
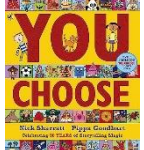
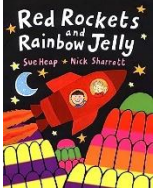
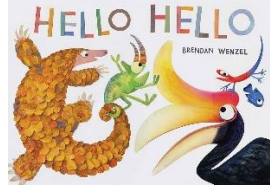
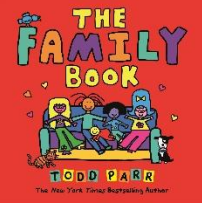
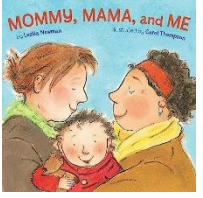







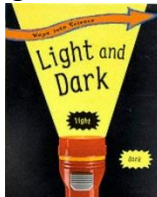
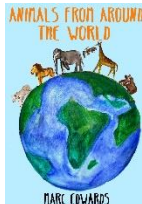

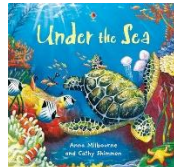




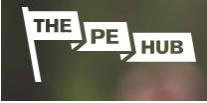
# Hartford Primary School



## EYFS Long Term Planning - 2025/26

Subject	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	<i>Regulate Me</i>	<i>Celebrations</i>	<i>Transport/London</i>	<i>Spring/Season Change</i>	<i>Superheroes/People Who Help us</i>	<i>Seaside/Pirates</i>
<b>PSHE</b> <b>Self-Regulation</b> <b>Managing Self Building Relationships</b>	Can I share toys and activities with my friends? Can I do up my coat and go to the toilet independently? Can I wait my turn?		Can I wait my turn and behave appropriately with my friends? Can I try new activities now that I am more confident in the classroom?		Can I follow instructions and listen to others and respond appropriately? Can I follow rules and understand why I need to behave in all parts of the school?	
<b>My Happy Mind</b> 	Meet the brain	Celebrate	Appreciate	Relate	Engage	Transition
<b>No Outsiders</b>      						
<b>Communication and Language</b> <b>Listening, Attention and Understanding</b> <b>Speaking</b>	Can I start to listen to others? Can I talk to teachers in the classroom? Can I listen to my buddy when telling a story? Can I join in with nursery		Can I listen to others in the classroom and ask questions if I do not understand? Can I explain what I have heard and make relevant comments? Can I talk to new friends		Can I listen appropriately in a range of activities? Can I respond appropriately and ask questions without being prompted? Can I speak in full sentences using tenses correctly?	
<b>Literacy – Writing – Drawing Club</b> 	Name copying and writing Writing secret symbols, initial sounds	Name copying and writing Writing secret symbols, initial sounds, CVC words	Writing phonetically decodable words, phrases and captions	Writing phonetically decodable words, phrases and captions	Writing phonetically decodable words, simple sentences	Writing phonetically decodable words, simple sentences

<div>Phonics – ELS</div> <div></div>	<div><div>1. s, a, t, p</div><div>2. i, n, m, d</div><div>3. g, o, c, k</div><div>4. ck, e, u, r</div><div>5. Assessment and Review R:1</div><div>6. h, b, f, ff, l, ll</div></div>	<div><div>1. j, v, w, x</div><div>2. y, z, zz, qu, ch</div><div>3. sh, th, ng, nk</div><div>4. ai, ee, igh, oa</div><div>5. Assessment and Review R:2</div><div>6. Review R:3</div></div>	<div><div>1. Review R:4 oo</div><div>2. ar, ur, oo, or</div><div>3. ow, oi, ear, air</div><div>4. ure, er, ow</div><div>5. Assessment and Review R:5</div><div>6. Review R:6</div></div>	<div><div>1. Review R:7</div><div>2. Review R:8</div><div>3. Review R:9</div><div>4. Review R:10</div><div>5. Assessment and Review R:11</div><div>6. Review R:12</div></div>	<div><div>1. CVCC + -ed</div><div>2. CCVC + -ed /u/</div><div>3. CCVCC + -ed /d/</div><div>4. CCCVC</div><div>5. Assessment and Review R:13</div><div>6. CCCVCC -er -est</div></div>	<div><div>1. ay, ou, ie, ea</div><div>2. oy, ir, ue, aw</div><div>3. wh, ph, ew, oe</div><div>4. au, ey, a-e, e-e</div><div>5. Assessment and Review R:14</div><div>6. i-e, o-e, u-e, c</div></div>
<div><div>Maths</div><div></div></div>	<div>Accurate counting of sets of objects 1-5.</div> <div>Subitising 1,2,3</div> <div>Conceptual subitising – noticing numbers within numbers.</div> <div>Comparing sets 1-5 using vocabulary of more/fewer/most/fewest.</div>	<div>Accurate counting of sets of objects 1-10</div> <div>Subitising 4, 5</div> <div>Applied conceptual subitising. Inverse operations.</div> <div>Compare numbers using vocab of more/less. Find 1 more using sets of objects on tens frames and number tracks.</div>	<div>Counting backwards 10-1 and ordering numbers 10-1</div> <div>Systematic approach to partitioning sets of objects 1-5.</div> <div>Number bonds 1-5. Find 1 less using sets of objects on tens frame and number track</div>	<div>Splitting and recombining sets of objects 6-9</div> <div>Using a part, part whole model and tens frame</div> <div>1 more/ 1 less using mental numberline</div>	<div>Counting beyond 10 and noticing pattern in ones.</div> <div>Systematic approach to splitting sets of objects 1-10 use part, part whole model and tens frame.</div> <div>Numerical patterns odds and evens</div>	<div>Counting beyond 20 noticing patterns in tens.</div> <div>Look at part, part whole models splitting numbers 1-10 – link to doubles and halves.</div> <div>Sharing fairly</div>
<div></div>	<div>Talk about measures and patterns.</div>	<div>Circle and Triangles</div> <div>Shapes with 4 sides</div>	<div>Mass and Capacity</div>	<div>Length, Height and Time</div> <div>Exploring 3D shapes</div>	<div>Visualise, shape and map</div>	<div>Manipulate, compose and decompose</div>
<div>Understanding the world - The natural world</div>	<div>All about me</div> <div></div>	<div>Celebrations</div> <div></div>	<div>Light and Dark</div> <div></div>	<div>Animals</div> <div></div>	<div>Minibeasts and growing</div> <div></div>	<div>Under the sea</div> <div></div>

