can do it!/Yes I can: confidence and resilience</li> <li>What does my body need?/ Healthy eating</li> <li>What does my body need?/My healthy mind</li> <li>What does my body need?/ Move your body</li> <li>What does my body need?/A good nights sleep</li> </ul>	<p>Ready:</p> <ul style="list-style-type: none"> <li>Transition; Nursery celebration and transition into Reception</li> <li>Teddy Bear's Picnic</li> <li>Reception visits to Tredington</li> <li>The Colour Monster Starts School - Anna Llenas</li> </ul> <p>Safe:</p> <ul style="list-style-type: none"> <li>Safety walks at Tredington for Reception</li> </ul> <p>Kind:</p> <ul style="list-style-type: none"> <li>Looking after each other at school and home</li> <li>Looking after where we are - caring for our world</li> </ul> <p>SCARF: RIGHTS &amp; RESPONSIBILITIES</p> <ul style="list-style-type: none"> <li>Looking after myself</li> <li>Looking after others/Looking after my special people:</li> <li>Looking after others/Looking after my friends.</li> <li>Being helpful at home and caring for our classroom</li> <li>Looking after my environment/ Caring for our world</li> <li>Looking after money 1 &amp; 2</li> </ul>

## EYFS LONG TERM PLAN - 2025-26

PHYSICAL DEVELOPMENT (PD)	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
LEARNING THEMES	IT'S NICE TO MEET YOU!	LET'S CELEBRATE	OUT AND ABOUT	MARVELLOUS CREATURES	WHAT'S IN THE GARDEN?	WE'RE ON THE MOVE!
<p><b>EYFS FRAMEWORK</b></p> <p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>						
<p><b>ACTIVITIES THROUGHOUT THE YEAR</b></p> <p><b>Gross Motor</b></p> <ul style="list-style-type: none"> <li>Adults model and support the correct and safe use of equipment including: using brooms to sweep, using sand tools, garden tools, using the playground equipment carrying and using wooden blocks and planks</li> <li>Holding, rolling, throwing, catching a range of equipment</li> <li>Moving in different ways at different levels and at different speeds</li> <li>Use of scooters, trikes, balance bikes and pedal bikes</li> <li>Use of ribbons, pom poms in the Squiggle Whilst You Wiggle program (Nursery)</li> </ul>	<ul style="list-style-type: none"> <li>Model safely using and carrying equipment - in and outside.</li> <li>Use brooms to tidy outside.</li> <li>Move in different ways, following language of movement e.g slither, gallop</li> <li>Independent coat practice and swapping shoes to wellies.</li> <li>YR PE: <u>Fundamental movement</u></li> <li>Move around safely</li> <li>Run and stop</li> <li>Change direction</li> <li>Use different travelling actions</li> <li>Jump and hop safely with bent knees</li> <li>Coordinate different body parts in movements</li> <li>Take on new challenges with confidence</li> <li>Start to recognise personal success</li> </ul>	<ul style="list-style-type: none"> <li>Model safely using and carrying equipment - in and outside.</li> <li>Begin to cross midline - ribbons, paint, chalk</li> <li>Lay on tummy to flick jumping frogs</li> <li>Firework movement - follow language of direction and movement such as: up, down, round and round.</li> <li>Outdoor equipment - bean bags, balls - high, low, near, far</li> <li>YR PE: <u>Ball skills</u></li> <li>Drop and catch a larger ball</li> <li>Move a ball around the body</li> <li>Travel with a ball</li> <li>Roll a ball to space</li> <li>Throw a ball to space</li> <li>Receive a ball by stopping it</li> <li>Take turns</li> <li>Share equipment with others</li> <li>Practise skills independently</li> </ul>	<ul style="list-style-type: none"> <li>Move equipment safely</li> <li>Walks around local area.</li> <li>'Going on a Bear Hunt' obstacle course travelling over, under, through, etc.</li> <li>Use chalk to create a trails</li> <li>Extend track - steer bikes - use to practice crossing road safely</li> <li>Use crates and large blocks to build and balance</li> <li>Balance on playground beams and climbing walls.</li> <li>Cross midline - ribbons, paint, chalk</li> <li>Use two handed tools to create physical maps in the sand tray</li> <li>Tear, scratch paper balls lay on tummy to flick using skill fingers</li> <li>YR PE: <u>Gymnastics</u></li> <li>Create shapes using different body parts with a basic level of stillness</li> <li>Begin weight bearing on different parts of the body</li> <li>Start to stretch in simple shapes and actions</li> <li>Begin to copy simple actions and link them together</li> <li>Share ideas with each other</li> <li>Practise skills independently</li> <li>Offer basic feedback suggesting what they like</li> </ul>	<ul style="list-style-type: none"> <li>Move like different animals-</li> <li>Carnival of Animals music</li> <li>YR PE: <u>Individual games</u></li> <li>Move around safely</li> <li>Run and stop</li> <li>Change direction</li> <li>Use different travelling actions</li> <li>Jump and hop safely with bent knees</li> <li>Roll a ball</li> <li>Throw a ball</li> <li>Take turns</li> <li>Share equipment</li> <li>Choose actions appropriate to tasks</li> <li>Cross midline - ribbons, paint, chalk</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of construction including: construction sets and box modelling, checking its safe/ works/can complete it</li> <li>Move equipment together</li> <li>Climb using alternative feet, using my hands and body to stabilise.