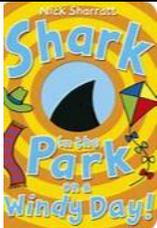
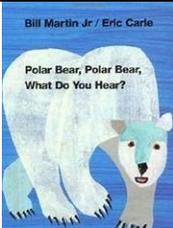
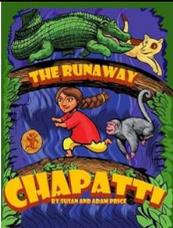
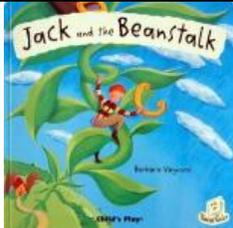
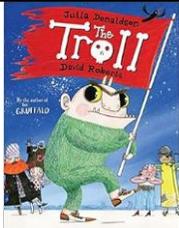


	Autumn Term		Spring Term		Summer Term	
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text	 Shark in the Park on a Windy Day	 Polar Bear, Polar Bear	 The Runaway Chapatti	 We're Going to Find the Monster	 Jack and the Beanstalk	 The Troll
Story Spine	1. Jack Frost 2. 10 Little Monsters 3. Room on the Broom 4. Barbara Throws a Wobbler 5. Colour Monster <u>Shark in the Park</u>	1. Colour and Me 2. Pumpkin Soup 3. The Christmas Story 4. Stickman <u>Brown Bear, Brown Bear</u>	1. Mr Wolf's Pancakes 2. All Through the Night 3. Chloe's Lunar year 4. Astrogirl 5. I'm Going to Be a Princess <u>The Gingerbread Man</u>	1. Hank Finds an Egg 2. Chickens Aren't the Only Ones 3. We're Going on an Egg Hunt 4. Edward and the Great Discovery 5. Supertato the Great Eggscaper 6. Seasons <u>We're Going on a Bear Hunt</u>	1. The Very Hungry Caterpillar 2. Titch 3. Oliver's Vegetables 4. The Tiny Seed <u>Jasper's Beanstalk</u>	1. Colour Monster Goes to School 2. Ruby's Worry 3. Invisible String 4. Aaaarrgghh Spider 5. One Little Bug <u>The Three Billy Goats Gruff</u>
Rhyme Time	Twinkle Twinkle Little Star Pat-a-Cake Wind The Bobbin Up 1,2 Buckle My Shoe	Christmas Songs: When Santa Got Stuck Up The Chimney 10 Little Elves We Wish You A Merry Christmas Jingle Bells	The Wheels On The Bus Miss Polly Had A Dolly The Grand Old Duke Of York Row, Row, Row Your Boat	Incy Wincy Spider Jack and Jill Humpty Dumpty 1,2,3,4,5 Once I caught a Fish Alive	Mary, Mary, Quite Contrary Baa Baa Black Sheep Round and Round The Garden	A Sailor Went to Sea Hey Diddle Diddle Down At The Station Hickory Dickory Dock
Big Question	Who is in my family?	When do we celebrate?	How do people help us?	What happens on a farm?	How do we care for things?	Where do we go on a journey?
Book Links to Big Question	All about Families Our House I Can Do It Too When I Grow Up	Lunar New Year Let's Celebrate The Skin you Live In What Do You Celebrate?	Heroes Who Help Us	Izzy Gizmo	Rosa's Big Sunflower Experiment One Little Seed	The Hike

