

EYFS Long Term plan

2025-2026

Subject/Topic	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main overall topic	<p>All about me</p> <p>Our family, our body, our senses, our houses</p>	<p>Autumn/Jolly Christmas Postman</p> <p>Seasons, Autumn animals, nocturnal animals</p> <p><i>Extra topic activities</i> Christmas and the Christmas Story</p>	<p>Around the World</p> <p>Hot and cold countries and compare, Arctic/Antarctic, Africa, African Animals, maps</p> <p><i>Extra topic activities</i> Mother's Day Easter and the Easter Story</p>		Under the Sea	<p>Woodland Adventure</p> <p>Minibeasts, habitats, woodland animals, caterpillars</p>
Maths	<p><i>Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</i></p> <p>Pupils will:</p> <ul style="list-style-type: none"> • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their 	<p><i>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</i></p> <p>Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers 	<p><i>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</i></p> <p>Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 			

	<p>fingers</p> <ul style="list-style-type: none"> hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds compare sets of objects by matching begin to develop the language of 'whole' when talking about objects which have parts 		<ul style="list-style-type: none"> understand that two equal groups can be called a 'double' and connect this to finger patterns sort odd and even numbers according to their 'shape' continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern order numbers and play track games join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers 	<ul style="list-style-type: none"> begin to generalise about 'one more than' and 'one less than' numbers within 10 continue to identify when sets can be subitised and when counting is necessary develop conceptual subitising skills including when using a rekenrek 	
Literacy - Reading	<p><u>Books</u> The Three Little Pigs Stick Man The Best Diwali Ever</p> <p><u>Class Novel</u> The Enormous Crocodile by Roald Dahl</p> <p>Fantastic Mr Fox by Roald Dahl</p>	<p><u>Books</u> After the Storm (Percy the Park Keeper) Jolly Christmas Postman</p> <p><u>Class Novel</u> The Owl Who Was Afraid of the Dark</p> <p>Owl Babies</p>	<p><u>Books</u> Poles Apart Handa's Surprise The Greedy Zebra</p> <p><u>Class Novel</u> The Boy in the Dress David Walliams</p> <p>The Last Bear by Hannah Gold</p>	<p><u>Books</u> Commotion in the Ocean Rainbow Fish</p> <p><u>Class Novel</u> Tales of the Witches Cat: The Puppy Problem by Kirstie Watson</p>	<p><u>Books</u> The Hungry Caterpillar The Gruffalo Little Red Riding Hood</p> <p><u>Class Novel</u> Winnie the Pooh by AA Milne</p>
Literacy - Phonics (reading, writing)	Digraphs - s,a,t,p,i,n,m,d,g,o,c,k,ck,e,u,r,h,b,f,l,ll,ss Consolidation at the end		Digraphs - j,v,w,x,y,z,zz,qu,ch,sh,th,ng,ai,ee,igh,oa,oo	Digraphs - ar,or,ur,ow,oi,ear,air,ure,er,wh,ph,ay,a_e,a_e_e	

<p>and comprehension)</p>	<p>Tricky words - I, the, go, to, no, into</p> <p>Segmenting and blending CVC words</p> <p>To write CVC words and begin to put these in sentences.</p> <p>Beginning to write simple sentences - it is a, the cat is on the tin</p> <p>Holding pencil correctly</p> <p>Forming most letters correctly</p> <p>To talk about the books they are reading and to be able to answer some simple questions.</p>		<p>Consolidation at the end</p> <p>Tricky words - he,she,we,me,be,was,my,you,her,they,all,are</p> <p>To write CVC words and put these words into sentences.</p> <p>To write simple sentences - it is a, the cat is on the tin. Begin to extend these sentences using digraphs taught this term. For example, the pig is sleeping on the grass.</p> <p>To discuss the books they are reading and begin to make predictions about what is going to happen next etc.</p>		<p>,ei,ea</p> <p>Consolidation at the end</p> <p>Tricky words - some, one, said, come, do, so, were, when, have, there, out, like, little, what</p> <p>To write simple sentences - it is a, the cat is on the tin. To extend these sentences using digraphs taught this term. For example, the pig is sleeping on the grass.</p> <p>To form letters correctly.</p> <p>To begin to understand narrative and begin to show some of this in their writing and play.</p> <p>To talk about books in detail, make predictions, why are characters doing certain things etc.</p>	
<p>RE (Understanding the World)</p> <p>(Following the RE school syllabus)</p>	<p>F1: Why is the word 'God' special to Christians?</p>	<p>F2: Why is Christmas special for Christians?</p>	<p>F4: Being special: Where do we belong?</p>	<p>F3: Why is Easter special for Christians?</p>	<p>F5: Which places are special and why?</p>	<p>F6: Which stories are special and why?</p>
<p>Music (Expressive Art and Design)</p>	<p>Sing an increasing selection of Nursery Rhymes and songs</p> <p>Sing new songs as a group beginning to match pitch and melody</p> <p>To attend whole school signing assemblies and begin to</p>		<p>Build on previous knowledge of playing percussion instruments, naming them and knowing how they are played</p> <p>Listen to a growing range of different types of music (pop, classical etc) and will comment on</p>		<p>Sing a variety of song and Nursery Rhymes with greater confidence</p> <p>Discuss changes and patterns in music</p>	