</li> <li>Catching and throwing</li> <li>Group games</li> <li>YR PE: <u>Team games</u></li> <li>Move around safely</li> <li>Run and stop</li> <li>Change direction</li> <li>Use different travelling actions</li> <li>Jump and hop safely with bent knees</li> <li>Roll a ball</li> <li>Throw a ball</li> <li>Share equipment with others</li> <li>Share ideas with others</li> <li>Choose actions appropriate to task</li> <li>Offer basic feedback</li> </ul>	<ul style="list-style-type: none"> <li>Different ways of moving-fast, slow, crawling, hopping, flying, swimming - link to vehicles, avoid obstacles</li> <li>Make journeys travelling over different landscapes- climb a mountain swim the sea, etc.</li> <li>Build vehicles outside - checking they are safe/works/can complete it.</li> <li>YR PE: <u>Athletics</u></li> <li>Show balance when moving</li> <li>Run and stop with some control</li> <li>Explore different travelling actions eg jog, sprint</li> <li>Bend knees when jumping</li> <li>Begin to coordinate moving different body parts together</li> <li>Throw objects for distance</li> <li>Take on new challenges with confidence</li> <li>Start to recognise personal success</li> </ul>
<p><b>Fine Motor</b></p> <ul style="list-style-type: none"> <li>Adults model and support the correct and safe use of tools including</li> <li>Making play dough - measuring, pouring, mixing</li> <li>Fine Motor activities including: threading and using pegs and tweezers, play dough, shaving foam, rice, messy play</li> <li>Morning fine motor activities as they come into nursery/school</li> <li>Dough Disco</li> </ul>	<ul style="list-style-type: none"> <li>Manipulate equipment, play dough and other materials explore pull, push and press, squash squeeze, pat</li> <li>Action rhymes using body and hands</li> <li>Jigsaws - At nursery/ school</li> </ul>	<ul style="list-style-type: none"> <li>Firework patterns - follow language of direction and movement such as: up, down, round and round.</li> <li>Jigsaws - The Snowman, I can</li> <li>Fine Motor practise - velcro, zips, buttons, dressing dolls</li> <li>Use one handed tools, loop scissors</li> <li>Action rhymes using hands and beginning to use skill fingers, including Tommy Thumb to talk about fingers</li> <li>Jigsaws - dressing</li> </ul>	<ul style="list-style-type: none"> <li>Move equipment safely</li> <li>Crossing mid line</li> <li>Fine Motor practise - fastenings, threading, pegs and peg boards dressing bears</li> <li>Use scissors and other tools to create role play pros from boxes (using tape, glue sticks to join, drawing other parts)</li> <li>Action rhymes using hands and beginning to use skill fingers, including Tommy Thumb</li> <li>Jigsaws - dressing</li> </ul>	<ul style="list-style-type: none"> <li>Using thumb, forefinger, middle finger (skills fingers) to pinch, pick up, move (tongs, pegs)</li> <li>Finger Rhymes: Mini Wind the Bobbin, Tommy Thumb to identify and talk about skill fingers.</li> <li>I can draw lines and circles, distinguishing between them.</li> <li>Use a hole punch to make holes</li> <li>Use paper clips, treasury tags, split pins</li> <li>Animal jigsaws</li> </ul>	<ul style="list-style-type: none"> <li>Threading worms/caterpillars/ insects or objects from Jack and the Beanstalk</li> <li>Using different size paint brushes</li> <li>Using different tools to paint</li> <li>Use different tools to crush and mix</li> <li>Make food with play dough - using cutlery practise.</li> <li>Use recipes from SCARF, practise: cutting, mashing, mixing, whisking</li> <li>Jigsaws - life cycles</li> </ul>	<ul style="list-style-type: none"> <li>Playing with wheels, manipulating to join, twist, turn and move in construction sets</li> <li>Play with toy vehicles that help children use forces: pull, push, press.</li> <li>Finger Rhymes: Mini Wind the Bobbin (fingers instead of arms and hands)</li> <li>Jigsaws - transport</li> <li>(Bakery - use recipes, kneading, rubbing in, rolling, cutting, marking)</li> </ul>

## EYFS LONG TERM PLAN - 2025-26

LITERACY (LIT)	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
LEARNING THEMES	IT'S NICE TO MEET YOU!	LET'S CELEBRATE	OUT AND ABOUT	MARVELLOUS CREATURES	WHAT'S IN THE GARDEN?	WE'RE ON THE MOVE!
