

Preschool Long-Term Plan
2025 - 2026

EYFS area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overall main topic	Marvellous Me I wonder what makes me special...	Twinkling stars, Jingle Bells I wonder how people celebrate...	Let it snow I wonder how it works....	Moo, Buzz Grow I wonder where that came from...	Fairyland Adventure I wonder what it's like there...	The world of Julia Donaldson I wonder how we help each other...
Lines of enquiry	e.g. All about me, starting school, feelings, friendships, my school, my family, our bodies(senses), our homes, my likes etc...	e.g. bonfire night, Diwali, Christmas, nativity, celebrations around the world, Remembrance, Harvest festival Autumn/hibernation/ space/Christmas	e.g. vehicles, machine, melting, floating, sinking, Winter Chinese New Year- Year of the horse.	e.g. animals, growing, plants, seeds, lifecycles, bees/insects, the farm etc Mother Day Cards	e.g. traditional tales, habitats (jungle, arctic, seaside), dinosaurs Special person cards	e.g. drs, nurses, teacher, Police, firefighters, lollypop patrol, teachers, friends, People who help us

Possible 'enrichment' opportunities	Trip to Church Short walk around the village	Harvest Festival Nativity Autumn Walk	Chinese Food Tasting. Winter Walk	Tractor to school/farm visit Mother's Day Service Chicks to school Tadpoles Spring Walk	Father's Day/ Special persons day Event Summer Walk	Visits from people who help us Sports Day
Maths (Taken from our Maths long term curriculum plan for Master the Curriculum scheme)	Recognise the colour red Recognise the colour blue Recognise the colour yellow Recognise the colour green Recognise the colour purple Recognise matching buttons Recognise matching shoes Recognise and create matching towers Match number shapes Match the same size Match prints	Number 1: Subitising Counting Numeral matching Number 2: Subitising dice patterns Subitizing different patterns Subitising different sizes and patterns Number 2: Link Numeral and Amounts Colour AB Patterns Extend AB patterns – outdoor objects	Subitising 3 - Dice Patterns Subitising 3 – Different Patterns Subitising 3 Counting 3 Numeral 3 Composition of 3 Recognise triangles Counting 4 Numeral 4 Recognise squares and rectangles Composition of 4 Counting 5 Numeral 5	Consolidation – subitizing, numerals and counting Counting 6 Counting 6 with a tens frame Tall and short Long or short Tall/long or short Mass – introducing balance scales Mass – lighter Mass – heavier or lighter Capacity – full or empty	Sequencing Position – on or under Position – in or out Position – in front or behind Comparing groups – more than Comparing groups – fewer than Comparing groups – more than and fewer than 2D shapes – circles 2D shapes – triangles 2D shapes – rectangles	Composition of 3 Composition of 4 What comes after – number line and number track What comes before – number line and number track Numbers to 5 Consolidation – Reception Readiness

	<p>Sort by size Sort by colour Sort by shape Sorting – what do you notice? Guess my rule!</p>	<p>Extend AB patterns – movement Fix My Pattern (AB Patterns) Extend ABC Colour Outdoor ABC Patterns</p>	<p>Recognize pentagons Composition of 5</p>	<p>Capacity – nearly full or nearly empty Capacity – comparing containers</p>	<p>3D shapes – cubes and cuboids 3D shapes – cylinders 3D shapes – spheres</p>	
Reading	<p>Colour Monster We all belong We are welcome Elmer</p>	<p>Binny's Diwali Little Glow Leaf man</p> <p>Selection of different Christmas stories.</p> <p>Aliens love Underpants by Claire Freedman</p> <p>Nonfiction space</p> <p>Selection of different hibernating animal books</p> <p>Selection of Percy the park keeper stories.</p>	<p>Nonfiction books Topic related on - Winter, Machinery, Floating and sinking.</p> <p>Selection of Winter story books</p> <p>One Winters Day-Christina Butler.</p>	<p>Jasper's beanstalk Dora's Eggs by Julie Sykes Non-fiction book- From seed to Sunflowers-by Gerald Legg The little mouse, the ripe red strawberry and the big hungry bear by Don and Audrey wood. Tadpole to frog life cycle book</p> <p>We're going on an egg hunt-Laura Hughes</p> <p>The Tale of Peter Rabbit</p>	<p>Harry and His bucketful of dinosaurs Dinosaur Roar Goldilocks and the Three Bears The Gingerbread man The Little Red Hen</p>	<p>Emergency Tabby cat- police Snail and the whale – firefighters, teacher Zog and the flying doctors, Smeeds and Smoos fiends – diversity Detective dog nell Ladybird herd Selection of nonfiction people who help us book. Going to school</p>

