

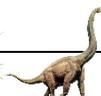


**EYFS Long Term Map 2025-2026: Cycle 1**

|  | <b><u>Autumn 1</u></b>   | <b><u>Autumn 2</u></b>                  | <b><u>Spring 1</u></b> | <b><u>Spring 2</u></b>                | <b><u>Summer 1</u></b> | <b><u>Summer 2</u></b> |
|--|--|---|------------------------|---------------------------------------|------------------------|------------------------|
| <b><u>Topic</u></b>  | All about me<br>People who help us   | Festivals/Celebrations<br>Autumn/Winter | Fairy tales<br>Winter  | Animals and Habitats<br>Spring/Easter | Dinosaurs              | Journeys/Holidays      |
| <b><u>Over Arching Principles</u></b>  | <b><u>Characteristics of Effective Learning</u></b>  |   |                        |                                       |                        |                        |
|  | <p><b>Playing and exploring:</b> Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.</p> <p><b>Active learning:</b> Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulation, life-long learners they are required to take ownership, accept challenges and learn persistence.</p> <p><b>Creating and thinking critically:</b> Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p> |   |                        |                                       |                        |                        |
| <p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong and positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p><b>Enabling Environments:</b> Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p><b>Learning and Development:</b> Children develop and learn at different rates. We must be aware of children who need greater support than others.</p>  |  |   |                        |                                       |                        |                        |
| <p>At Rainford Brook Lodge, we want <b>MAGIC</b> children. Children who are <i>motivated</i> and <i>aspirational</i>; children who <i>grow</i> in <i>independence</i> and <i>confidence</i> every single day! As children start their journey with us, we aim to ensure that our children are happy, feeling safe and secure in an environment where they can thrive, grow and learn. We believe that happy children learn best and so it is in the forefront of our minds to ensure that our children settle in positively, interacting with friends appropriately; understanding rules and expectations whilst showing respect for others and their surroundings. We encourage curiosity and so aim to develop curious minds in lots of different ways. We promote communication and we ensure that we give the time to listen and engage in meaningful conversations therefore supporting, developing or extending their thoughts and questions. Many of our children enter Reception above average in general but not always in Personal, Social and Emotional Development. It is therefore our job; our dedication and commitment to nurture this and whilst doing so prepare our children for the next chapter of their educational journey.</p> |  |   |                        |                                       |                        |                        |
| <b>‘Catering for Every Child’s Needs Every Day’</b>  |  |   |                        |                                       |                        |                        |

Motivated, Aspirational Growing in...Independence and Confidence

## EYFS Long Term Map 2025-2026: Cycle 1

|              |  |                                    |   |   |   |                       |   |                                       |   |   |                 |   |                 |   |
|--------------|--|------------------------------------|---|---|---|-----------------------|---|---------------------------------------|---|---|-----------------|---|-----------------|---|
|              |  | <b>Autumn 1</b>                    |  | <b>Autumn 2</b>                         |  | <b>Spring 1</b>       |  | <b>Spring 2</b>                       |  |  | <b>Summer 1</b> |  | <b>Summer 2</b> |  |
| <b>Topic</b> |  | All about me<br>People who help us |   | Festivals/Celebrations<br>Autumn/Winter |   | Fairy tales<br>Winter |   | Animals and Habitats<br>Spring/Easter |   | Dinosaurs   |                 | Journeys/Holidays   |                 |   |

# C&L

|  |                                     |   |
|--|-------------------------------------|---|
|  | <b>Prime Area</b><br>C&L (Tadpoles) | <p><b>Ongoing objectives throughout the year</b></p> <p>Develop an understanding of pronunciation and tenses<br/>           Be able to express themselves clearly<br/>           Use talk to organise themselves and their play<br/>           Use vocabulary to express need and identify key areas / objects within setting.<br/>           Understand simple instructions.<br/>           Start to say how they are feeling, using words as well as actions.<br/>           Pay attention to more than one thing at a time, which can be difficult. -Can shift from one task to another if attention is obtained</p> |
|--|-------------------------------------|---|

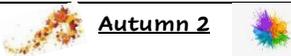
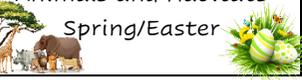
|  |                                      |   |
|--|--------------------------------------|---|
|  | <b>Prime Area</b><br>C&L (Reception) | <p><b>Ongoing objectives throughout the year</b></p> <p>Understand how to listen carefully and why listening is important; Learn new vocabulary, Use new vocabulary throughout the day; Ask questions to find out more and to check they understand what has been said to them; Articulate their ideas and thoughts in well-formed sentences; Connect one idea or action to another using a range of connectives; Describe events in some detail; Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen</p> <p>Develop social stories, Engage in story times<br/>           Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words (Talk 4 Writing)<br/>           Use vocabulary in different contexts<br/>           Listen carefully to rhymes and songs, paying attention to how they sound<br/>           Learn rhymes, poems and songs, Engage in non-fiction books<br/>           Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p><i>Chatter Time – Understanding of the World link: Question per week to discuss at home ready to engage in small group discussions. Evidence in floor books.</i></p> |
|--|--------------------------------------|---|