<b>EYFS FRAMEWORK ACTIVITIES THROUGHOUT THE YEAR</b>	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>Visual timetable, symbols in different areas of learning and to support independent choosing of learning</li> <li>Prayer Time - sharing stories, exploring meanings and hymns</li> <li>Story time in every session/day. Play Partners read other books 1:1 and with smaller groups</li> <li>Use good listening symbols throughout setting to support good listening skills</li> <li>Use song bag to learn and join in with rhymes/songs</li> </ul>	<ul style="list-style-type: none"> <li>Follow instructions - new routines</li> <li>Use visuals to learn how to be 'ready' to listen</li> <li>Body and hand rhymes</li> <li>Learn a new poem and add new parts using vocabulary learnt</li> <li>Harvest songs</li> <li>Select their favourite stories from home and share these.</li> <li>Introduce story maps and actions</li> <li>Share Reception summer holiday books.</li> </ul>	<ul style="list-style-type: none"> <li>Children join in with parts/phrases in stories, songs, rhymes</li> <li>Listen and respond to stories, rhymes and songs</li> <li>Share ideas and ask some questions</li> <li>Retell and sequence stories</li> <li>Follow recipes</li> <li>Christmas songs.</li> </ul>	<ul style="list-style-type: none"> <li>Share focus stories - reading the story, talking about the story, using story props, create story trays to use to retell, story maps</li> <li>YR Predict what will happen - Sequence story, N identify some characters and key events</li> <li>Listen and respond to stories, rhymes and songs</li> <li>Share ideas and ask questions to find out more</li> <li>Follow/Give verbal instructions</li> <li>Talk about similarities and differences using pictures &amp; photos</li> <li>Retell and sequence stories</li> <li>Share stories with rhyme and alliteration, point out patterns</li> </ul>	<ul style="list-style-type: none"> <li>Use our visit to role play</li> <li>YR Sequence story, events from trip, N use repetitive language to join in retelling</li> <li>R - Link ideas together using time connectives: e.g first, next, after that, then, finally</li> <li>Talk about what is happening in a book being shared, YR explore why different events happen.</li> <li>Create our own Dear Zoo story by changing the animals - can be extended to setting and animals</li> <li>Use non fiction books with an adult to find out about animals/ dinosaurs</li> </ul>	<ul style="list-style-type: none"> <li>Following instructions to plant beans and seeds</li> <li>Observe ladybird/frog lifecycle</li> <li>Sequence and predict</li> <li>Link ideas together using time connectives: e.g first, next, after that, then, finally</li> <li>Hear and use vocabulary to explain growth and change</li> <li>Share our own information</li> <li>Names of minibests and other animals we find in our garden</li> <li>Share familiar and new stories - Join in with familiar parts/phrases using small world and maps</li> </ul>	<ul style="list-style-type: none"> <li>Retell key stories: use role play and small world play to relate them to own experiences, follow a story map, own stories</li> <li>Sequence and predict in a story</li> <li>Hot seating characters</li> <li>Vocabulary of transport and water</li> <li>Vocabulary of places</li> <li>Create our own stories by changing some of the characters and events</li> <li>Use modelled language to explain how things work</li> </ul>
<p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>Recognise name - self registration - picture initially</li> <li>Talk about parts of the book and how read (left to right, top to bottom), different letter types and where they are, what a word is, author, illustrator, parts of books</li> <li>AM phonics activities (YR)</li> <li>Use sound talk in routines</li> </ul>	<ul style="list-style-type: none"> <li>N - Unlocking Letters and Sounds (ULS) - Aspect 1 : General sound discrimination – environmental sounds. Aspect 2 : General sound discrimination – instrumental sounds. Aspect 3: Body Percussion.</li> <li>R - Aspect 5 &amp; 7 gaps then ULS Phase 2.</li> </ul>	<ul style="list-style-type: none"> <li>N - Unlocking Letters and Sounds- Aspect 1 : General sound discrimination – environmental sounds. Aspect 2 : General sound discrimination – instrumental sounds. Aspect 3: Body Percussion.</li> <li>R - Complete ULS Phase 2, start Phase 3</li> </ul>	<ul style="list-style-type: none"> <li>N - Unlocking Letters and Sounds Aspect 4 : Rhythm and rhyme. Aspect 5- Alliteration.</li> <li>Name cards to recognise and begin writing letter shapes (start with first, build up as achieved)</li> <li>R - Complete ULS Phase 3, start Phase 3 Mastery</li> </ul>	<ul style="list-style-type: none"> <li>N - Unlocking Letters and Sounds Aspect 4 : Rhythm and rhyme. Aspect 5- Alliteration.</li> <li>R - Complete ULS Phase 3 Mastery</li> </ul>	<ul style="list-style-type: none"> <li>N - Unlocking Letters and Sounds focus activities: Aspect 6 - Voice sounds. Aspect 7 - Oral blending and segmenting</li> <li>Unlocking Letters and Sounds Phase 3 Mastery</li> <li>R - ULS Phase 4</li> </ul>	<ul style="list-style-type: none"> <li>N - Unlocking Letters and Sounds focus activities: Aspect 6 - Voice sounds. Aspect 7 - Oral blending and segmenting</li> <li>R - ULS Phase 4 Mastery</li> </ul>
<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>When children make models ,pictures, in and outside, annotate their ideas</li> <li>Children encouraged and supported to add their names to their creations</li> <li>Squiggle Whilst You Wiggle program in Nursery</li> <li>Dough Disco</li> <li>YR - Handwriting patterns and letter formation families</li> <li>Share experiences through role play and small world</li> </ul>	<ul style="list-style-type: none"> <li>Share facts about 'me'</li> <li>N - Model mark making through different mediums-paint, pencil, felt tips, different coloured paper</li> <li>Name pictures/models N - find name card for an adult to model</li> <li>Print in the environment</li> <li>Our favourite things - draw pictures from focus story (YR), make shared book together with pictures, scribe.</li> <li>R - Labels - initial, end sounds</li> <li>In role play: lists, messages, gift tags, calendar</li> </ul>	<ul style="list-style-type: none"> <li>Firework words - add marks to represent the sound they make (music)</li> <li>Our birthday book - draw pictures from focus story (YR), make shared book</li> <li>Lists</li> <li>Cards</li> <li>Invitations</li> <li>R - Spell cvc words (known gpcs)</li> <li>In role play: lists, cards, invitations, gift tags</li> </ul>	<ul style="list-style-type: none"> <li>Share ideas and ask questions</li> <li>N - Name cards to recognise begin writing letter shapes. Model language of formation</li> <li>Children take our bears home. Make simple record of their stay using pictures, photos, marks, letters, words, an adult to scribe</li> <li>Photos/simple symbols (e.g arrows)/labels/captions (YR - given by an adult) on maps of bear hunt/our walk</li> <li>R Spell words using GPC's learnt,</li> <li>In role play: lists, appointments, diary, calendar, treatments</li> </ul>	<ul style="list-style-type: none"> <li>Share ideas and ask some questions</li> <li>Letters 'Dear Zoo'</li> <li>Shared writing - animal walks from trip/physical small world - using photos, toy animals, pictures, animal 'information map' - mark making, phonics</li> <li>In role play: labels, maps, routes, signs, animal/safety posters</li> <li>Non fiction - labels, pictures, photos, diagram - shared/own books (YR - I - captions using their phonics knowledge)</li> <li>Mother's/relative &amp; Easter cards</li> </ul>	<ul style="list-style-type: none"> <li>Share our own information using new vocabulary to explain growth and change</li> <li>Use photos, pictures, labels or simple sentences (YR - given by an adult) to explain lifecycles</li> <li>In role play: cafe - labels, orders, receipts, instructions, castle - messages to the giant/Jack, posters, diary</li> </ul>	<ul style="list-style-type: none"> <li>Create new stories - change characters/events</li> <li>R - Create own or group story maps, N with an adult, adult scribe stories told</li> <li>R - write simple sentences to match a story map/sequence of pictures (I - using their phonics knowledge), N scribe/add initial sounds they know</li> <li>Use modelled language to explain how things work</li> <li>Posters - R - Use pictures, labels, simple sentences - gpc knowledge</li> <li>In role play: List, recipes, orders, booking forms, tickets, messages,</li> <li>Father's/relative Day cards</li> </ul>

# EYFS LONG TERM PLAN - 2025-26

MATHEMATICS (MATHS)	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
LEARNING THEMES	IT'S NICE TO MEET YOU!	LET'S CELEBRATE	OUT AND ABOUT	MARVELLOUS CREATURES	WHAT'S IN THE GARDEN?	WE'RE ON THE MOVE!
