

## EYFS Long Term Planning 2025-2026

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Marvellous Me!</b>	<b>Let's Celebrate!</b>	<b>Frozen World</b>	<b>Once Upon A Time</b>	<b>Amazing animals!</b>	<b>Fun at the seaside!</b>
<b>Possible Themes/Interests/Lines of Enquiry (subject to change)</b>	All About Me Autumn Harvest Family Food/Senses Community: people who help us	Winter Diwali Bonfire Night Christmas story Christmas around the world	North and South Pole Exploring ice Dressing for the cold Arctic explorers Animals that live in cold places Seasons Other continents	Pancake Day Easter Spring Fairy tales Fairy-tale Houses Castles	Life cycles – Frog/butterfly/plant/sunflowers Countries and Climates Farm Habitats Animals around the world	Summer holidays (Past and Present) Seaside Looking after the Ocean/Caring for our Environment Lighthouses: Grace Darling Pirates Transition
<b>Potential 'Wow' moments</b>	Autumn Trail Harvest Time Assembly Birthdays Marvellous me boxes	Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali Christmas visit Remembrance Day Road Safety Children in Need Anti- Bullying Week	Chinese New Year LENT Internet Safety Day Winter walk Frozen mornings	Planting seeds Easter time Nature Scavenger Hunt Mother's Day Eater Egg Hunt	Food tasting – different cultures Start of Ramadan Eid Animal visits: Farm to School	Visit to the beach Under the Sea – singing songs Father's Day Pirate Day Beach/Pool party at school
<b>Communication and Language</b>	Listen and take turns Engage in story times, rhymes, and songs. Maintain attention in whole class/groups. Follow 1 step instructions. Understand 'why' questions. Use talk to organise play.	Listen in familiar & new situations. Engage in story times and recall key points of a story. Maintain attention in new situations. Ask questions to find out more and to check they understand what has been said to them. Start a conversation with peers and familiar adults and continue for many turns. Uses newly taught vocabulary	Listen attentively in a range of situations. Maintain attention during appropriate activity. Consider the listener and take turns. Use talk to organise/stand for something else in play. Begin to use past tense. Begin to recount past events. Switch from one task to another.	Understand why listening is important. Maintain attention in different contexts. Ask questions to find out more and check understanding. Articulate their ideas and thoughts in well-formed sentences. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Begin to connect one idea or action to another using a range of connectives. Describe events in some detail.	Listen and understand instructions while busy with another task. Maintain activity while listening. Understand how, why, where questions. Describe events in some detail. Express ideas about feelings and experiences. Articulate their ideas and thoughts in well-formed sentences. Use language to reason.	Listen and respond with relevant questions, comments, or actions. Attend to others in play. Make comments and clarify thinking with questions. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Speak in well-formed sentences with some detail. Use new vocabulary in different contexts. Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas.
<b>Personal, Social and Emotional Development</b>  <b>Alongside weekly discreet lessons following: My Happy Mind</b>	Can talk about feelings. Welcome distractions when upset. Increasingly follow rules. Know likes and dislikes. Independently organise belongings in the morning. Manage personal hygiene. Build constructive and respectful relationships.	Beginning to express their feelings and consider the perspectives of others. Begin to take turns and share resources. Independently choose where they would like to play. Continue to build constructive and respectful relationships.	Show pride in achievements. Understand behavioural expectations of the setting. Can explain right from wrong and try to behave accordingly. Manage their own needs. Can identify kindness. Seek others to share activities and experiences.	Can make choices and communicate what they need. Begin to show persistence when faced with challenges. Can keep play going by co-operating, listening, speaking, and explaining. Can reflect on the work of others and self-evaluate their own work.	Beginning to know that children think and respond in different ways to them. Can talk about their own abilities positively. Confident to try new activities Show resilience and perseverance.	Able to identify and moderate own feelings. See themselves as a unique and valued individual. Can seek out a challenge and enjoy the process. Show sensitivity to others' needs and feelings.
<b>Physical Development</b>	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene  Handwriting: Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.  Handwriting: Form letters from their name correctly. Recognise that after a word there is a space.	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.  Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.  Handwriting: Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.	Combine different movements with ease and fluency  Develop the foundations of a handwriting style which is fast, accurate and efficient.  Handwriting: Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.  Handwriting: Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.

