

EYFS LONG TERM PLANNING 2026-27

<i>EYFS Long Term Plan</i>		<i><u>Autumn 1</u></i>	<i><u>Autumn 2</u></i>	<i><u>Spring 1</u></i>	<i><u>Spring 2</u></i>	<i><u>Summer 1 and 2</u></i>	<i><u>Summer 2- mini topic</u></i>
Key themes, experiences and questions to drive the learning and skills in EYFS	<u>Topic</u>	Marvellous me 7 Weeks and 3 days	Discovering Autumn and Winter 7 weeks	Imagine 6 weeks	All Creatures Great and Small 5 weeks	Globe Trotters 8 weeks (6 weeks in Sum 1, 2 weeks Sum 2)	Sow and Grow 7 weeks total 5 weeks of Sum 2 topic
	<u>FOCUS QUESTION</u>	<i>What makes me a 'me'?</i> <i>Who am I and where do I belong?</i>	<i>Why are there so many leaves on the ground?</i> <i>Do we all celebrate in the same way?</i>	<i>Who are the characters in my story books?</i>	<i>What do we know about animals in our world?</i>	<i>Where can we jet off to in our world?</i>	<i>How do plants grow?</i>
	<u>Places</u>	Homes #Jobs Town Coates	Homes Park India Coates	Woodland Forest Castles Cottages China	Arctic Antarctic Woodland Garden Pond	Maps of the world / local area Train Ride/ station Brazil Space London Home Seaside/ Ocean Woodland Earth	#The farm Garden Field Allotment
	<u>Seasons/weather</u>	Autumn		Winter	Spring		Summer
	<u>Texts to cover</u>	Marvellous You I'm absolutely too small for school The family book It's okay to be different The Proudest Blue Hello Friend Ruby's Worry	Stick Man Leaf Man Jolly Christmas Postman A stroll through the seasons	Fairy tale stories Traditional Tales- Little Red Riding Hood Gingerbread man Goldilocks and the Three Bears The Three Little Pigs Zodiac Story	Penguins Owl babies Gruffalo Oi Frog Hungry Caterpillar Dear Zoo	The Train Ride We're going on a bear hunt Jabuti Naughty Bus Whatever next! Astro Girl The Naughty Bus Rainbow Fish Snail and the Whale Here we are	Jack and the Jellybean Stalk It's starts with a seed Errol's Garden What the Ladybird Heard Rosie's Walk <i>Tiger who came to Tea</i>
	<u>Journey of experiences</u>	Look up where children live on a map Self portrait	#Post a letter Retell a story Perform a song Leaf rubbings Autumn walk	Perform a song Kite flying Play a board game Take photographs Teddy bears picnic	Spot/hunt for butterflies Perform a song Fruit tasting	Retell a story to an audience Use a treasure map Dress up like a pirate Make a paper boat Make a sandwich	Ride a bike Plants to grow - sunflowers Potato and carrot growing – harvest and eat

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	<u>Experiences/ Trips/Visitors</u>	#Nurse visit #Police visit / fire fighter visit Dental nurse visit #Church- harvest Grandparents Day/afternoon	Autumn walk #Post a letter in Coates Post office #Church- Christmas	Story telling day- dress up as traditional tales Chinese New Year theme day – visitor in Cooking pancakes World Book Day	Grow butterflies Duck/ chick eggs hatching #Church- Easter Dress up as bugs day #Science day #Number day	^Go on a bear hunt around local lake PJ day with story-telling with parents Pirate/Explorer day- dress up Brazil Samba Dancing workshop- KLC #Great Fen school trip	#^Trip to local park Sports Day End of Year musical performance Aspirations Day Small holding Talk- Stacey- farms week Gardener visitor – Garden week
<u>Physical developm ent</u>	<u>Gross Motor</u>	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	Combine different movements with ease and fluency. Develop the foundations of a handwriting style using a tripod grip	Confidently and safely use a range of large and small apparatus indoors and outside and in a group. Develop the foundations of a handwriting style using a tripod grip.
	<u>Fine Motor</u>	Develop fine motor skills- holding pencil correctly, using scissors etc	Develop fine motor skills- holding pencil correctly, using scissors etc	Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.			
		Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, and sport. Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility					
<u>PE Sessions</u>		Tops- Multi skills Gymnastics- Fun shapes	Tops- Multi skills Dance- Toys	Dance- On parade Multi- skills Festival 1	Gymnastics- Move and hold Multi- skills Festival	Games- Fundamentals 1 Multi- skills Festival	Games- Fundamentals 2 Games- Fundamentals 3
<u>Personal, social, emotional developm ent</u> <i>NB- these skills will be</i>	<u>Managing self</u>	Transition from Preschool/ childminder/home settings	Healthy Lifestyles unit anti-bullying week	● #Family and Friends unit	Keeping safe unit- physically, online, e- safety day, good to be me.	Me and My World unit Identity and Diversity unit	Moving and Growing unit
	<u>Self- Regulation</u>	Beginning and Belonging unit	● Understanding other cultures and celebrations-	Differences and similarities, what makes us unique, talents and hobbies, trying new things/keeping going	Discussion with bullying and understanding what it means and how to spot it.	Becoming more independent, resilience and working on something to achieve a goal, changing approaches or strategy when needed	● Me and My world, changes, moving on, what can you do now, what do you want to learn next?
	<u>Building Relationships</u>					Think about the perspectives of others.	