<p><b>EYFS FRAMEWORK</b></p> <p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes</p>						
<p><b>ACTIVITIES THROUGHOUT THE YEAR</b></p>						
<p><b>COUNTING &amp; CARDINALITY, COMPOSITION, COMPARISON &amp; PATTERN</b></p> <ul style="list-style-type: none"> <li>Count children who are here for each session.</li> <li>Match objects/toys from inside and outside as they tidy - using photos/pictures to match to tidy.</li> <li>Tidying up - "pick up 1..." "pick up 2..." "Pick up 3..." When tidying, developing subitising - modelling to tidy with the children.</li> <li>Rote counting when tidying. e.g. Can we tidy before I count to a given number?</li> <li>Challenges at snack time</li> <li>Sing repeated sound and action pattern songs.</li> <li>Join in repeated units in stories, dances and music</li> </ul> <p><b>SHAPE &amp; SPACE</b></p> <ul style="list-style-type: none"> <li>Use positional and directional words in everyday routines</li> </ul> <p><b>MEASURES</b></p> <ul style="list-style-type: none"> <li>Recombining measures in play</li> <li>Experience talking about the attributes: length, height, weight, capacity in the mud kitchen, water, sand and play dough.</li> <li>Handle real life measures equipment</li> <li>Visual timetable</li> <li>Sand timers for turn taking</li> </ul> <p><b>IN RECEPTION WE USE THE MASTERING NUMBER PROGRAM</b></p>	<p><b>CARDINALITY &amp; COUNTING - N:</b> Saying numbers in order to 3 - number rhymes to 5 using props-'5 monkeys on the bed,' '5 little men in a flying saucer' '5 current buns in a baker's shop'. Count and play with items to 3 in lines from stories/autumn findings. Using our bodies to recognise and match numerals 1 and 2. <b>COMPARISON - N</b> Recognise and name colours <b>COMPOSITION - N</b> Parts and whole - jigsaws and matching objects in role play <b>PATTERN</b> Ourselves and autumn patterns - N - Create arrangements and patterns using objects of the same colour, type, shape, size R - Talk about what they can see. Say what to add next. Continue &amp; copy, varying sizes, size, orientation of objects in the patterns. Create own AB patterns <b>SHAPE &amp; SPACE</b> - Know way round setting Tidying equipment and toys in setting N - where kept, find shapes in the environment that are the same. R - photos from different viewpoints for tidying  - Construction play - N - build horizontally, choose parts and pieces and place them, R - construct things that represent objects in school, make links to shape - adults model vocabulary <b>MEASURES</b> - Build dens for different size autumn animals Which animal do you think will fit in my den? R - Recognise what is being measured: length, height  - Pouring/filling autumn mixing in the mud kitchen - Gruffalo Crumble, Owl Ice Cream. N - Filling, emptying, recombining R - Recognise what is being measured: capacity. Comparing capacities accurately.</p>	<p><b>CARDINALITY &amp; COUNTING - N:</b> Continue counting rhymes to say number names in order to 3. Count and play with items to 3 in various arrangements from stories Recognising and matching 3 - Birthday cards, candles on birthday cakes.  <b>COMPARISON - N</b> Use more, lots of and the same to compare groups gifts, decorations, fruit at snack time  <b>COMPOSITION - N</b> Parts and whole - jigsaws and matching objects in role play  <b>PATTERN - N</b> Sing repeated sound and action pattern songs.  <b>SHAPE &amp; SPACE</b> - Construction and Small World - different homes, Christmas trees, decorations N - Begin to use some everyday language to describe shape: straight, curved, curvy, pointy, round, flat, sides, corners. R - Move objects. Explain why they are good shapes to use. Adults model vocabulary. - Jigsaws N - 6-8 piece jigsaws R - Use some strategies to complete <b>MEASURES</b> - Talk about things we do during the day and at night Share and sort objects (e.g. pyjamas, cereal, etc) - R - Sequence our morning/afternoon tell each other what we do first, next, after that, then... - Language of time linked to birthdays - Advent calendar - Weighing Christmas parcels in play, N - Handle real life measures equipment in play, Splitting then re-combining objects. Link to what happens on balance scales R - Recognise what is being measured: weight</p>	<p><b>CARDINALITY &amp; COUNTING - N:</b> Continue counting rhymes to say number names in order to 5. Use to recognise and match 4,5.  <b>COMPOSITION</b> Split groups of two animals, put them back together again I still have two.  <b>PATTERN - N</b> Sing repeated sound and action pattern songs.  <b>SHAPE &amp; SPACE</b> - Bear hunt - hide bears - Where did you find them? - Make obstacle course/journey - Bikes, trikes, scooters, YR challenging routes and obstacle courses N - respond to some positional and directional words, R - describe journey as you move. on, under, behind, in front of, next to  - Construction create buildings and physical maps N - use objects to create spaces and enclosures, think about which shapes to use. R - Explore viewpoints: in front of, behind, above, forwards, backwards.  - Role play &amp; use physical maps from story/walk around the local area, discussing directions and routes. N - Explore how objects look far away and near, use maps in role play YR - Draw from above. Follow simple map:  - Look for shapes in/on our school building N - look for shapes in the environment that have similarities and differences. R - See shapes within shapes</p>	<p><b>CARDINALITY &amp; COUNTING:</b> Continue counting rhymes to say number names in order to 5. Number 4 &amp; 5 - animals and games to recognise numerals and match to amount. Subitise amounts to 2 - show different arrangements of animals how many are there? Animal hunt - hide toy animals/secure pictures of animals - How many? Encourage mark making. Find amounts on number tracks. <b>COMPARISON</b> Begin to use 'fewer than' and 'more than' to compare groups of animals, fruit at snack time. Match objects by type, colour, size, shape. <b>PATTERN</b> N - Look at, match and talk about patterns on: Continue AB patterns with animals. R - Identify unit of repeat in ABC, ABB, ABBC, AABB patterns. Create own patterns, spot errors, record pictorially  <b>SHAPE &amp; SPACE</b> - trip maps in role play, animal enclosures and construction N - Opportunities to revisit shape and space from last half term: - Animal construction. R - Use properties of shape to build <b>MEASURES</b> - Compare animals heights, lengths N - Begin to compare. Begin to use: tall, short, long R - Find something taller, shorter, heavier, lighter, longer, shorter. Compare 3 objects. - Begin to predict and estimate in real life problems. See vocabulary on progression &amp; steps. - Begin to compare units and make generalisations R - Explore amounts staying the same even though their appearance may change, e.g. play dough rolled into a snake. See vocabulary on progression &amp; steps.</p>	<p><b>CARDINALITY &amp; COUNTING - N:</b> Counting rhymes to 10, saying number names from 1 to 10. Extend to using fingers (PD) to show amounts. Recognise and match 1 - 5 - games to recognise numerals and match to amount. Subitise groups of 3 Butterfly and Bug hunts - use own marks to record how many <b>COMPOSITION</b> Split groups of three seeds, plants, caterpillars on leaves, put them back together again I still have two.  <b>PATTERN - N</b> Join in with and add sound/action patterns of 2 or 3 repeating units. Join in repeated units in stories and dances.  <b>MEASURES</b> - Weight/Mass - balance scales in mud kitchen cooking activity/heavy and light objects to compare. N - use hands to feel and compare heavy/light. Use vocabulary: heavy, light  - Constructing beanstalks, growing - Capacity using compost and pots - Weight using coins N - Estimate and predict in play Compare one thing with one other. Use vocabulary: size, holds, enough, not enough, too much, too little. full, empty, tall, short, long, high, low R - Predict and estimate in real life problems. See vocabulary on progression &amp; steps Compare units of different sizes and make generalisations.</p>	<p><b>CARDINALITY &amp; COUNTING - N</b> Say number names from 1-10 Recognise and match up to 5 <b>COMPARISON</b> Continue to use number songs and rhymes, make on bus/other vehicles, picnic on the moon to develop understanding of more, less and the same. Share food. Make obvious comparisons, e.g groups of 2 bananas and 7 cakes, etc. Share group of food (up to 5) between two people Know when each has the same amount <b>COMPOSITION</b> Split food into different groups when role playing <b>PATTERN - N</b> Join in with and add sound/action patterns of 2 or 3 repeating units. Join in repeated units in stories and dances. R - Create symbols for movements/ sounds, make patterns around circles, a border. <b>SHAPE &amp; SPACE</b> - Construction vehicle box models N which shapes are best, Use some everyday language to describe shape: straight, curved, curvy, pointy, round, flat, sides, corners., R - representations of things around them using properties of shapes. R Mastery maths sessions - Distinguish between shapes using language: Make shapes with other shapes. Predict shape. N - Predict, move and rotate objects to fit space: R - Use different strategies to complete jigsaws - Journey talk, book journey maps N - begin to R - use some positional and directional words: <b>MEASURES</b> - Problems: vehicles/fox's back/boat/ bridge how many ___ fit in/to fill up? N - use some extended measures vocabulary. Estimate and predict R - make generalisations using units</p>

## EYFS LONG TERM PLAN - 2025-26

UNDERSTANDING THE WORLD	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
LEARNING THEMES	IT'S NICE TO MEET YOU!	LET'S CELEBRATE	OUT AND ABOUT	MARVELLOUS CREATURES	WHAT'S IN THE GARDEN?	WE'RE ON THE MOVE!