<b>Understanding the world - People cultures and community</b>	<b>Where I belong</b>  <i>Cultural celebrations – Diwali, Christmas</i>  How do Hindus celebrate Diwali?  Why do people perform Nativity plays at Christmas?		<b>Our Capital</b>  <i>Cultural celebrations – Chinese New Year, Easter</i>  Why do Christians believe Jesus is special?  Why is Easter a sad and a happy time?		<b>Our World</b>  <i>Cultural celebrations – Eid</i>  What happens in a Church?  How do Muslims celebrate Eid?	
<b>Understanding the world - Past and present</b>	<b>All about me</b>		<b>Then and now</b>		<b>Kings and Queens</b>	
<b>Expressive Art -Creating with Materials</b>  	Drawing  What can we see?	DT: Fantastic fruit	Painting/Colour  How can we explore colour?	DT: Easter bonnets	Sculpture  How can we build worlds?	DT: Vehicles
<b>Expressive Art - Being imaginative and Expressive</b>  	<b>Exploring sound</b>  Exploring how we can use our voice, bodies and instruments to make sounds, and identifying sounds in the environment.	<b>Celebration music</b>  Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas.	<b>Music and movement</b>  Creating simple actions to well-known songs, learning how to move to a beat and expressing feelings and emotions through movement to music.	<b>Musical stories</b>  Moving to music with instruction, changing movements to match the tempo, pitch or dynamics and learning that music and instruments can convey moods or represent characters.	<b>Transport</b>  Identifying and copying sounds produced by different vehicles using voices, bodies and instruments, demonstrating tempo changes and understanding how symbols can represent sound.	<b>Big band</b>  Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song.
<b>Physical Development – Gross Motor</b>  	<b>Body management</b>  Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> <li>• rolling</li> <li>• crawling</li> </ul>	<b>Manipulation and coordination</b>  Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	<b>Gymnastics</b>  Progress towards a more fluent style of moving, with developing control and grace.	<b>Speed agility travel</b>  Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	<b>Dance</b>  Progress towards a more fluent style of moving, with developing control and grace.	<b>Cooperate and solve problems</b>  Develop the overall body strength, co-ordination, balance and agility needed to engage successfully

	<ul style="list-style-type: none"> <li>• walking</li> <li>• jumping</li> <li>• running</li> <li>• hopping</li> <li>• skipping</li> <li>• climbing</li> </ul>		Combine different movements with ease and fluency.			with future physical education.
<b>Physical Development – Fine Motor</b>	Use one-handed tools and equipment, for example, making snips in paper with scissors.  Use a comfortable grip with good control when holding pens and pencils.  Show a preference for a dominant hand.		Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.		Develop the foundations of a handwriting style which is fast, accurate and efficient.	
<b>Extra Curricular experiences</b>	<ul style="list-style-type: none"> <li>✓ Shared lunch</li> <li>✓ Stay and play</li> <li>✓ Forest schools</li> <li>✓ Vicar visit from local church – Welcome to the community.</li> </ul>	<ul style="list-style-type: none"> <li>✓ The Ice Cream farm</li> <li>✓ Forest schools</li> <li>✓ Stay and play</li> <li>✓ Church for Christmas celebration.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Chinese New Year</li> <li>✓ Forest schools</li> <li>✓ Stay and play</li> <li>✓ Science week – guest speakers</li> </ul>	<ul style="list-style-type: none"> <li>✓ Mother’s Day</li> <li>✓ Forest schools</li> <li>✓ Stay and play</li> <li>✓ Walk to church to celebrate Easter.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Stay and play</li> <li>✓ Forest schools</li> <li>✓ Walk to local park</li> </ul>	<ul style="list-style-type: none"> <li>✓ Puddle Ducks – Water safety</li> <li>✓ Sports Week – Sports day</li> <li>✓ Teddy Bears Picnic</li> <li>✓ Forest schools</li> </ul>