			P.E Focus: Dance and Gymnastics	P.E Focus: Hand-eye co-ordination	P.E Focus: Multi-Skills	P.E Focus: Team Games
<b>Drawing Club Core Text Ideas</b>	Colour Monsters Harry & the Dinosaurs Go to School Cloud Boy So Much! Owl Babies	Mog's Birthday The Perfect Present The quiet little firework Confetti The Oak Tree	Lost & Found The Emperor's Egg Stick Man One Snowy Night The Snow Thief Hello Winter	Jack and the Beanstalk Cinderella The Three Billy Goats Gruff Goldilocks & the Three Bears The Little Red Hen	Dear Zoo The Tiger Who Came For Tea The Enormous Turnip Farmer Duck Rosie's Walk	Tiddler Sharing a Shell The Fish Who Could Wish Billy's Bucket. Pirates Love Underpants The Pirates Next Door
<b>Literacy</b>	Handling books Spot differences in sounds Recognise name and begin to form letters in my name Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Writing initial sounds and CVC words Use initial sounds to label characters / images. Names. Labels. Messages	Join in with repetitive phrases Blend CVC words linked to sounds, Name writing, labelling using initial sounds, CVC words. Retelling stories in writing area. Help children identify the sound that is tricky to spell. Sequence stories.	Stories – beginnings, end and characters, discuss opinions Write most lower case letters. Writing some of the tricky words such as I, me, my, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Labels and simple captions, CVC words / simple sentence writing using high frequency words.	Non-fiction texts Read captions and phrases Say sounds for all phonics Writing for a purpose and reading it back. Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions Write a sentence.	Anticipate story events, to share what they notice about repetitive phrases/meanings. Retell stories/narrative. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly.	Retell stories/narratives Read simple sentences with some common exception words Writing simple sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories.
Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.						
<b>Phonics Little Wandle Letters and Sounds</b> 	Phase 2: Graphemes: s a t p i n m d g o c k c k e u r h b f l  Tricky words: is, I, the	Phase 2 Graphemes: ff ll ss j v w x y z zz qu ch sh th ng nk • words with –s /s/ added at the end (hats sits) • words ending –s /z/ (his) and with –s /z/ added at the end (bags)  Tricky words: put pull full as and has his her go no to into she push he of we me be	Phase 3: Graphemes: ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words  Tricky words: was you they my by all are sure pure	Review Phase 3 • longer words, including those with double letters • words with –s /z/ in the middle • words with –es /z/ at the end • words with –s /s/ and /z/ at the end  Tricky words: Review all taught so far.	Phase 4: Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est  Tricky words: said so have like some come love do were here little says there when what one out today	Phase 4 Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words and compound words  Tricky words: Review all taught so far.
<b>Link to Talk Through Stories</b>	Elmer Ruby's Worry My Monster and Me	Zog Five Minutes Peace Room on the Broom	Lost and Found One Snowy Night Stick Man	The Extraordinary gardener Where the Wild Things Are Farmer Duck	Owl Babies Gecko's Echo The Lion Inside	Tiddler The Rainbow Fish Billy's Bucket
<b>Weekly Nursery rhymes</b>	1, 2, 3, 4 5 Once I Caught a fish alive Wind the bobbin up 5 Little Ducks 5 Current Buns Heads, shoulders, knees and toes If you're happy and you know it	The Grand old Duke of York London Bridge is falling down Twinkle Twinkle Sing a song of six pence Humpty Dumpty 10 in the bed	Incy wincy spider 5 little speckled frogs Ring a ring a roses Polly put the kettle on Wheels on the bus Down at the station	5 little men in a flying saucer 10 fat sausages Miss Polly had a dolly Dingle dangle scarecrow Here we go round the mulberry bush When Goldilocks went to the house of the bears	Down in the jungle Old MacDonald 5 cheeky monkeys Hickory Dickory dock I hear thunder It's raining, it's pouring	Row your boat 1, 2, 3, 4, 5 10 green bottles A sailor went to sea, sea, sea When I was one This old man
<b>Mathematics</b>	Count objects, actions, and sounds. Subitise  Matching. Sorting & Comparing Comparing amounts Comparing size, mass & capacity Exploring pattern - making simple.	Explore the composition of numbers to 10 Subitise Automatic recall number bonds 0-10  Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 Formation of 1,2,3 Circles and triangles Positional language	Explore the composition of numbers to 10 Subitise Automatic recall number bonds 0-10  Introducing zero Comparing numbers to 5 Composition of 5  Comparing Mass Comparing Capacity	Explore the composition of numbers to 10 Subitise Automatic recall number bonds 0-10  Numbers 7, 8, 9 Making pairs. Combining groups Number bonds 3D shapes Pattern.	Explore the composition of numbers beyond 10. Subitise Automatic recall number bonds 0-10  Number 10 and beyond– subitising, counting, sorting, matching, comparing, ordering Composition of numbers to 10 and beyond Counting patterns to 10 and beyond Spatial reasoning. 3D shape Match, rotate, and manipulate Pattern – AABB, BBA Sunflower Challenge	Explore the composition of numbers beyond 10. Subitise Automatic recall number bonds 0-10  Adding more Taking away Number bonds Shape – spatial reasoning  Doubling Sharing and grouping Even and odd Patterns and relationships
