EYFS Long Term Plan 2026-27

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme **These may be adapted to allow for children's interests**	My place in the world.	Let's celebrate	Our wonderful world	Once upon a time…	Roots, shoots, and muddy boots	Let's go on a journey.
Possible High-Quality Texts	-Super Duper You -We are family -We're better together -The Gruffalo's child -You choose -The Leaf Thief -Pumpkin Soup - Weekly rhymes and poems	-Best Diwali ever -Hanukkah Bear -Kipper's birthday -Father Christmas Needs a Wee Weekly rhymes and poems	-Poles apart -Jonty Gentoo -Handa's surprise -Whatever next -A little bit of Winter -Lunar new year story Weekly rhymes and poems	-The three little pugs -Goldilocks -Jack and the beanstalk -The gingerbread man Weekly rhymes and poems	-The Tiny Seed -What the Ladybird Heard -Oliver's Vegetables -The very hungry caterpillar -Luna loves gardening -Supertato Weekly rhymes and poems	-Not a Stick -Journey -The Everywhere Bear -The Adventures of Beekle -The Invisible String -We're going on a bear hunt -What will I be? Weekly rhymes and poems
'Wow' moments/ Opportunities	Grandparent's day- join in session	Birthday Party Christmas performance Christmas Farm Trip	Zoolab visit	Easter egg hunt Library visit	Egg to chick- Real life class pets Eco center visit	Journey stick creation Career day

Parental involvement	Transition Phonics Parent workshop	Christmas Nativity performance Parents evening	Stay and play Parent Math's workshop	World Book Day reading with parents Parents evening	Stay and Play Planting with parents	Stay and play Sports day Graduation
School, local and world events	Lincolnshire day 1.10.26 Grandparent's day 4.10.26	Diwali 8.11.26 World nursery rhyme week 9-13.11.26 Remembrance Day 11.11.26 Children in Need 13.11.26 Christmas jumper day	Big bird watch 23.1.27 Children's mental health week 1-7.2.27 NSPCC number day 5.2.27 Lunar new year 6.2.27 Shrove Tuesday 9.2.27 Safer Internet Day 9.2.27	Careers week 1.3.27 World book day 4.3.27 Mother's Day 7.3.27 British science week 8.3.27 Red Nose Day 19.3.27		Father's day 20.6.27

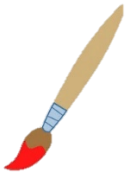
Communication and language			
skill	Autumn	Spring	Summer
Listening, Attention and Understanding	• To understand how to listen carefully • To understand why listening is important • To be able to follow directions	• To ask questions to find out more • To begin to understand humour • To understand a range of complex sentence structures	• To understand questions such as who, what, where, when, why and how • To have conversations with adults and peers with back and forth exchanges

	• To engage in story times, joining in with repeated phrases and actions • To begin to understand how and why questions • To respond to instructions with more than one step	• To follow and retell a story without pictures or props	
Speaking 	• To talk with adults and other children • To learn and use new vocabulary throughout the day • To use longer sentences to express their point of view.	• To talk in sentences using conjunctions e.g. and, because • To use new vocabulary in different contexts To engage in non-fiction books	• To use talk to organise, sequence and clarify thinking, ideas, feelings and events • To talk about why things happen • To talk in sentences using a range of tenses
Personal, Emotional and Emotional Development			
skill	Autumn	Spring	Summer
Self-regulation 	• To recognise different emotions • To understand how people show emotions • To focus during short class activities • To follow instructions • To talk about how themselves and others are feeling • To adapt behaviour to a range of situations	• To focus during longer whole class lessons • To follow longer instructions • To identify and moderate their own feelings socially and emotionally • To consider the feelings and needs of others	• To control their emotions using a range of techniques • To set a target and reflect on progress throughout • To maintain focus during extended whole class teaching • To follow longer instructions.
Managing self	• To wash hands independently • To put coat and socks on independently • To get changed if needed with support • To explore different areas • To follow class rules and understand the need to have rules • To have confidence to try activities	• To begin to show resilience and perseverance in the face of challenge • To begin to do up zips, buckles • To develop independence when dressing and undressing for activities.	• To identify and name healthy foods • To manage own basic needs independently • To understand the importance of healthy food choices • To show resilience and perseverance in the face of challenge • To show a 'can do' attitude
Building  relationships	• To seek support of adults when needed • To gain confidence to speak to peers and adults • To begin to develop positive relationships • To play with one other or more children, extending and elaborating ideas.	• To begin to work as a group with support • To use taught strategies to support turn taking • To listen to the ideas of other children and agree on a solution and compromise	• To work as a group • To begin to develop relationships with other adults around the school • To have confidence to communicate with adults around the school • To have strong friendships

