

Early Years Foundation Stage Long Term Plan 2026-2027

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Year	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception	Nursery	Reception
Key Theme	All About Me	All Around Me	Where in the World		Heroes Who Help Us		Dinosaurs	Long, Long Ago	Far, Far away	Into the Woods	Under the Sea	
	Myself My Family My School	My Family Acomb	England India Arctic Christmas Around the World	Brazil Poland Spain Christmas Around the World	Fire Police Nurse	Library Dentist Doctor						
<b>KS1 Ready</b>	<p>What is a train station? What happens there?</p> <p>Can you name different modes of transport?</p> <p>How do you get around York?</p> <p>What is our city called?</p> <p>What is our local area called?</p> <p>What is it like in Acomb?</p> <p>What shops are in Acomb and how do they help us?</p> <p>What are the features of our school? (playground, field, copse, buildings, car park)</p> <p>Can you name some old toys your parents played with?</p> <p>Can you name some old music your parents listened to?</p> <p>Can you describe some old clothes your parents wore?</p>	<p>How does school help us? Why do we come to school?</p> <p>What is a fireman? What does a fireman do?</p> <p>How does the fire brigade help us?</p> <p>What is a nurse?</p> <p>What kind of jobs do they do?</p> <p>How does a nurse help us?</p>	<p>How does school help us? Why do we come to school?</p> <p>What is a fireman? What does a fireman do?</p> <p>How does the fire brigade help us?</p> <p>What is a nurse?</p> <p>What kind of jobs do they do?</p> <p>How does a nurse help us?</p>	<p>What is a King / Queen? What do they do? Where do they live? What is a castle? What happens in a castle? Who might live in a castle?</p>	<p>What are the 4 seasons of the year? What are the signs of Autumn / Spring / Summer / Winter? Which country do we live in? What is the capital city of England? What is a habitat? Can you name some habitats of woodland animals? Which foods are healthy? Which foods are fruit and which are vegetables? What planet do we live on? What does the earth look like from space? Can you find the hot and cold parts of the world on a map? Globe? What language do we speak in England? What do other languages sound like? Can you find the sea / hills / town / road on a map? How does an animal get its food?</p>	<p>What is a map? What does it show? What do the green / blue parts represent?</p>						

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		<b>Communication and Language</b>				Where do animals live? (animals from around the world)	
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>Nursery</b>	<p>L&amp;A</p> <ul style="list-style-type: none"> <li>- Listens with interest to the noises adults make when they read stories</li> <li>- Recognises and responds to many familiar sounds, e.g. turning to a knock on the door</li> </ul> <p><b>UNDERSTANDING</b></p> <ul style="list-style-type: none"> <li>- Understands who, what, where in simple questions (e.g. Who's that? Who can? What's that? Where is?)</li> <li>- Developing understanding of simple concepts (e.g. fast/slow, good/bad)</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>- Holds a conversation, jumping from topic to topic</li> <li>- Learns new words very rapidly and uses them in communicating</li> <li>- Uses a variety of questions (e.g. what, where, who)</li> </ul>	<p>L&amp;A</p> <ul style="list-style-type: none"> <li>- Shows interest in play with sounds, songs and rhymes</li> <li>- Single channelled attention; can shift to a different task if attention fully obtained – using child's name helps focus</li> </ul> <p><b>UNDERSTANDING</b></p> <ul style="list-style-type: none"> <li>- Identifies action words by following simple instructions, e.g. Show me jumping</li> <li>- Beginning to understand more complex sentences, e.g. Put your toys away and then sit on the carpet</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>- Uses language to share feelings, experiences and thoughts</li> <li>- Uses longer sentences (e.g. Mummy gonna work)</li> <li>- Beginning to use word endings (e.g. going, cats)</li> </ul>	<p>L &amp; A</p> <ul style="list-style-type: none"> <li>- Listens to others in one-to-one or small groups, when conversation interests them</li> </ul> <p><b>UNDERSTANDING</b></p> <ul style="list-style-type: none"> <li>- Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>- Able to use language in recalling past experiences</li> </ul>	<p>L &amp; A</p> <ul style="list-style-type: none"> <li>- Is able to follow directions (if not intently focused)</li> </ul> <p><b>UNDERSTANDING</b></p> <ul style="list-style-type: none"> <li>- Understands use of objects (e.g. Which one do we cut with?)