



EYFS Long Term Plan & Curriculum Overview 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/ Lines of Enquiry	Looking after Ourselves People Who Help Us Our Local Area Our Families	Autumn Harvest Remembrance Day Bonfire Night Christmas	Valentine’s Day Lunar New Year Arctic Animals Around the World	Spring Easter Growing & Gardening Easter	Journeys Life Cycles Growing plants Local Area	Summer Space travel Moving pictures Growing & Gardening
Enrichment & Cultural Capital	Buddy Breaks Art Day Harvest Appeal Cooking Autumn Praise Visitor/trip Forest Friday	Buddy Breaks Pantomime Nativity Performance Christmas Dinner & Party Cooking Winter walks Visitor/trip Forest Friday	Buddy Breaks Cooking Showcase for Parents Visitor/trip Forest Friday	Buddy Breaks Easter Worship Cooking Egg decorating competition Spring walk Visitor/trip Forest Friday	Buddy Breaks Planting & Gardening Den building Hatching butterflies Visits to places of worship Visitor/trip Forest Friday	Buddy Breaks Summer Walk Cooking ‘Beach’ day Visitor/trip History themed day Forest Friday
Core Text	The Three Little Pigs – Traditional Tale	Rosie’s Walk – Pat Hutchins	We’re going on a Bear Hunt – Michael Rosen	Farmer Duck – Martin Waddell	Dear Zoo – Rod Campbell	How to catch a star – Oliver Jeffries
Poems	Chop Chop A basket of apples Falling Apples	Leaves are Falling Breezy Weather Cup of Tea	Popcorn I can build a Snowman Pancakes	A Little House Spring Wind Mrs Bluebird	A Little Seed Five Little Peas Pitter Patter	A Little Shell Thunderstorm I have a little Frog
Communication and Language  Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language interventions, homework show & tell and Poetry Basket.	Listening, Attention and Understanding Children will be able to understand how to listen carefully and know why it is important. Speaking Children will talk in front of small groups and their teacher offering their own ideas.	Listening, Attention and Understanding Children will begin to understand how and why questions. Speaking Children will learn new vocabulary and use it in play/conversations. Children will learn & perform different poems by heart.	Listening, Attention and Understanding Children will learn to ask questions to find out more. Speaking Children will talk in sentences using conjunctions, e.g. and, because.	Listening, Attention and Understanding Children will retell a story and follow a story without pictures or props. Speaking Children will engage in non-fiction books and use new vocabulary in different contexts.	Listening, Attention and Understanding Children will be able to understand a question such as <i>who, what, where, when, why</i> and <i>how</i>. Speaking Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events.	Listening, Attention and Understanding Children will be able to have conversations with adults and peers with back-and-forth exchanges. Speaking Children will use talk in sentences using a range of tenses.
	Listening, Attention and Understanding ELG: 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 ELG: 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  Children develop their personal, social and emotional skills throughout the year through the SCARF programme, circle times, social stories, diversity & inclusivity stories etc.	Self-Regulation Children will be able to follow one-step instructions. Children will recognise different emotions. Children will focus during short whole class activities. Managing Self Children will learn to wash their hands independently. Children will change shoes for PE. Building Relationships Children will seek support from adults and gain confidence to speak to peers and adults. SCARF – Being my Best	Self-Regulation Children will talk about how they are feeling and consider others’ feelings. Managing Self Children will understand the need to have rules. Children will learn some ways of keeping their body fit and well. Children will change for PE with support. Building Relationships Children will begin to develop friendships. SCARF – Growing & Changing	Self-Regulation Children will be able to focus during longer whole class lessons. Managing Self Children will develop independence when dressing and undressing. Building Relationships Children will be able to use taught strategies to support with turn taking. SCARF – Valuing Difference	Self-Regulation Children will identify and moderate their own feelings socially and emotionally. Managing Self Children will manage their own basic needs independently. Children will learn to dress themselves independently. Building Relationships Children will listen to the ideas of other children and agree on a solution and compromise. SCARF – Me & My Relationships	Self-Regulation Children will be able to control their emotions using a range of techniques. Managing Self Children will begin to show resilience and perseverance in the face of a challenge. Building Relationships Children will learn to work as a group. SCARF – Rights & Respect	Self-Regulation Children will be able to follow instructions of three steps or more. Managing Self Children will show a ‘can do’ attitude. Children will understand the importance of healthy food choices. Building Relationships Children will have the confidence to communicate with adults around the school. SCARF – Keeping Myself Safe
	Self-Regulation ELG: 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 activity, and show an ability to follow instructions involving several ideas or actions. Managing Self ELG: 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. Building Relationships ELG: 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  Children improve their gross and fine motor skills daily by engaging in different Funky Fingers activities eg threading, cutting, weaving, playdough, mark making, construction, drawing,	Gross Motor Children will learn to move safely in a space. Children will develop overall body-strength, balance, co-ordination and agility. Fine Motor Children will begin to use a tripod grip when using mark-making tools.	Gross Motor Children will explore different ways to travel using equipment. Children will practise basic movements including running, jumping, rolling & catching. Fine Motor Children will accurately draw lines, circles and shapes to draw pictures.	Gross Motor Children will jump and land safely from a height. Children will balance on a variety of equipment and climb. Fine Motor Children will handle scissors, pencil and glue effectively.	Gross Motor Children will be able to control a ball in different ways. Fine Motor Children will use cutlery appropriately.	Gross Motor Children will move safely with confidence and imagination, communicating ideas through movement. Fine Motor Children will hold scissors correctly and cut out small shapes.	Gross Motor Children will be able to play by the rules and develop coordination. Fine Motor Children will form letters correctly using a tripod grip.