				Funny Bones by Janet and Allan Ahlberg Non-Fiction book- Snails		
Writing	Make up stories and drawings in response to experiences and sometimes gives meanings to our drawings and paintings	Include mark making and early writing in their play. Mark making from left to write.	Name writing Labels		Showing an interest in letters in their environment, Name Writing Lists	Write some recognisable names Write their name
Personal, Social and emotional development (Taken from our PSHCE curriculum document)	Settling in - building relationships with peers and staff Learning to manage own feelings when separating from care givers Social and Emotional skills: •Know who I am •Know who my family is •Know what a friend is •Know how to be a friend •Understand how to: <i>Play, take turns, share, wait, ask for help</i>		Show more confidence in new situations Increasingly follow rules, understanding why they are important Social and Emotional skills: •Know about being happy and sad •Know and share how I feel •Know where parts on my body are •Know how to eat •Know what foods are good (healthy for me)		Begin to build relationships with reception staff Social and Emotional Skills: • Know how to deal with new changes •Understand that changes involve new emotions/feelings •Prepare feelings for next year (Reception and transitions) •Know that feelings will change and grow	
Communication and language	Initiating conversations	Talking about their own experiences	Sharing ideas and expressing	Talking in role	Extending narratives	Discussing their feelings

	<p>listening to each other</p> <p>responding to each other</p> <p>Encourage listening to longer stories</p> <p>Pay attention to more than one thing at a time</p> <p>Understand a question or instruction that has 2 parts</p>	<p>retelling past event</p> <p>Answering how/why questions</p> <p>Listening to others in small groups</p> <p>Understand why questions</p>	<p>opinions in group/class contexts</p> <p>Develop their communication skills and begin to use more complex sentences to link thoughts</p> <p>Use a wider range of vocabulary linked to our topic</p>	<p>retelling stories</p> <p>creating a narrative</p>	<p>connecting ideas</p> <p>developing vocabulary</p> <p>developing awareness of humour</p> <p>Use talk to organise themselves and their play</p>	<p>reasoning and explaining</p> <p>anticipating future events</p>
Physical Development	<p>-Outdoor balance equipment - explore getting on and off safely</p> <p>-Use large arm</p>	<p>-Parachute games</p> <p>-Listening games</p> <p>-Moving to music</p>	<p>-Busy feet C.D music and movement, space and coordination</p> <p>-Outdoor balance</p>	<p>-PE - physical games and activities</p> <p>-Introduce some simple ball skills - rolling, throwing and</p>	<p>PE - simple physical games and activities</p> <p>Outdoor balance equipment - explore travelling over the</p>	<p>-Begin to be introduced to PE apparatus and being able to get on and off safely.</p>

	<p>movements, large shoulder movements. For example, using chalk, ribbon, flags etc.</p> <p>-Bikes and scooters</p>	<p>-Listening to music and copying and repeating actions to music</p>	<p>equipment - explore travelling the equipment safely and independently.</p> <p>-Introduce vocabulary for different ways of movement and travel - gallop, sidestep, hop, skip, balancing on one leg and begin to do these movements.</p>	<p>catching</p>	<p>equipment in different ways (jumping, hopping etc)</p> <p>-Be able to use different movements and ways of travelling and be able to choose which one is the best to use for certain apparatus or activities.</p> <p>Encourage good pencil grip</p>	<p>-Team games and running races to prepare children for Sports Day.</p> <p>Encourage good pencil grip</p>
<p>Understanding the World (History, Geography and Science)</p>	<p><u>Science</u> Make observations about the environment, i.e. natural things around them. Make simple observations about the environment, i.e.</p>	<p><u>Science</u> Make observations about changes to the environment, i.e. changes in colour Name and identify animals (pig, sheep, cow, goat, dog, cat, giraffe, elephant, lion)</p>	<p><u>Science</u> Comment about plants in the environment i.e. tall, short Know which animals make common pets i.e. dog, cat, rabbit,</p>	<p><u>Science</u> Comment about plants in the environment i.e. soft, prickly, rough Begin to understand the need to respect and care for the natural environment</p>	<p><u>Science</u> Identify main parts of a plant e.g. leaf and flower Know that humans need food to keep healthy Make a habitat for an animal in the school</p>	<p><u>Science</u> Identify main parts of different plants e.g. leaf and flower Identify a healthy snack with support Make simple observations of a habitat in the local</p>