</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>- Beginning to use more complex sentences to link thoughts (e.g. using and, because)</li> <li>- Can retell a simple past event in correct order (e.g. went down slide, hurt finger)</li> </ul>	<p>L &amp; A</p> <ul style="list-style-type: none"> <li>- Listens to familiar stories with increasing attention and recall</li> <li>- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> </ul> <p><b>UNDERSTANDING</b></p> <ul style="list-style-type: none"> <li>- Beginning to understand why and how questions</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>- Beginning to use a range of tenses (e.g. play, playing, will play, played)</li> <li>- Continues to make some errors in language (e.g. "runned") and will absorb and use language they hear around them in their community and culture</li> <li>- Uses intonation, rhythm and phrasing to make the meaning clear to others</li> <li>- Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle</li> </ul>	<p>L &amp; A</p> <ul style="list-style-type: none"> <li>- Focusing attention – can still listen or do, but can change their own focus of attention</li> </ul> <p><b>UNDERSTANDING</b></p> <ul style="list-style-type: none"> <li>- Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture</li> </ul> <p><b>SPEAKING</b></p> <ul style="list-style-type: none"> <li>- Uses talk to explain what is happening and anticipate what might happen next</li> <li>- Talks more extensively about things that are of particular importance to them</li> <li>- Builds up vocabulary that reflects the breadth of their experiences</li> </ul>	
<b>Reception</b>	<p>L &amp; A</p> <ul style="list-style-type: none"> <li>- Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>- Beginning to understand humour, e.g. nonsense rhymes, jokes</li> </ul> <p><b>Speaking</b></p>	<p>L &amp; A</p> <ul style="list-style-type: none"> <li>- Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>- Able to follow a story without pictures or props</li> </ul> <p><b>Speaking</b></p>	<p>L &amp; A</p> <ul style="list-style-type: none"> <li>- May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>- Listens and responds to ideas expressed by</li> </ul>	<p>L &amp; A</p> <ul style="list-style-type: none"> <li>- May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>- Understands questions such as who; why; when; where and how</li> </ul>	<p><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</li> <li>- Make comments about what they have heard and</li> </ul>	<p><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;</li> <li>- Make comments about what they have heard and</li> </ul>	

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	<p>-Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</p>	<p>- Uses language to imagine and recreate roles and experiences in play situations -Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</p>	<p>others in conversation or discussion</p> <p>Speaking</p> <ul style="list-style-type: none"> <li>- Links statements and sticks to a main theme or intention</li> <li>- Introduces a storyline or narrative into their play</li> <li>- Work as a group to develop shared sustained thinking.</li> <li>- Showing increasing confidence to share their ideas within a small group.</li> <li>- Listening to their friend's ideas and offering relevant ideas.</li> <li>- Begin to listen to their friend's ideas and ask relevant questions to find out more information.</li> <li>- Demonstrate active listening skills; face the speaker, paying attention, sitting with 'high energy.'</li> <li>- Beginning to articulate their ideas and thoughts in well-formed sentences.</li> <li>- Display/use 'high energy' and active listening.</li> <li>- We will greet adults appropriately in school.</li> </ul>	<ul style="list-style-type: none"> <li>- Listens and responds to ideas expressed by others in conversation or discussion</li> </ul> <p>Speaking</p> <ul style="list-style-type: none"> <li>- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</li> <li>- Links statements and sticks to a main theme or intention</li> <li>- Introduces a storyline or narrative into their play</li> <li>- Work as a group to develop shared sustained thinking.</li> <li>- Showing increasing confidence to share their ideas within a small group.</li> <li>- Listening to their friend's ideas and offering relevant ideas.</li> <li>- Begin to listen to their friend's ideas and ask relevant questions to find out more information.</li> <li>- Demonstrate active listening skills; face the speaker, paying attention, sitting with 'high energy.'</li> <li>- Beginning to articulate their ideas and thoughts in well-formed sentences.</li> <li>- Display/use 'high energy' and active listening.</li> <li>- We will greet adults appropriately in school.</li> </ul>	<p>ask questions to clarify their understanding;</p> <ul style="list-style-type: none"> <li>- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p>Speaking</p> <ul style="list-style-type: none"> <li>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> <li>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> <li>- 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.</li> <li>- Work as a group to develop shared sustained thinking.</li> <li>- Showing increasing confidence to share their ideas within a small group.</li> <li>- Listening to their friend's ideas and responding by offering relevant ideas or asking relevant questions to find out more information.</li> <li>- Demonstrate active listening skills; face the speaker, paying attention, sitting with 'high energy.'</li> <li>- Beginning to articulate their ideas and thoughts in well-formed sentences.</li> </ul>	<p>ask questions to clarify their understanding;</p> <ul style="list-style-type: none"> <li>- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p>Speaking</p> <ul style="list-style-type: none"> <li>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> <li>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> <li>- 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.</li> <li>- Work as a group to develop shared sustained thinking.</li> <li>- Showing increasing confidence to share their ideas within a small group.</li> <li>- Listening to their friend's ideas and responding by offering relevant ideas or asking relevant questions to find out more information.</li> <li>- Demonstrate active listening skills; face the speaker, paying attention, sitting with 'high energy.'</li> <li>- Beginning to articulate their ideas and thoughts in well-formed sentences.</li> </ul>
