

EYFS LONG TERM PLANNING – 2025-2026

At The Meadow Primary School, we believe that the Early Years Foundation Stage is crucial in securing solid foundations and therefore our curriculum continues to build upon the skills learned in our Early Years.

Our aim is to make the learning developmental over the reception year and to ensure full coverage of the required learning. It is not a ridged or restricted plan but is intended to be a flexible guide to meet the needs of the children. Some lessons therefore may not be ‘explicitly’ taught in the Foundation Stage. Children have access to Continuous Provision, which has been carefully selected to ensure that all children have the opportunities to cover every aspect of the curriculum.

The characteristics of effective learning are imbedded within our curriculum, allowing children opportunities to develop and enhance these skills throughout the year.

COEL	Playing and Exploring	Active Learning	Creative and Critical Thinking
	<ul style="list-style-type: none"> • Realise that their actions have an effect on the world, so they want to keep repeating them. • Plan and think ahead about how they will explore or play with objects. • Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: “Where does that one go? – I need to find the big horse next.” <ul style="list-style-type: none"> • Make independent choices • Bring their own interests and fascinations into early years settings. This helps them to develop their learning. • Respond to new experiences that you bring to their attention. 	<ul style="list-style-type: none"> • Participate in routines, such as going to their cot or mat when they want to sleep. • Begin to predict sequences because they know routines. For example, they may anticipate lunch when they see the table being set, or get their coat when the door to the outdoor area opens. • Show goal-directed behaviour. For example, babies may pull themselves up by using the edges of a low table to reach for a toy on top of the table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object. • Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit. • Keep on trying when things are difficult. 	<ul style="list-style-type: none"> • Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or ‘drink’ from a pretend cup. • Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets. • Review their progress as they try to achieve a goal. Check how well they are doing. <ul style="list-style-type: none"> • Solve real problems: for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries. • Use pretend play to think beyond the ‘here and now’ and to understand another perspective. For example, a child role-playing the billy goats gruff might suggest that “Maybe the troll is lonely and hungry? That’s why he is fierce.” • Know more, so feel confident about coming up with their own ideas. <ul style="list-style-type: none"> • Make more links between those ideas • Concentrate on achieving something that’s important to them. They are increasingly able to control their attention and ignore distractions

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Term	Autumn		Spring		Summer	
Topic	Maps and Memories		Interesting people and Interesting Places		Near and Far	
Trips/Experiences			Wonderful Women Workshop		Farm Trip	
Parental engagement opportunities <small>(engagement on top of work and communication shared on Tapestry)</small>	Transition Phonics workshop Parents evening	Reading Café Christmas production	Coffee and a catch up 'Join the Journey'; No Outsiders	Parents evening PTA Event – Chocolate Bingo	PTA Event – Big Balsham Sale Sports Day	PTA Event – Summer Fete Open evening/ Transition

Key:

Descriptor from Development Matters 2021.

Green are the statutory Early Learning Goals.

COMMUNICATION AND LANGUAGE – PRIME AREA

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

<p>Listening and Understanding. Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or</p>	<p>Maintains attention, concentrates and sits quietly during appropriate activity. Understands how to listen carefully and why listening is</p>	<p>Listen attentively in a range of situations. Two-channelled attention – can listen and do for a short span. Engage in story time. Listen carefully to rhymes</p>	<p>Listens to stories, anticipates key events and responds to what they hear with relevant comments, questions and actions. Connect</p>	<p>Responds appropriately with questions to stories. Use talk to help work out problems and organise thinking and activities, and to explain how</p>	<p>To give attention to what others say and respond appropriately while engaged in another activity. Listen to and talk about stories to build familiarity and</p>	<p><i>*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 interaction.</i></p>
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<p>actions. They give their attention to what others say and respond appropriately, while engaged in another activity</p>	<p>important. Engage in story time.</p>	<p>and songs, paying attention to how they sound.</p>	<p>one idea or action to another using a range of connectives. Engage in non-fiction books.</p>	<p>things work and why they might happen. Engage in non-fiction books.</p>	<p>understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p>	<p><i>*Make comments about what they have heard and ask questions to clarify their understanding. *Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</i></p>
<p>Speaking. Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>	<p>Learn new vocabulary. Talk about themselves. Develop social phrases</p>	<p>Learn and use new vocabulary through the day. Describe events in some detail Uses language to imagine and recreate toles and experiences in play situations. Learn rhymes, poems and songs.</p>	<p>Use new vocabulary in different contexts. Learn and use new vocabulary through 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.</p>	<p>Imaginative story telling. Uses talk to organise, sequence and clarify thinking, ideas feelings and events. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Articulate their ideas and thoughts in well-formed sentences.</p>	<p>To use past, present and future forms accurately when talking about events that have happened or are to happen in the future. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>	<p><i>*Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. *Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. *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.</i></p>