	<p>join in singing.</p> <p>Learn and perform songs for an audience at the Christmas Nativity</p> <p>To begin to perform nursery rhymes they know to small group</p>		<p>what I have heard with some support about the changes</p> <p>Play pitch matching games</p> <p>Instruments from around the world</p> <p>African drums</p>		<p>Show greater control when playing musical instruments copying and extending simple rhythmic patterns</p> <p>Show increased confidence in performing for others</p> <p>Use simple percussion instruments to move in time to a piece of music or song</p> <p>Explore music making and perform with other in a group</p>	
<p>Personal social and emotional development (following our jigsaw scheme)</p>	<p>Relationships</p> <ul style="list-style-type: none"> • Know what a family is • Know that different people in a family have different responsibilities (jobs) • Know some of the characteristics of healthy and safe friendship • Know that friends sometimes fall out • Know some ways to mend a friendship • Know that unkind words can never be taken back and they can hurt • Know how to use Jigsaw's Calm Me to help when feeling angry • Know some reasons why others get angry <p>Social and Emotional skills:</p> <ul style="list-style-type: none"> • Can identify what jobs they do in their family and those carried out by parents/carers and siblings • Can suggest ways to make a friend or help someone who is lonely • Can use different ways to mend 	<p>Healthy Me</p> <ul style="list-style-type: none"> • Know the names for some parts of their body • Know what the word 'healthy' means • Know some things that they need to do to keep healthy • Know that they need to exercise to keep healthy • Know how to help themselves go to sleep and that sleep is good for them • Know when and how to wash their hands properly • Know what to do if they get lost • Know how to say No to strangers <p>Social and Emotional skills:</p> <p>Recognise how exercise makes them feel</p> <ul style="list-style-type: none"> • Recognise how different foods can make them feel • Can explain what they need 	<p>Changing me</p> <ul style="list-style-type: none"> • Know the names and functions of some parts of the body (see vocabulary list) • Know that we grow from baby to adult • Know who to talk to if they are feeling worried • Know that sharing how they feel can help solve a worry • Know that remembering happy times can help us move on <p>Social and Emotional skills:</p> <ul style="list-style-type: none"> • Can identify how they have changed from a baby • Can say what might change for them they get older • Recognise that changing class can illicit happy and/or sad emotions • Can say how they feel about changing class/growing up • Can identify positive memories from the past year 	<p>Being me in my world</p> <ul style="list-style-type: none"> • Know special things about themselves • Know that some people are different from themselves • Know how happiness and sadness can be expressed • Know that hands can be used kindly and unkindly • Know that being kind is good • Know they have a right to learn and play, safely and happily <p>Social and Emotional skills:</p> <ul style="list-style-type: none"> • Identify feelings associated with belonging • Identify feelings of happiness and sadness • Skills to play cooperatively with others • Be able to consider others' feelings • Be responsible in the setting 	<p>Celebrating Differences</p> <ul style="list-style-type: none"> • Know what being proud means and that people can be proud of different things • Know that people can be good at different things • Know what being unique means • Know that families can be different • Know that people have different homes and why they are important to them • Know different ways of making friends • Know different ways to stand up for myself • Know the names of some emotions such as happy, sad, frightened, angry • Know that they don't 	<p>Dreams and Goals</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Know what a challenge is • Know that it is important to keep trying • Know what a goal is • Know how to set goals and work towards them • Know which words are kind • Know some jobs that they might like to do when they are older • Know that they must work hard now in order to be able to achieve the job they want when they are older • Know when they have achieved a goal <p>Social and Emotional skills:</p> <ul style="list-style-type: none"> • Understand that challenges can be difficult • Recognise some of the feelings linked to perseverance • Talk about a time that they kept on trying and achieved a goal • Be ambitious

