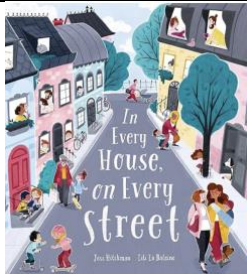
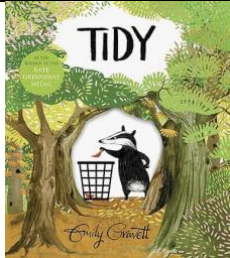
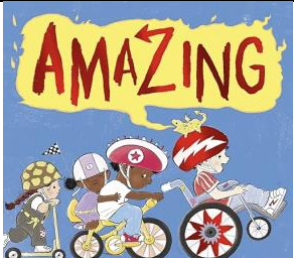
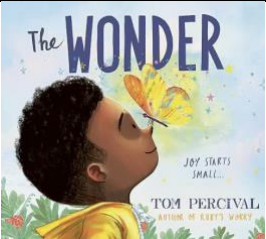
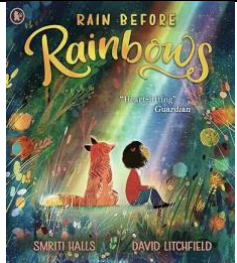


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LONG TERM PLAN 2026-27 EYFS



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
CORE VALUES	WE ARE INCLUSIVE	WE ARE COURAGEOUS	WE ARE CARING	WE ARE JOYFUL	WE ARE AMBITIOUS	WE ARE HEALTHY
CURRICULUM THEMES	<i>Identity, Place and Community</i>	<i>Power, Conflict and Justice</i>	<i>Environment, Stewardship and Sustainability</i>	<i>Heritage, Culture and Expression</i>	<i>Discovery, Progress and Wonder</i>	<i>Journeys, Struggle and Survival</i>
EYFS Theme	Me and My Community	Heroes who Help Us	The World in Winter	Making Masterpieces	Let's Explore!	All Things Bright and Beautiful
Experiences	Local area fieldwork School grounds exploration – signs of Autumn	Autumnal walk – seasonal change Celebration of the many festivals in this half term Visits from people who help us	Winter walk – seasonal change Planting – bulbs that will grow in Spring Snow and ice exploration opportunities	Spring walk – seasonal change	TRIP Planting	Summer walk – seasonal change Caterpillars
Personal Development – <i>One Life</i>	Self-Awareness	Response System	Bouncing Back	Compassion	Power of Now	Doing and Being
English – Core Text	 In Every House on Every Street	 You're Safe with Me	 Tidy	 Amazing	 The Wonder	 Rain before Rainbows
Repeated Reads	1. On the way home	1. What the ladybird heard	1. A dot in the snow	1. Anna Hibiscus song	1. The tiny seed	1. The hungry caterpillar 2. Tad

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LONG TERM PLAN 2026-27 EYFS



	2. That's not my name! 3. Funnybones 4. Three little pigs 5. Goldilocks and the three bears 6. Storm 7. Pumpkin soup	2. Zog and the flying doctor 3. The knight who might 4. Supertato 5. Dogger 6. Stickman 7. The Jolly postman	2. Polar bear, polar bear what do you here? 3. The search for the giant Arctic jellyfish 4. Leaf 5. Under the same sky 6. Greta and the giants	2. Handa's surprise 3. Luna loves art 4. Bob the artist 5. Boxitects	2. Errol's garden 3. Grandad's Island 4. Emma Jane's Aeroplane 5. How to catch a star Sunk!	3. Superworm 4. I hear you ocean 5. Lucy and Tom at the seaside 6. Sharing a shell
Linked Texts and Poems	Super Duper You, Home, Sounds like Home (poem), Amazing me! (poem)	A superhero like me, The lion inside, A little bit brave, I can do hard things (poem)	Snow, Nature and me, you belong here, the journey home, Winter (poem)	The dot, the pencil, Here's a box (poem), The wrong materials (poem), Pick a brush (poem)	Rosa's big boat experiment, Brilliant boats, planes (poem)	Mad about minibests, Oliver's vegetables, Safe and snug in the bug hotel (poem), crab shells (poem), very hot today (poem)
Songs and Rhymes	• Happy and you know it • Head, shoulders, knees and toes • Here we go round the	• Grand old duke of York • London Bridge is falling down • 12 days of Christmas • Nativity songs	• 12345 once I caught a fish alive • 5 little polar bears • Old Macdonald	• You are my sunshine • Wind the bobbin up	• A sailor went to sea • Row row row your boat	• 5 little speckled frogs • All things bright and beautiful • Incy Wincy Spider