Physical Development			
skill	Autumn	Spring	Summer
Gross Motor 	• To move safely, stop and change direction. • To develop control when using equipment • To follow a path and take turns • To work co-operatively with a partner • To balance, jump, hop • To explore different ways to travel using equipment	• To roll and track a ball • To develop accuracy when throwing to a target • To dribble using hands • To throw and catch with a partner • To dribble a ball using feet • To kick a ball to a target • To create short sequences using shapes, balances and travelling actions • To balance and safely use apparatus • To jump and land safely from a height • To develop rocking and rolling • To explore traveling around, over and through apparatus	• To use counting to help to stay in time with the music • To move safely with confidence and imagination • To move with control and co-ordination, expressing ideas through movement • To move with control and co-ordination, copying, linking and repeating actions • To remember and repeat actions • To develop accuracy when throwing and practise keeping score • To follow instructions and be safely • To play by the rules and develop coordination To work as a team
Fine motor 	• To use a dominant hand • To begin to use a tripod grip when using mark making tools • To use a variety of fine motor activities • To begin to copy letters • To hold scissors correctly and make snips in paper • To begin to use anticlockwise movement and retrace vertical lines • To accurately draw lines	• To use a tripod grip when using mark making tools • To hold scissors correctly and cut along a curved line • To use a variety of fine motor activities • To begin to write taught letters using correct formation • To hold scissors correctly	• To hold scissors correctly and cut various materials • To copy letters using a lead in and lead out • To paint using thinner paintbrushes • To create drawings with details • To independently use a knife, fork and spoon to eat a range of meals • To write letters using the correct letter formation and control the size of letters
Literacy			
skill	Autumn	Spring	Summer
Comprehension 	• To use pictures and sequence stories • To independently look at books, holding the correct way and turning pages • To engage in story times, joining in with repeated phrases and actions • To begin to answer questions about the stories read to them	• To retell a story • To begin to predict what may happen in the story • To suggest how a story might end • To follow a story without pictures or props • To talk about the characters in the books they are reading	• To begin to answer questions about what they have read • To use vocabulary that is influenced by their experiences of books • To answer questions about what they have read • To know that information can be retrieved from books

	• To enjoy and increasing range of books		
Word reading 	• To recognise their name • To recognise taught Level 2 sounds (s a t p i n m n d g o c k ck e u r h b f l ff ll ss s) • To recognise taught level 2 Tricky Words (I, no, go, to, the) • To blend sounds together to read words using the taught sounds • To be aware of captions and sentences • To read books matching their phonics ability	• To recognise taught level 2 and 3 sounds (s a t p i n m n d g o c k ck e u r h b f l ff ll ss s, j v w x y z zz qu ch sh th th ng ai ee igh oa oo o oar or ur ow oi ear air ure er) • To recognise taught level 2 and 3 Tricky Words (I, no, go, to, the, he, she, we, me, be, you, are, her, was, all, they, my) • To read words with double letters • To begin to read longer words • To recognise taught digraphs in words and blend the sounds together • To start to read sentences containing Tricky Words and digraphs • To read books matching their phonics ability	• To recognise taught level 2 and 3 sounds (s a t p i n m n d g o c k ck e u r h b f l ff ll ss s, j v w x y z zz qu ch sh th th ng ai ee igh oa oo o oar or ur ow oi ear air ure er) • To recognise taught level 2, 3 and 4Tricky Words (I, no, go, to, the, he, she, we, me, be, you, are, her, was, all, they, my, said, have, like, so, do, some, come, little, one, were, there, what, when, out) • To read longer words Inc. compound words • To read longer sentences • To read words with short vowels and adjacent consonants • To read words ending in suffixes • To read books matching their phonics ability
Writing 	• To copy their name and taught letters • To give meanings to marks • To begin to write initial sounds and CVC words. • To attempt to use correct letter formation • To copy words, labels, captions	• To form lower-case letters • To be aware of fingers spaces • To be aware of capital letters and end with a full stop • To spell decodable/ tricky words.	• To form lower-case and capital letters correctly • To begin to write longer words which are spelt phonetically • To begin to use capital letters, full stops and finger spaces. • To spell some t tricky words correctly • To begin to read their work back
Maths			
skill	Autumn	Spring	Summer
Number 	• To recognise numbers 1-5 • To begin to subitise to 5 • To find one more with numbers to 5 • To find one less with numbers to 5 • To explore the composition of 1-5	• To introduce zero. • To recognise numbers 0-10 • To subitise to 10 • To explore the composition of 0-5 • To match the number to quantity • To practise number bonds to 10 To know addition facts to make 5 • To find one more and one less of numbers to 10 • To estimate a number of objects	• To recognise numbers to 10 • To know number bonds to 5 and 10 • To match the number to quantity • To solve simple number problems • To recap the composition of each number to 10 • To know addition and subtraction facts to 10 • To know doubling and sharing facts • To recite numbers to 20. •
Numerical patterns	• To say which group has more or less • To count and compare quantities • To match and sort objects	• To count and begin to recognise numbers to 20 • To count objects to 10 • To order numbers and count back from 10.	• To recognise numbers to 20 • To add and subtract numbers • To order and find missing numbers