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					- Display/use 'high energy' and active listening.	- Display/use 'high energy' and active listening.
Personal, Social and Emotional Development						
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b>	<p><b>MAKING RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>- Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult</li> <li>- Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it</li> </ul> <p><b>SENSE OF SELF</b></p> <ul style="list-style-type: none"> <li>- Knows their own name, their preferences and interests and is becoming aware of their unique abilities</li> <li>- Is developing an understanding of and interest in differences of gender, ethnicity and ability</li> <li>- Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions</li> </ul> <p><b>UNDERSTANDS EMOTIONS:</b></p> <ul style="list-style-type: none"> <li>- Can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or overstimulated</li> </ul>	<p><b>MAKING RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>- Builds relationships with special people but may show anxiety in the presence of strangers</li> <li>- Shows empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like</li> <li>- Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety.</li> </ul> <p><b>SENSE OF SELF</b></p> <ul style="list-style-type: none"> <li>- Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves</li> <li>- Is gradually learning that actions have consequences but not always the consequences the child hopes for</li> </ul> <p><b>UNDERSTANDING EMOTIONS</b></p> <ul style="list-style-type: none"> <li>- Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feeling</li> </ul>	<p><b>MAKING RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>- Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest</li> </ul> <p><b>SENSE OF SELF</b></p> <ul style="list-style-type: none"> <li>- Enjoys a sense of belonging through being involved in daily tasks</li> </ul> <p><b>UNDERSTANDING EMOTIONS</b></p> <ul style="list-style-type: none"> <li>- Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions</li> </ul>	<p><b>MAKING RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>- Uses their experiences of adult behaviours to guide their social relationships and interactions</li> </ul> <p><b>SENSE OF SELF</b></p> <ul style="list-style-type: none"> <li>- Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help</li> </ul> <p><b>UNDERSTANDING EMOTIONS</b></p> <ul style="list-style-type: none"> <li>- May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares</li> </ul>	<p><b>MAKING RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>- Seeks out companionship with adults and other children, sharing experiences and play ideas</li> <li>- Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play</li> </ul> <p><b>SENSE OF SELF</b></p> <ul style="list-style-type: none"> <li>- Is sensitive to others' messages of appreciation or criticism</li> <li>- Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others</li> </ul> <p><b>UNDERSTANDING EMOTIONS</b></p> <ul style="list-style-type: none"> <li>- Talks about how others might be feeling and responds according to their his understanding of the other person's needs and wants</li> <li>- Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings</li> </ul>	<p><b>MAKING RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>- Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it</li> <li>- Practises skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers</li> </ul> <p><b>SENSE OF SELF</b></p> <ul style="list-style-type: none"> <li>- Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers</li> </ul> <p><b>UNDERSTANDING EMOTIONS</b></p> <ul style="list-style-type: none"> <li>- Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt</li> </ul>

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	<ul style="list-style-type: none"> <li>- Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions</li> <li>- Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset</li> <li>- Responds to the feelings of others, showing concern and offering comfort</li> <li>- May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions</li> <li>- Talking about different emotions and reasons for them</li> <li>- To join in check in sessions each day and share their feelings &amp; listen to others talk about feelings</li> <li>- to develop a feeling of belonging to our team (school family)</li> </ul>	<ul style="list-style-type: none"> <li>- Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows</li> </ul>				
