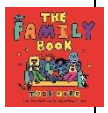
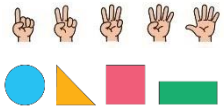
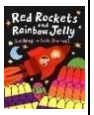
EYFS Long Term Curriculum Plan – 2026 – 2027

Term		Topic Overview	Enrichment Opportunities	Key Texts and Stories	Communication and Language	Literacy	Maths (First4Maths)
Autumn 1	Marvellous Me	Settling into school and learning new routines, making new friends. Knowing that we are all unique and special and how we have changed. Knowing who make up our families and why they are special. Knowing how the community around us helps us in different ways.	- Exploring our outdoor area. - Visits from people who help us. - Autumn walk to the park - Stay and Play session with parents and carers. - Autumn Craft: Autumn Wreaths	 A Superhero Like You A Handful of Buttons Leaf Man Once There Were Giants When I was Like You Wow Said the Owl Someone Just Like You     **Inspirational People** Jane Goodall **No Outsiders** The Family Book	- Greeting our teachers and friends with 'good morning' each and using 'thank you' in appropriate situations (e.g. dinner hall). - Learning how to talk, taking turns in conversation. - Develop our listening skills, following simple instructions e.g. get your bag. - Engage in story times. - Speak in a small group. - Begin to learn new vocabulary in stories. - Sing nursery rhymes in a group.	- Recognising and beginning to copy some letters from my name/write my name. - Drawing pictures to retell familiar stories. - Segmenting simple CVC words by recognising the sounds such as mat, sat, sit etc. - Begin to read CVC words by recognising the sounds in them and blending them together. - Reading taught high frequency words.	- Recognise numbers to 5 and rote count to 5. - Compare objects using more and fewer. - Subitise groups of objects 1-3. - Recognise and name 2D shapes. - Copy and create AB patterns. 
		Physical Development	**Personal, Social and Emotional Development**	**Expressive Art and Design**	**Understanding the World**	**Phonics**	**Poetry Spine**
		Fine Motor - Mark-making activities using lots of simple tools. - Make snips in paper and card using scissors. - To use a dominant hand when using tools. - Begin to use a tripod grip. **Gross Motor** - Using large construction materials to build. - Move in different ways, navigating space safely.	- Learning school routines and expectations e.g. tidy up time, taking turns, waiting patiently. - Learning to make new friendships and developing skills to share and take turns with them. - Begin to name some common feelings in themselves and others. **PSHCE Lessons: Self-regulation: My Feelings** Begin to understand and explore my feelings.	- Name all colours and learn primary colours. - Role play in the home corner and people in the community e.g. post office, doctors' surgery, dentist surgery. **Art (Mark Making)** - Mark making with a variety of medias e.g wax crayons, pencils, felt tips, chalk. - Making observational drawings of an object, then	**People, Culture and Communities** Talking about my family and who is special to us. Talk about who can help us in our community and how they can help us. **Past and Present** Children will discover how they have changed since they were a baby.	**Unit 1 – a, i, m, s, t** mat, sat, sit, Tim, Tam **Unit 2 – n, p, o** map, nap, pot, pan, sip, tin, pat, pin, man **Unit 3 – b, c, g, h** bag, can, gap, cap, cot, bat, hit, hop, ham, pig, tap **High Frequency Words** is, a, the, I	**A Bundle of Rhymes** **Nursery Rhymes by Mother Goose** Jack be Nimble Hey Diddle Diddle Hickory Dickory Dock Little Miss Muffet Traditional nursery rhymes are focused on each day to enhance aspects of Phase 1: body percussion, rhythm

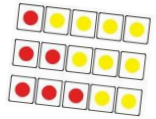
		- Using large tools such as outdoor brushes. - Climbing on equipment indoors and outdoors. - Riding balance bikes and scooters.	Identifying different feelings and learning how to communicate these to others.	their faces focusing on features. **Music – Exploring Sounds** - Making sounds using our bodies, voices and instruments and exploring sounds in the environment.	Children will talk about their immediate family members and members in the community. **The Natural World** Children will know the life cycle of a human and how they have changed and will change. Children will explore different animals and their homes and compare it to their own home. Children will use their senses to explore the world around them, including the changing effects of the seasons (continued into Autumn 2).		and rhyme and voice sounds. There us an emphasis on reciting rhymes and exploring the narrative through play as well as sequencing, drawing and matching activities. Outcome: Recite rhymes and use them to build a narrative.