## EYFS Long Term Map 2025-2026: Cycle 1

|   |                  | Autumn 1  | Autumn 2  | Spring 1              | Spring 2                                | Summer 1                      | Summer 2                              |
|---|------------------|---|---|-----------------------|---|-------------------------------|---------------------------------------|
| <b>Topic</b>  |                  | All about me<br>People who help us  | Festivals/Celebrations<br>Autumn/Winter   | Fairy tales<br>Winter | Animals and Habitats<br>Spring/Easter   | Dinosaurs                     | Journeys/Holidays                     |
| <h1 style="margin: 0;">PSED</h1> <p style="text-align: center; margin: 5px 0;"><b>Ongoing objectives throughout the year</b></p> <p style="text-align: center; margin: 5px 0;">Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them</p> <p style="text-align: center; margin: 5px 0;">Develop their sense of responsibility and membership of a community</p> <p style="text-align: center; margin: 5px 0;">Show more confidence in new social situations: <i>listening walks</i></p> <p style="text-align: center; margin: 5px 0;">Play with one or more other children, elaborating play ideas</p> <p style="text-align: center; margin: 5px 0;">Find solutions to conflicts and rivalries</p> <p style="text-align: center; margin: 5px 0;">Remember rules without needing an adult to remind them</p> <p style="text-align: center; margin: 5px 0;">Develop appropriate ways of being assertive</p> <p style="text-align: center; margin: 5px 0;">Talk to others to solve conflicts</p> <p style="text-align: center; margin: 5px 0;">Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'</p> <p style="text-align: center; margin: 5px 0;">Understand gradually how others might be feeling</p> |                  |   |   |                       |   |                               |                                       |
| Prime Area  | PSED (Tadpoles)  | Become more outgoing with unfamiliar people, in the safe context of their setting.<br><br>Increasingly follow rules, understanding why they are important | <b>SMSC:</b> Bonfire Night; Remembrance Day; Thanksgiving (dinner) and Christmas.<br><br><i>Peer Massage: Permission to touch</i> |                       | <b>SMSC:</b> Easter Story; Mother's Day | <b>SMSC:</b> Ramadan; Shavuot | <b>SMSC:</b> Moving on and growing up |
| <p style="text-align: center; margin: 5px 0;"><b>Ongoing objectives throughout the year</b></p> <p style="text-align: center; margin: 5px 0;">Express their feelings and consider the feelings of others: <b>SMSC – Mindfulness:</b> <i>focus on breathing techniques and focus on the here and now</i></p> <p style="text-align: center; margin: 5px 0;">Show resilience and perseverance in the fact of challenge</p> <p style="text-align: center; margin: 5px 0;">Identify and moderate their own feelings socially and emotionally</p> <p style="text-align: center; margin: 5px 0;">Think about the perspectives of others</p> <p style="text-align: center; margin: 5px 0;">Manage their own needs</p>   |                  |   |   |                       |   |                               |                                       |
| Prime Area  | PSED (Reception) | See themselves as a valuable individual.<br><br>Build constructive and respectful relationships.  | <b>SMSC:</b> Bonfire Night (Village); Remembrance Day; Diwali; and Christmas<br><br><b>Enrichment:</b> <i>Walk to the Village</i> |                       | <b>SMSC:</b> Easter Story; Mother's Day | <b>SMSC:</b> Ramadan; Shavuot | <b>SMSC:</b> Moving on and growing up |

Motivated, Aspirational Growing in...Independence and Confidence

## EYFS Long Term Map 2025-2026: Cycle 1

|              |   |  |   |  |   |  |
|--------------|---|--|---|--|---|--|
|              | <br><b>Autumn 1</b> | <br><b>Autumn 2</b> | <br><b>Spring 1</b> | <br><b>Spring 2</b> | <br><b>Summer 1</b> | <br><b>Summer 2</b> |
| <b>Topic</b> | All about me<br>People who help us  | Festivals/Celebrations<br>Autumn/Winter  | Fairy tales<br>Winter   | Animals and Habitats<br>Spring/Easter  | Dinosaurs   | Journeys/Holidays  |