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<i>threaded/ practised throughout the year, but will apply extra focus at each stage</i>		Build on new social skills, turn taking, sharing, listening and following instructions, tidying up time See themselves as a valuable individual. Changing for PE, sharing about home life, making new friends.	sharing information, celebrating family, understanding feelings Express their feelings and consider the feelings of others, begin to regulate behaviour accordingly. Work and play cooperatively and take turns with others. Give focused attention to what the teacher says	Feelings and messages of stories- goldilocks and 3 bears, saying sorry, resolving conflict. Links in stories/ morals and messages of the story Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Be confident to try new activities. Manage own basic hygiene and personal needs.	Show understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. #Set and work towards simple goals. Confident to try new activities. Explain the reasons for rules. Manage own basic hygiene and personal needs.	Manage their own needs. Show understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. #Set and work towards simple goals. Confident to try new activities. Explain the reasons for rules. Manage own basic hygiene and personal needs.	Improving their work through discussion with friends or teacher Show sensitivity to their own and to others' needs Be confident to try new activities and show independence, resilience and perseverance in the faces of challenge. Give focused attention to what the teacher says, responding appropriately even when engaged in activity. Show an ability to follow instructions involving several ideas or actions. Transitions to year 1
<u>Communication and language</u> <i>NB- these skills will be threaded/ practised throughout the year, but will apply extra focus</i>	<u>Listening, Attention and Understanding</u> <u>Speaking</u>	Understand how to listen carefully and why listening is important. Engage in story times. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to during whole class discussions and	Ask questions to find out more and to check they understand what has been said to them. Develop social phrases. Engage in story times. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary. Participate in small group, class and one-to-one discussions,	Describe events in some detail Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Engage in non-fiction books. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.	Listen to and talk about stories to build familiarity and understanding. Retell a story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	Retell a story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. 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.

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		small group interactions.	exchanges with their teacher and peers	offering their own ideas, using recently introduced vocabulary. Make use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.	Express their ideas and feelings about their experiences using full sentences.	Express their ideas and feelings about their experiences using full sentences.	
<u>Nursery Rhymes</u>		Baa baa Black Sheep Hickory dickory dock 5 little men 5 Little monkeys Wind the bobbin up	5 little ducks Leaves on the trees Miss Polly had a dolly Twinkle, twinkle Grand old duke of York	It's raining, it's pouring Jack & Jill Old Mother Hubbard Rain, rain, go away One, two, three, four, five	Hot cross buns Humpty Dumpty Three blind mice Incy Wincy spider I can sing rainbow 10 green bottles Polly put the kettle on	London's Burning Down at the Station London bridge is falling down The wheels on the bus I'm a pirate The bear went over the mountain The Sea ship sails Down in the jungle	Here we go round the mulberry bush. Mary had a little lamb Old MacDonald had a farm Little Bo Peep
<u>Literacy</u>	<u>Phonics</u>	Start to teach set 1 sounds Word time 1- 5 Oral segmenting and blending CVC blending orally and written Recognising single sounds Practise writing name from copying	Set 1 phonics Word time 6 and 7 Special friends/diagraphs Oral blending Reading CVC words Recognising single sounds Set 1 tricky/red words to read Recognising letter formation and school font Practise writing name from copying	Set 1 recap Introduce set 2 sounds Set 2 tricky/red words to read CVC words and set 2 digraph words Reading simple captions Read ditty sheets Practise writing name from memory	Set 2 phonics Set 2 tricky words to read CVC words and Set 2 digraph words Reading simple captions Reading simple sentences using segmenting and blending Read Red ditty books Practise writing name from memory	Set 2 phonics Set 2 tricky words to read Reading sentences more fluently Sight reading red/key words Sight reading CVC/diagraph words Read green books	Recap set 2 sounds and words Introduce set 3 phonics Introduce set 3 tricky/red words Reading simple sentences fluently Decoding longer words Reading for a purpose in play- instructions, directions, fact books and leaflets Read green/purple books
	<u>Word Reading</u>	Set 1 phonics sheets sent home Home readers sent home-picture	Set 1 phonics sheets sent home Set 1 phonics home readers sent home (pink books)	Ditties reading sheets sent home Set 1 phonics books sent home (maroon books)	Red RWI books sent home Set 2 phonics home reader books (maroon/red books)	Green RWI books sent home Set 2 phonics home reader books (red books)	Green/Purple RWI books sent home Set 2 phonics home reader books (red/ yellow books)