Term		Topic Overview	Enrichment Opportunities	Key Texts and Stories	Communication and Language	Literacy	Maths (First4Maths)
Autumn 2	Let's Celebrate	Through stories, songs, videos and experiences, children will explore celebrations celebrated by themselves and other people in our school and the community. Exploring what happens at night, what happens in the sky, what space is and how/why people travel there (Neil Armstrong link).  	- Nativity performance - Stay and Play session with parents and carers. - Outdoor Area – bonfire pictures. - Winter Craft: Threaded snowflakes. - Christmas Parties 	Dipla's Diwali The Jolly Christmas Postman The Christmas Story Pumpkin Soup Kipper's Birthday  Festivals Let's Celebrate **Inspirational People** Neil Armstrong **No Outsiders** Red Rockets and Rainbow Jelly. 	- Engage in story times and join in with repeated phrases. - Retell a simple story using a story map. - Sharing our own ideas and answering questions. - Continue to add to our previously new vocabulary and use this throughout the day. - Communicate my needs, feelings and ideas using talk. - Connect one idea or actions using a range of connectives.	- Write simple captions e.g. a big cat, the dog sat, I can sit on the mat. - Write simple labels and lists. - Answer questions about the stories we read. - Sequencing simple stories. - Read CVC words using new taught sounds. - Begin to read simple captions e.g. a big cat, the dog sat, I can sit on the mat.	Subitise to 5 and recognise numbers with numbers (conceptual subitising) Count out objects to 10 accurately. Compare groups of objects using more and fewer. Finding one more than a number to 10. Rote count to 10. Order numbers to 10 forwards and backwards. Continue and copy AB or ABC patterns. pattern. 
		Physical Development	**Personal, Social and Emotional Development**	**Expressive Art and Design**	**Understanding the World**	**Phonics**	**Poetry Spine**
		Fine Motor - Use scissors to cut along curved lines, holding them in the correct position. - Consistently uses a tripod grip. - Draw using recognisable shapes and objects in my work. **Gross Motor** - To move safely around space. - Develop skills moving in different ways such as walking, running, jumping, hopping, skipping, crawling and climbing. - Applying our fundamental skills to team games. - Learning how to throw, catch, kick a ball and roll a ball.	- Follow familiar routines and instructions independently e.g. getting ready for home time at the end of the day. - Learning how to keep our bodies healthy by brushing our teeth and getting sleep. - Gain confidence in trying new activities. **PSHCE Lessons – Building relationships: Special Relationships** - Exploring different families and why they are special. - Exploring why special people are valuable and developing strategies to help understand why I am a valuable individual.	- Role play in the home corner and explore enhancements such as Christmas, Diwali, a birthday party and a Space station. **DT (Kapow)** - Children will learn about different fruits and vegetables before choosing some to make a soup. - Children will design, make, taste and evaluate a class soup recipe. **Music – Celebrations**	**People, Culture and Communities** - Children will explore different celebrations both religious and non-religious, how they are celebrated and why they are important. - How are birthdays celebrated in different countries around the world? **Past and Present** - Children will learn about Remembrance Day and why is it important and celebrated. **The Natural World**	**Unit 4 – d, f, v, e** dad, dig, dip, vet, van, fed, met, set, net, bed, pet **Unit 5 – u, k, r, l** Bud, tub, keg, kit, bus, rug, rag, red, pup, leg, lid **Unit 6 – w, j, z,** zip, zag, wig, web, jog, jug, jet, jam, win, job, **High Frequency Words** or, of, are, was	**Eat Your Peas Louise Dinner Time Rhyme** Poetry linked to fruit and vegetables is used to teach rhyming strings and phonic knowledge as well as an appreciation for humour and jokes. Speaking and listening skills are developed through riddles and games. Outcome: Write a class poem.