# PHYSICAL

|                   |                       |   |
|-------------------|-----------------------|---|
| <b>Prime Area</b> | <b>PD (Tadpoles)</b>  | <p style="text-align: center;"><b>Ongoing objectives throughout the year</b></p> <p style="text-align: center;">Continue to develop their movement, balancing, riding (Scooters, trikes and bikes) and ball skills</p> <p style="text-align: center;">Go up steps and stairs, or climb up apparatus, using alternate feet</p> <p style="text-align: center;">Skip, hop, stand on one leg and hold a pose for a game like musical statues</p> <p style="text-align: center;">Use large-muscle movements to wave flags and streamers, paint and make marks</p> <p style="text-align: center;">Start taking part in some group activities which they make up for themselves, or in teams</p> <p style="text-align: center;">Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm</p> <p style="text-align: center;">Match their developing physical skills to task and activities in the setting, e.g. decide whether to crawl, walk or run across a plank, depending on its length and width</p> <p style="text-align: center;">Choose the right resources to carry out their own plan</p> <p style="text-align: center;">Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks</p> <p style="text-align: center;">Use one-handed tools and equipment</p> <p style="text-align: center;">Use a comfortable grip with good control when holding pens and pencils</p> <p style="text-align: center;">Start eating independently and learning how to use a knife and fork <b>(+A2)</b></p> <p style="text-align: center;">Show a preference for a dominant hand</p> <p style="text-align: center;">Be increasingly independent as they get dress and undressed <b>(+A2)</b></p> <p style="text-align: center;">Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly</p> <p style="text-align: center;">Make healthy choices about food, drink, activity and toothbrushing</p> <p style="text-align: center;">Use large-muscle movements to wave flags and streamers, paint and make marks</p> <p style="text-align: center;">Start eating independently and learning how to use a knife and fork - <i>Thanksgiving</i></p> <p style="text-align: center;">Be increasingly independent as they get dress and undressed</p> <p style="text-align: center;"><small>SMSC: Yoga – weekly</small></p> |
| <b>Prime Area</b> | <b>PD (Reception)</b> | <p style="text-align: center;"><b>Ongoing objectives throughout the year</b></p> <p style="text-align: center;">Revise and refine fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping and climbing</p> <p style="text-align: center;">Progress towards a more fluent style of moving, with developing control and grace</p> <p style="text-align: center;">Develop the overall body, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming</p> <p style="text-align: center;">Develop their small motor skills so that they can use a range of tools competently. Suggested tools: pencils for drawing and writing paintbrushes, scissors, knives, forks and spoons</p> <p style="text-align: center;">Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p style="text-align: center;">Combine different movements with ease and fluency</p> <p style="text-align: center;">Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</p> <p style="text-align: center;">Develop overall body-strength, balance, co-ordination and agility</p> <p style="text-align: center;">Further develop a refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming</p> <p style="text-align: center;">Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball</p> <p style="text-align: center;">Develop the foundations of a handwriting style which is fast, accurate and efficient</p> <p style="text-align: center;">Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating <b>(+A2)</b>, toothbrushing <b>(+A2)</b>, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian</p> <p style="text-align: center;">Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene <b>(+A1)</b></p>  |

Motivated, Aspirational Growing in...Independence and Confidence

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|              |   |  |  |  |   |   |
|--------------|---|--|--|--|---|---|
|              | <br><b>Autumn 1</b> | <br><b>Autumn 2</b> | <br><b>Spring 1</b> | <br><b>Spring 2</b> | <br><b>Summer 1</b> | <br><b>Summer 2</b> |
| <b>Topic</b> | All about me<br>People who help us  | Festivals/Celebrations<br>Autumn/Winter  | Fairy tales<br>Winter  | Animals and Habitats<br>Spring/Easter  | Dinosaurs   | Journeys/Holidays   |

# LITERACY

|                      |                             |  |  |   |   |   |  |
|----------------------|-----------------------------|--|--|---|---|---|--|
|                      | <b>Quality Texts</b>        | <p><b>Other texts:</b><br/>Alfie's feet, Maisy goes to Pre-School/ Topsy and Tim start school, Home, Going to School, Maisy goes to Hospital, Topsy and Tim go to Hospital, Postman Pat's Difficult Day, When I'm a Grown Up , Topsy and Tim go to the Drs Surgery<br/>Mog at the vet<br/>Come to school Blue Kangaroo<br/>I am too absolutely small for school<br/>Boris starts schools<br/>Starting School<br/>Colour Monster goes to School</p>   | <p><b>Other texts:</b><br/>Meg and Mog<br/>Bonfire night/ Guy Fawkes<br/>Thanksgiving story<br/>The First Christmas<br/><br/>Little Glow: explores religious and cultural festivals, including Diwali, Hanukkah, Ramadan and Chinese New Year.</p> | <p><b>Other texts:</b><br/>Goldilocks and the Three Bears<br/>Hansel and Gretel<br/>Three Little Pigs<br/>The Gingerbread Man<br/>Jack and the Beanstalk<br/>Elves and the Shoemaker<br/>Not Enough for Queen Fluff</p> | <p><b>Other texts:</b><br/>Mog and the Vet<br/>Dear Zoo<br/>Owl Babies<br/>Noisy Farm<br/>Scarecrow's Wedding<br/>Down in the Jungle<br/>Rumble in the Jungle</p> | <p><b>Other texts:</b><br/>Ten Little Dinosaurs<br/>Dinosaurs Love Underpants<br/>Tyrannosaurus Drip<br/>Harry and his Bucketful of Dinosaurs<br/>Bumpus Jumpus Dinosaurumpus</p> | <p><b>Other texts:</b><br/>Mr Gumpy's Outing<br/>The Train Ride<br/>Stick Man<br/>Rosie's Walk<br/>The Train Ride<br/>Handa's Surprise</p> |
| <b>Specific Area</b> | <b>Literacy (Tadpoles)</b>  | <p><b>Ongoing objectives throughout the year</b><br/>Understand the five key concepts about print: print has meaning; print can have different purposes; we read English text from left to right and from top to bottom; the names of the different parts of a book; page sequencing<br/>Engage in extended conversations about stories, learning new vocabulary<br/>Use some of their print and letter knowledge in their early writing<br/>Write some or all of their name<br/>Write some letters accurately</p> |  |   |   |   |  |
|                      |                             | Develop their phonological awareness, so that they can: count and clap syllables in a word   | Develop their phonological awareness, so that they can: count and clap syllables in a word   | Develop their phonological awareness, so that they can: recognise words with the same initial sound, such as money and mother<br><br><i>Enrichment: Visit from Rachel Lyons (Author).</i>                               | Develop their phonological awareness, so that they can: recognise words with the same initial sound, such as money and mother                                     | Develop their phonological awareness, so that they can: spot and suggest rhymes   | Develop their phonological awareness, so that they can: spot and suggest rhymes  |
| <b>Specific Area</b> | <b>Literacy (Reception)</b> | <p><b>Ongoing objectives throughout the year</b><br/>Form lower-case and capital letters correctly<br/>Spell words by identifying the sounds and then writing the sounds with letter/s</p>   |  |   |   |   |  |