Long Term Plan – 3-4 Year Olds

2025 - 2026

EYFS Links – 7 Areas of Learning	PSED	<p>Self-Regulation</p> <ul style="list-style-type: none"> • Settles when they come into setting and separate from parents/ carers. • Selects and uses activities and resources. • With encouragement, begins to follow some rules or routines. • Knows what to do during tidy up times. <p>Managing Self</p> <ul style="list-style-type: none"> • Finding their own peg and recognise their own photograph. • Finds name for self-registration. • Sits attentively for short periods although they may still need help to do so. • Be increasingly independent in meeting their own care needs e.g. brushing teeth, using the toilet, washing and drying their hands • Beginning to accept the needs of others and taking turns and sharing resources, sometimes with support from others. <p>Building Relationships</p> <ul style="list-style-type: none"> • Plays alongside others (parallel play). • Shows an interest in other children in the setting. • Begins to build bond with significant people in the setting. • Starts to know the names of others in the setting. • With support, joins in with others. 	<p>Self-Regulation</p> <ul style="list-style-type: none"> • Prepared to have a go, using equipment they are unfamiliar with. • Know the importance of putting away resources and handling them carefully. • With support, begins to solve problems with friends • Increasingly follows rules, understanding why they are important. • Talks about their feelings using words like 'happy', 'sad', 'angry' or 'worried' <p>Managing Self</p> <ul style="list-style-type: none"> • Independently, put items on their coat pegs. • With help, begins to solve problems. • Usually tolerating delay when their needs are not immediately met. • Is aware of own feelings and knows that some actions and words can hurt others' feelings. <p>Building Relationships</p> <ul style="list-style-type: none"> • Plays with another child, extending and elaborating play ideas. • Keeping play going by responding to what others are saying. • Develop appropriate ways of being assertive. • Understand gradually how others might be feeling. • Become more outgoing with unfamiliar people, in the safe context of their setting. 	<p>Self-Regulation</p> <ul style="list-style-type: none"> • Enjoys the responsibility of carrying out small tasks. • Shows confidence in asking adults for help. • Welcomes and values praise for what they have done. • Finds solutions to conflicts and rivalries, e.g., accepting that not everyone can be Spiderman in the game, and suggesting other ideas. • Consistently follows simple routines and instructions. • Remember rules without needing an adult to remind them. <p>Managing Self</p> <ul style="list-style-type: none"> • Understanding that their wishes may not always be met. • Usually adapting their behaviour to different events, social situations and changes in routine. • Makes healthy choices about food, drink, activity and tooth brushing. • Develops their sense of responsibility and membership of a community. <p>Building Relationships</p> <ul style="list-style-type: none"> • Playing in a group with others to extend and elaborate play ideas. • Initiating play, offering opportunities for others to join in. • Demonstrating friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. • Being confident to talk to other children when playing and communicating freely about their own home and community. • Being outgoing towards unfamiliar people and being more confident in new social situations.
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Long Term Plan – 3-4 Year Olds