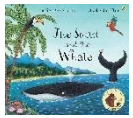
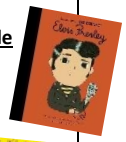
			- Exploring diversity and looking at similarities and differences.	- exploring music from different cultures relating to special celebrations. - E.g. Diwali, Hannukka, Kwanzaa and Christmas.	- Learning about what happens at night and what is in the sky, leading to what space is and what is in space (Neil Armstrong link). - Children will begin to look at the changes from Autumn to Winter.		

Term		Topic	Enrichment Opportunities	Key Texts and Stories	Communication and Language	Literacy	Maths (First4Maths)
Spring 1	Transport	Learning about different methods of transport, both locally to us and in London. Talking about the similarities and differences. Exploring where we live, what it is like to live here and comparing this to London. This will be through lots of map work. Our seasonal work will continue exploring Winter through the weather, our clothes and animals. We will create some winter animals in our 3D sculpture work. 	Tots on Tyres (Possibly Spring 2) Stay and Play session with parents and carers. Walk to the park – Art link  E-Safety Day Transport within our community – local walk to look at different transport used in Leyland (cars, buses, bikes, trains, trucks, lorries etc).	Maisy Goes to London You Can't Take an Elephant on the Bus. Mr Grumpy's Motorcar The Hundred Decker Bus We Catch the Bus Oi! Get Off Our Train! **Inspirational People**  Queen Elizabeth **No Outsiders**  Mommy, Mama and Me.	- Begin to ask questions specific to our learning to help further our understanding. - Continue to add to our previously new vocabulary and use this throughout the day. - Make simple predictions in stories. - Enjoy listening to and retelling simple stories. - Develop confidence talking to familiar adults around school.	- Write simple captions. - Write simple labels and lists. - Write simple instructions. - Sequencing simple stories. - Read CVC, CVCC and CCVC words using new taught sounds. - Begin to read simple sentences.	- Partition sets of objects to 5. - Find one less than a number to 10. - To count backwards from 10 and order numbers 10-1 correctly. - To use spatial vocabulary such as in front, behind, in between, on, in, under, first, second, third. - Copy, continue and create repeating patterns (ABB, ABBC). - Measure height.
		Physical Development	**Personal, Social and Emotional Development**	**Expressive Art and Design**	**Understanding the World**	**Phonics**	**Poetry Spine**
		Fine Motor - Fine-tuning my letters, forming these correctly when writing. - Using simple tools to create detail in my 3D sculpture. - Manipulate clay and playdough with more detail. **Gross Motor** - To move safely around space. - Develop skills moving in different ways such as walking, running, jumping, hopping, skipping, crawling and climbing. - Move in new ways such as rolling and balancing.	- Becoming more independent in school, trying to zip my own coat up, put my hat and gloves on myself when going outside. - Put my wellies on myself for outdoor time. - Be able to focus during longer carpet sessions. - Follow simple two-step instructions. **PSHCE Lessons: Managing self: Taking on new challenges** - Exploring and understanding why we have rules - Learning how to face challenges and why it is important	- Sharing our Art 3D sculptures to our friends and talking about how we have made them. **Art (Kapow)** - Explore and manipulate clay and playdough. - Exploring art in nature, creating collages with natural materials **(Andy Goldsworthy)** - Designing an animal sculpture before **m**anipulating clay for a purpose – clay animals. **Music – Transport**	**People, Culture and Communities** - Children will explore Chinese New Year and why and how it is celebrated. - Children will discover where they live (Leyland) and what it is like to live here. - Children will discover London and what it is like to live here. - Children will explore different maps, learn how to use them and create their own.	**Unit 7 – y, x, ll, ff, ss, zz** Yes, yet, box, fox, six, bell, hill, buff, off, boss, buzz, fizz **Unit 8 – CCVC** Kept, tusk, bump, test, tint, damp, cabs, band, bond, bump **Unit 9 – CCVC** Clam, gran, plan, clog, brag, drab, trim, blob **High Frequency Words** all, come, some, to,	**Behold** Pupils engage with the outdoors and are encouraged to look with new and focused eyes at the wonder and detail of the world around them and to consider how it makes them feel. Phonic knowledge, speaking and listening and writing skills are developed throughout. Outcome: To contribute to a class poem based on