writing, Dough Disco, Squiggle work. Daily Morning Work has a fine motor & writing focus.		Gross Motor ELG: 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. Fine Motor ELG: 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, paint brushes and cutlery. Begin to show accuracy and care when drawing.				
Literacy  Children take part in daily Little Wandle Phonics lessons, read three times a week in a group, and receive daily keep up sessions where needed. Each week a new poem is learned & performed. Daily Morning Work has a fine motor & writing focus.	Comprehension Children will independently look at a book, hold it the correct way and turn pages.	Comprehension Children will engage and enjoy an increasing range of books.	Comprehension Children will act out stories using recently introduced vocabulary.	Comprehension Children will be able to talk about the characters in the books they are reading.	Comprehension Children will retell a story using vocabulary influenced by their book.	Comprehension Children will be able to answer questions about what they have read.
	Word Reading Children will segment and blend sounds together to read words.	Word Reading Children will begin to read phrases and sentences using phonic and tricky word knowledge.	Word Reading Children will recognise taught digraphs in words and blend the sounds together. Children will read longer sentences, using phonic and tricky word knowledge.	Word Reading Children will recognise taught digraphs in longer and compound words and blend the sounds together. Children will read longer sentences, using phonic and tricky word knowledge.	Word Reading Children will recognise taught digraphs in longer and compound words and blend the sounds together. Children will read longer sentences, using phonic and tricky word knowledge.	Word Reading Children will recognise taught digraphs in longer and compound words and blend the sounds together. Children will read longer sentences, using phonic and tricky word knowledge.
	Writing Children will give meanings to the marks they make. Children will begin to write CVC words supported by adult. Children will learn correct letter formation using Little Wandle formation phrases.	Writing Children will learn how to spell and write words and short phrases using the phonemes known. Children will learn correct letter formation using Little Wandle formation phrases.	Writing Children will learn how to spell and write longer words and short phrases using the phonemes known. Children will learn correct letter formation using Little Wandle formation phrases.	Writing Children will learn how to spell and write longer words and short phrases using the phonemes known. Children will write a short dictated sentence. Children will be writing independently.	Writing Children will learn how to spell and write more complex words and short phrases using the phonemes known. Children will write a longer dictated sentence. Children will begin writing short texts independently.	Writing Children will learn how to spell and write more complex words and short phrases using the phonemes known. Children will write a longer dictated sentence. Children will be writing short texts independently.
Literacy Focus Texts	The Three Little Pigs – Traditional Tale	Rosie’s Walk – Pat Hutchins	We’re going on a Bear Hunt – Michael Rosen	Farmer Duck – Martin Waddell	Dear Zoo – Rod Campbell	How to catch a star – Oliver Jeffries
	Comprehension ELG: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Word Reading ELG: Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Writing ELG: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.					
Mathematics  White Rose Maths is the bedrock to the Maths curriculum, taught daily. Children have opportunities	Number Children will have a deep understanding of 1-3.	Number Children will have a deep understanding of numbers 1-5.	Number Children will have a deep understanding of numbers 1- 8 including 0.	Number Children will have a deep understanding of numbers 1- 10.	Number Children will deepen understanding of numbers beyond 10.	Number Children will know number bonds to 10, including doubling facts.
	Numerical Patterns Children will verbally say which group has more or less & compare amounts.	Numerical Patterns Children will compare equal and unequal groups. Pattern and time.	Numerical Patterns Children will combine amounts and make pairs.	Numerical Patterns Children will add and subtract using number sentences, including number bonds to 10.	Numerical Patterns Children will share quantities equally. They will learn about odd/even numbers.	Numerical Patterns Children will be able to count beyond 20 and higher. Mapping skills.

