

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Ourselves All about me, my family and where I live. Familiar stories and experiences. Rules and routines of school</p>	<p>Once Upon a Time Fairy Tales and Nursery Rhymes</p>	<p>Amazing Animals Pets, farms, moving onto jungle, arctic and desert animals. Incorporating animal body parts, habitats, animal care and animals that help us.</p>	<p>Superhuman People within our own family and community, emergency services. Superheroes through literature.</p>	<p>Grow Growing our own food. Plants, and minibeasts.</p>	<p>Let's Move Travel, journeys and transport. Exploration, travel and discovery. Looking ahead and transition to Year 1.</p>
Text used for Literacy and Provision	<ul style="list-style-type: none"> Kipper's Birthday <p>Book hook: Decorate the classroom with birthday balloons and banners.</p> <ul style="list-style-type: none"> Funny Bones <p>Book hook: Bury bones in the outdoor sand pit.</p>	<ul style="list-style-type: none"> We're Going on a Bear Hunt <p>Book hook: Put out bear footprints leading to the outdoor tunnel. Show an FX Guru clip of a bear in the outdoor tunnel.</p> <ul style="list-style-type: none"> Goldilocks and the Three Bears <p>Book hook: Create a Goldilocks crime scene with 3 bowls of porridge, 3 chairs, police tape, CCTV footage, locks of hair and muddy footprints on the floor.</p> <ul style="list-style-type: none"> Goldilocks and the Three Dinosaurs <p>Book hook: Goldilocks trapped by dinosaurs.</p> <ul style="list-style-type: none"> The Nativity Story <p>Book hook: Video from Santa Clause.</p>	<ul style="list-style-type: none"> The Three Little Pigs <p>Book hook: Have sticks, straw and a pile of bricks cornered off with cones and police tape.</p> <ul style="list-style-type: none"> Dear Zoo <p>Book hook 1: Have a box with an animal hidden inside with a 'from the zoo' label attached. Hook 2: Create a trashed classroom and a FX Guru video to show a zoo escape in the classroom</p> <ul style="list-style-type: none"> Handa's Surprise <p>Book hook: Have a basket of fruit from the story and begin by encouraging the children to explore the fruits and describe them.</p>	<ul style="list-style-type: none"> Mr Wolf's Pancakes <p>Book hook: Have some floury footsteps going from the classroom to the kitchen. Who could it be?</p> <ul style="list-style-type: none"> Alan's Big Scary Teeth <p>Book hook: Have some fake teeth in the classroom. Who do they belong to?</p> <ul style="list-style-type: none"> Supertato <p>Book hook 1: Set up a crime scene with vegetables tied up. Hook 2: Have vegetables frozen in ice and explain that the Evil Pea is out of the freezer again.</p> <ul style="list-style-type: none"> Zog and the Flying Doctors <p>Book hook:</p>	<ul style="list-style-type: none"> Jack and the Beanstalk <p>Book hook 1: Have different types of beans on the floor in the outdoor area. What are they? Where have they come from? What might grow? Hook 2: Find giant footprints in the classroom.</p> <ul style="list-style-type: none"> The Enormous Turnip <p>Book hook: Have a large papier mache turnip in the outdoor area. Ask the children to help you remove the turnip.</p> <ul style="list-style-type: none"> The Hungry Caterpillar <p>Book hook 1: Have a package arrive with a butterfly garden inside. What is it? What might happen? Hook 2: Observe changes to the caterpillars in the butterfly garden. What has happened to the caterpillars? How have they changed?</p>	<ul style="list-style-type: none"> The Gingerbread Man <p>Book hook 1: Have a trail of crushed gingerbread man leading to half eaten gingerbread man. What has happened? Hook 2: FX Guru clip of a gingerbread man in the classroom.</p> <ul style="list-style-type: none"> The Naughty Bus <p>Book hook 1: Receive a little box. What do you think could be inside? Open it up to find a bus. Hook 2: Find the outdoor area in a mess. Who could have done it?</p> <ul style="list-style-type: none"> Information on Transport <p>Text hook: Go on a train ride to the nature garden and find a train book. Discuss what vehicles they can see going over the bridge on the dual carriageway.</p>