<b>Maths Mastery</b>	Subitising Counting, ordinality and cardinality.	Counting, ordinality and cardinality. Comparison	Subitising Counting, ordinality and cardinality.	Counting, ordinality and cardinality. Comparison	Counting, ordinality and cardinality. Subitising	Consolidation

	Composition Comparison	Composition	Composition Comparison	Composition Subitising	Composition Comparison	
<p><b>Understanding the World</b></p>	<p>Talk about members of their immediate family and the relationship to them. Name and describe people who are familiar to them.</p> <p>Talk about and describe features of their own family, talk about families in other countries across the world.</p> <p>Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist.</p> <p>Making Maps.</p> <p>Science: Our body</p> <p>Seasonal change – Autumn</p> <p>Daily weather</p>	<p>Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books.</p> <p>Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali. Ask questions, use different sources to find answers including books. Comment on images of familiar situations in the past.</p> <p>Look closely at and make comparisons between this country and the lives of people in other countries within the world (homes around the world).</p> <p>Science: The senses</p> <p>Identify the difference between fiction characters and real life.</p> <p>Link to London – Guy Fawkes and the Houses of Parliament, the Tower of London, Windsor castle, Buckingham palace.</p> <p>Seasonal change – Autumn – Winter</p>	<p>Science: Weather and Seasons</p> <p>Artic and Antarctic – the similarities and differences. How are these places different to where we live?</p> <p>Melting and freezing</p> <p>Contrasting environments</p> <p>Describing the world around them</p> <p>Seasonal change – Winter</p> <p>Daily weather</p> <p>Maps – our journey around our local area</p>	<p>Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.</p> <p>Identify the difference between fiction characters and real life.</p> <p>Learn about fairy tales characters such as kings, queens and knights. Explore what life was like in medieval times.</p> <p>Look at different types of castles and how they protected themselves.</p>	<p>Recount an event, orally, pictorial and/or with captions.</p> <p>Animals and know how to care for an animal/pets Where do animals live? Naming of animals.</p> <p>Animal habitats</p> <p>Nocturnal animals</p> <p>Types of animals</p> <p>Life cycles</p> <p>To understand and sequence the life-cycle of animals and plants. What animals are alive now and what animals were alive? (Extinct) Fossils and bones - excavation</p> <p>To understand and sequence the life-cycle of animals and plants.</p> <p>Recognise some environments that are different to the one in which they live e.g., Africa and Antarctica.</p> <p>Draw information from a simple map and identify landmarks of our local area walk.</p> <p>Science: Animals</p>	<p>Order experiences in relation to themselves and others, including stories.</p> <p>Pirates – who were they and what did they do?</p> <p>Buried treasure – treasure maps</p> <p>Tall ships</p> <p>How is an under the sea habitat different to that of land animals?</p> <p>Floating and sinking</p> <p>Seaside long ago</p> <p>Name sea creatures</p> <p>Seasonal change – Spring - Summer</p> <p>Daily weather</p> <p>Maps – Link to trip. Map of the beach / journey. Treasure maps</p>
<p><b>Religious Education Understanding Christianity</b></p>	<p><b>Creation</b></p>  <p>Big Question: I wonder why is the word God so important to Christians?</p> <p>Outcomes:</p> <ul style="list-style-type: none"> <li>Christians believe that the word 'God' is important as the name of someone very important</li> <li>Christians believe that God is the Creator of the universe and all that is in it, including people and animals,</li> <li>Christians show that God is important to them in church when they gather together to pray to God and to sing his praise.</li> <li>Christians are taught to respect God's name and use it with love and care because God is holy and great.</li> <li>Christians believe that they should care for God's world.</li> </ul>	<p><b>Incarnation</b></p>  <p>Big Question: I wonder why Christians perform nativity plays at Christmas?</p> <p>Outcomes:</p> <ul style="list-style-type: none"> <li>Christians believe God came to Earth in human form as Jesus.</li> <li>Christians believe that Jesus was a special baby because he came from God.</li> <li>Christians believe Jesus came to show that all people are precious and special to God.</li> <li>Christians find the nativity story in the Bible.</li> <li>Christians perform nativity plays to help children remember story of the birth of Jesus.