<b>Reception</b>	<p><b>Making Relationships</b></p> <ul style="list-style-type: none"> <li>- Returns to the secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations.</li> <li>- Is proactive in seeking adult support and able to articulate their wants and needs.</li> </ul>	<p><b>Birth to 5 Making Relationships</b></p> <ul style="list-style-type: none"> <li>- Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others.</li> <li>- Develops particular friendships with other children, which help them to understand different</li> </ul>	<p><b>Making Relationships</b></p> <ul style="list-style-type: none"> <li>- Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours.</li> <li>- Some children may have had to make many different relationships in their life. This may have impacted on their understanding of what</li> </ul>	<p><b>Making Relationships</b></p> <ul style="list-style-type: none"> <li>- Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support</li> </ul> <p><b>Sense of Self</b></p> <ul style="list-style-type: none"> <li>- Is more aware of their relationships to particular social groups and sensitive</li> </ul>	<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>- Give focused attention to what the teacher says,</li> </ul>	<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>- Give focused attention to what the teacher says,</li> </ul>

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	<p><b>Sense of Self</b>          - Recognises that they belong to different communities and social groups and communicates freely about own home and community          - Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group</p> <p><b>Understanding Emotions</b>          - Is more able to manage their feelings and tolerate situations in which their wishes cannot be met          - Understands their own and other people's feelings, offering empathy and comfort          - Is aware of behavioural expectations and sensitive to ideas of justice and fairness</p>	<p>points of view and to challenge their own and others' thinking.  <b>Sense of Self</b>          - Has a clear idea about what they want to do in their play and how they want to go about it          - Shows confidence in choosing resources and perseverance in carrying out a chosen activity  <b>Understanding Emotions</b>          - Talks about their own and others' feelings and behaviour and its consequences          - Seeks support, "emotional refuelling" and practical help in new or challenging situations.          - Greets an unfamiliar adult who visits our room          - Confident in asking peers and familiar adults for help when needed.          - Knowing how to identify and discuss their feelings.          - Developing their relationships with their peers and familiar adults, playing with them.          - Understanding our school behaviour expectations and behaviour systems.          - Taking turns in games, playing with their peers and familiar adults.</p>	<p>makes a consistent and stable relationship</p> <p><b>Sense of Self</b>          - Can describe their competencies, what they can do well and are getting better at; describing themselves in positive but realistic terms</p> <p><b>Understanding Emotions</b>          - Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people</p> <p>- Show resilience and perseverance in the face of challenge.          - Identify and moderate their own feelings socially and emotionally.          - Think about the perspectives of others.</p>	<p>to prejudice and discrimination</p> <p><b>Understanding Emotions</b>          - Seeks ways to manage conflict, for example through holding back, sharing, negotiation and compromise</p> <p>- Show resilience and perseverance in the face of challenge.          - Identify and moderate their own feelings socially and emotionally.          - Think about the perspectives of others.</p>	<p>respond appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>Managing Self</b>          - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;          - 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.</p> <p><b>Building Relationships</b>          - 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.</p> <p>- Children to develop their understanding of empathy and think about others' feelings.          - Children to be aware of how their actions can affect others.          - To develop their emotional literacy.</p>	<p>respond appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>Managing Self</b>          - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;          - 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.</p> <p><b>Building Relationships</b>          - 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.</p> <p>- Children to develop their understanding of empathy and think about others' feelings.          - Children to be aware of how their actions can affect others.          - To develop their emotional literacy.</p>
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Physical Development						