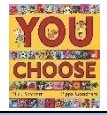
		- Develop my jumping skills, being confident to jump from higher platforms, landing safely.	- Learning how to communicate effectively with others.	- Exploring different sounds made by transports, recreating these using our own voices. - Exploring the tempo, using train, boat and car sounds to speed up and slow music down, including actions.	**Past and Present** - Children will explore how transport has changed over time. - Children will discover why Queen Elizabeth was an important member of our country and learn King Charles. **The Natural World** - Children will talk about the changes in Winter e.g. no leaves on the trees, cold weather, animals they may see. - Children will explore different processes and changes around us through hands on experiences.		observation of nature in the environment.

Term		Topic	Enrichment Opportunities	Key Texts and Stories	Communication and Language	Literacy	Maths (First4Maths)
Spring 2	Magical Tales	Children will develop their love of stories and reading through traditional tales that they may know and some more modern stories. They will develop their motor skills through designing and creating a bookmark using threading and sewing, to then be used in their favourite stories. We will look at teddy bears through our stories, our music and our history, exploring how they have changed since the past. 	- Stay and Play session with parents and carers. - Teddy Bears Picnic 	Little Red Riding Hood Goldilocks and the Three Bears The Three Little Pigs Jack and the Beanstalk  **Inspirational People** Marcus Rashford  **No Outsiders** Hello, Hello 	- Sharing our favourite stories and talking about why we like them. - Sharing our teddies from home. - Performing a dance with familiar music and singing nursery rhymes. - Share my work to my friends and listening to my friends talk about their work. - Asking appropriate questions to our friends.	- Writing simple instructions on how to make something. - Write simple sentences. - Write sentences using taught vocabulary. - Writing simple stories such as The Three Little Pigs. - Read CVC, CVCC, CCVC and CCVCC words using new taught sounds. - Reading simple sentences using taught sounds and high frequency words.	- Begin to recall number bonds for numbers 1 – 5. - Partition sets of objects 6 – 9. - Rote count to 20. - Recall 1 more and 1 less following a numerical pattern. - Use spatial vocabulary such as forwards, backwards, up, down and across. - Measure height. 
		Physical Development	**Personal, Social and Emotional Development**	**Expressive Art and Design**	**Understanding the World**	**Phonics**	**Poetry Spine**
		Fine Motor - Beginning to control the size of my letters when writing. - Fine-tuning my pencil grip. **Gross Motor** - To move safely around space. - Develop skills moving in different ways such as walking, running, jumping, hopping, skipping, crawling and climbing. - Explore moving in different ways to music and nursery rhymes.	- Managing feelings in different situations such as changes (e.g. getting glasses, moving house). - Learning how to brush our teeth and becoming more independent with this. - Develop my independence when dressing and undressing e.g. wellies and waterproofs. **PSHCE Lessons: Self-regulation: Listening and following instructions**	**DT – Textiles (Kapow)** - Children will explore and develop their threading and weaving skills with different materials e.g paper, hessian, string, wool. - Design, create and evaluate a bookmark using hessian and sewing different coloured thread. **Music – Musical Stories**	**People, Culture and Communities** - Children will look at the Christian celebration of Easter and how/why it is celebrated. - Children will look at special places to themselves and others. **Past and Present** - Children will look at how teddy bears have changed now and in the past. This	**Unit 10** Words with 5 sounds e.g. swift, stink, twist, spend, plump, plank **Unit 11 sh, ch, tch, th, ck, wh, q and u** Example words: Shed, chest, witch, thank, with, clock, whiff, quiz **High Frequency Words** there, their, these who, what, where	**Into the Pond** This unit links to the idea of falling into a pond. Various themes are explored including: the environment of a pond, safety and feelings. Pupils learn to add labels and join in to create a story based on the poem.