Motivated, Aspirational Growing in...Independence and Confidence

### EYFS Long Term Map 2025-2026: Cycle 1

|               |   |   |   |  |  |  |  |
|---------------|---|---|---|--|--|--|--|
|               |   | <p>Read individual letters by saying the sounds for them</p> <p>Read some letter groups that each represent one sound and say sounds to them</p>  | <p>Blend sounds into words, so that they can read short words made up of known letters – sound correspondences</p> <p>Read some letter groups that each represent one sound and say sounds to them</p> <p>Read a few common exception words matched to the school's programme</p> | <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary a few exception words</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p>  | <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary a few exception words</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</p> | <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary a few exception words</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</p> <p>Re read what they have written to check it makes sense</p> | <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary a few exception words</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop</p> <p>Re read what they have written to check it makes sense</p> |
| Quality Texts | <p><b>Focus Texts:</b><br/>Colour Monster goes to School<br/>In every house in every street</p> <p><b>Other texts:</b><br/>NO I choose, You choose<br/>Maisy goes to School<br/>Come to school Blue Kangaroo<br/>I am too absolutely small for school<br/>Boris starts school<br/>Starting School</p> <p>Topsy and Tim start school<br/>Maisy goes to Hospital<br/>Topsy and Tim go to Hospital<br/>Cops and robbers<br/>Mr Men Police station<br/>Officer George</p> | <p><b>Focus Texts:</b><br/>The Enormous Turnip</p> <p><b>Other texts:</b><br/>NO Red Rockets and Rainbow Jelly (oracy pattern)<br/>Bonfire night/ Guy Fawkes<br/>Mr Men Divali</p> <p>Little Glow: explores religious and cultural festivals, including Diwali, Hanukkah, Ramadan.<br/>Eight Candles to Light. A Chanukah story.</p> <p>The First Christmas</p> | <p><b>Focus Texts:</b><br/>The Three Billy Goats Gruff</p> <p><b>Other texts:</b><br/>NO Hello hello<br/><b>The 3 Little Pigs</b><br/>Goldilocks and the Three Bears<br/>Jack and the Beanstalk<br/>The Magic Paintbrush ( a traditional Chinese tale)<br/>Dim Sum Palace</p>     | <p><b>Focus Texts:</b><br/>The Selfish Crocodile</p> <p><b>Other texts:</b><br/><b>NO The family book</b><br/>A tale of 2 feathers<br/>What the Ladybird Heard<br/>Mog and the Vet<br/>Dear Zoo<br/>Owl Babies<br/>Noisy Farm<br/>Scarecrow's Wedding<br/>Down in the Jungle<br/>Rumble in the Jungle<br/>Easter</p> | <p><b>Focus Texts:</b><br/>The Little Green Dinosaur</p> <p><b>Other texts:</b><br/>The Perfect rabbit<br/>Life-cycle non-fiction<br/><b>NO Mummy, mama and me</b><br/>Ten Little Dinosaurs<br/>Dinosaurs Love Underpants<br/>Tyrannosaurus Drip<br/>Harry and his Bucketful of Dinosaurs<br/>Bumpus Jumpus<br/>Dinosaurumpus</p>  | <p><b>Focus Texts:</b><br/>Handa's Surprise</p> <p><b>Other texts:</b><br/>NO Blue Chameleon<br/>Mr Gumpy's Outing<br/>The Train Ride<br/>Stick Man<br/>What the Ladybird heard at the seaside<br/>Rosie's Walk<br/>The Train Ride</p>   |  |

## EYFS Long Term Map 2025-2026: Cycle 1

|              |  <b>Autumn 1</b> |  <b>Autumn 2</b> |  <b>Spring 1</b> |  <b>Spring 2</b> |  <b>Summer 1</b> |  <b>Summer 2</b> |
|--------------|---|---|---|---|---|---|
| <b>Topic</b> | All about me<br>People who help us  | Festivals/Celebrations<br>Autumn/Winter   | Fairy tales<br>Winter   | Animals and Habitats<br>Spring/Easter   | Dinosaurs   | Journeys/Holidays   |