		<ul style="list-style-type: none"> Christmas writing activities linked to various Christmas books <p>Hook- Elves set up in various areas of the classroom.</p>		Show a medical bag with items from the story. Who does this bag belong too?		<ul style="list-style-type: none"> The Snail and the Whale <p>Book hook 1: Find a silvery snail trail message in the classroom. Who do you think might have left this message? What animals leave a silvery trail? Find a postcard from the snail to the class. Open it up - Who could it be from?</p>
<p>Communication and Language</p> <p><i>*Focused vocabulary will be introduced in Word Warrior weekly (10 words a week) which is linked to the current focus text and topic</i></p>	<ul style="list-style-type: none"> Finding out how to be a good listener Listening and responding to stories Setting and understanding the class rules Beginning to pay attention to more than one thing at a time 	<ul style="list-style-type: none"> Can remember things from the story. Can follow instructions involving more than one part. Taking turns when listening and speaking Beginning to ask their own questions Able to speak in complete sentences 	<ul style="list-style-type: none"> Use new vocabulary throughout the day Can listen attentively in a range of situations Listen carefully to stories and make relevant comments and predict events. Builds up vocabulary that reflects the breadth of personal experiences. Can retell a simple past event in the correct order. 	<ul style="list-style-type: none"> Use new vocabulary throughout the day Listen carefully to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. Understanding how and why questions. Uses talk to connect ideas, explain what is happening and anticipate future events and reflect on past events 	<ul style="list-style-type: none"> Continue to apply their new vocabulary and previously taught vocabulary throughout the day Listen carefully to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. <ul style="list-style-type: none"> Able to ask how and why questions Re-tell a story using repetition and words from a known text. Begin to talk about non-fiction texts and what they found out 	<ul style="list-style-type: none"> Continue to apply their new vocabulary and previously taught vocabulary throughout the day and in a range of contexts
<p>Personal, Social and Emotional Development</p> <p><i>(Threaded throughout the curriculum and everyday rules/ routines)</i></p> <p>One Decision Rainbow Drops Dilemmas used to support teaching of skills</p>	<ul style="list-style-type: none"> Comes into school happily Developing the confidence to try new activities Playing turn taking games Learning the names of the other children in the class Be able to discuss their feelings and how others might be feeling 	<ul style="list-style-type: none"> Begin to express their interests Begin to share and cooperate with peers unaided Begin to help and reassure others when they are upset Begin to reflect on their own behaviour when not in accordance with the rules 	<ul style="list-style-type: none"> Sharing ideas with friends. Understanding how to tackle challenges Sharing goals Setting goals Using kind words to encourage people. 	<ul style="list-style-type: none"> Discussing future jobs. Talking about feelings with a focus on feeling proud. Begin to self-evaluate their work. Begin to understand why oral hygiene is important. 	<ul style="list-style-type: none"> Understanding how to keep my body healthy. Understanding and making healthy eating choices. Understand why we need sleep. The importance of washing hands and how to do it thoroughly. Begin to discuss stranger danger. 	<ul style="list-style-type: none"> Working towards achieving our school values - REACH Regulates/ discusses emotions using Zones of Regulation.