</li> </ul>	<p><b>Gospel</b></p>  <p>Big Question: I wonder what do Christians believe is special about Jesus and the message he brings?</p> <p>Outcomes:</p> <ul style="list-style-type: none"> <li>I can retell at least two accounts of Jesus meeting different people.</li> <li>I can talk about the way Jesus taught about how people should live their lives.</li> <li>I can talk about friendship and forgiveness in my own life</li> <li>I can retell at least two parables that Jesus told.</li> <li>I can talk about how parables are special stories that have a message that teaches Christians more about God.</li> <li>I can talk about love and kindness in my own life</li> <li>I can retell at least two accounts of the miracles Jesus performed.</li> </ul>	<p><b>Salvation</b></p>  <p>Big Question: I wonder why do Christians put a cross in an Easter garden?</p> <p>Outcomes:</p> <ul style="list-style-type: none"> <li>Christians remember how the crowds welcomed Jesus on Palm Sunday</li> <li>Christians remember the sadness of Jesus dying on Good Friday</li> <li>Christians remember the surprise and happiness of Easter Sunday because Jesus did not stay dead</li> <li>Christians use special symbols and have special customs connected to Jesus' death and resurrection over the Easter period</li> </ul> <p>Christians believe that the cross is a very special symbol reminding them that they can be glad to have Jesus to help them to make a new start when they do things wrong.</p>	<p><b>World Faiths</b></p> <p>Big Question: I wonder what stories are told by and about people of different faiths and beliefs?</p> <p>Outcomes:</p> <ul style="list-style-type: none"> <li>I know that Jewish people believe in one God, who forgives people when they say sorry. <ul style="list-style-type: none"> <li>I know their stories are written in the Torah.</li> <li>I can retell a story from the Jewish faith tradition.</li> </ul> </li> <li>I know that Muslim people believe in one God, Allah, who made the world and wants people to care for it. <ul style="list-style-type: none"> <li>I know their stories are written in the Qur'an.</li> <li>I can retell a story from the Muslim faith tradition.</li> <li>I can retell a story from the Sikh faith tradition.</li> </ul> </li> <li>I know that Hindu people believe in one supreme God Brahman in the forms of many gods and goddesses. <ul style="list-style-type: none"> <li>I know their stories are written in many books</li> <li>I can retell a story from the Hindu tradition.</li> </ul> </li> </ul> <p>Religious Education Understanding Christianity</p>	

			<ul style="list-style-type: none"> <li>• I can talk about how Jesus' miracles teach Christians more about who Jesus is and why he is special.</li> <li>• I can talk about peace in my own life.</li> </ul>			
<b>Expressive Arts and Design</b>	<p>Art: Drawing Making lines – steering, direction, control, line patterns. Creating observation and fantasy drawings</p> <p>Joining in with songs and nursery rhymes.</p> <p>Using resources for props and role play.</p> <p>Self-portraits, family portraits.</p> <p>Junk modelling</p> <p>Music: Sing Up! I've got a grumpy face The Sorcerer's apprentice</p>	<p>Art: Painting Mix secondary colours Controlling shape with a brush, creating pictures</p> <p>Colour mixing</p> <p>Create own dances in response to music</p> <p>Learning songs for the nativity</p> <p>Firework pictures Christmas decoration / cards</p> <p>Diva lamps</p> <p>Use story maps to create and perform stories</p> <p>Music: Sing Up! Witch Witch Row, Row, Row your boat</p>	<p>Art: Collage Develop knowledge of colour &amp; texture. Fold and cut simple shapes and create designs with them. Use textured fabrics and paper shapes in pictures.</p> <p>Encouragement to select tools and techniques to assemble and join materials</p> <p>Winter themes pictures</p> <p>Ice painting</p> <p>Creating igloos and comparing to our homes.</p> <p>Music: Sing Up! Shake My Sillies Out Cuckoo</p>	<p>Art: Printing Develop knowledge of shape &amp; pattern. Use finger, card &amp; transfer printing . Manipulate simple shapes and colours to produce clear prints. Make repeating patterns &amp; understand ideas of symmetrical pattern.</p> <p>Explore ways to protect growing plants</p> <p>Life cycle pictures</p> <p>Mother's Day cards</p> <p>Easter crafts</p> <p>Creating own music and songs</p> <p>Music: Sing Up! Up and Down Five Fine Bumblebees</p>	<p>Art: 3D Make simple shapes from and press shapes into clay, creating texture. Cover boxes with paper &amp; create patterns on the surface. Build a group sculpture.</p> <p>Animal prints</p> <p>Symmetrical butterflies</p> <p>Animal music</p> <p>Junk modelling animals</p> <p>Music: Sing Up! It's oh so quiet! Bow, Bow, Belinda</p>	<p>Art: Fabric Identify different textures, patterns &amp; understand patchwork. Chose appropriate fabrics. Use glue efficiently. Manage in / out sewing and weaving techniques.</p> <p>Sand pictures</p> <p>Paper plate jelly fish</p> <p>Under the sea themed music and dances</p> <p>Water pictures</p> <p>Father's Day cards</p> <p>Music: Sing Up! Down there under the sea! Slap, clap, clap</p>