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LONG TERM PLAN 2026-27 EYFS



	Mulberry bush					
English - Reading	 Group A and B • Learn Set 1 sounds • 25 sounds in RWI order • Read sounds speedily • Write GPC with correct formation • Spell CVC words with Fred fingers • Fred Talk words • Use magnetic boards to read CVC words	 Group C • Read all set 1 sounds • Know set 1 special friends • Read sounds speedily • Write GPCs with correct formation • Spell CVC words • Fred Talk words • Word time ready to move to green words	 Ditty - Ditty – special friends set 1 • Word time including nonsense words • Read red words • Write GPCs with correct formation • Spell words with Fred fingers • Independent blending • Read ditty sheets	 Red - Red – set 1 sounds • Read 4/5 sound words • Read sounds speedily 1.1-1.6 • Write GPCs with correct formation • Spell words with Fred fingers • Read red storybooks	 Green - Set 2 sounds – first 5 vowel sounds • Read 1.1 -1.7 words speedily • Read Green storybooks • Spell words with Fred fingers	 Purple • Read green/purple storybooks • Read first 5 vowel sounds of set 2 • Spell with Fred fingers
English – Writing	Letter formation, Pencil control and grip Writing initial phonemes Name writing	Letter formation Pencil control and grip Name writing	Writing simple captions (noun phrases) using Fred Fingers Beginning to extend these to simple sentences where appropriate	Spelling some red words Writing sentences with RWI red words, using finger spaces and full stops	Writing sentences with RWI red words, using finger spaces, full stops and beginning to use capital letters.	Writing sentences with RWI red words, using finger spaces, full stops and some capital letters.

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LONG TERM PLAN 2026-27 EYFS



		Using Fred Fingers to write CVC words			Using set 2 sounds when spelling using Fred fingers.	Using set 2 sounds when spelling using Fred Fingers. Re-read what they have written to check that it makes sense.
Communication and Interaction	Understand how to listen carefully and why listening is important. Develop social phrases and conversational skills, through interacting with peers and adults in a language rich environment.	Retell stories and experiences, including role play and story props, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.	Ask questions to find out more and to check they understand what has been said to them.	Talk about selected books, using a rich range of vocabulary and language structures to develop a deep familiarity with new vocabulary.	Articulate their ideas and thoughts in well- formed sentences offering explanations for why things might happen.	Connect one idea or an action to another using a range of connectives (because, but, and).
Maths - Context Explicit Teach Fluency Reasoning Problem Solving						
UNDERSTANDING THE WORLD Science History	1. Home and school are places with names and	1. Name familiar animals and recognise there are different types of animal.	1. Signs of winter – water can freeze into ice 2. Describing places in winter	1. Know that an object is made from one or more materials and	1. Signs of Spring 2. Identify the roots, stem, leaves and	1. Signs of Summer 2. At the beach 3. Going on holiday