2025 - 2026

	PD	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> Goes up steps and stairs, or climb up apparatus, using alternate feet. Running safely, avoiding obstacles and people. Confidently moving around space Uses large-muscle movements to wave flags and streamers, paint and make marks. Copy and respond to music and movement with guidance and support. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> Makes small snips in paper. Picking up tiny objects using pincer grasp. Makes random movements with pencil on paper. Starting to eat independently and learning how to use a knife and fork. Mark making beginning to have meaning, e.g. this is mummy. Starts to pour own drinks using small jug and cup Beginning to put on own coats and jackets 	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> Climbing on equipment, unaided. Be increasingly independent as they get dressed and undressed, e.g., putting coats on and doing up zips. Matches their developing physical skills to tasks and activities in the setting, e.g., they decide whether to crawl, walk or run across a plank, depending on its length and width. Chooses the right resources to carry out their own plan, e.g., choosing a spade to enlarge a small hole they dug with a trowel. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> Makes longer cuts in paper, with correct positioning of scissors. Making simple models using smaller pieces of construction Start to manage simple clothes fastenings Use child safe knives to butter and cut soft foods 	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> Skipping, hopping and standing on one leg and hold a position for a few seconds. Balancing and riding a bike or scooter. Responding to music showing appropriate movement and rhythm. Collaborates with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> Using a comfortable grip with good control when holding pens, pencils and paint brush. Shows a preference for a dominant hand. Attempt to do up large zips and buttons Become increasingly independent with getting dressed and undressed
	CL	<p>Listening and Understanding</p> <ul style="list-style-type: none"> Understand what is meant by the term 'Good listening, good looking' and responds to this during group times. Beginning to show enjoyment for stories and will sit for a short period with others in a small group. Respond to simple instructions, e.g. to get or put away an object. Respond to clear prompt, such as, 'stop and listen'. Using the pictures as prompts, is able to say what is happening in a story. <p>Speaking</p> <ul style="list-style-type: none"> Respond to their name and answers specific question asked of them. Use longer sentences of four to six words. Use talk to organise themselves and their play: 'Let's go on a bus... you sit there... I'll be the driver.' 	<p>Listening and Understanding</p> <ul style="list-style-type: none"> Understands and answers a range of questions. Enjoy listening to longer stories and can remember much of what happens. Listening and following directions and looking at someone when they are speaking. Understand a question or instruction that has two parts, such as: 'Get your coat and wait at the door' <p>Speaking</p> <ul style="list-style-type: none"> Talks in front of others with growing confidence. Talk about what is happening and give their own ideas. Beginning to start a conversation with an adult or a friend and continuing it in turns. Sing some songs with adults or with friends. 	<p>Listening and Understanding</p> <ul style="list-style-type: none"> Asking and responding to why questions. Understand 'why' questions, like: 'Why do you think the caterpillar got so fat.?' Following stories read to them and talk in more detail about the pictures in the book. Using prepositions, such as 'under', 'on top', 'behind', etc. when following instructions. Pay attention to more than one thing at a time, which can be difficult. <p>Speaking</p> <ul style="list-style-type: none"> Knowing many rhymes, be able to talk about familiar books, and be able to tell a long story. Use sentences with that extend beyond six words.



Long Term Plan – 3-4 Year Olds 2025 - 2026



						<ul style="list-style-type: none"> • Begins to use future and past tense accurately, for example, 'I am going to the park' and 'I went to the shop'? • Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • Develop their pronunciation but may have problems saying some sounds, such as: r, j, th, ch, and sh. • Sing a large repertoire of songs. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Use a wider range of vocabulary.
Maths	<p>More than, fewer than and same</p> <p>Explore and build with shapes and objects</p> <p>Explore repeats (patterns)</p> <p>Hear and say number names</p>	<p>Begin to order number names</p> <p>I see 1, 2, 3</p> <p>Join in with repeats (pattern)</p> <p>Explore position and space</p>	<p>Show me 1, 2, 3</p> <p>Move and label 1, 2, 3</p> <p>Explore position and routes</p> <p>Explore patterns</p>	<p>Take and give 1, 2, 3</p> <p>Match, talk, push and pull</p> <p>Talk about dots</p> <p>Compare and sort collections</p>	<p>Lead on own repeats (Pattern)</p> <p>Start to puzzle</p> <p>Making patterns together</p> <p>Make games and actions</p>	<p>Show me 5</p> <p>My own pattern</p> <p>Stop at 1, 2, 3, 4</p> <p>Match, sort and compare</p>
Literacy	<p>Word Reading</p> <ul style="list-style-type: none"> • Joining in with rhymes and stories. • Develop their phonological awareness, so that they can begin to: <ul style="list-style-type: none"> ○ clap syllables in a word <p>Reading Comprehension</p> <ul style="list-style-type: none"> • Repeats words and phrases from familiar stories. • Asks questions about a book and makes comments and shares their own ideas. • Starts to understand print in the environment for example, their peg and name for self-registration • Shows an interest in books in the environment 	<p>Word Reading</p> <ul style="list-style-type: none"> • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> ○ spot and suggest rhymes ○ count or clap syllables in a word. • Recognises words with the same initial sound, such as money and mother. • Recognising own name. <p>Reading Comprehension</p> <ul style="list-style-type: none"> • Engages in extended conversations about stories, learning new vocabulary. • Making suggestions about what might happen next in a story. • Starts to look at books in the environment, following a story 	<p>Word Reading</p> <ul style="list-style-type: none"> • Identifying rhymes. • Joining in with the rhythm of well-known rhymes and song <p>Reading Comprehension</p> <ul style="list-style-type: none"> • Holding a book, turning the pages and indicating an understanding of pictures and print. • Telling a story to friends. • Talking about events and characters in books. • Understands the five key concepts about print: <ul style="list-style-type: none"> ○ print has meaning ○ print can have different purposes 			