<p><b>EYFS FRAMEWORK</b></p> <p><b>ACTIVITIES THROUGHOUT THE YEAR</b></p>	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
<p><b>PAST AND PRESENT</b></p> <ul style="list-style-type: none"> <li>Days of the week song</li> <li>Months of the year song</li> <li>Learning routines - sequencing everyday routines</li> <li>Prayer Times (Collective Worship)</li> </ul>	<ul style="list-style-type: none"> <li>Who am I?</li> <li>Favourite things</li> <li>My appearance</li> <li>My family (and pets) at home</li> <li>Compare photos/each other/families</li> <li>My family at Nursery/school</li> </ul>	<ul style="list-style-type: none"> <li>How I celebrate Bonfire Night</li> <li>Remembrance Day</li> <li>My Birthday</li> <li>Compare photos of when we were babies/now - changes</li> <li>Sequence how we have grown, YR simple timeline</li> <li>Christmas my traditions</li> </ul>	<ul style="list-style-type: none"> <li>Different homes</li> <li>Everyday items from the past and today</li> <li>Our school in the past (Newbold)</li> <li>Hospitals in the past - Florence Nightingale</li> </ul>	<ul style="list-style-type: none"> <li>The Easter story</li> </ul>	<ul style="list-style-type: none"> <li>Our King and his family - some things they do today and have done in the past (King Charles III, Queen Camilla, Queen Elizabeth II)</li> <li>Lifecycles - change over time</li> </ul>	<ul style="list-style-type: none"> <li>Vehicle invention according to children's interests</li> <li>Next steps in our nursery/school journey</li> <li>Transition</li> </ul>
<p><b>PEOPLE, CULTURE &amp; COMMUNITIES</b></p> <ul style="list-style-type: none"> <li>Prayer Times (Collective Worship)</li> <li>Festivals and celebrations</li> <li>SCARF (See PD)</li> <li>Reception RE</li> </ul>	<ul style="list-style-type: none"> <li>Explore all the areas of the classrooms, understanding how to use and what to do in each area.</li> <li>YR:</li> <li>Our school badge</li> <li>Following a simple map of school</li> <li>YR RE: SACRE: F1: How can people show they belong together</li> </ul>	<ul style="list-style-type: none"> <li>How people celebrate: Bonfire Night, Remembrance, Birthdays, Christmas</li> <li>Arctic - different to where we are</li> <li>Innuits - difference and similarities between life here and in Arctic countries</li> <li>YR RE:UC: Incarnation (F2): Why do Christians perform nativity plays at Christmas?</li> </ul>	<ul style="list-style-type: none"> <li>Newbold-on-Stour walk.</li> <li>Shared maps:small world, photos and drawing</li> <li>Places that are special to people</li> <li>Send ourselves a letter</li> <li>My home, other homes</li> <li>Where we live, everyday routines/items. Compare to the stories: We're Going on a Lion Hunt</li> <li>Visits from people in our school community and wider community.</li> <li>Talk about family members roles - bring something to show/visit</li> <li>CBeebies - People who help us</li> <li>YR RE: SACRE: F2: Who are the people in the sacred (special) stories and why might they still be important today?</li> </ul>	<ul style="list-style-type: none"> <li>Use images from the key texts and non fiction books to look for similarities and differences in places</li> <li>YR RE: UC: Salvation (F3): Why do Christians put a cross in an Easter Garden?</li> <li>Celebrations - Easter</li> <li>CBeebies - Andy's Wild Adventures</li> </ul>	<ul style="list-style-type: none"> <li>YR RE: UC: Creation (F1): Why is the word God so important to Christians?</li> </ul>	<ul style="list-style-type: none"> <li>Sharing maps to talk about places visited</li> <li>Explore ways people travel</li> <li>Create Landscapes from stories</li> <li>YR RE: SACRE: F3: How do people know how to treat each other?</li> </ul>
<p><b>THE NATURAL WORLD</b></p> <ul style="list-style-type: none"> <li>Share the weather today</li> </ul>	<ul style="list-style-type: none"> <li>Sensory activities - seasonal findings: wet and dry sand rice/bubbles in water/soap flakes/shaving foam/autumn findings</li> <li>Seasons - weather clothes dressing activity for the season</li> <li>Changes in trees and leaves - spot any that are evergreen</li> <li>Animals getting ready to hibernate</li> </ul>	<ul style="list-style-type: none"> <li>Sensory activities - light/dark, different wrapping papers and ribbons, seasonal findings: ice, 'snow'</li> <li>(PD), collecting natural objects, feeling forces: wind. Using senses.</li> <li>Explore ice and discuss changes.</li> <li>Feeling forces: wind, balloons</li> <li>Growing hyacinth bulbs</li> </ul>	<ul style="list-style-type: none"> <li>Sensory activities - dried pasta, rice, explore materials - paper, card, brick, straw, wood, metal, plastic, sand, mud</li> <li>Exploring forces - huff and puff like the Big Bad Wolf</li> </ul>	<ul style="list-style-type: none"> <li>Sensory activities - animal print and textured fabrics, hidden bones, fossils</li> <li>Small world outside - tuff trays, sand pit</li> <li>CBeebies Andy's Wild Adventures</li> <li>Endangered species - how we can help</li> <li>Easter nests - melting chocolate</li> </ul>	<ul style="list-style-type: none"> <li>Sensory activities - seasonal findings: spring findings/feathers/making nests/leaves/cut grass summer findings/seeds</li> <li>Seasons - weather clothes dressing activity for the season, collecting natural objects, feeling forces: wind. Using senses</li> <li>Plant vegetables and other plants</li> <li>Observe growth</li> <li>Ladybird/frog life cycle</li> <li>Ladybird larvae/frogspawn to observe</li> <li>Seasons -, spring, summer</li> <li>Simple weather charts, hunts, bug hunts</li> </ul>	<ul style="list-style-type: none"> <li>Sensory activities - seasonal findings:summer: herbs/flowers</li> <li>Signs of Summer - drawing plants and animals where we are</li> <li>Explore forces and how wheels work using toys/paper planes/bikes/construction, magnets</li> <li>Explore floating and sinking</li> <li>Looking after our environment, Warwickshire Wildlife work/visits</li> <li>Looking after the world - A Whale's Tale - Hope Works</li> </ul>