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	<ul style="list-style-type: none"> Increasingly follow the class rules Introduce REACH values/ Zones of Regulations <p>One Decision Dilemma videos this term; Pink Goes to School Pink Misses Mummy Pink is Feeling Sad Red Needs the Toilet</p>	<ul style="list-style-type: none"> Refer to zones of regulation to talk about feelings/ behaviour <p>One Decision Dilemma videos this term; Blue Learns to Share Blue's Best Friend Blue's Indoor Voice Why Does Purple Play Differently?</p>	<p>One Decision Dilemma videos this term; Purple is Poorly Yellow Learns About Germs Blue Explores Road Safety Purple's Pet Bird</p>	<p>One Decision Dilemma videos this term; Red Visits the Dentist Green's Daddy Moves Out Green Stays in Hospital Red's Nut Allergy</p>	<p>One Decision Dilemma videos this term; Rainbow Feels Angry Orange Feels Worried Yellow Play Fights Purple Watches the News</p>	<p>One Decision Dilemma videos this term; Pink Has a New Brother Blue Gets Lost Pink's Screen Time Green Moves Up a Year</p>
<p>Physical Development</p>	<ul style="list-style-type: none"> Play, Move, Explore in PE. Focusing on the skills: Negotiate space and obstacles safely with consideration of themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <ul style="list-style-type: none"> Dough Disco Copy names Join in with a range of activities to develop fine and gross motor control Begin to put coat on independently Begin to use a knife and fork 	<ul style="list-style-type: none"> Explore, Evade, Escape in PE. Focusing on the skills: Negotiate space and obstacles safely with consideration of themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <ul style="list-style-type: none"> Dough Disco Can write the letters in their name Beginning to form set 1 sounds Developing a tripod grip Put coat on independently Join in with a range of activities to develop fine and gross motor control Continue to practise cutting skills and use of other simple tools 	<ul style="list-style-type: none"> Crawl, Climb, Collect in PE Focusing on the skills: Negotiate space and obstacles safely with consideration of themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <ul style="list-style-type: none"> Dough Disco Continue to introduce and practise the correct formation of letters Can zip their coat up independently Developing a tripod grip Join in with a range of activities to develop fine and gross motor control Continue to practise cutting skills and use of other simple tools 	<ul style="list-style-type: none"> Search, Steal, Share in PE. Focusing on the skills: Negotiate space and obstacles safely with consideration of themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <ul style="list-style-type: none"> Dough Disco Continue to practise a accurate formation of the letters of the alphabet and numerals 0-9 Focussing on developing a tripod grip for those still children who have not developed this Join in with a range of activities to develop fine and gross motor control Continue to practise cutting skills and use of other simple tools 	<ul style="list-style-type: none"> Hands, Feet, Equipment in P.E. Focusing on the skills: Negotiate space and obstacles safely with consideration of themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <ul style="list-style-type: none"> Continue to practise the correct formation of the letters of the alphabet and numerals 0-9 Awareness of healthy eating and how to keep our bodies healthy Join in with a range of activities to develop fine and gross motor control Continue to practise cutting skills and use of other simple tools Focussing on developing a tripod grip for those still children who have not developed this 	<ul style="list-style-type: none"> Move, Match, Magic in P.E. Focusing on the skills: Negotiate space and obstacles safely with consideration of themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <ul style="list-style-type: none"> Focussing on developing a tripod grip for those still children who have not developed this Continue to practise the correct formation of the letters of the alphabet and numerals 0-9 Join in with a range of activities to develop fine and gross motor control (includes scissor skills) Use a knife and fork accurately at lunch times

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Literacy		<ul style="list-style-type: none"> Set 1 sound single sounds introduced. Can recognise and write some or all of their name Teaching letter formation Write some initial sounds correctly. Beginning to hear and say some initial sounds such as the sounds in their name. Look at books and talk about the pictures 	<ul style="list-style-type: none"> Consolidate Set 1 sounds and learn set 1 digraphs Securely writing their first name independently Correctly forming set 1 sounds To begin to write some cvc words. Read individual letters by saying sounds for them and are beginning to orally blend cvc words To begin to make some prediction about stories 	<ul style="list-style-type: none"> To read and write using phonics skills Guided reading sessions introduced Begin to make sense of simple sentences To write simple captions. Orally create a simple story Continue to learn the HFWs and red words alongside reading. Beginning to read cvc words 	<ul style="list-style-type: none"> Set 2 RWI sounds introduced Identify characters and settings in fictional texts An awareness of non-fiction texts To begin to write simple cvc sentences To begin to know letter names. Continue to learn the HFWs and red words alongside reading. Beginning to read simple phrases and sentences. 	<ul style="list-style-type: none"> Consolidating set 1/ set 2 sounds Begin to use vocabulary from non-fiction texts To write simple sentences that can be read by themselves and others. Continue to learn the HFWs and red words alongside reading. Beginning to read simple phrases and sentences with a few exception words. 	<ul style="list-style-type: none"> Read and apply set 2 sounds Begin to notice some features of a fiction and a non-fiction text To write simple sentences with a capital letter and a full stop that can be read by themselves and others Re-read what they have written to check that it makes sense. Apply some HFW and red words to their writing Continue to learn the HFWs and red words alongside reading.