	• To finish a repeating pattern of 2 objects or colours • To compare equal and unequal groups • To recite numbers to 10 • To recognise and name 2D shapes and talk about properties.	• To compare quantities to 10 • To begin to understand odd and even numbers • To combine two groups of objects • To order and compare objects by length, height and time, mass, capacity • To subtract objects • To name and describe the properties of 3D shapes	• To solve number problems • To make pictures with shape arrangements • To recite numbers to 20 and above • To know odd and even • Doubling and halving to 10. • To share quantities • To combine groups of 2s, 5s and 10s • To finish a pattern •
Understanding the World			
skill	Autumn	Spring	Summer
Past and Present 	• To know about own life-story • To know how I have changed • To know about figures from the past	• To talk about the lives of the people around us. • To know some similarities and differences between the past and now • To know about the past through settings, characters and events encountered in books read in class	• To know about the past through settings, characters and events encountered in books read in class and story telling • To know some similarities and differences between things in the past and experiences now
People, cultures and community 	• To know about family structures and talk about who is part of their family • To identify similarities and differences between themselves and peers. • To know about features of their environment. • To talk about celebrations around the world – Diwali, Christmas, birthdays	• To talk about celebrations around the World – Chinese New Year, Easter. • To know that there are many countries around the world.	• To know that people in other countries may speak different languages • To know that simple symbols are used to identify features on a map • To know about people who help us within the local community
	Birthdays Harvest Lincolnshire day (1.10.26) Grandparent's day (4.10.26) Bonfire night (5.11.26) Diwali (8.11.26) Hannukah (4.12.26) Christmas	Birthdays Lunar new year (6.2.27) Valentines day (14.2.27) Shrove Tuesday (9.2.27) Ramadan (7.2.27) Mothers day7.3.27) Easter(5.4.27) Holi (22.3.27) Eid (20.3.27)	Birthdays Fathers day (20.6.27)

 The Natural World	•To ask questions about, care and respect natural environments •To know about and recognise the signs of Autumn/ Winter •To know about features of the world and Earth • To explore changes and how things work	• To identify the signs of Winter/Spring • To know how environments might vary from another. • To understand the life-cycle of an animal. • To explore changes and how things work • To know that some animals are nocturnal or hibernate •	• To observe and care for plants •To recognise the signs of Summer •To know that some things can be man-made or natural •To understand how to care for our planet. •To explore changes and how things work •To understand the life-cycle of a plant.
Expressive Arts and Design			
skill	Autumn	Spring	Summer
Creating with Materials 	• To name colours and experiment with mixing colours ,using colours for a particular purpose • To create simple representations of people and objects • To draw and colour with pencils and crayons • To role play using props and costumes • To use non-statutory measures • To use some cooking techniques • To use different construction materials • To share their creations • To use natural objects to make a piece of art	• To experiment with different mark making tools such as art pencils • To explore different techniques for joining materials • To know how to work safely and hygienically • To use some cooking techniques • To use tools to cut and join wood • To know the names of tools • To share creations and talk about the process • To make props and costumes for different role play scenarios	• To mix with prime colours. • To plan what they are going to make • To draw more detailed pictures • To manipulate materials • To create observational drawings • To know how to work safely • To use some cooking techniques • To use tools in woodwork • To know some similarities and differences between materials • To learn about and compare artists • To share creations, talk about process and evaluate/ adapt their work
Being Expressive and Imaginative 	• To sing and perform nursery rhymes • To experiment with different instruments and their sounds • To create musical patterns using body percussion • To use costumes and resources to act out narratives • To sing and perform songs. • To begin to build up a repertoire of songs	• To create musical patterns using untuned instruments • To begin to create costumes and resources for role play • To associate genres of music with characters and stories • To create their own songs.	• To move in time to music • To learn dance routines • To act out stories making costumes and props • To follow a musical pattern to play tuned instruments • To create narratives based on stories • To create own compositions • To talk about whether the like or dislike a piece of music