# MATHS

| <b>Specific Area</b><br><b>Mathematics (Tadpoles)</b> | <p>Develop fast recognition of up to 3 objects, without having to count them individually (Subitising)</p> <p>Recite numbers past 5</p> <p>Say one number for each item in order: 1, 2, 3, 4, 5</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)</p> <p>Show 'finger numbers' up to 5</p> <p>Link numerals and amounts</p> <p>Talk about and explore 2D shapes using informal language</p> <p>Understand position through words alone</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof</p> <p>Combine shapes to make new ones – an arch, a bigger triangle etc</p> <p>Talk about and identify patterns around them.</p> | <p>Develop fast recognition of up to 3 objects, without having to count them individually (Subitising)</p> <p>Recite numbers past 5</p> <p>Say one number for each item in order: 1, 2, 3, 4, 5</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle)</p> <p>Show 'finger numbers' up to 5</p> <p>Link numerals and amounts</p> <p>Talk about and explore 2D shapes using informal language</p> | <p>Experiment with their own symbols and marks as well as numerals</p> <p>Solve real world mathematical problems with numbers up to 5</p> <p>Compare quantities using language: 'more than', 'fewer than'</p> <p>Talk about and explore 2D shapes using informal language</p> <p>Make comparisons between objects relating to size, length, weight and capacity</p> | <p>Experiment with their own symbols and marks as well as numerals</p> <p>Solve real world mathematical problems with numbers up to 5</p> <p>Compare quantities using language: 'more than', 'fewer than'</p> <p>Talk about and explore 2D shapes using informal language</p> <p>Make comparisons between objects relating to size, length, weight and capacity</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf</p> | <p>Talk about and explore 3D shapes using informal language</p> <p>Notice and correct an error in a repeating pattern</p> <p>Begin to describe a sequence of real events, real or fictional, using words such as 'first', 'then'</p> | <p>Talk about and explore 3D shapes using informal language</p> <p>Understand position through words alone</p> <p>Describe a familiar route</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'</p> <p>Begin to describe a sequence of real events, real or fictional, using words such as 'first', 'then'</p> |
|---|--|--|---|---|--|---|

## EYFS Long Term Map 2025-2026: Cycle 1

| Specific Area | Mathematics (Reception) | Mastering Number – Autumn Term   | Mastering Number – Spring Term   | Mastering Number – Summer Term   |
|---------------|-------------------------|--|--|--|
|               |                         | <p>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.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>• identify when a set can be subitised and when counting is needed</li> <li>• subitise different arrangements, both unstructured and structured, including using the Hungarian number frame</li> <li>• make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills</li> <li>• spot smaller numbers ‘hiding’ inside larger numbers • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers</li> <li>• 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</li> <li>• 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</li> <li>• compare sets of objects by matching</li> <li>• begin to develop the language of ‘whole’ when talking about objects which have parts</li> </ul> | <p>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.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>• continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals</li> <li>• begin to identify missing parts for numbers within 5</li> <li>• 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</li> <li>• focus on equal and unequal groups when comparing numbers</li> <li>• understand that two equal groups can be called a ‘double’ and connect this to finger patterns</li> <li>• sort odd and even numbers according to their ‘shape’</li> <li>• continue to develop their understanding of the counting sequence and link cardinality and ordinality through the ‘staircase’ pattern</li> <li>• order numbers and play track games</li> <li>• join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers</li> </ul> | <p>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.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> <li>• continue to develop their counting skills, counting larger sets as well as counting actions and sounds</li> <li>• explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame</li> <li>• compare quantities and numbers, including sets of objects which have different attributes <ul style="list-style-type: none"> <li>• 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</li> <li>• begin to generalise about ‘one more than’ and ‘one less than’ numbers within 10</li> </ul> </li> <li>• continue to identify when sets can be subitised and when counting is necessary</li> <li>• develop conceptual subitising skills including when using a rekenrek</li> </ul> |

Motivated, Aspirational Growing in...Independence and Confidence

EYFS Long Term Map 2025-2026: Cycle 1

|              |   |   |   |   |  |   |
|--------------|---|---|---|---|--|---|
|              |  <b>Autumn 1</b>  |  <b>Autumn 2</b>                         |  <b>Spring 1</b>  | <b>Spring 2</b>                         | <b>Summer 1</b>  |  <b>Summer 2</b>   |
| <b>Topic</b> | All about me<br>People who help us  | Festivals/Celebrations<br>Autumn/Winter  | Fairy tales<br>Winter    | Animals and Habitats<br>Spring/Easter  | Dinosaurs  | Journeys/Holidays  |

**UTW**

|                      |                                |  |
|----------------------|--------------------------------|--|
| <b>Specific Area</b> | <b>Understanding the World</b> | <p><b>Ongoing objectives throughout the year</b></p> <p>Use all their senses in hands-on exploration of natural materials</p> <p>Explore collections of materials with similar and/or different properties</p> <p>Talk about what they see, using a wide range of vocabulary</p> <p><b>Talk about what they see in their own environment using wider vocabulary</b></p> <p>Comments on fictional characters in stories</p> |
|----------------------|--------------------------------|--|