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b>	<ul style="list-style-type: none"> <li>- Sits comfortably on a chair with both feet on the ground</li> <li>- Jumps up into the air with both feet leaving the floor and can jump forward a small distance</li> <li>- Begins to walk, run and climb on different levels and surfaces</li> <li>- Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride H&amp;SC</li> <li>- Begins to recognise danger and seeks the support and comfort of significant adults</li> <li>- Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions</li> </ul>	<ul style="list-style-type: none"> <li>- Moves in response to music, or rhythms played on instruments</li> <li>- Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it</li> <li>- Turns pages in a book, sometimes several</li> <li>- Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools</li> <li>- Holds mark-making tools with thumb and all fingers H &amp; SC</li> <li>- Feeds self competently</li> <li>- Can hold a cup with two hands and drink well without spilling</li> <li>- Develops some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support</li> <li>- Develops increasing understanding of and control of the bowel and</li> </ul>	<ul style="list-style-type: none"> <li>- Can grasp and release with two hands to throw and catch a large ball, beanbag or an object H &amp; SC</li> <li>- Can tell adults when hungry, full up or tired or when they want to rest, sleep or play</li> <li>- Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important</li> </ul>	<ul style="list-style-type: none"> <li>- Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles</li> <li>- Can balance on one foot or in a squat momentarily, shifting body weight to improve stability H &amp; SC</li> <li>- Observes and can describe in words or actions the effects of physical activity on their bodies.</li> <li>- Can name and identify different parts of the body</li> </ul>	<ul style="list-style-type: none"> <li>- Walks down steps or slopes whilst carrying a small object, maintaining balance and stability</li> <li>- Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons H &amp; SC</li> <li>- Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely</li> <li>- Can wash and can dry hands effectively and understands why this is important</li> <li>- Willing to try a range of different textures and tastes and expresses a preference. Can name and identify different parts of the body</li> <li>- Observes and controls breath, able to take deep breaths, scrunching and releasing the breath</li> </ul>	<ul style="list-style-type: none"> <li>- Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise</li> <li>- Creates lines and circles pivoting from the shoulder and elbow H &amp; SC</li> <li>- Can mirror the playful actions or movements of another adult or child</li> <li>- Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</li> <li>- Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom</li> </ul>

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		<p>bladder urges and starts to communicate their need for the preferred choice of potty or toilet</p> <ul style="list-style-type: none"> <li>- Increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots</li> </ul>				
<b>Reception</b>	<ul style="list-style-type: none"> <li>- Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping</li> <li>- Uses simple tools to effect changes to materials</li> <li>- Shows a preference for a dominant hand</li> <li>- Begins to use anticlockwise movement and retrace vertical lines</li> <li>- Begins to form recognisable letters independently</li> </ul> <p>Health and Self-Care</p> <ul style="list-style-type: none"> <li>- Describes physical changes to the body that can occur when feeling unwell, anxious, tired, angry or sad</li> <li>- Usually dry and clean during the day</li> </ul>	<ul style="list-style-type: none"> <li>- Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk</li> <li>- Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance</li> </ul> <p>Health and Self-Care</p> <ul style="list-style-type: none"> <li>- Eats a healthy range of foodstuffs and understands need for variety in food</li> <li>- Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures</li> <li>- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks by taking independent action or by giving a verbal warning to others</li> <li>- Can initiate and describe playful actions or movements for other children to mirror and follow</li> </ul>	<ul style="list-style-type: none"> <li>- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles</li> <li>- Travels with confidence and skill around, under, over and through balancing and climbing equipment</li> <li>- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it</li> <li>- Handles tools, objects, construction and malleable materials safely and with increasing control and intention</li> <li>- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed</li> </ul> <p>Health and Self-Care</p> <ul style="list-style-type: none"> <li>- Has established a consistent, daily pattern in relation to eating, toileting and sleeping routines and can explain it's importance</li> </ul>	<ul style="list-style-type: none"> <li>- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles</li> <li>- Travels with confidence and skill around, under, over and through balancing and climbing equipment</li> <li>- Increasing control over an object in pushing, patting, throwing, catching or kicking it</li> <li>- Handles tools, objects, construction and malleable materials safely and with increasing control and intention</li> <li>- Uses a pencil and holds it effectively to form recognisable letters, most correctly formed</li> </ul> <p>Health and Self-Care</p> <ul style="list-style-type: none"> <li>- Some understanding that exercise, eating, drinking water, sleeping and hygiene can contribute to good health</li> <li>- Practices some appropriate safety measures without direct supervision, considering both risk of a physical experience</li> <li>- Can use a range of tools competently, safely and confidently.