



EYFS Long Term Plan 2025-2026

Term	Autumn Term 1	Autumn term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Hooks into Learning	- Hook: Pea crime scene - Outcome: Make veg soup	- Hook: Visit to Owl and Monkey Haven - Outcome: Making stickman using sticks from the field	- Hook: Space corner - Outcome: Making space biscuits	- Hook: Giant footprints around the class - Outcome: Planting beanstalks	- Hook: Treasure chest hunt - Outcome: Dress up as a pirate	- Hook: Dinosaur egg to hatch - Outcome: Visit to Yaverland Beach
Topics (Adult led input) *Topics are subject to change due to children's interests and flexibility within the EYFS curriculum.	- Welcome - Superhero Me! 	Winter 	Space 	Fantastic fairy tales and fantasy world 	Pirates, islands and treasure 	- Dinosaur Invasion! - Year R to 1 transition 

Festivals and Cultural events R.E	- Harvest <u>7th Sept</u>	- Bonfire Night 5th Nov - Remembrance Day 11th Nov - Diwali Mon 20th Oct - Christmas	- Chinese New Year 17th Feb - Shrove Tuesday 17th Feb	- Mother's Day 15th March - Easter 5th April - Ramadan 17th Feb	- Eid March 19 th	- Father's Day 21 st June
Parent Opportunities		Activity afternoon	Activity afternoon			
Key Texts (Red print: main text)	• Supertato • Even Superheroes Have Bad Days • The Very Hungry Caterpillar • The Tiger who came to Tea	• Owl Babies • 30 True Facts about Owls • The Owl Who Was Afraid of the Dark • Night Monkey, Day Monkey • Stickman	• Whatever Next! • The darkest Days by Chris Hadfield • Molly's Moon Mission • My very First Space Book	• The Three Little Pigs • Jack and the Beanstalk • Goldilocks and the Three Bears • A Squash and a Squeeze • The Gingerbread Man	• The Night Pirates • The Rainbow Fish • Commotion in the Ocean • The Snail and the Whale • Tiddler	• My First Book of Dinosaurs • Usborne First Reading: Dinosaurs • Mad About Dinosaurs • Dinosaur Roar • Ten Dinosaurs
Visitors/Educational Visits	Sponsored walk	Christmas Performance			Pirate Dress Up day	Fossil Hunting at Yaverland Beach
Personal, Social and Emotional Development Self-Regulation Managing Self	See themselves as a valuable individual Build constructive and respectful relationships Express their feelings and	See themselves as a valuable individual Build constructive and respectful relationships Express their feelings and	See themselves as a valuable individual Build constructive and respectful relationships Express their feelings and	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly	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	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly Set and work towards simple

Building Relationships	consider the feelings of others Show resilience and perseverance in the face of challenge Identify and moderate their own feelings socially and emotionally Think about the perspectives of others Manage their own needs – personal hygiene	consider the feelings of others Show resilience and perseverance in the face of challenge Identify and moderate their own feelings socially and emotionally Think about perspectives of others Manage their own needs – personal hygiene	consider the feelings of others Show resilience and perseverance in the face of challenge Identify and moderate their own feelings socially and emotionally Think about perspectives of others Manage their own needs – personal hygiene Know and talk about the different factors that support their overall health and wellbeing	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 Be confident to try new activities and show independence, resilience and perseverance in the face of challenge	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 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	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 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
--------------------------------------	---	---	---	---	---	---

				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 needs and to others	Work and play cooperatively and take turns with others Form positive attachments to adults and friendships with peers Show sensitivity to their own needs and to others	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 needs and to others
Physical Development	Revise and refine the fundamental	Develop their small motor skills so that	Confidently and safely use a range	Negotiate space and obstacles	Negotiate space and obstacles safely, with	Negotiate space and obstacles safely, with

Gross Motor Skills	movement skills they have already required: rolling, crawling, walking, jumping, running, hopping, skipping, climbing	they can use a range of tools competently, safely and confidently	of large and small apparatus indoors and outside, alone or in a group	safely, with consideration for themselves and others	consideration for themselves and others	consideration for themselves and others
Fine Motor Skills	Progress towards a more fluent style of moving, with developing control and grace Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming Further develop the skills they need to manage the school day successfully: lining	Suggested tools: pencils for drawing and writing, paint brushes, 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	Develop overall body-strength, balance, coordination and agility Further develop and refine a range of ball skills including throwing, kicking, catching, passing, batting and aiming 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	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 a 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	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 a 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	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 a 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

	up, queuing, mealtimes			care when drawing		
Specific areas: Literacy Comprehension Word reading Writing	Name recognition and name writing Read individual letters by saying the sounds for them Blend sounds into words Begin to form lower-case correctly	Name recognition and name writing Read individual letters by saying the sounds for them Blend sounds into words Read some letter groups that each represent one sound and says sounds for them Read a few common exception words Read simple phrases and sentences Form lower-case and capitals correctly	Name writing Spell words by identifying the sounds and then writing the sound with letter/s Write short sentences using a capital letter and full stop Re-read what they have written to check it makes sense	Name Writing Demonstrate understanding of what has been read to them by retelling the stories using their own words and new vocab Say a sound for each letter and at least 10 digraphs Read words consistent with their phonic knowledge by sound-blending Read aloud simple sentences, including some common exception words Write letters, most of which are correctly formed Write simple sentences that can be read by others	Name Writing Demonstrate understanding of what has been read to them by retelling the stories using their own words and new vocab Say a sound for each letter and at least 10 digraphs Read words consistent with their phonic knowledge by sound-blending Read aloud simple sentences, including some common exception words Write letters, most of which are correctly formed Write simple sentences that can be read by others	Name Writing Demonstrate understanding of what has been read to them by retelling the stories using their own words and new vocab Say a sound for each letter and at least 10 digraphs Read words consistent with their phonic knowledge by sound-blending Read aloud simple sentences, including some common exception words Write letters, most of which are correctly formed Write simple sentences that can be read by others

				can be read by others		
Specific areas: Maths Number Numerical Patterns	Count objects, actions and sounds Subitise Link the number symbol (numeral) with its cardinal number value Count beyond 10	Count objects, actions and sounds Count beyond 10 Understand the 'one more than/one less than' relationship between consecutive numbers Explore the composition of numbers to 10	Count objects, actions and sounds Count beyond 10 Select, rotate and manipulate shapes to develop spatial reasoning skills Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can	Automatically recall number bonds for numbers 0-5 and some to 10 Continue, copy and create repeating patterns Compare length, weight and capacity Verbally count beyond 20, recognising the pattern of the counting system	Have a deep understanding of numbers 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	Have a deep understanding of numbers 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 Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as other quantity Explore and represent patterns within numbers up to 10, including

						evens and odds, double facts and how quantities can be distrusted equally.
Understanding the World Past and Present People, Culture and Communities The Natural World	Talk about members of their family and community Name and describe people who are familiar to them Comment on images of familiar situations in the past Compare and contrast characters from stories, including figures from the past	Draw information from a simple map Understand that some places are special to members of their community Recognise that people have different beliefs and celebrate special times in different ways Recognise some similarities and differences between life in this county and life in other countries	Explore the natural world around them Describe what they see, hear and feel whilst outside Recognise some environments that are different to the one in which they live Understand the effect of changing seasons on the natural world around them	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 county and	Talk about the lives of 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, character and events encountered in books read in class and storytelling	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 seasons and changing states of matter

				life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps		
Expressive Arts and Design Creating with Materials Being imaginative and Expressive	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	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	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	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 Invent, adapt and recount	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 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	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 Invent, adapt and recount narratives and stories with peers and their teacher