Understanding the World	<p>Significant People and Events</p> <p>Oct 10th- World Space Day</p> <p>Nov 5th- Guy Fawkes</p> <p>Nov 11th- Remembrance Day</p> <p>March 8th- Rosa Park International Women's Day</p> <p>June 11th- Margaret Thatcher</p>	<p style="text-align: center;">Geography</p> <ul style="list-style-type: none"> Know what a map is and name its key features. Know how to create a map and talk about the shapes and positions of key features. Know how to build a 3D map and describe a model of a familiar place. Know how to recount a journey and describe it. Know how to explore a range of maps and discuss their similarities and differences. Know how to apply map knowledge to make their own, including using symbols, talking about it, and following it. 	<p style="text-align: center;">History</p> <ul style="list-style-type: none"> Know the members of their direct family (mum, dad, brother, sister, grandma, grandad) and be able to identify who is in their family. Know how their lives and childhood are different today compared to people in the past and be able to discuss these differences. Know how their lives may be the same or different across time and be able to compare past and present experiences. Know what a timeline is and be able to use it to understand their life in the past, present, and future. 			<p style="text-align: center;">Geography</p> <ul style="list-style-type: none"> Know the similarities and differences in the local area and be able to compare areas in their local environment. Know the similarities and differences of countries in the United Kingdom and be able to compare contrasting places within the UK. Know the difference between city and countryside environments and be able to discuss the similarities and differences. Know that there are different landscapes around the world and be able to compare them, identifying key features of each landscape. Know the characteristics of desert environments, including climate and landscape, and be able to 	

							<p>identify key features and compare a desert to their own environment.</p> <ul style="list-style-type: none"> Know what life is like in a cold climate and be able to compare and contrast it with their own life experiences.
	Links to Religious Education	<ul style="list-style-type: none"> Talk about why we're special and learn about each other Introduce people who belong to a religious group Begin to explore religions using stories and how it is important to people 	<ul style="list-style-type: none"> Discuss who is special to them and why Begin to recognise key significant people in different religions e.g. Jesus, Guru Nanak, Prophet Muhammad & Rama and Sita Begin to understand special jobs linked to religion Christmas story linked to 'The Nativity' 	<ul style="list-style-type: none"> Explore stories that are special to different religious people e.g. The Lost Sheep, The Good Samaritan, Prophet Mohammed and the Spider & Prophet Muhammad and the Crying Camel. 	<ul style="list-style-type: none"> Look at how special festivals are celebrated differently around the world e.g. Easter is a special time for Christians, Vaisakhi is a special time for Sikhs, Eid is a special time for Muslim Invite family members in to talk about a special festival in their life Easter story 	<ul style="list-style-type: none"> Special places, introduce places of worship for different religions and their key artefacts (special things). Show, explore and feel a range of items that are special for different religious groups e.g. cross, prayer mat etc. Visit a church to look at the key artefacts- St Botolph's Church, Boston 	<ul style="list-style-type: none"> Look at our natural world and discuss why it is special place Explore Christian, Muslim and Hindu creation stories Discuss how we and different religions care for the natural world