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	<u>Comprehension</u>	books and book talk question prompts Say a sound for each letter in the alphabet Story time reading- reading for pleasure – rhymes, stories and poems Poetry performance	Say a sound for each letter in the alphabet Daily guided reading- well known picture books for book talk AF2, 3 and AF6/7 Poetry performance to whole school	Weekly guided reading with whole class on book levels/home reader levels Comprehension questions verbally Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	Weekly guided reading with 2 differentiated groups HA and MA/LA on book levels/home reader levels Comprehension questions verbally Poetry performance to whole school	Weekly guided reading with 2 differentiated groups HA and MA/LA on book levels/home reader levels Comprehension questions verbally Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Daily guided reading with 2 differentiated groups HA and MA/LA on book levels/home reader levels Comprehension questions verbally Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Poetry performance to whole school
	<u>Writing</u>	Initial and end sounds/ letters, simple words Name writing Advice leaflet Instruction/friends hip list Family members list Story Fact report	Simple letters/sounds, and words Explain- celebrations Safety leaflet Story Letter Message Tell/recount	Simple words and captions Explain- features of fairy tales Description Story Letter/advice Report/ fact file	Simple captions Fact file Story Explain Message	Simple sentences Story – recount Story- alternative version Report Story Postcard Advice	Simple sentences Story Recount Instructions
<u>Maths</u> <i>White Rose Units of work</i> <i>Number- blocks units and plans</i>	<u>Number</u> <u>Numerical Patterns</u> <i>Shape, Space and Measure</i>	Baseline assessment RBA Match, sort and Compare Talk about measure and patterns It's me 1,2,3	Circles and Triangles 1, 2, 3, 4, 5 Shapes with 4 sides	Alive in 5 Mass and capacity Growing 6, 7, 8	Length, height and time Building 9 and 10 Explore 3D shapes	To 20 and beyond How many now? Manipulate, compost and decompose	sharing and grouping Visualise, map and build Make connections Consolidation
<u>Understanding the world</u>	<u>People, culture and communities</u>	What is special about me? What is special about my friends Where do I live? Likes and dislikes	Halloween Bonfire Night Christmas- around the world Christmas Story Christianity	Valentine's Day #Chinese New Year week #Weddings Morals of fairy tales	Easter Mother's day Pancake day- beginning of lent	Birthdays - Eid - Pride Month Brazil- comparisons of culture #Space- comparisons of occupations	Father's day Memories of the School year End of the year celebrations