Motivated, Aspirational Growing in...Independence and Confidence

**EYFS Long Term Map 2025-2026: Cycle 1**

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|--|--|---|---|---|---|---|---|
|  |  | <p><b>Geography</b><br/> <b>Can explain features of other homes</b><br/> <b>Know where they live (house, flat, bungalow)</b><br/> <b>Identifies features on a simple map (trees, river, house, mountain)</b><br/> <b>Talk about local environments (their road, the park, features of Rainford Village)</b></p> <p><b>History</b><br/> <b>Able to say who they are and who they live with</b><br/> <b>Share likes and dislikes</b><br/> <b>Can briefly talk about some members of their family</b><br/>         Begin to make sense of their own life-story and family's history<br/> <b>Sequence family members by size and name (baby, toddler, child, teenager, adult, elderly)</b><br/> <b>Shows an interest in different occupations (nurse, doctor, police, fire...)</b><br/> <b>Talks about a wider range of occupations</b><br/>         Explore how things work<br/>         Continue developing positive attitudes about the differences between people</p> | <p><b>Science</b><br/>         Talk about the differences between materials and changes they notice including cooking and melting<br/> <br/>         Talk about the differences between materials and changes they notice including exploring how you can shine light through some materials, but not others. Investigate shadows<br/> <br/>         Plan and introduce new vocabulary related to exploration, and encourage children to use it</p> <p><b>RE</b><br/>         Continue developing positive attitudes about the differences between people</p> | <p><b>RE</b><br/>         Continue developing positive attitudes about the differences between people</p> | <p><b>Science</b><br/>         Explore collections of materials with similar and/or different properties<br/> <br/>         Understand the key features of the life cycle of a plant and animal<br/> <br/>         Begin to understand the need to respect and care for the natural environment and all living things<br/> <br/>         Plan and introduce new vocabulary related to exploration, and encourage children to use it</p> | <p><b>Science</b><br/>         Explore collections of materials with similar and/or different properties<br/> <br/>         Plant seeds and care for growing plants</p> | <p><b>Geography</b><br/> <b>Know what a map is used for</b><br/> <b>Know that they live in England</b><br/> <b>Know that there are different countries in the world</b><br/> <b>Can articulate what daily life is like in our country</b><br/> <b>Explains how life may be different for other children</b></p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> <p><b>Science</b><br/>         Explore and talk about different forces they can feel<br/> <br/>         Talk about the differences between materials and changes they notice including sinking and floating</p> <p><b>History</b><br/> <b>Sequence family members by size and name (baby, toddler, child, teenager, adult, elderly)</b><br/> <b>Comments on historical figures or objects in non-fiction texts</b></p> |
| <p align="center"><b>Specific Area</b><br/><b>Understanding the World</b><br/><b>(Reception)</b></p> | <p align="center"><b>Ongoing objectives throughout the year</b><br/>         Understand the effect of changing seasons on the natural world around them<br/> <b>ENP – Water Permeability: Observe the weather and seasons as part of their daily routine e.g. measure rainfall and use to water plants, wind chimes or sun dial to investigate weather.</b><br/>         Explore the natural world around them – <i>explore the grounds, finding items that are the same (Maths), moving on to drawing and using maps</i><br/> <b>Compare and contrast characters from stories, sharing similarities and differences</b></p> |   |   |   |   |   |   |

Motivated, Aspirational Growing in...Independence and Confidence

## EYFS Long Term Map 2025–2026: Cycle 1

|  |   |  |   |  |  |  |
|--|---|--|---|--|--|--|
|  | <p><b>Geography</b><br/>Can use maps to locate objects in 'real life'<br/>Identifies features on a simple map (trees, house, river, mountain)<br/>Draw information from a map<br/>Talk about local environments (their road, the park, features of Rainford Village)<br/>Can identify similarities and differences between homes in our country<br/>Recognise some environments that are different to the one in which they live<br/><b>History</b><br/>Sequence family members, explaining who they are and the key differences between what they can/can't do<br/>Name and describe people who are familiar to them<br/>Discuss different occupations of family members<br/>Can identify similarities and differences between jobs<br/>Talk about past and upcoming events with their immediate family<br/>Talk about members of immediate family in more detail<br/>Can discuss similarities and differences between people in their family and community<br/>Talk about members of their immediate family and community<br/>Can identify emergency situations and knows who to call<br/><b>Science</b><br/>Describe what they see, hear and feel whilst outside<br/>ENP – Emotional Responses to Nature: Understand the effect of nature on Health and Wellbeing.</p> | <p><b>RE</b><br/>Understand that some places are special to members of their community<br/><br/>Recognise that people have different beliefs and celebrate special times in different ways</p> | <p><b>Geography</b><br/>Make comparisons between life for children in different countries</p> | <p><b>RE</b><br/>Understand that some places are special to members of their community<br/><br/>Recognise that people have different beliefs and celebrate special times in different ways<br/><br/><b>Science</b><br/>Describe what they see, hear and feel whilst outside<br/>ENP – Living Books: Owl Babies: Use imagination, create artwork from recyclable materials in your chosen outdoor location.<br/><br/>Recognise some environments that are different to the one in which they live.<br/>ENP – How to water plants: recognise that plants need water to grow.</p> | <p><b>Geography</b><br/>Know that four countries make up the UK and can name at least two of them<br/>Know that different countries have different homes<br/>Can identify similarities and differences between homes in other countries<br/>Recognise some similarities and differences between life in this country and life in other countries<br/>Explains how life may be different for other children.<br/>Make comparisons between life for children in different countries<br/>Use pictures to compare and contrast environments around the world<br/>Can name two different countries<br/>Can briefly explain the difference between human and physical features<br/>Use pictures to compare and contrast environments around the world<br/><b>History</b><br/>Compare and contrast historical figures and objects from non-fiction texts, sharing similarities and differences (Mary Anning, Mary Seacole)<br/>Compare and contrast characters from stories, including figures from the past<br/>Comment on images of familiar situations in the past<br/><br/><b>Science</b><br/>Recognise some environments that are different to the one in which they live<br/>ENP – Habit Hero: close observations of nature, noticing similarities and differences between types of habitats.</p> | <p><b>Science</b><br/>Recognise some environments that are different to the one in which they live<br/>ENP – Guess the Habitat: Identify a range of microhabitats in the school grounds.<br/><br/><b>History</b><br/>Compare and contrast historical figures and objects from non-fiction texts, sharing similarities and differences (Amelia Earhart)<br/>Compare and contrast characters from stories, including figures from the past</p> |
|--|---|--|---|--|--|--|