to practise and embed Maths skills in the Continuous Provision and as adult-led activities. SEE MATHS LTP for greater detail		Number ELG: Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. 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. Numerical Patterns ELG: Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.				
Understanding the World  Children will learn about similarities and differences in the world around them. They will learn to make observations of the natural and man made world around them, talking about how and why things change. It includes opportunities for curiosity both indoors and out of doors. Our curriculum for RE is Questful RE. Children develop spiritually, morally, culturally, socially and emotionally. They learn about our Christian Values and are empowered to make positive choices.	History: Past and Present Children will talk about members of their immediate family and community.	History: Past and Present Children will know about their own life story and how they have changed.	History: Past and Present Children will talk about the lives of people around them.	History: Past and Present Children will comment on images of familiar situations in the past.	History: Past and Present Children will know about the past through settings and characters.	History: Past and Present Children will know about the past through settings, characters and events. Children will explore old features of our school.
	Geography: People, Culture and Communities Children will know about features of the immediate environment.	Geography: People, Culture and Communities Children will know that countries across the world have different environments..	Geography: People, Culture and Communities Children will learn about the natural & human features of the local area	Geography: People, Culture and Communities Children will know that people around the world have different religions.	Geography: People, Culture and Communities Children will know that simple symbols are used to identify features on a map. Children will explore features of the seaside.	Geography: People, Culture and Communities Children will understand that some places are special to members of their community
	Science: The Natural World Children will understand the terms ‘same’ and ‘different’. Children will explore different materials & their properties. Children will explain what they see, hear and feel.	Science: The Natural World Children will explore and ask questions about the natural world around them. Children will explore uses of materials.	Science: The Natural World Children will learn how animals and plants respond to their different environments. Children will explore seasonal change.	Science: The Natural World Children will make observations about plants discussing similarities and differences. Children will plant & grow flowers, fruits, vegetables.	Science: The Natural World Children will make observations about animals & plants discussing similarities and differences. Children will tend to plants grown.	Science: The Natural World Children will know some important processes and changes in the natural world, including states of matter. Children will learn about scientists.
RE: People, Culture and Communities I am Special Harvest						
RE: People, Culture and Communities Christmas						
RE: People, Culture and Communities Stories Jesus Heard & Told						
RE: People, Culture and Communities Easter						
RE: People, Culture and Communities Special Times Special Places						
RE: People, Culture and Communities Prayer Friendship						
Past and Present ELG: Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.						
People, Culture and Communities ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. 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.						
The Natural World ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants. 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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.						
Expressive Arts and Design	Music: Being Imaginative Children will sing and perform nursery rhymes.	Music: Being Imaginative Children will experiment with different instruments and their sounds.	Music: Being Imaginative Children will listen attentively, move to and talk about music,	Music: Being Imaginative Children will move in time to the music.	Music: Being Imaginative Children will play an instrument following a musical pattern.	Music: Being Imaginative Children will invent their own narratives, stories and poems.

 'Sing Up' is the basis for Music teaching and learning. Children learn to appreciate and develop awareness of cultural experiences. Children are encouraged to share & explain thinking, and to realise their own unique expressions.	Children will keep a beat using body or instruments. Art & Design: Creating with Materials Children will experiment mixing with colours. Children will talk about significant artists & their work.	Children will begin to use simple musical terms. Children will respond to music in a range of ways (e.g. movement, talking, artwork). Art & Design: Creating with Materials Children will experiment with different textures. Children will create in 3D.	expressing feelings & responses. Children will develop rhythm. Art & Design: Creating with Materials Children will safely explore different techniques for joining materials.	Children will learn & perform Easter songs. Art & Design: Creating with Materials Children will make props and costumes for different role play scenarios.	Art & Design: Creating with Materials Children will explore and use a variety of artistic effects to express their ideas, feelings & natural objects.	Children will learn & perform songs for EYFS class worship. Art & Design: Creating with Materials Children will share creations, talk about process and evaluate their work. Children will create sculpture.
	Creating with Materials ELG: 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 ELG: Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.					

BAME main characters	Cultural diversity	Neurodiversity	Physical Disabilities	Different Families
So much Shine Astro Girl Lulu's first day Baby goes to market Full, full full of love 15 things not to do with a puppy Jabari jumps Izzy gizmo Little people big dreams books	The big book of families Where the Ocean meets the Forest Maisie's scrapbook Hats of faith The jasmine sneeze Golden domes and silver lanterns	We're all wonders Perfectly Norman Incredible you I see things differently Mr Gorski I think I have the wiggle fidgets Because What makes me a me? The Unbudgable Curmudgeon	Its ok to be different When Charlie met Emma Only one you Don't call me special Happy to be me Millie gets her super ears	My pirate mums My two grandads The girl with two dads We are family More people to love me Our class is a family Love makes a family Heather has two mummies