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PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT – PRIME AREA

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

<p>Self-Regulation. Children play cooperatively, taking turns with others. They take account of one another’s ideas about how to organise their activities. They show sensitivity to others’ needs and feelings and form positive relationships with adults and other children.</p>	<p>To be aware of the boundaries set and behavioural expectations in the setting. Identify and moderate their own feelings socially and emotionally. To adjust their behaviour to different situations and take changes of routine in their stride.</p>	<p>To be aware of the boundaries set and behavioural expectations in the setting. To adjust their behaviour to different situations and take changes of routine in their stride. Understands that their actions affect other people, for example; if they hit their friends, they will be sad / if they do something kind for their friends it will make them feel happy.</p>	<p>To adjust their behaviour to different situations and take changes of routine in their stride. To work as part of a group or class. Express their feelings and consider the feelings of others. Think about the perspectives of others</p>	<p>To negotiate and solve problems without aggression. Show resilience and perseverance in the face of challenge.</p>	<p>To know that all behaviours can have consequences. For example, if you are unkind to someone they may not want to play with you / if you are helpful and kind to others, they may want to play with you. Show resilience and perseverance in the face of challenge.</p>	<p><i>*Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. *Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. *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.</i></p>
<p>Managing Self. Children know the importance for good health and a healthy diet and talk about ways to</p>	<p>See themselves as a valuable individual. Selects resources and</p>	<p>Selects resources and activities independently. To manage their own</p>	<p>Eats a healthy range of food stuff and understands need for variety in</p>	<p>Shows some understanding those good practices with</p>	<p>Show resilience and perseverance in the face of challenge. To show</p>	<p><i>*Be confident to try new activities and show independence, resilience and perseverance in the</i></p>

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<p>keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p>activities independently. To be aware of the boundaries set and behavioural expectations in the setting. Usually dry and clean during the day. Shows understanding for the need of safety when tackling new challenges and considers and manages some risks. Practices appropriate safety measures without direct supervision. Putting things away at the end of the day. Learning to respect resources and use them carefully.</p>	<p>basic hygiene and personal needs successfully, including dressing and going to the toilet independently. Manage their own needs. Express their feelings and consider the feelings of others.</p>	<p>food. Children know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe. They can dress and undress independently, successfully managing fastening buttons or laces. Express their feelings and consider the feelings of others. To show independence in managing own wants and needs.</p>	<p>regard to exercise, eating, sleeping and hygiene to contribute to good health. Show resilience and perseverance in the face of challenge. To show independence in managing own wants and needs.</p>	<p>independence in managing own wants and needs.</p>	<p><i>face of challenges. *Explain the reasons for rules, know right from wrong and try to behave accordingly. *Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</i></p>
<p><u>Building Relationships.</u> Children talk about how they and others show feelings, talk about their own and others' behaviour, and it's consequences and know that some behaviour is unacceptable. They work as</p>	<p>Settling into reception. Initiate conversations, attends to and takes account of what others say. Express their feelings and</p>	<p>Speak in a familiar group. Build constructive and respectful relationships. Learning to turn take and share fairly. Express their</p>	<p>Speak in a familiar group. Build constructive and respectful relationships Turn taking and sharing fairly. Express their feelings and</p>	<p>Turn taking and sharing fairly. Shows awareness of new concepts learned and works alongside others appropriately. Works with peers</p>	<p>Take steps to resolve conflicts. Take account of one another ideas about how to organise the activity.</p>	<p><i>*Work and play cooperatively and take turns with others. *Form positive attachments to adults and friendships with peers. *Show sensitivity to their own and to others' needs.</i></p>