		- Performing in a small group during PE lessons.	- Listening to stories and practise listening and comprehension skills. - Playing different games which require us to listen carefully to succeed.	- Moving in different ways to musical stories such as Teddy Bears Picnic, The Sleeping Princess and We're Going on a Bear Hunt. - Using musical instruments to express different sounds within songs (actions, moods or characters). - Creating and performing our own musical story following a familiar routine using instruments and looking at the tempo and the pitch.	links to our favourite stories. **<u>The Natural World</u>** - Children will talk about the changes in Spring e.g buds on the trees, new life growing, changes in the weather. - Children will explore different processes and changes around us through hands on experiences.		Outcome: Write a caption or simple sentence to create a class poem.

Term		Topic	Enrichment Opportunities	Key Texts and Stories	Communication and Language	Literacy	Maths (First4Maths)
Summer 1	Our Wonderful World	Building on our previous knowledge of where we live, children will explore the oceans and other countries around the world such as Kenya. They will look at similarities and differences between the two being able to talk about these.	Stay and Play session with parents and carers. - Extra Music lesson: What is music like in Kenya? - Earth Day 	Handa's Hen The Snail and the Whale The Journey Home Dear Earth You're Safe With Me   **Inspirational People** Elvis Presley  **No Outsiders** Super Duper You 	- Talk about similarities and differences between two places. - Continue to add to our previously new vocabulary and use this throughout the day.	- Writing simple sentences that can be read by others. - Writing sentences to retell simple stories. - Applying my phonics knowledge to write longer words. - Begin to apply my phonics knowledge to unfamiliar words. - Sequence stories. - Writing and retelling simple stories.	- Split and recombine 10. - Begin to recall some number bonds to 10. - Count beyond 20 noticing the pattern of ones. - Begin to notice patterns within numbers, recognising odd and even numbers. - Begin doubling numbers to 5. - Recognise 3D shapes and talk about their properties.
		Physical Development	Personal, Social and Emotional Development	Expressive Art and Design	Understanding the World	Phonics	Poetry Spine
		Fine Motor - Threading and weaving using natural materials. - Using small tools (needles to sew). **Gross Motor** - Develop accuracy moving in different ways such as walking,	- Confidently manage my owns needs independently e..g using the toilet, using tissues to blow my nose and dry my hands, dressing and undressing. - Develop my relationships with other adults and children around school. - Begin to maintain my focus during extended whole class sessions.	**DT – Junk Modelling (Kapow)** - Developing our cutting skills for a purpose. - Design and create a model using junk modelling. **Music – Music and Movement** - Children will explore moving in different ways	**People, Culture and Communities** - Children will learn about where Kenya is and what the similarities and differences are to England. - Children will explore different places around the world including the city, the countryside, the	**Sounds Write** - Consolidation of all units - High frequency word practise - Reading and writing CVC, CCVC, CCVC including all taught sounds including digraphs (ch, sh, th, tch, wh, ll, ss, zz, ff, ck)	**The Farmyard** A variety of poems linked to farmyard animals inspire pupils to learn about repetition and rhyme. They add labels to farmyard pictures and use drama to develop language, particularly that of prepositions.

		running, jumping, hopping, skipping, crawling and climbing. - Develop accuracy throwing, catching and kicking.	- Work more independently completing more focused pieces of work. **PSHCE Lessons: Building Relationships: My family and friends** Children will explore turn taking and sharing through role play, reinforcing previously taught skills. Children will explore what makes a good friend, looking at kind words and making others feel good. Children will explore why it is good to work as a team and value others.	to music, beginning with actions and then moving more specifically to the tempo and the pitch. - Children will apply their knowledge of pitch to familiar pieces of music/sounds. - Children will perform a piece of music to a familiar audience.	desert, the arctic and the local environment. - Children will explore why the world is special to different people. **Past and Present** How did people listen to music in the past compared to now? (Elvis Presley – inspirational people). **The Natural World** Children will learn about the four seasons and begin to look how the weather and the environment around them will change. - Children will explore the world map to look at the oceans and land and discover which animals live where.	**High Frequency Words** there, their, these who, what, where	Outcome: Small groups of pupils contribute two lines to class poem and perform it.