	<p>a friendship</p> <ul style="list-style-type: none"> • Can recognise what being angry feels like • Can use Calm Me when angry or upset 	<p>to do to stay healthy</p> <ul style="list-style-type: none"> • Can give examples of healthy food • Can explain how they might feel if they don't get enough sleep • Can explain what to do if a stranger approaches them 	<p>in school/ home</p>		<p>have to be 'the same as' to be a friend</p> <ul style="list-style-type: none"> • Know why having friends is important • Know some qualities of a positive friendship <p>Social and Emotional skills:</p> <ul style="list-style-type: none"> • Identify feelings associated with being proud • Identify things they are good at • Be able to vocalise success for themselves and about others successes • Identify some ways they can be different and the same as others • Recognise similarities and differences between their family and other families • Identify and use skills to make a friend • Identify and use skills to stand up for themselves 	<ul style="list-style-type: none"> • Resilience • Recognise how kind words can encourage people • Feel proud • Celebrate success
<p>PE (physical development) (following the PE scheme)</p>	<p><u>Gross Motor</u> Ball skills</p> <p><u>Fine Motor</u> Dough activities. Daily name writing activities.</p>	<p><u>Gross Motor</u> Dance</p> <p><u>Fine Motor</u></p>	<p><u>Gross Motor</u> Throwing and catching</p> <p><u>Fine Motor</u></p>	<p><u>Gross Motor</u> Fitness</p> <p><u>Fine Motor</u></p>	<p><u>Gross Motor</u> Fun and games</p> <p><u>Fine Motor</u></p>	<p><u>Gross Motor</u> Working with others Sports Day practise</p> <p><u>Fine Motor</u></p>

	<p>Threading, cutting, playdough, Manipulate objects with good fine motor skills.</p> <p>Show preference for dominant hand. Hold pencil/paint brush beyond whole hand grasp.</p> <p>Pencil Grip – encourage tripod grip, begin to teach correct letter formation</p>	<p>Daily name/CVC writing activities. Threading, cutting, playdough.</p> <p>Develop muscle tone to put pencil pressure on paper.</p> <p>Use tools to effect changes to materials.</p> <p>Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy.</p> <p>Continue to teach and model correct letter formation.</p> <p>Begin to use scissors correctly and cut along a straight line.</p>	<p>Sentence writing activities. Threading, cutting, weaving, playdough, Continue to form letters correctly.</p> <p>Handle tools, objects, construction and malleable materials with increasing control.</p> <p>Use scissors effectively and cut along a straight line.</p>	<p>Sentence writing activities, Threading, cutting, weaving, playdough, Hold pencil effectively with comfortable grip</p> <p>Forms recognisable letters most correctly formed.</p>	<p>Forms recognisable letters most correctly formed.</p> <p>Cut along a curved line</p> <p>Sentence writing</p> <p>Holding pencil correctly</p>	<p>Forms recognisable letters most correctly formed.</p> <p>Cut along a curved line</p> <p>Sentence writing</p> <p>Holding pencil correctly</p>
<p>Science - Understanding the World</p>	<p>Our body - draw around our body and label body parts</p> <p>Senses - recognise the senses, talk about them, use them and make observations of them</p> <p>KAPOW – Exploring Outdoors (nature walk using our senses)</p>	<p>Materials - Look at what the best materials to wear in the Winter</p> <p>Seasons - look at Autumn and observe changes around the environment. Discuss how changes happen going into Winter and observe these changes around the environment and make comments on it.</p> <p>KAPOW Lesson – Autumn Treasures</p>	<p>Weather around the world - recognise how seasons have changed again from Spring to Summer. KAPOW Lesson – Springtime Magic</p> <p>Hot and cold countries - Ice experiment - discuss observations. Talk about what might happen, what do we want to find out, discuss what did happen.</p> <p>KAPOW Lesson – Freeze or melt</p> <p>Animals around the world - discuss how animals live and adapt to different environments around the world. Look at desert animals, polar, jungle etc.</p> <p>KAPOW lesson – Zoo Animals</p>	<p>Animals - Under the sea</p> <p>KAPOW lesson – Float or sink</p> <p>Seasons - make observations of weather and how the seasons have changes over the year</p> <p>Caterpillars - life cycle</p>	<p>Different habitats - discuss different materials.</p> <p>KAPOW lesson – Describing Minibeasts</p> <p>KAPOW lessons – Animal homes</p> <p>Seasons - discuss changes in Summer</p> <p>KAPOW Lesson – Sandcastle Science</p>	

