Long Term Plan 2026-27
EYFS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics including visitors and trips.	**Marvellous Me and People Who Help Us**	**Celebrations Around the World** Whole School - Panto	**Animals** **Dinosaurs**	**Mini-Beasts** (taking care of animal – life cycle) **Seaside – past and present**	**Fantasy: superheroes, pirates** **Circus**	**Traditional Tales** Call of Sealife Adventure
Literacy	I like Myself… Name writing The Family Book… Draw and label who is in my family My 5 Senses… Identify and name body parts Whatever Next… Labelling a picture (initial sounds) Real Superheroes… Initial sounds for people that help us Room on the Broom – independent write	Pumpkin Soup… Describe the Pumpkin Sparks in the Sky… Sounds fireworks make (initial and final sounds) The Best Diwali Ever… Retelling a story And Tango Makes Three… Artic animal fact One Snowy Night… Independent write Christmas… Letters to Santa	The Gruffalo's Child… Retelling the story Owl Babies… facts about owls Rumble in the Jungle… Describe an animal We're Roaming in the Rainforest… Describe an animal Mad about Dinosaurs… Facts about a dinosaur Ten Terrible Dinosaurs… Design your own dinosaur and write some facts Independent write.	What the Ladybird Heard… Labelling a map What the Ladybird Heard… Sequence the events using time connectives What the Ladybird Heard at the Seaside… Write a sentence linked to the text. Lucy and Tom go to the Seaside… Past and Present Seaside holidays Independent write. Easter	Supertato… Plan a story using a story board Supertato and Eliot the Midnight Superhero… Write own story using the plans The Night Pirates… Wanted posters Pirates Love Underpants… Maps and directions Nell and the Circus of Dreams… Write a description of a circus clip Circus Girl… Independent write.	Jack and the Beanstalk… Retelling the story And Alternative story Golidlocks… Instructions for porridge Little Red Hen… Retelling the story Recount of Trip Independent write… Memory of the year

Long Term Plan 2026-27
EYFS

Poems to Learn **(from the poetry basket)**	Pointy Hat All about me (Poetry Basket 2) Climb aboard the spaceship (poetry basket 2)	Five Little Pumpkins Rockets (to the tune of wheels on the bus): *The rockets in the sky go* *Swish, wish bang* *Swish, wish bang* *Swish, wish bang* *The rockets in the sky go* *Swish, wish bang* *On bonfire night.* When Santa got stuck up the chimney (Christmas poetry basket)	Pancakes Mrs Blue Bird Owl (poetry basket 2) I want to be a dinosaur (poetry basket 2)	Caterpillar (poetry basket 2) Bees (poetry basket 2)	Popcorn 5 Little Peas I want to Be a Pirate	A Little Seed BBC iPlayer - Musical Storyland - Series 1: 2. Jack and the Beanstalk Porridge: *Porridge is bubbling, bubbling hot,* *Stir it round and round in the pot.* *The bubbles plip, the bubbles plop,* *The bubbles split splat splot –* *It's ready to eat, all bubbling hot.* *Porridge in a pot –* *Stir it quickly keep it hot.* *Put it in a bowl,* *Then eat the lot!*
Maths *We follow White Rose*	Getting to Know You Match, Sort and Compare Talk about Measure and Pattern	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 3-D Shapes	To 20 and beyond How many now? Manipulate, compose and decompose	Sharing and Grouping Visualise, Build and Map Make Connections Consolidation
Understanding the World (science, geography, history links)	Changing seasons and weather. Space Local area My family	Changing seasons and weather. Hibernation Habitats Animals	Changing seasons and weather. Light and shadow	Changing seasons and weather. Minibeasts Changing states (heating/cooling) Maps	Changing seasons and weather. Colour changing Floating and Sinking Maps	Changing seasons and weather. Growing Maps Handa's Hen/Handa's Surprise – comparing the UK with Africa

Long Term Plan 2026-27
EYFS

		Celebrations and festivals		Past and present		Animals
Expressive Arts and Design	• Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc • Explore colour and colour-mixing • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know.		• Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups.	**Creating with Materials** • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories.	**Being imaginative** • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and song • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Long Term Plan 2026-27
EYFS

	• Play instruments with increasing control to express their feelings and ideas.			
Communication and Language	• Enjoy listening to longer stories and can remember much of what happens. • Can find it difficult to pay attention to more than one thing at a time. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". • Understand 'why' questions, like: "Why do you think the caterpillar got so fat? • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • May have problems saying: some sounds: r, j, th, ch, and sh and multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Can start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	• Understand how to listen carefully and why listening is important. • Learn new vocabulary • Use new vocabulary through the day • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • 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. • Develop social phrases • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the 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. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Listening and Attention • 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. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.	Speaking • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • 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.
Personal, Social and Emotional Development	• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting.	• See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally.	• Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in	

Long Term Plan 2026-27
EYFS

	• Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Do not always need an adult to remind them of a rule. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Begin to understand how others might be feeling.	• Think about the perspectives of others. • Manage their own needs.	activity, and show an ability to follow instructions involving several ideas or actions. • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.
Physical Development	• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Start to eat independently and learning how to use a knife and fork. • Show a preference for a dominant hand.	• Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing • Progress towards a more fluent style of moving, with developing control and grace. • 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, sport and swimming. • 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 spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.	• Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.

Long Term Plan 2026-27
EYFS

	• Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing.		• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • 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 Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene		
RE	Why do Christians perform Nativity plays at Christmas? **Christian**		Why do Christians put a cross in an Easter Garden? Christian		Why is the word God so important to Christians? **Christian**	
Mental Health	The Worrysaurus The Bear that Stared		Harry the Happy Mouse I like Myself		The Odd Egg Be Brave Little Penguin	
Music	Elements of Music	Singing	Music for Moods	Singing	Music Around the World	Continued vocal development
PE	Introduction to PE Units 1 & 2 E&E Dance		Gymnastics Ball Skills E&E Dance		Swimming Games E&E Dance	