	Links to Science	<ul style="list-style-type: none"> Name parts of the body Explore their senses Cooking using their senses Make observations about parts of the body 	<ul style="list-style-type: none"> Begin to name different materials Explore floating and sinking Explore changes of state with materials Ask and answer questions about in familiar contexts about light and dark 	<ul style="list-style-type: none"> To sort things into living and non-living To compare animals talking about similarities and differences To know how to care for animals To ask and answer scientific questions To make observations Select materials to create different habitats 	<ul style="list-style-type: none"> Life cycles- Living Eggs experience and observing changes over time Compare life cycles Looking at different occupations e.g., firefighter, police officer, doctor, dentist, optician, local businesses, staff in shops, local businesses 	<ul style="list-style-type: none"> Life cycles- plants/ butterflies Planting and growing from a seed and a bulb Observe, comment and record results of growing Look at farming, which animals live on a farm and what grows there Understand the job of a farmer 	<ul style="list-style-type: none"> Explore and talk about different forces To sort things by magnetic/non-magnetic Begin to understand how magnets work
Expressive Arts and Design	Links to Art	<p><u>Drawing</u></p> <ul style="list-style-type: none"> Drawing skills Beginning to draw self-portraits Begin to draw facial features Drawing bodies appropriate for the size and including limbs and specific features 	<p><u>Printing</u></p> <p>Print with small blocks, small sponges, fruit, shapes and other resources to create wrapping paper</p> <ul style="list-style-type: none"> Create patterns or meaningful pictures when printing e.g., Rangoli patterns 	<p><u>Painting</u></p> <ul style="list-style-type: none"> Use pre-made paints and are able to name colours Mix primary colours to appropriate consistency Able to mix primary colours to make secondary colours 	<p><u>Collage</u></p> <ul style="list-style-type: none"> Join items in a variety of ways - Sellotape, masking tape, string, ribbon Knows how to secure boxes, toilet rolls, decorate bottles to make their own model 	<p><u>Drawing</u></p> <ul style="list-style-type: none"> Children are able to draw things that they observe - linked to observational drawings of flowers and vegetables they have grown Children are able to draw simple things from memory 	<p><u>Sculptures</u></p> <ul style="list-style-type: none"> Manipulates clay (rolls, cuts, squashes, pinches, twists...) Makes something that they give meaning to Makes something with clear intentions- e.g. a hot air balloon

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			<ul style="list-style-type: none"> Print with large blocks and larger sponges Print with a variety of resources 	<ul style="list-style-type: none"> Add white or black paint to alter tint or shade Colour matching to a specific colour and shade Painting with different tools 	<ul style="list-style-type: none"> Improved vocab relating to materials - flexible, rigid 	<p>Children are beginning to draw self-portraits, landscapes and buildings/cityscapes</p>	<ul style="list-style-type: none"> Builds models which replicate those in real life. Can use a variety of resources - loose part play
	<p><i>Links to Music (Charanga Creative Scheme)</i></p>	<ul style="list-style-type: none"> Sing a variety of songs both accompanied and unaccompanied including action songs Explore and learn chants that tell a story. Know that a chant uses speaking voices musically. 	<ul style="list-style-type: none"> Find and move to the beat. Move creatively, expressively and with control. 	<ul style="list-style-type: none"> Pitch match with accuracy when singing. Feel the lilt of a 2-3 pattern of beats in music with five beats. 	<ul style="list-style-type: none"> Sing with expression. Hear, draw and sing melody shapes. 	<ul style="list-style-type: none"> Learn to explore and share emotions. Follow a leader to play loudly and quietly 	<ul style="list-style-type: none"> Sing songs rhythmically. Combine words to compose rhythms.
Ongoing	<p style="text-align: center;">- Daily weather charting and time, seasonal observations linked to own setting - UW talk about familiar images and situations from the past</p>						

- Children's interests are still taken into account and followed