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LONG TERM PLAN 2026-27 EYFS



Geography	recognisable features 2. We live in England which is a country 3. A globe represents the world which contains land and water. 4. Name the main parts of the body and know senses help us explore the world 5. Know that we need food, exercise, sleep and hygiene to keep the body healthy 6. Know that trees and flowers are plants and find these in the school grounds 7. Name the seasons and describe signs of Autumn	2. Name and compare familiar animal body parts and coverings. 3. Know that animals eat different types of food. 4. Know that animals need food, water, air and appropriate care. 5. People who keep us safe – emergency services 6. People who keep us safe – armed forces	3. Mapping signs of winter 4. The Arctic – landscape and habitats 5. Plants and animals are living things that grow and change (examples from Arctic?) 6. Animals and plants live in habitats	name familiar materials 2. Compare materials using words such as hard, soft, rough, smooth and waterproof. 3. Explore how soft and flexible materials can be shaped. 4. Builders and Architects 5. Artists and Sculptors 6. Musicians	flower of a familiar plant. 3. Know that a seed or bulb can grow into a plant. 4. Know that plants need water and an appropriate place in which to grow. 5. Explorers – incl. ships over time 6. Explorers - discoveries	4. Know that young animals grow and change into adults. 5. Know that small places such as beneath logs can be homes for living things. 6. Know that food comes from plants and animals.
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LONG TERM PLAN 2026-27 EYFS



PE	Complete PE Unit Ourselves	Complete PE Unit High, Low and Under	Complete PE Unit: Moving	Complete PE Unit; Feet and Hands	Complete PE Unit: Rocket, Bats, Balls and Balloons	Complete PE Unit: Games for Understanding Health and Wellbeing
Physical Development	Fine motor skills Mark making (shapes, lines, patterns) Pencil control & tripod grip Letter formation Name and word writing Scissor skills Using large and small tools Using cutlery		Fine motor skills Pencil control & tripod grip Letter formation Name, word and caption/simple sentence writing Using small tools Scissor skills Using cutlery		Fine motor skills Tripod grip Drawing with increased accuracy and precision Name, word and sentence writing Scissor skills	
The Studio Expressive Arts and Design (Art/DT)	Outcome- Exploring art linked to our families and home Media - drawing, painting, printing, collage Artists- Hundertwasser and Paul Klee	Outcome- Collection of Artwork exploring Weather- giant raincloud sculpture Media- Painting, drawing, markmaking, sculpture, collage, Artists- William Turner and Poonom Mistry	Outcome- natural art / outdoor sculpture Media- natural forms sculpture/ natural form print Artists- Andy Goldworthy	Outcome- self portrait Media- drawing materials, transient art, painting Artist- Paul Klee	Outcome- Garden animals, plants, minibeasts Media, drawing, painting, sculpture Artist- Yvonne Coomber, Eric Carle,	Outcome- colour exploration work, rainbows, colour mixing Media - painting, mono printing Artist- Jackson Pollock, Kandinsky (painting to music)

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LONG TERM PLAN 2026-27 EYFS



	- Explore a wide range of materials freely - Use tools safely and appropriately - Experiment with colour, texture, and mark-making		- Combine materials to create effects - Use tools with increased control		- Select tools and materials independently - Create art that represents ideas, experiences, or imagination - Talk about their work and others' art	
	Skills & Techniques - Mark making with pencils, crayons, chalk, paint - Using tools: brushes, sponges, fingers - Simple joining: glue sticks, PVA - Exploring textures (smooth, rough, bumpy) - Choosing colours and tools - Beginning to talk about what they have made Showing curiosity and enjoyment		Skills & Techniques - Mixing colours intentionally - Cutting with scissors with more accuracy - Joining materials using tape, split pins, string - Clay/playdough shaping and joining - Talking about choices ("I chose... because...") - Representing ideas, stories, and observation - Adapting work as they go		Skills & Techniques - Painting with increased detail and control - Collage with purpose and composition - Model making with stability - Pattern and repeated designs Creative Development - Evaluating and improving work - Collaborating on shared art projects - Showing pride and confidence	
Music	Charanga Unit: Me!	Christmas performance	Charanga Unit: Everyone	Charanga Unit: Our World	Use of tuned percussion instruments Charanga Unit: Big Bear Funk	Charanga Unit: Reflect, Rewind and Replay
RE and Worldviews	Special Places in Our Community	The RE curriculum is currently being revised and updated. We teach the West Yorkshire Agreed Syllabus: Belonging and Becoming (2024-2029).				