<p><b>TECHNOLOGY</b></p> <ul style="list-style-type: none"> <li>Listen to stories and music</li> <li>Use the IWB with an adult</li> </ul>	<ul style="list-style-type: none"> <li>Record ideas using 'camera' on the iPads</li> <li>Explore how toys in the setting work</li> </ul>	<ul style="list-style-type: none"> <li>Using torches and light table</li> <li>Using cd player to listen to music and stories.</li> </ul>	<ul style="list-style-type: none"> <li>Use real and pretend technology in role play: telephone, equipment used by visitors, stop watches (real)</li> </ul>	<ul style="list-style-type: none"> <li>Use IWB/iPads to: move images, draw</li> </ul>	<ul style="list-style-type: none"> <li>Using technology to record ideas using 'camera' on the iPads (photo/video)</li> <li>Moving Cats and Beebots</li> </ul>	<ul style="list-style-type: none"> <li>Using technology to record ideas using 'camera', 'video' on the iPads</li> <li>Investigate how toys in the setting work - levers, hinges, cogs.</li> </ul>

## EYFS LONG TERM PLAN - 2025-26

EXPRESSIVE ART & DESIGN	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
LEARNING THEMES	IT'S NICE TO MEET YOU!	LET'S CELEBRATE	OUT AND ABOUT	MARVELLOUS CREATURES	WHAT'S IN THE GARDEN?	WE'RE ON THE MOVE!
EYFS FRAMEWORK ACTIVITIES THROUGHOUT THE YEAR	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe					
CREATING WITH MATERIALS • Creative Area: painting, play dough, cutting and sticking, box modelling	<ul style="list-style-type: none"> <li>• Explore creative area- adult to model painting easel, play dough and tools, scissors and glue.</li> <li>• Colour matching and naming hunts (Autumn - UW)</li> <li>• Self portraits and collage (Possible artist Pieter Bruegel the Elder - Children's Games)</li> <li>• Role play own experiences.</li> <li>• Leaf rubbings</li> <li>• Matching autumn colours</li> <li>• Colour mixing</li> <li>• Possible artist Janet Bolton - Collage</li> </ul>	<ul style="list-style-type: none"> <li>• Fireworks - colour, shape, printing, painting</li> <li>• Drawing to match sounds and movements fireworks make</li> <li>• Listen to firework sounds as they paint/use glitter</li> <li>• Night and day - possible artist Van Gogh - Starry Night lines, wax resist painting</li> <li>• Christmas cards</li> <li>• Wrapping presents</li> <li>• Making decorations - folding fans, cutting and joining paper chains</li> </ul>	<ul style="list-style-type: none"> <li>• People who help us rhymes and songs</li> <li>• Obstacle courses outside using crates, planks, etc.</li> <li>• Junk modelling for role play - e.g. oxygen tanks for Firefighters, pet carriers to take to the Vets, beds to fit figures/ dolls/bears for the hospital</li> <li>• Use chalks to draw large road on the playground to extend track or in outside area. Use in PD activity - steer bikes skilfully/ crossing road safely activity</li> <li>• Maths activity giving directions.</li> </ul>	<ul style="list-style-type: none"> <li>• Animal patterns printing, painting, play dough, clay</li> <li>• Group animal sculpture - paper and masking tape</li> <li>• Draw, paint, create animals using different materials in creative area.</li> <li>• Exploring and using different textures</li> <li>• Mask making</li> <li>• Moving animals - joining to move</li> <li>• Indigenous African art natural paint mixing</li> </ul>	<ul style="list-style-type: none"> <li>• Fruit and vegetable printing, drawing</li> <li>• Threading simple sewing through holes to make beanstalks/worms/caterpillars/ other insects</li> <li>• Sun prints</li> </ul>	<ul style="list-style-type: none"> <li>• Paint/draw characters from stories adding more detail: eyes, nose, mouth, some emotions</li> <li>• Use large cardboard boxes to decorate and for imaginary play-airplane/train/car.</li> <li>• Possible local artist - reuse</li> </ul>
BEING IMAGINATIVE & EXPRESSIVE - MUSIC & DANCE • Widen repertoire of songs and rhymes throughout the year • C&L and Lit activities • Wiggle Whilst You Squiggle programme. • Song bag - songs/rhymes	<ul style="list-style-type: none"> <li>• Our favourite rhymes and songs</li> <li>• Introduce Nursery song bag during group times</li> <li>• Nursery Phase 1 Aspect 1,2,3 activities</li> <li>• BBC Listen and Play: My Busy Body</li> <li>• Kapow Primary Music EYFS 'Exploring Sound'</li> </ul>	<ul style="list-style-type: none"> <li>• Nursery Phase 1 Aspect 1,2, 3 activities</li> <li>• Traditional Christmas Carols and other Christmas songs</li> <li>• Christmas dance</li> <li>• Kapow Primary Music EYFS 'Celebration Music'</li> </ul>	<ul style="list-style-type: none"> <li>• Nursery Phase 1 Aspect 4 and 5 activities</li> <li>• Kapow Primary Music EYFS 'Musical Stories'</li> </ul>	<ul style="list-style-type: none"> <li>• Stop Dinosaur , Stomp! - Margaret Mayo - dance and actions - clap, tap, stamp to pulse</li> <li>• Carnival of Animals - Camille Saint-Saëns - listening to, moving to, instruments, - clap, tap, stamp to pulse</li> <li>• Exploring African instruments</li> <li>• Nursery Phase 1 Aspect 4 and 5 activities.</li> <li>• Kapow Primary Music EYFS 'Music and Movement'</li> <li>• St Patrick's Day dance and music</li> </ul>	<ul style="list-style-type: none"> <li>• BBC Listen and Play: Giants and Beans, In my Little Garden, Frog</li> <li>• Kapow Primary Music EYFS 'Big Band'</li> <li>• Nursery Phase 1 Aspect 6 and 7 activities</li> </ul>	<ul style="list-style-type: none"> <li>• BBC Listen and Play Baking and Making</li> <li>• Vehicle songs with gesture-'Row row your boat', 'Wheels on the bus'. Add verses</li> <li>• Kapow Primary Music EYFS 'Transport'</li> <li>• Nursery Phase 1 Aspect 6 and 7 activities</li> </ul>