</li> </ul>	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> <li>- Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>- Demonstrate strength, balance and coordination when playing;</li> <li>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p>Fine Motor Skills</p> <ul style="list-style-type: none"> <li>- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>- Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>- Begin to show accuracy and care when drawing.</li> </ul> <ul style="list-style-type: none"> <li>- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>- Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>- To confidently form each letter correctly.</li> </ul>	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> <li>- Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>- Demonstrate strength, balance and coordination when playing;</li> <li>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p>Fine Motor Skills</p> <ul style="list-style-type: none"> <li>- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>- Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>- Begin to show accuracy and care when drawing.</li> </ul> <ul style="list-style-type: none"> <li>- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>- Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>- To confidently form each letter correctly.</li> </ul>

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			<ul style="list-style-type: none"> <li>- Shows understanding of how to transport and store equipment safely</li> <li>- Can use a range of tools safely</li> <li>- To develop ability in using suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>- To confidently form each letter correctly.</li> </ul>	<ul style="list-style-type: none"> <li>- To develop their ability in using suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>- To confidently form each letter correctly.</li> </ul>		
Literacy						
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p><b>READING</b></p> <ul style="list-style-type: none"> <li>- Has some favourite stories, rhymes, songs, poems or jingles</li> <li>- Repeats and uses actions, words or phrases from familiar stories</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology</li> </ul>	<p><b>READING</b></p> <ul style="list-style-type: none"> <li>- Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a ... Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps</li> <li>- Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>Distinguishes between the different marks they make</li> </ul>	<p><b>READING</b></p> <ul style="list-style-type: none"> <li>- Talks about events and principal characters in stories and suggests how the story might end</li> <li>- Shows interest in illustrations and words in print and digital books and words in the environment</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>- Includes mark making and early writing in their play</li> <li>- Sometimes gives meaning to their drawings and paintings</li> </ul>	<p><b>READING</b></p> <ul style="list-style-type: none"> <li>- Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)</li> <li>- Handles books and touch screen technology carefully and the correct way up with growing competence</li> <li>- Recognises rhythm in spoken words, songs, poems and rhymes</li> <li>- Claps or taps the syllables in words during sound play</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>- Makes up stories, play scenarios, and drawings in response to experiences, such as outings</li> <li>- Begins to make letter-type shapes to represent the initial sound of their name and other familiar words</li> </ul>	<p><b>READING</b></p> <ul style="list-style-type: none"> <li>- Listens to and joins in with stories and poems, when reading one-to-one and in small groups</li> <li>- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</li> <li>- Recognises familiar words and signs such as own name, advertising logos and screen icons</li> <li>- Looks at and enjoys print and digital books independently</li> <li>- Begins to develop phonological and phonemic awareness</li> <li>- Hears and says the initial sound in words</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>- Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right</li> <li>- Attempts to write their own name, or other names and words, using combinations of lines,</li> </ul>	<p><b>READING</b></p> <ul style="list-style-type: none"> <li>- Begins to be aware of the way stories are structured, and to tell own stories</li> <li>- Knows that print carries meaning and, in English, is read from left to right and top to bottom</li> <li>- Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps</li> <li>- Shows awareness of rhyme and alliteration</li> </ul> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>- Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves</li> <li>- Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words</li> </ul>