	<p>distinguishing plants, animals and humans (animals). Make observations about the environment – animals and people e.g. we live in houses sometimes with pets, but wild animals don't live in houses Make simple observations about weathers (rain, sunny, snow) Make simple observations about a range of materials – outdoor with support Observes the immediate world around them Comments on what they can see with support</p> <p><u>Geography</u> Walk to Forest school and talk about</p>	<p>Make observations about the habitats of farm and wild animals e.g. pig, sheep, cow, goat, giraffe, elephant, lion) Make simple observations about seasonal changes with support i.e. colours and changing seasons Make simple observations about the sun and the moon Make simple observations about a range of materials – indoor with support Observes the immediate world around them Comments on what they can see with support</p> <p><u>Geography</u> Careful and repeated observation of the local area (walk to church). Familiar walks develop deeper engagement. Discuss their favourite place or places they feel</p>	<p>hamster Make observations with support about what would make a good habitat for a bird e.g. woodlice under logs Make simple observations about seasonal changes with support i.e. new life and growth Make simple observations about a range of materials – indoor and outdoor independently Explore cause and effect through a range of activities e.g. sensory toys, push and pull, pop-up, building a tower and knocking it down, musical toys, lift</p>	<p>and all living things. Make suggestions about what would make a good habitat for a bird e.g. nest and where to put it, what to include and why Know different seasonal appropriate clothing Know that all materials have names and we use those names to describe the material e.g. wood, glass, metal, plastic, brick, stone, fabric Explores cause and effect but changes a variable e.g. Floating and sinking – if I add more water will the boat still float?</p> <p><u>Geography</u> Careful and repeated observation of the local area (walk to</p>	<p>environment Sort pictures into groups e.g. clothes for weather, flowers for spring, snowman for winter and Make observations of different materials and identify their properties with support e.g. hard/soft, rough/smooth Observes something with interest with support</p> <p><u>Geography</u> Visit and talk about and/or record landmarks in the village. Pupils are supported to identify landmarks they like and think matter, are able to stop to take photographs, sketch, map and ask</p>	<p>environment Roleplay situations in different seasons e.g. showing feeling cold in winter and putting on a hat and scarf, eating an ice cream in the summer and building a sandcastle Make observations of different materials and identify their properties with support e.g. shiny/dull bendy/not bendy Observes something with interest independently</p> <p><u>Geography</u> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. <i>Link to where they might be going on holiday in the summer. Europe. A</i></p>
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	<p>what they pass on the way. Adults to model using the language of proximity and direction in relation to landmarks, e.g. next to that large oak tree</p> <p><u>History</u> Know that everyone has birthdays Notice simple differences between people of different ages with support Asks questions about people in their family Talks about pictures of familiar situations with support Show an interest in pictures of events in their lives Talks about pictures of people significant to children: parents, grandparents etc</p>	<p>less secure and even how they might mitigate those</p> <p><u>History</u> Know that everyone has birthdays Notice simple differences between people of different ages with support Asks questions about people in their family Talks about pictures of familiar situations with support Show an interest in pictures of events in their lives Talks about pictures of people significant to children: parents, grandparents etc</p>	<p>the flap</p> <p><u>Geography</u> Children describe the route to Forest school before they leave the classroom using language of proximity and direction in relation to landmarks, e.g. next to that large oak tree</p> <p><u>History</u> Know that their grandparents are older Retell an event from their past that their parents have told them with prompts Show an interest in what they have seen in pictures and books Show an interest in pictures of</p>	<p>church). Familiar walks develop deeper engagement.</p> <p><u>History</u> Know that their grandparents are older Retell an event from their past that their parents have told them with prompts Show an interest in what they have seen in pictures and books Show an interest in pictures of familiar situations Recall a recent birthday whilst looking at pictures</p>	<p>questions.</p> <p><u>History</u> Know that their birthday is an event in their past Retell an event from their past that their parents have told them Answer simple questions about what they have seen in pictures and books with support Begin to be able to comment on pictures of familiar situations Know about their birthday and other events that are important in their lives</p>	<p>variety of diagrams, maps, aerial images (oblique aerial images), globes and atlas</p> <p><u>History</u> Know that their birthday is an event in their past Retell an event from their past that their parents have told them Answer simple questions about what they have seen in pictures and books with support Begin to be able to comment on pictures of familiar situations Know about their birthday and other events that are important in their lives Begin to know how their family is made up</p>
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			<p>familiar situations Recall a recent birthday whilst looking at pictures Talk about what they do as a family Show an interest in some events in their own lives that parents have told them about Know about adults significant to children: parents, grandparents etc.</p>	<p>Talk about what they do as a family Show an interest in some events in their own lives that parents have told them about Know about adults significant to children: parents, grandparents etc.</p>	<p>Begin to know how their family is made up Know about some events in their own lives that parents have told them about using words such as a long time ago Know that Jesus was alive a long time ago Show an interest in different occupations, naming some of them Know that some things looked different along time ago e.g. cars.</p>	<p>Know about some events in their own lives that parents have told them about using words such as a long time ago Know that Jesus was alive a long time ago Show an interest in different occupations, naming some of them Know that some things looked different along time ago e.g. cars.</p>
Expressive Art and design	Painting self-portraits/family-drawing lines and shapes	Bonfire collage using a selection of materials and glue. - Attaching Materials together using glue with support.	Snow plays sensory play- Tuff tub with pretend snow, construction	Mother's Day cards- Flower hand printing- Print with deliberate placement	Three Bears sponge painting- exploring printmaking with objects	Role Play_ Dressing up as community helpers. Chalking and water