BEING IMAGINATIVE & EXPRESSIVE - ROLE PLAY & SMALL WORLD PLAY • Blocks, fabrics, pieces to create own small world settings • Set up role play areas together	<ul style="list-style-type: none"> <li>• Home role play</li> <li>• Dolls house</li> </ul>	<ul style="list-style-type: none"> <li>• Home role play - celebrations</li> <li>• Dolls house - celebrations</li> <li>• Santa's Workshop - Creative Area</li> </ul>	<ul style="list-style-type: none"> <li>• Small world maps of where we are</li> <li>• Create different homes from stories around setting</li> <li>• Use You Choose by Nick Sharratt - painting houses</li> <li>• Role play - people who help us</li> <li>• Hospital small world</li> <li>• Post Office</li> </ul>	<ul style="list-style-type: none"> <li>• Create small world set up for the different stories and use these to retell the story. Play partner model and scaffold ideas and language</li> </ul>	<ul style="list-style-type: none"> <li>• Garden centre/Shop/Castle role play - Kings, queens, princesses, princes role play</li> <li>• Lifecycle Tuff Tray</li> </ul>	<ul style="list-style-type: none"> <li>• Set up train tracks/car track with masking tape/airport small world/beach/other places. Use to retell and make own stories.</li> <li>• Create own places by combining construction sites, blocks, drawing on large paper to make simple maps.</li> <li>• Bus, bus station role play</li> <li>• Other vehicle and transport role play e.g. airport, harbour, port</li> <li>• Whatever Next props and role play</li> <li>• Travel Agent, Bakery role play</li> </ul>

# EYFS LONG TERM PLAN - 2025-26

## EARLY LEARNING GOALS (ELG) - BEST FIT JUDGEMENT AT END OF RECEPTION

COMMUNICATION & LANGUAGE (C&L)	PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT (PSED)	PHYSICAL DEVELOPMENT (PD)	LITERACY (LIT)	MATHEMATICS (MATHS)	UNDERSTANDING THE WORLD (UW)	EXPRESSIVE ART & DESIGN (EA&D)
<p><b>Listening, Attention and Understanding</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b>Speaking</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>	<p><b>Self-Regulation</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul> <p><b>Managing Self</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>Building Relationships</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers.</li> <li>Show sensitivity to their own and to others' needs</li> </ul>	<p><b>Gross Motor Skills</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>Fine Motor Skills</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>Begin to show accuracy and care when drawing.</li> </ul>	<p><b>Comprehension</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Anticipate – where appropriate – key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> <p><b>Word Reading</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound-blending.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b>Writing</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>	<p><b>Number</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Have a deep understanding of numbers to 10, including the composition of each number.</li> <li>Subitise (recognise quantities without counting) up to 5.</li> <li>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> </ul> <p><b>Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>Children at the expected level of development will:</li> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	<p><b>Past and Present</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society.</li> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><b>People, Culture and Communities</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>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.</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> </ul> <p><b>The Natural World</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<p><b>Creating with Materials</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>Share their creations, explaining the process they have used.</li> <li>Make use of props and materials when role playing characters in narratives and stories</li> </ul> <p><b>Being Imaginative and Expressive</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>Sing a range of well-known nursery rhymes and songs.</li> <li>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ASSESSMENT OPPORTUNITIES	<p>New to Nursery/Reception home sheet Team Around the Child - new starters In school baseline assessment &amp; analysis Statutory Reception Baseline Assessment Language Assessment</p>	<p>New to Nursery home sheet &amp; baseline as new nursery children join. AFL, Observations In school baseline (new starters) Pupil progress meetings Parent/Carer Book Look &amp; Parent's Evening EYFS team meetings In school moderation Consortium moderation End of term assessment</p>	<p>New to Nursery home sheet &amp; baseline as new nursery children join. AFL, Observations In school baseline (new starters) EYFS team meetings In school moderation Consortium moderation</p>	<p>New to Nursery home sheet &amp; baseline as new nursery children join. AFL, Observations In school baseline (new starters) EYFS team meetings In school moderation Consortium moderation End of term assessment</p>	<p>New to Nursery home sheet &amp; baseline as new nursery children join. AFL, Observations In school baseline (new starters) EYFS team meetings In school moderation Consortium moderation</p>	<p>New to Nursery home sheet &amp; baseline as new nursery children join. AFL, Observations In school baseline (new starters) EYFS Profile End of term assessment End of Year Reports and handover with Y1 teacher, Team Around the Child Parent/Carer Book Look &amp; Parent's Evening PSED summary/assessment for transition</p>