Term		Topic	Enrichment Opportunities	Key Texts and Stories	Communication and Language	Literacy	Maths (First4Maths)
Summer 2	Plants, animals and minibeasts	Children will explore the outdoors during this half term, looking at different types of plants, walking in the local area, visiting a farm to explore what happens and going on minibeast hunts. Through our inspirational person, we will explore plants outdoors and begin to see the beauty in them. We will also spend lots of time transitioning to our new classroom and teacher. 	- Mrs Dowson's Farm trip. - Walk to the local church. - Sports Cool mini Olympics. - Stay and Play session with parents and carers. - Sports Day. - Transition to Year 1, meeting my new teacher and looking at my new routines. - 30 Days Wild with the Wildlife Trust. - Planting pumpkin seeds ready for the next year.	Errol's Garden What the Ladybird Heard Next Superworm Mad About Minibeasts Jasper's Beanstalk The Crunching Munching Caterpillar A Squash and a Squeeze Farmer Duck   **Inspirational People** Georgia O'Keefe  **No Outsiders** You Choose 	- Sharing pictures from activities from home. - Listening to others and responding appropriately during small group, class and one-to-one discussions. - Continue to add to our previously new vocabulary and use this throughout the day. - Using full sentences to express thoughts and feelings.	- Independently write simple sentences that can be read by others. - Independently spell words using my phonics knowledge. - Be able to spell and read some high frequency words. - Write for other purposes, e.g. a recount of our school trip or a fact file about animals or minibeasts. - Read simple sentences, increasing my fluency. - Read words consistent with my phonics knowledge.	- Count beyond 20 noticing patterns in tens. - Begin halving and sharing numbers to 10 relating this to my knowledge of doubling. - Measure capacity. - Sequence time using events.  
		Physical Development	**Personal, Social and Emotional Development**	**Expressive Art and Design**	**Understanding the World**	**Phonics**	**Poetry Spine**
		Fine Motor - Hold and use a pencil effectively e.g. in my writing and drawing. - Confidently use a range of small tools including scissors, cutlery and paintbrushes.	- Transition to Year 1, meeting my new teacher and learning new routines. - Children will explore how to keep their bodies healthy through exercise and healthy eating.	- Making observational drawings of plants and animals. - Animals collages inspired by Tracey Keller. **Art - Painting (Kapow)**	**People, Culture and Communities** - Children will explore and create maps linked to the farm. **Past and Present**	**Sounds Write** - Consolidation of all units - High frequency word practise - Reading and writing CVC, CCVC, CCVC	**Creepy Crawly and Busy Bugs** The poems are recited with actions to explore rhyme and vocabulary. Pupils investigate

		- Develop accuracy in drawings, including more detail. **Gross Motor** - Children will complete simple obstacle courses applying fundamental skills. - Children will develop both their underarm and overarm throwing.	- Follow instructions of three or more steps. **PSHCE Lessons: Managing self: My well-being** Learning why exercise is important for our well-being and mental health. Children will explore the effects of exercise on different parts of the body and learn how to take care of ourselves. Children will also explore road safety as a pedestrian. Children will explore healthy food choices and the importance of a balanced diet.	- Exploring painting in different ways e.g. finger painting, mud painting using natural objects to make a paintbrush. - Exploring how to make a collage using both materials and loose parts. - Create landscape art inspired by Megan Coyle. **Music – Big Band** - Exploring musical instruments, how they are different and what sounds they make, including tuned and untuned. - Explore an orchestra and the instruments that might be used. - Follow a beat and create this on a range of instruments. - Perform a song as a class selecting appropriate instruments to represent different sounds.	- After exploring farms and how they work, children will look at how this is different to farms in the past. **The Natural World** - Children will name the different parts of a plant. - Children will record the growth of a bean/cress. - Children will explore their own bodies, what body parts do they have? Labelling and naming them. - Children will look at a local farm and what happens on it. What it produces and the animals that live on it. - Children will look at the young of different animals including humans.	including all taught sounds including digraphs (ch, sh, th, tch, wh, ll, ss, zz, ff, ck) **High Frequency Words** Their, there, who, what	minibeasts and habitats, using both drawing and mime to help develop vocabulary. They add their ideas to a class poem, taking the opportunity for work on longer words. Outcome: Class performance poem