## EYFS Long Term Map 2025-2026: Cycle 1

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|--|--|---|---|---|---|---|---|---|--|---|
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| <b>Autumn 1</b>  |  | <b>Autumn 2</b>   |   | <b>Spring 1</b>   |   | <b>Spring 2</b>   |   | <b>Summer 1</b>   |  | <b>Summer 2</b>   |

# EAD

| <b>Topic</b> | All about me<br>People who help us | Festivals/Celebrations<br>Autumn/Winter | Fairy tales<br>Winter | Animals and Habitats<br>Spring/Easter | Dinosaurs | Journeys/Holidays |
|--------------|------------------------------------|---|-----------------------|---------------------------------------|-----------|-------------------|
|--------------|------------------------------------|---|-----------------------|---------------------------------------|-----------|-------------------|

|                      |                                   |  |
|----------------------|-----------------------------------|--|
| <b>Specific Area</b> | <b>Expressive Arts and Design</b> | <p><b><u>Ongoing objectives throughout the year</u></b></p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc</p> <p>Making imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects</p> <p>Use drawing to represent ideas like movement or loud noises</p> <p>Explore colour and colour-mixing</p> <p>Play instruments with increasing control to express their feelings and ideas</p> |
|----------------------|-----------------------------------|--|

Motivated, Aspirational Growing in...Independence and Confidence

### EYFS Long Term Map 2025-2026: Cycle 1

|                      |  |   |  |  |   |   |
|----------------------|--|---|--|--|---|---|
|                      | <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make</p> <p>Develop their own ideas and then decide which materials to use to express them</p> <p>Join different materials and explore different textures</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including lines</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness</p> <p>Listen with increased attention to sounds</p> <p>Respond to what they have heard, expressing their thoughts and feelings</p> <p>Remember and sing entire songs</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up)</p>  | <p>Show different emotions in their drawings and paintings, like happiness, sadness</p> <p>Remember and sing entire songs</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up)</p> | <p>Sing the pitch of a tone sung by another person (pitch match)</p> | <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make</p> <p>Develop their own ideas and then decide which materials to use to express them</p> <p>Join different materials and explore different textures</p> | <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc</p> | <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc</p> |
| <b>Specific Area</b> | <p><b>Ongoing objectives throughout the year</b></p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Create collaboratively, sharing ideas, resources and skills: <i>George Seurat (+A1)</i></p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses</p> <p>Sing in a small group or on their own, increasingly matching the pitch and following the melody</p> <p>Develop storylines in their pretend play</p> <p>Explore and engage in music making dance, performing solo or in groups</p> |   |  |  |   |   |