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		Harvest festival #People who help us- Police, fire, doctors, vets	celebrations Diwali India #Fire safety			London- comparison to home/local area #Journeys- train ride/ ticket collector, jobs Bear hunt- journeys Holidays City landmarks	
	<u>The natural world</u>	^Season changes- Autumn Ourselves Families Body parts Our homes 5 senses Our environment ^Forest schools- listening/ senses	^Seasonal changes Water-ice- melting experiments Colour changes ^Light/torches Changes in ^plants/trees Pumpkin exploration ^Forest schools- Begin sessions and continue throughout the year- <i>see forest school long term plan</i>	What happens when ginger bread man gets wet? The woodland/ animals/plants Types of bears- comparison Hot and cold places in the world	^Seasonal changes- Spring ^Mini-beasts ^Habitats Arctic- compare ^Local environment study ^Looking after our local area Animal babies/growing/changes ^Life cycles- butterflies/frogs	What is at the beach? Animals in the Ocean Features of the beach Experiences of own visits to the beach Materials Exploring exotic fruits Treasure maps Making a boat float Floating and sinking ^#Different parts of the world/environment #Transport/travel Moon landings Population of the world and Earth facts	^Seasonal changes- summer ^Growing beans beanstalk ^Gardens ^Vegetable patches Farmyards ^Tractors ^Farmyard animals Growing for food—farm to fork Secret lemon writing experiment
	<u>Past and present</u>	Who is in my family? Different ages in my family Different ages of people we know Grandparents	History of Bonfire night Story of Christmas Christmas in the past Story of Diwali in the past- Rama and Sita	Stories passed down- traditional tales Castles and life in a castle Story of Chinese new year- Zodiac story	Easter story Life cycles of animals- changes over time	Beaches or holidays in the past Train journeys in the past Birthdays when chn were little and birthdays now Pirates- what they look like and what they do, pirates in the past Earth in the past (changes over time- Here we are book)	Growing- changes over time Humans, plants and animals
<u>Expressive Arts and Design</u>	<u>Creating with Materials</u>	Finger printing Collage faces Self portraits Funny bones skeletons Pumpkin carvings Shape monsters Playdough bodies- rolling and pressing Transport paintings Rainbow fish scales Nursey rhymes- high and low vocalising,	Natural materials Leaf people/ stick people Firework paintings Pumpkin carvings Collage of colours Clay snails/insects- squeezing and painting Vocalising and singing, following a beat-(high and low) fast and slow	Colour mixing Huff and puff pictures paint blowing and bubble blowing with straws Salt dough wolf/bears Clay Terracotta soldiers- scoring (Chinese New Year) Bean patterns with beans, seeds etc Goldilocks puppets Making porridge Singing, following a beat, making their own music with their	Spring/flower sketching or printing of vegetables Pattern/weaving Salt dough bears Tray Bake Gruffalo crumble Gruffalo paper bag collage Explore how different sounds can be created with different	Create bear hunt small world scene Marble rolling sea pictures Pebble painting Fruit tasting City London construction Painting buses Carnival masks Brazilian breakfast cooking Junk modelling rain shakers Space playdough Star constellation paintings Junk model rockets Treasure boxes and telescopes Using instruments to make more than one type of sound, scraping, shaking, tapping etc.	Magic beanstalk in clouds collage Baking Bread Design tea for tiger Potato Printing/planting Painting sunflowers Making bread Chicken collage craft Make your own vegetable people Cooking healthy pizzas ^Digging and mud kitchen, coking equipment out Create their own rhythm or music with own choice of pitch, volume or tune.

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		repeating back and changing in their play Respond to familiar sound with a purpose- eg tidy up song	Co-ordinate actions for certain types of words in songs	voices and in their play, high/low, fast/slow, loud and quiet Start and stop together, responding to signals and hand signs	instruments, body parts, objects and voices. Create different sounds for different moods.		Choice of musical instruments and body percussion
	<u>Being imaginative and expressive</u>	Home Corner #People who help us role play- police Roleplay doctor, vets, builders stations hairdressers Nursey rhyme singing Puppets	#Home corner- post office/fire station Christmas play/performance Singing Christmas songs Halloween or Christmas theme	#Home corner- Grandma's cottage in Little Red Riding hood Teddy bears picnic 3 bears cottage Fairy tale character puppets Stage and microphone Musical instruments Parachute games Make a movie- fairy tale acting	#Home corner- camping, café Retelling a story in the woodland Small world Gruffalo play Props to make for small world and role play animals	Performing going on a bear hunt ^Den building Explorer costumes and equipment to role play #Garden centre Role play ticket collector ^Bus station/train station Role play space station/ Astronaut Role play hat stall- Queen's hat ^Carnival parade- music and dancing Samba dancing- stage performing Puppet show- seaside	#Home corner- garden centre- growing #Café for Tiger who came to tea. ^Farmyard Animal noises Retelling stories from topics over the week- Ladybird heard, Jack and the Beanstalk repeating rhymes

● SMSC

+British Values ^Outdoor learning

Careers education and job preparation.