Long Term Plan – 3-4 Year Olds

2025 - 2026

		<p>Writing</p> <ul style="list-style-type: none"> Makes marks on their picture to stand for their name. Notices some print, such as the first letter of their name, a bus or door number, or a familiar logo. Adds some marks to their drawings, which they give meaning to, e.g. 'That says mummy.' Drawing lines and circles in the air, on the floor or on large sheets of paper. 	<p>Writing</p> <ul style="list-style-type: none"> Use some of their print and letter knowledge in their early writing, e.g. writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Starting to write identifiable shapes and letters. Enjoys having a range of pencils, crayons, chalks and pens to choose from. 	<ul style="list-style-type: none"> we read English text from left to right and from top to bottom the names of the different parts of a book page sequencing <p>Writing</p> <ul style="list-style-type: none"> Telling an adult what they have drawn or painted. Ascribing meaning to other marks, like on signage. Can write some or all of their name. Using tools for mark making with control. Gripping using five fingers or preferably two fingers and thumb for control.
	<p>Understanding the World</p>	<p>Past and Present</p> <ul style="list-style-type: none"> Begins to have a basic understanding of terms like new and old. Show interest in old photographs, noticing differences between then and now. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> Notices differences between people. Makes connections between the features of their family and other families including talking about younger and older siblings. Understands that some places are special to members of their community. Starts to talk about celebrations in their own family that they have been a part of. Showing interest in the lives of people who are familiar to them <p>The Natural World</p> <ul style="list-style-type: none"> Uses all their senses in hands-on exploration of natural materials. Exploring the similarities and differences between natural and found objects. Talking about some of the things they have observed such as natural and found objects. Starting to develop an understanding of decay. Develop an understanding of Autumn 	<p>Past and Present</p> <ul style="list-style-type: none"> Retells stories that their parents have told them about their life-story and family. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> Continues developing positive attitudes about the differences between people. Recognising and describing special times or events for family or friends. Shows interest in different occupations, e.g. people who help us. <p>The Natural World</p> <ul style="list-style-type: none"> Understands the key features of the life cycle of an animal. Talks about the differences between materials and changes they notice (e.g. baking). Explores and talks about different forces they can feel, e.g. how the water pushes up when they try to push a plastic boat under it. Talking about why things happen and how things work. Talking about some of the things they have observed such as animals Starting to develop an understanding of growth Develop an understanding of Winter and changes into Spring Talks about the differences between materials and changes they notice (e.g. crispy cakes – melting) 	<p>Past and Present</p> <ul style="list-style-type: none"> Begins to have an understanding for terms like, yesterday, last week and last year; (when revisiting previous learning e.g. Floor Books) <p>People, Culture and Communities</p> <ul style="list-style-type: none"> Remembering and talking about significant events in their own experience. Celebrates and values cultural, religious and community events and experiences. Knows that there are different countries in the world and talks about the differences they have experienced or seen in photographs. <p>The Natural World</p> <ul style="list-style-type: none"> Understands the key features of the life cycle of a plant. Plants seeds and cares for growing plants. Asking questions about aspects of their familiar world such as the place where they live or the natural world; Talking about some of the things they have observed such as plants Starting to develop an understanding of changes over time.