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part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.	consider the feelings of others. Learning to turn take and share fairly	feelings and consider the feelings of others.	consider the feelings of others.	and can discuss knowledge and understanding of key concepts. Take steps to resolve conflicts.		
PSED	All about Me and Us: <i>This theme supports children in developing a positive sense of self, understanding their emotions, and building respectful, caring relationships with others.</i>	Learning to Play Fair and Keep Trying: <i>This theme supports children in developing a sense of fairness, working cooperatively with others, and building resilience and confidence when facing new challenges</i>		Keeping Myself Safe and Healthy: <i>This theme supports children in developing the knowledge and confidence to keep themselves safe, make healthy choices, and begin to understand the world around them.</i>		
<u>PHYSICAL DEVELOPMENT – PRIME AREA</u>						
<i>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, coordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence</i>						
Gross Motor Skills. Children show good control and coordination in large movements. They move confidently in a range of ways, safely and negotiating space.	Negotiating large spaces. They move confidently in a range of ways, safely and negotiating space effectively. Revise and refine the fundamental movement skills	Dance. Remembers sequences of movements. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different	Gymnastics - Floor skills Progress towards a more fluent style of moving, with developing control and grace. Revise and refine the fundamental movement skills	Gymnastics – Using apparatus. Jumps off an object and lands appropriately. Develop the overall body strength, coordination, balance and agility needed to engage	Games – Ball skills and team games. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Further develop and refine a range	<i>*Negotiate space and obstacles safely, with consideration for themselves and others. *Demonstrate strength, balance and coordination when playing. *Move energetically, such as running, jumping, dancing,</i>

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	<p>they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing Develop their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p>	<p>movements with ease and fluency</p>	<p>they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing Develop their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>successfully with physical activities. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>	<p>of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p><i>hopping, skipping and climbing.</i></p>
<p>Fine Motor Skills. Children show good control and coordination in small movements. They handle tools effectively, including pencils for writing.</p>	<p>Pencil control and grip Scissor Skills. Children show good control and coordination in small movements. They handle tools effectively, including pencils for writing Begin to develop and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-</p>	<p>Pencil control and grip Scissor Skills. Begin to develop and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Children begin to show good control and coordination in small movements. They begin to handle tools effectively,</p>	<p>Scissor Skills. Begin to develop and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Children show good control and coordination in small movements. They begin to handle tools effectively, including pencils for writing.</p>	<p>Scissor skills. They handle equipment and tools effectively, including pencils for writing. Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene. Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p>	<p>Using buttons independently. Children develop the foundations of a handwriting style which is fast, accurate and efficient. They handle equipment and tools effectively, including pencils for writing. Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating -</p>	<p><i>*Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. *Use a range of small tools, including scissors, paint brushes and cutlery. *Begin to show accuracy and care when drawing.</i></p>

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	ordination and agility.	including pencils for writing.	Children begin to develop the foundations of a handwriting style which is fast, accurate and efficient.	Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Children develop the foundations of a handwriting style which is fast, accurate and efficient	toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian	
Fine Motor (Extra enhancements in provision)	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego

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<p>Gross motor (Extra enhancements in provision)</p>	<p>Cooperation games i.e. parachute games. Climbing outdoor equipment Different ways of moving to be explored with children Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough hand washing and toileting.</p>	<p>Crates play climbing. Skipping ropes in outside area dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Dance / moving to music</p>	<p>Ball skills aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Gymnastics ./ Balance</p>	<p>Balance children moving with confidence dance related activities. Provide opportunities for children to spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.</p>	<p>Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to spin, rock, tilt, fall, slide and bounce. Dance / moving to music</p>	<p>Races / team games involving gross motor movements dance related activities</p>
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LITERACY – SPECIFIC AREA