	<p>Clay Faces Create self-portraits using loose parts (pebbles, pinecones, wool, etc)</p> <p>Can you make a face? Play dough.</p> <p>Cardboard faces to cut, stick, glue hair to</p> <p>Painting on black and white photo of themselves with primary colours</p> <p>Cutting and spreading- while making easy snacks practise controlling their fingers, hands, arms while using safety tools to cut and spread various food items. -Making Toast/own snack</p>	<p>Firework paintings- Painting with a brush to create lines and shapes</p> <p>Firework chalking. - Draw lines and shapes and giving meanings to marks</p> <p>Hedgehog Biscuit making- Wash hands before taking part in a food experience with support</p> <p>Hedgehog hand painting activity- giving meanings to marks</p> <p>Playdough Hedgehogs- creating shapes with dough</p> <p>Clay hedgehogs- using a skill to manipulate to make a given shape</p>	<p>vehicles. Road workers – Discussion on how roads are kept safe.</p> <p>Floating and sinking experiments</p> <p>Freezing and melting observing activity-See focus plan Learning new words- Freeze, melt, liquid, runny, splash, hard, cold, solid, warm pour, ice, water,</p> <p>Snow and ice collage using pictures, foil, sugar paper etc – Sort Cold Colours, blue, white, silver Tear paper with support.</p> <p>Frozen artic animals. -Can the</p>	<p>Healthy lunch box activity</p> <p>Teeth brushing activity.</p> <p>Making hardboiled egg sandwiches-use a knife to spread with increased independence</p> <p>muddy pigs sensory art.</p> <p>Observing Tadpoles turning into frogs.</p> <p>Observing the living eggs/chicks.</p> <p>Move like animals - skip like lambs, paddle like ducks, gallop like horse, Roll in the mud like a pig etc -</p> <p>painting farm animals Milking a cow- allow</p>	<p>Gingerbread Man Collage - attaching materials together using glue with support</p> <p>Making Playdough Gingerbread men- Exploring playdough/uses a range of tools in the dough</p> <p>Can you build a bridge for the Gingerbread man, so he doesn't get wet? What will you use?</p> <p>Little red hen hand printing</p> <p>Little red hen cooking- making a bread roll- participates in food experiences with an adult</p>	<p>painting lines to put the fires out. - Dressing up as firefighters –outside</p> <p>Dentist - Oral health teeth brushing activity</p> <p>Sports day Practices</p> <p>using different materials to make a photo frame. -Leaving activity</p> <p>Circle Times to talk about feelings and to have Story Books about starting school.</p> <p>Leaving service Church Visit</p> <p>- Transition to reception class activities.</p>
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	<p>Painting monsters with primary colours can you make the other monsters by mixing your colours?</p> <p>Pop art style self-portraits with primary colours using brushes/other mark making tools including fingers</p> <p>Picasso style faces sticking with glue pieces of card then painting with primary and secondary colours</p> <p>Elmer collage Tearing paper/ Sticking</p> <p>Elmer painting with primary colours can you make orange, green and purple?</p>	<p>Sleepy bear craft- glueing and sticking leaves-forest school- Attaching materials together</p> <p>Leaf Rubbing-Drawing lines and shapes</p> <p>Apple and Pear Printing- Exploring Printmaking with objects</p> <p>Exploring the inside of a pumpkin- uses a spoon</p> <p>Pumpkin Sponge Printing - pumpkins- exploring printmaking with objects</p> <p>Marble rolling to create planets. Using star cutters in white paint to create a starry night sky</p> <p>Design your own underpants pictures. - Aliens love underpants story</p>	<p>children break them free</p> <p>Painting Penguins- Winter paintings- cold colours- Describe paintings</p> <p>Building and ice cave/iglu</p> <p>How can we help the birds survive the winter? - Cheerio and pipe cleaners. Threading cheerios' activity to make bird feeders for the outdoor area.</p> <p>Making Chinese fans- folding paper-</p> <p>Create with prepared paper - collage by glueing -Horse</p>	<p>the children to simulate milking a cow by grasping and squeezing the finger of the glove filled with water downwards. -Fine Motor Skills Activity Walk to the pond area in school to see a pond habit.