		<ul style="list-style-type: none"> Talks about the differences between materials and changes they notice (e.g. baking biscuits – mixing) 		<ul style="list-style-type: none"> Showing care and concern for living things and the environment. Understands the effect of changing seasons on the natural world around them. Begins to understand the need to respect and care for the natural environment and all living things. Develop an understanding of Summer Talks about what they see, using a wide vocabulary. Talks about the differences between materials and changes
	<p>Expressive Arts and Design</p>	<p>Creating with Materials</p> <ul style="list-style-type: none"> Expresses ideas and feelings through making marks and sometimes giving a meaning to the marks they make. Explores different materials, using all their senses to investigate them. Manipulates and plays with different materials. Explores colour and colour mixing. Using various construction materials <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Joins in with songs and rhymes, making some sounds. Begins to develop complex stories using small world equipment e.g. the pole is now a horse, pine cones are now pasta Noticing what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Takes part in simple pretend play, using an object to represent something else even though they are not similar. 	<p>Creating with Materials</p> <ul style="list-style-type: none"> Explores different materials freely, developing their ideas about how to use them and what to make. Makes imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. Develops their own ideas and then decides which materials to use to express them, e.g. glue and masking tape for sticking pieces of scrap materials onto old cardboard boxes, paperclips and fasteners. Joining construction pieces together to build and balance. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Plays instruments with increasing control to express their feelings and ideas. Remembers and sings entire songs. Responds to what they have heard, expressing their thoughts and feelings. Engaging in imaginative role-play based on own first-hand experiences. Shows different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Building stories around toys, e.g. fire fighters rescuing trapped people. 	<p>Creating with Materials</p> <ul style="list-style-type: none"> Exploring colour and how colours can be changed. Understanding that they can use lines to enclose a space and then beginning to use these shapes to represent objects. Showing interest in and describing the texture of things. Beginning to construct stacking blocks vertically and horizontally, making enclosures and creating spaces <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Developing preferences for forms of expression. Using movement to express feelings. Creating movement in response to music. Singing to self and making up simple songs e.g. Head Shoulders Knees Toes becomes Neck, Elbows, Hips and Feet Using available resources to create props to support role play.



Long Term Plan – 3-4 Year Olds 2025 - 2026



Self Help Skills	<p>Take off simple clothing such as hats, socks and shoes</p> <p>Begin to put on coats and cardigans with help</p> <p>Start to attempt large fastenings like Velcro</p> <p>Wash and dry hands with reminders</p> <p>Use the toilet may need adult help</p> <p>Brush teeth with adult guidance</p> <p>Pour small drinks and self-access snack items with support</p> <p>Begin tidying up plates, cups and utensils with adult assistance</p> <p>Use a child safe knife to butter/ cut soft food</p>	<p>Begin putting on coats and jackets independently with some support for zips or buttons</p> <p>Start to manage simple clothes fastening e.g. Velcro, snaps, large buttons) by themselves</p> <p>Practice removing clothing independently and putting items in correct place</p> <p>Wash and dry hands more thoroughly, needing fewer reminders</p> <p>Use the toilet with increasing independence, manage clothes with occasional support</p> <p>Brush teeth with increasing support control, understanding why it is important</p> <p>Select snack items and pour drinks independently with minimal help</p> <p>Use child safe knife to butter and cut foods with supervision</p> <p>Wash and dry hands</p>	<p>Put on and take off coats, cardigans, jumpers and shoes independently</p> <p>Do up large zips and buttons with minimal support</p> <p>Begin to manage all basic dressing tasks confidently, including organising own clothing during routines</p> <p>Independently wash and dry hands at the correct times, understanding hygiene</p> <p>Confidently use the toilet and manage clothes independently</p> <p>Brush teeth thoroughly and understand the importance of oral hygiene</p> <p>Independently select and prepare their own snack, pour drinks and cut/spread safety</p> <p>Collect all items needed for snack and tidy up independently afterwards.</p>
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