Motivated, Aspirational Growing in...Independence and Confidence

### EYFS Long Term Map 2025-2026: Cycle 1

|                           |   |   |  |  |   |   |
|---------------------------|---|---|--|--|---|---|
| <b>KAPOW Art &amp; DT</b> | <p><b>Hibernation Boxes.</b><br/>ELG: The Natural<br/>World: Explore the natural world around them, making observations and drawing pictures of animals and plants<br/>ELG: The Natural<br/>World: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.<br/>ELG: Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> | <p><b>Drawing</b><br/><b>Marvellous Marks</b><br/><i>Talk about their ideas and explore different ways to record them using a range of media.</i><br/><i>Experiment in an exploratory way.</i><br/><i>Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.</i><br/><i>Begin to develop observational skills (for example, by using mirrors to include the main features of faces).</i><br/><i>Enjoy looking at and talking about art.</i><br/><i>Talk about their artwork, stating what they feel they did well.</i><br/><i>Say if they like an artwork or not and begin to form opinions by explaining why.</i></p> | <p><b>Spring</b><br/><b>Flower threading</b><br/>ELG: Fine motor skills: Use a range of small tools, including scissors, paint brushes and cutlery.<br/>Expressive arts and design<br/>ELG: Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.<br/>ELG: Creating with Materials: Share their creations, explaining the process they have used.</p> | <p><b>Painting and Mixed Media</b><br/><b>Paint my world</b><br/><i>Talk about their ideas and explore different ways to record them using a range of media.</i><br/><i>Experiment in an exploratory way.</i><br/><i>Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.</i><br/><i>Enjoy looking at and talking about art.</i><br/><i>Recognise that artists create varying types of art and use lots of different types of materials.</i><br/><i>Recognise that artists can be inspired by many things.</i><br/><i>Talk about their artwork, stating what they feel they did well.</i><br/><i>Say if they like an artwork or not and begin to form opinions by explaining why.</i></p> | <p><b>Summer</b><br/><b>Designing a rainbow salad</b><br/>ELG: Speaking: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.<br/>Personal, social and emotional development<br/>ELG: Managing self: Manage their own basic hygiene and personal needs, including...understanding the importance of healthy food choices.<br/>Understanding the world<br/>ELG: The Natural<br/>World: Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> | <p><b>Sculpture and 3D</b><br/><b>Creation Station</b><br/><i>Talk about their ideas and explore different ways to record them using a range of media.</i><br/><i>Experiment in an exploratory way.</i><br/><i>Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome.</i><br/><i>Cut, thread, join and manipulate materials safely, focussing on process over outcome.</i><br/><i>Begin to develop observational skills (for example, by using mirrors to include the main features of faces).</i><br/><i>Enjoy looking at and talking about art.</i><br/><i>Recognise that artists create varying types of art and use lots of different types of materials.</i><br/><i>Recognise that artists can be inspired by many things.</i><br/><i>Talk about their artwork, stating what they feel they did well.</i><br/><i>Say if they like an artwork or not and begin to form opinions by explaining why.</i></p> |
|                           | <b>Enrichments</b>  | <p>Policemen, Ambulance Service and Fire Fighters<br/>People who help us within school: Police Officers,<br/>Invite a parent in to bath a baby*</p>   | <p>Thanksgiving dinner<br/>Visit to the church</p>   | <p>Discussion around Chinese New Year<br/>Mother's Day- assembly</p>   | <p>Invite a vet in</p>  | <p>Imagine That trip!<br/>Utilise experts from across school – children in different year groups</p>  |

Motivated, Aspirational Growing in...Independence and Confidence

## EYFS Long Term Map 2025-2026: Cycle 1

| Early Learning Goals – For the <b>End of the Year</b> – Best Fit Judgement!  |  |   |   |   |  |   |
|--|--|---|---|---|--|---|
| Communication and Language   | Personal, Social, Emotional Development  | Physical Development  | Literacy  | Maths   | Understanding of the World   | Expressive Arts and Design  |
| <p><b>ELG: Listening, Attention and Understanding</b></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</p> <p>Make comments about what they have heard and ask questions to clarify their understanding;</p> <p>Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><b>ELG: Speaking</b></p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas using recently introduced vocabulary;</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> | <p><b>ELG: Self-regulation</b></p> <p>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly;</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</p> <p>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.</p> <p><b>ELG: Managing Self</b></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly;</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>ELG: Building Relationships</b></p> <p>Work and play cooperatively and take turns with others;</p> | <p><b>ELG: Gross Motor Skills</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others;</p> <p>Demonstrate strength, balance and co-ordination when playing;</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>ELG: Fine Motor Skills</b></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery;</p> <p>Begin to show accuracy and care when drawing.</p> | <p><b>ELG: Comprehension</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</p> <p>Anticipate – when appropriate – key events in stories;</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play.</p> <p><b>ELG: Word Reading</b></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs;</p> <p>Read words consistent with their phonic knowledge by sound-blending;</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>ELG: Writing</b></p> <p>Write recognisable letters, most of which are correctly formed;</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</p> <p>Write simple phrases and sentences that can be read by others.</p> | <p><b>ELG: Number</b></p> <p>Have a deep understanding of numbers to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5;</p> <p>Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some numbers to 10, including double facts.</p> <p><b>ELG: Numerical Patterns</b></p> <p>Verbally count beyond 20, recognising the pattern of the counting system;</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> | <p><b>ELG: Past and Present</b></p> <p>Talk about the lives of the people around them and their roles in society;</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>ELG: People, Culture and Communities</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, non-fiction texts and maps;</p> <p>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;</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><b>ELG: The Natural World</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> | <p><b>ELG: Creating with Materials</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p>Share their creations, explaining the process they have used;</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>ELG: Being Imaginative and Expressive</b></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher;</p> <p>Sing a range of well-known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time in music.</p> |

Motivated, Aspirational Growing in...Independence and Confidence

**EYFS Long Term Map 2025-2026: Cycle 1**

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|  | From positive attachments to adults and friendships with peers;<br>Show sensitivity to their own and to others' needs. |  |  |  |  |  |
|--|--|--|--|--|--|--|

Motivated, Aspirational Growing in...Independence and Confidence