</p> <p>Frog paper plate Craft- create a collage with prepared materials by glueing.</p> <p>Planting sunflower seeds.</p> <p>looking at Vincent Van Gogh's - sunflowers Painting- painting their own sunflowers.</p> <p>Planting Tomato plants and strawberries.</p> <p>Playdough flowers</p>	<p>Little red hen playdough bread making/baking- Exploring playdough- I can use a rolling pin with support and dough cutters</p> <p>Patterned material to collage pictures of jungle animals</p> <p>Learning animal songs-Down in the jungle etc</p> <p>Jungle animal paintings.</p> <p>Thread coloured pasta onto string to make patterned snacks.</p> <p>Fine motor skills- cardboard tube parrots -scissor practice cutting paper strips tail feathers.</p>	<p>Making fruit smoothies-Healthy snack</p> <p><u>Sand</u>- Buckets and spades, shells. Can you build a sandcastle? -Outdoor sensory play</p> <p>Going on holiday- Airplane role play. - made from crates- outside play Wooden car play - children pretending to go on holiday. - Outside play</p> <p>Passport making Selection of holiday colouring pictures. - ink Stamps</p> <p>Looking at the globe- discussing where they might be going on</p>
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	<p>Making Elmer ears to wear on our parade. - Walk to the school library.</p> <p>Ice cube painting- adult led due to choking hazard colour mixing with paint-. Watch as the ice melts and the colours mix.</p> <p>Free choice painting- How were you feeling when you were painting? Happy, sad etc- paint things that they have observed or images.</p> <p>Cosmic yoga- Gross Motor Activities</p> <p>In the moment</p>	<p>Learning a Diwali song- Its Diwali festival of lights.</p> <p>Listening and moving to Divali music. -Indian dancing-Hall Time</p> <p>Diwali candle gluing and sticking activity</p> <p>Making tissue paper poppies-Remembrance service.</p> <p>Cosmic Yoga-Gross Activities</p> <p>Making Animal Headbands for the Christmas nativity.</p> <p>Christmas cards and calendars - Snowflakes- using scissors to make snips in paper, Various Christmas art activities.</p> <p>In the moment planning</p>	<p>Making lanterns- scissor skills</p> <p>Chinese food tasting</p> <p>Playdough dragons.</p> <p>Chinese dragon dancing/Ribbon sticks-Hall Time</p> <p>In the moment planning</p>	<p>Make a bee activity</p> <p>Symmetrical Butterflies- Experiments with colour mixing no intent to make a certain colour-</p> <p>Bubble wrap printed strawberry Paint the bubble wrap, press it onto the strawberry template and create an instant strawberry.</p> <p>Chalk flower mark making outdoors</p> <p>Observational drawing of snails- Describe sketches</p> <p>Easter Lolly pop stick cross craft- attach materials together using glue.</p>	<p>Creating a jungle- natural resources.</p> <p><u>Play dough</u> pasta fossils-Variety types of dry pasta to press into the playdough to make dinosaur shapes. Playdough volcanoes using plastic bottles to create a volcano.</p> <p>Dinosaur Roll and Move Gross Motor Activity- using large dice with dinosaur movement picture cards inserted.</p> <p>Erupting Volcano- children blow around small blobs of red paint with straw to create an erupting volcano.</p> <p>Cosmic Yoga- Tiny the T-REX Dinosaur</p>	<p>their summer holidays.</p> <p>Dress the bear For Going on Holiday - What could he wear?</p> <p>Playdough- Summer holidays, Shell printing, ice cream sundaes-loose parts</p> <p>Mud kitchen –to mix mud pies, Leaf cakes. Lemonade –squeezing lemons etc</p> <p>Outdoor learning- nature treasure box. -Collect pinecone acorns leave etc</p> <p>Creating a water pouring station.</p> <p>Summer themed</p>
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	planning			<p>Easter craft activities</p> <p>Outdoor learning Easter Egg Hunt</p> <p>Hall- Ball Skills</p> <p>In the moment planning.</p>	<p>Frozen Dino Egg Excavation. Freeze dinosaurs inside water play- balloons, pipits to use water to melt the eggs in the nest.</p> <p>Fruit smoothie making Attempt to peel my own fruit</p> <p>In the moment planning.</p>	<p>sensory tray.</p> <p>In the moment planning.</p>
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