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

<p>Phonics Children read and understand simple sentences. They use phonic knowledge to decode regular</p>	<p>Following Rising Stars progression</p>
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<p>words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>						
<p>Comprehension They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events. They demonstrate understanding when talking with others about what they have read.</p>	<p>Knows that information can be retrieved from books and computers. They demonstrate understanding when talking with others about what they have read. Re-read what they have written to check that it makes sense.</p>	<p>Children read and understand simple sentences. They demonstrate understanding when talking with others about what they have read.</p>	<p>Children read and understand simple sentences. They demonstrate understanding when talking with others about what they have read. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books</p>	<p>Children read and understand simple sentences. They demonstrate understanding when talking with others about what they have read. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books</p>	<p>Children read and understand simple sentences. They demonstrate understanding when talking with others about what they have read. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p><i>*Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. *Anticipate – where appropriate – key events in stories. *Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during roleplay</i></p>
<p>Word Reading. Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking</p>	<p>Hears and says the initial sound in words. Knows that information can be retrieved from books and computers. Read individual letters by saying the sounds for them. Blend</p>	<p>Hears and says the initial sound in words. Is beginning to segment the sounds in simple words and blend them together. Is beginning to know which letters represent which</p>	<p>Can segment the sounds in simple words and blend them Together, knowing which letters represent some of them. Begins to read words and simple sentences. Read a</p>	<p>Can read words and simple sentences. Enjoys an increasing range of books. Read simple phrases and sentences made up of words with known letter– sound</p>	<p>Beginning to read with more fluency when reading words and simple sentences. Enjoys an increasing range of books. Re-read these books to build up their confidence in word</p>	<p><i>*Say a sound for each letter in the alphabet and at least 10 digraphs. *Read words consistent with their phonic knowledge by sound blending. *Read aloud simple sentences and books that are consistent with their phonic</i></p>

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with others about what they have read.	sounds into words, so that they can read short words made up of known letter– sound correspondences.	sound. Read some letter groups that each represent one sound and say sounds for them.	few common exception words matched to the school’s phonic programme.	correspondences and, where necessary, a few exception words.	reading, their fluency and their understanding and enjoyment.	<i>knowledge, including some common exception words.</i>
Writing. Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.	Name writing with independence, forming some letters correctly. Gives meanings to marks. Writing in salt, sand, shaving foam etc. Initial sounds Hears and says the initial sound in words, beginning to represent some of these	Is beginning to segment the sounds in simple words and blend them together Links sounds to letters, naming and sounding the letters of the alphabet. Beginning to use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.	Is able to orally construct a sentence and beginning to write these down with support. Links sounds to letters, naming and sounding the letters of the alphabet. Spell words by identifying the sounds and then writing the sound with letter/s.	Is able to orally construct a sentence and beginning to write these down with support. Attempts to write short sentences in meaningful contexts. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	Attempts to write short sentences in meaningful contexts with independence. Form lower-case and capital letters correctly.	<i>*Write recognisable letters, most of which are correctly formed. *Spell words by identifying sounds in them and representing the sounds with a letter or letters. *Write simple phrases and sentences that can be read by others.</i>

See also: EYFS Writing Progression Document

MATHEMATICS – SPECIFIC AREA

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of

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<p><i>mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</i></p>						
<p>See also: NCETM</p>						
<p>Number</p> <p>Children count reliably with numbers from 1- 20, they place them in order and say which is one more or one less than a given number.</p>						<p><i>*Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5. *Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</i></p>
<p>Numerical Patterns.</p> <p>Children count reliably with numbers from 1- 20. Using quantities and objects, they add and subtract two single digit numbers and count on or back to find the answer. They solve problems including doubling, halving and sharing.</p>						<p><i>Verbally count beyond 20, recognising the pattern of the counting system. *Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. *Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</i></p>

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UNDERSTANDING THE WORLD – SPECIFIC AREA

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, nonfiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

<p>Past and Present. Children talk about past and present events in their own lives and in the lives of family members.</p>	<p>Talk about members of their immediate family and community. How are we the same and different? How we look/people in our family/what we do with our family /where we live. Name and describe people who are familiar to them. Comment on images of familiar situations in the past.</p>	<p>Talk about members of their immediate family and community. How are we the same and different? Name and describe people who are familiar to them and the jobs that they may do. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p>	<p>Draw information from a simple map. Recognise some environments that are different to the one in which they live. To know about similarities, differences between themselves and others and among families, communities and traditions. Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>To know about similarities, differences between themselves and others and among families, communities and traditions. Understand that some places are special to members of their community</p>	<p>To know about similarities, differences between themselves and others and among families, communities and traditions. Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p><i>*Talk about the lives of the people around them and their roles in society. *Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. *Understand the past through settings, characters and events encountered in books read in class and storytelling.</i></p>
<p>People, Culture and Communities. They know about similarities and differences between</p>	<p>How are we the same and different? How we look/people in our</p>	<p>Communicates about special personal events – enjoys joining in</p>	<p>What are we good at? They know that other children don’t always enjoy</p>	<p>What are our favourite activities? Which table do we go to the most?</p>	<p>Do we all celebrate the same festivals? Why not? To know about similarities,</p>	<p><i>*Describe their immediate environment using knowledge from observation, discussion,</i></p>