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					circles and curves, or letter-type shapes	
<b>Reception</b>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Enjoys an increasing range of print and digital books, both fiction and non-fiction</li> <li>- Uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading</li> <li>- Begins to develop phonological and phonemic awareness</li> <li>- Hears and says the initial sound in words</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology</li> <li>- Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together</li> <li>- Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Knows that information can be retrieved from books, computers and mobile digital devices</li> <li>- Is able to recall and discuss stories or information that has been read to them, or they have read themselves</li> <li>- Begins to develop phonological and phonemic awareness</li> <li>- Continues a rhyming string and identifies alliteration</li> <li>- Begins to segment the sounds in simple words and blend them together and knows which letters represent some of them</li> <li>- Re-enacts and reinvents stories they have heard in their play</li> <li>- Begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example</li> <li>- Includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Describes main story settings, events and principal characters in increasing detail</li> <li>- Begins to develop phonological and phonemic awareness</li> <li>- Starts to link sounds to letters, naming and sounding the letters of the alphabet</li> <li>- Begins to link sounds to some frequently used digraphs, e.g. sh, th, ee</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences</li> <li>- Identify GPCs by saying the phoneme for them (All of phase two and some of phase three)</li> <li>- Read CVC words and short sentences, containing previously learnt GPCs.</li> <li>- Segment and write CVC words independently, containing previously learnt GPCs.</li> <li>- Begins to orally blend CVCC and CCVC words.</li> <li>- Form previously learnt graphemes correctly.</li> <li>- Read a few common exception words matched to</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>- Begins to read some high frequency words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences</li> <li>- Engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences</li> <li>- Identify GPCs by saying the phoneme for them (All of phase two and some of phase three)</li> <li>- Read CVC words and short sentences, containing previously learnt GPCs.</li> <li>- Segment and write CVC words independently, containing previously learnt GPCs.</li> <li>- Begins to orally blend CVCC and CCVC words.</li> <li>- Form previously learnt graphemes correctly.</li> <li>- Read a few common exception words matched to</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>- Anticipate – where appropriate – key events in stories;</li> <li>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</li> </ul> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>- Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>- Read words consistent with their phonic knowledge by sound-blending;</li> <li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Write recognisable letters, most of which are correctly formed;</li> <li>- Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>- Write simple phrases and sentences that can be read by others.</li> <li>- Identify GPCs by saying the phoneme for them (All</li> </ul>	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>- Anticipate – where appropriate – key events in stories;</li> <li>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</li> </ul> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>- Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>- Read words consistent with their phonic knowledge by sound-blending;</li> <li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Write recognisable letters, most of which are correctly formed;</li> <li>- Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>- Write simple phrases and sentences that can be read by others.</li> </ul>

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		and sometimes with words, in print and digital formats	to the school's phonic programme.	the school's phonic programme.	of phase two and the majority of phase three) - Read short sentences, containing previously learnt GPCs. - Segment and write short sentences independently, containing previously learnt GPCs. - Orally blend and segment CVCC and CCVC words. - Form previously learnt graphemes correctly. - Read a few common exception words matched to the school's phonic programme.	- Identify GPCs by saying the phoneme for them (All of phase two and the majority of phase three) - Read short sentences, containing previously learnt GPCs. - Segment and write short sentences independently, containing previously learnt GPCs. - Orally blend and segment CVCC and CCVC words. - Form previously learnt graphemes correctly. - Read a few common exception words matched to the school's phonic programme.