		Plants/leaves - look at leaves and make observations about how these have changed in Autumn. Look after our plants in the outdoor area and understand what they need.	Look at some simple life cycles of animals Look at different habitats Healthy eating will be covered through discussions, observations and continuous provision		Talk about how maintain a healthy lifestyle Plants - make observations of plants, identify different labels of a plant KAPOW – Plants (different parts of a plant) KAPOW – Exploring plant parts (chalk drawing of plants and their parts outside) KAPOW – Planting seeds (designing own garden using magazines – continuous provision. -Plant grass seeds and observe over time.
History (Understanding the world)	Changes within living memory All About Me - our family, who lives with us, homes, how do we change from baby to adult KAPOW – Adventures Through Time lesson 1 – Family tree	Significant person from History Guy Fawkes Talk about Christmas - the Christmas Story Remembrance Day – KAPOW lesson	Continuity and Change All Around the world (changes in cooking vessels over time) - When looking at books, do how and why questions Continue to talk about families, grandparents etc we do this through continuous provision	History of a pirate (factfile)	Local history The Gruffalo and minibeast (history of the school) KAPOW Adventures Through time – Lesson 2 – My achievements

	<p>KAPOW – Peek into the Past Lesson 1 – Can you guess who?</p> <p>KAPOW – Lesson 3 – My life timeline</p>				
Geography	<p>All About Me - when talking about where we live identify places that they might see in the village - church, shop, park etc</p> <p>KAPOW – Outdoor Adventures – Lesson 1 – Nature catchers</p> <p>KAPOW – Outdoor Adventures – Lesson 4 – Senses Through Nature (in continuous provision)</p>	<p>Seasons</p> <p>KAPOW – Outdoor Adventures Lesson 5 – Exploring the Seasons (continuous provision)</p> <p>KAPOW – Outdoor Adventures Lesson 2 – Observational Painting (in continuous provision)</p> <p>When doing Christmas topic - talk about how places in the world through themes and festivals. (Bethlehem)</p>	<p>Comparing hot and cold climates</p> <p>Arctic</p> <p>Africa</p> <p>Volcanoes</p> <p>Deserts</p> <p>KAPOW – Around the World – Lesson 6 – Polar Explorers</p> <p>KAPOW – Around the World – Lesson 5 Desert Explorers</p> <p>KAPOW – Around the World – Lesson 1 – Home or Away?</p> <p>Use globes and maps</p> <p>Describe human features of the local area as well places that we look at when we are looking at the world around us</p> <p>KAPOW – Outdoor Adventures Lesson 5 – Exploring the Seasons (continuous provision)</p>	<p>Under the sea</p> <p>Layers of the ocean</p> <p>KAPOW – Exploring Maps Lesson 1 – Pirate Map bingo (in continuous provision)</p> <p>Identify oceans on the world map</p>	<p>Woodland Adventure</p> <p>Maps</p> <p>KAPOW Exploring Maps Lesson 5 – Investigating Maps</p> <p>KAPOW Exploring Maps – Lesson 6 – Map Making</p> <p>KAPOW Exploring Maps Lesson 2 – Our school from above</p> <p>KAPOW – Outdoor Adventures Lesson 5 – Exploring the Seasons (continuous provision)</p>
Expressive Art and Design	Self portraits using paint - change and mix colours	Printing with leaves	Sketching self portraits - linking to how we continue to talk about our families etc	Clay sea creatures	Use fabric to make different collage pictures

	<p>Making Stick man using sticks and sellotape</p> <p>Face collages pictures</p> <p>Playdough faces</p> <p>Painting our families</p> <p>Making our houses with a variety of resources</p>	<p>Continue to use playdough</p> <p>Make clay diva lamps</p> <p>Diva lamps paper plate</p> <p>Winter collage pictures</p> <p>Painting of seasons - Autumn</p>	<p>Collage pictures of animals</p> <p>Dough playdough of animals</p> <p>Sketch things that have observed - changes in the seasons, animals etc</p> <p>Collage pictures of different habitats we look at around the world</p>	<p>Layers of the ocean - mixing colours, colours changing</p> <p>Draw animals with detail - thinking about the different parts of an animal and patterns they may have on their body</p>	<p>of minibeasts/woodland collage</p> <p>Paint habitat pictures</p> <p>Make observations of our woodland areas around school and detailed sketches</p> <p>Draw with increased details</p> <p>To adapt work and pictures when necessary</p>
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Geography, History, Science and Music are all taught within topic lessons throughout each topic taught.