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<p>themselves and others, and among families, communities and traditions.</p>	<p>family/what we do with our family /where we live Enjoys joining in with family customs and routines.</p>	<p>with family customs and routines. How do we celebrate birthdays and festivals? Begin to know about own and other’s cultures (linked to festivals). That we are all different and also deserving of respect. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>the same things, and are sensitive to this.</p>	<p>Can we try something new? Tally charts of what we do each day for a week. They know that other children don’t always enjoy the same things, and are sensitive to this. Understand that some places are special to members of their community.</p>	<p>differences between themselves and others and among families, communities and traditions</p>	<p><i>stories, non-fiction texts and maps. *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. *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.</i></p>
<p>The Natural World. Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some</p>	<p>Exploring this through cooking and the malleable/science table Looks closely at similarities, differences and patterns and change. Explore the natural world around them. Describe what they</p>	<p>To know similarities and differences in relation to places and living things. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some</p>	<p>To know similarities and differences in relation to places, objects, materials and living things. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the</p>	<p>To explore how animals are different to each other. To know similarities and differences in relation to places, objects and materials. Explore the natural world around them. Describe what they</p>	<p>Explore living things Plant bulbs Noticing changes Observations of animals and plants and explain why some things occur and talk about changes Describe what they see, hear and feel whilst outside.</p>	<p><i>*Explore the natural world around them, making observations and drawing pictures of animals and plants. *Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</i></p>

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things occur and talk about changes.	see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.	environments that are different to the one in which they live.	natural world around them.	see, hear and feel whilst outside.	Understand the effect of changing seasons on the natural world around them.	<i>*Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</i>
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EXPRESSIVE ARTS AND DESIGN – SPECIFIC AREA

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe

<p><u>Creating with Materials.</u> They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>How to use design/creative areas inside and outside, Selecting tools carefully and looking after them. Putting resources back safely and neatly. Creates images of themselves and their families.</p>	<p>Children learn to self select from the art trolley and to use the resources on the art table to explore their own ideas. Explore, use and refine a variety of artistic effects to express their ideas and feelings</p>	<p>Understands that different media can be combined to create new effects. Opportunities to make junk models to explore and develop ideas and to see how to connect different materials securely. Thinks about which colours to use to paint the planets and why. Should they mix colours? Why is one colour chosen over another? Chooses</p>	<p>Comparison of different brushes/techniques and paints/pencils. Uses simple tools and techniques competently and appropriately. Manipulates materials to achieve a planned effect. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively,</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills Selects appropriate resources and adapts work where necessary. Explores what happens. when they mix colours Selects tools and techniques needed</p>	<p><i>*Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. *Share their creations, explaining the process they have used. *Make use of props and materials when role playing characters in narratives and stories.</i></p>
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			particular colours to use for a purpose. Experiments to create different textures	sharing ideas, resources and skills. Constructs with a purpose in mind, using a variety of resources.	to shape, assemble and join materials they are using.	
<p><u>Being Imaginative and Expressive.</u></p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. Children sing songs, make music and dance and experiment with ways of</p>	<p>Creates images of themselves and their families. Starts to draw and paint ideas from our topics. To play a range of instruments appropriately. Begins to build a repertoire of songs and dances.</p>	<p>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Explores the different sounds of instruments. Sing in a group or on their own, increasingly matching the pitch and following the melody Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Increased use of different vocabulary connected to our topics. To tap along to the beat of a familiar song. Introduce story line or narrative into play. Listen attentively, move to and talk about music, expressing their feelings and responses</p>	<p>Introduce story line or narrative into play. Moves to music in our lessons during PE and begins to increase their role play by adding to it with props and movement and speaking. To tap along to the beat of a familiar song. Watch and talk about dance and performance art, expressing their feelings and responses.</p>	<p>Children to sustain a narrative – linked to Literacy work To move body along to the beat of a familiar song. Plays cooperatively as part of a group to develop and act out a narrative.</p>	<p><i>*Invent, adapt and recount narratives and stories with peers and their teacher. *Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</i></p>