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### Understanding the World

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b>	<p><b>PEOPLE &amp; COMMUNITIES</b></p> <ul style="list-style-type: none"> <li>- Has a sense of own immediate family and relations and pets</li> <li>- In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird</li> </ul> <p><b>THE WORLD</b></p> <ul style="list-style-type: none"> <li>- Notices detailed features of objects in their environment</li> <li>- Can talk about some of the things they have observed such as plants, animals, natural and found objects</li> </ul> <p><b>TECHNOLOGY</b></p> <ul style="list-style-type: none"> <li>- Plays with water to investigate "low</li> </ul>	<p><b>PEOPLE &amp; COMMUNITIES</b></p> <ul style="list-style-type: none"> <li>- Beginning to have their own friends</li> <li>- Learns that they have similarities and differences that connect them to, and distinguish them from, others</li> </ul> <p><b>THE WORLD</b></p> <ul style="list-style-type: none"> <li>- Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake</li> </ul> <p><b>TECHNOLOGY</b></p> <ul style="list-style-type: none"> <li>- Seeks to acquire basic skills in turning on and operating some digital equipment</li> </ul>	<p><b>PEOPLE &amp; COMMUNITIES</b></p> <ul style="list-style-type: none"> <li>- Shows interest in different occupations and ways of life indoors and outdoors</li> </ul> <p><b>THE WORLD</b></p> <ul style="list-style-type: none"> <li>- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</li> </ul> <p><b>TECHNOLOGY</b></p> <ul style="list-style-type: none"> <li>- Knows that information can be retrieved from digital devices and the internet</li> </ul>	<p><b>PEOPLE &amp; COMMUNITIES</b></p> <ul style="list-style-type: none"> <li>- Recognises and describes special times or events for family or friends</li> </ul> <p><b>THE WORLD</b></p> <ul style="list-style-type: none"> <li>- Talks about why things happen and how things work</li> </ul> <p><b>TECHNOLOGY</b></p> <ul style="list-style-type: none"> <li>- Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets</li> </ul>	<p><b>PEOPLE &amp; COMMUNITIES</b></p> <ul style="list-style-type: none"> <li>- Enjoys joining in with family customs and routines</li> <li>- Remembers and talks about significant events in their own experience</li> </ul> <p><b>THE WORLD</b></p> <ul style="list-style-type: none"> <li>- Shows care and concern for living things and the environment</li> </ul> <p><b>TECHNOLOGY</b></p> <ul style="list-style-type: none"> <li>- Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support</li> </ul>	<p><b>PEOPLE &amp; COMMUNITIES</b></p> <ul style="list-style-type: none"> <li>- Shows interest in the lives of people who are familiar</li> <li>- Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</li> </ul> <p><b>THE WORLD</b></p> <ul style="list-style-type: none"> <li>- Developing an understanding of growth, decay and changes over time</li> <li>- Begin to understand the effect actions have on the environment</li> </ul> <p><b>TECHNOLOGY</b></p> <ul style="list-style-type: none"> <li>- Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images</li> </ul>

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	<p>technology” such as washing and cleaning</p> <ul style="list-style-type: none"> <li>- Uses pipes, funnels and other tools to carry/ transport water from one place to another</li> </ul>					<ul style="list-style-type: none"> <li>- Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet</li> </ul>
<b>Reception</b>	<p>People and Communities</p> <ul style="list-style-type: none"> <li>- Enjoys joining in with family customs and routines</li> <li>- Talks about past and present events in their own life and in the lives of family members</li> </ul> <p>The World</p> <ul style="list-style-type: none"> <li>- Looks closely at similarities, differences, patterns and change in nature</li> </ul> <p>Technology</p> <ul style="list-style-type: none"> <li>- Completes a simple program on electronic devices</li> </ul>	<p>People and Communities</p> <ul style="list-style-type: none"> <li>- Knows that other children do not always enjoy the same things, and is sensitive to this</li> <li>- Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions</li> </ul> <p>The World</p> <ul style="list-style-type: none"> <li>- Knows about similarities and differences in relation to places, objects, materials and living things</li> <li>- Talks about the features of their own immediate environment and how environments might vary from one another</li> </ul> <p>Technology</p> <ul style="list-style-type: none"> <li>- Uses ICT hardware to interact with age-appropriate computer software</li> </ul> <ul style="list-style-type: none"> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>	<p>People and Communities</p> <ul style="list-style-type: none"> <li>- Talks about past and present events in their own life and in the lives of family members</li> <li>- Knows that other children do not always enjoy the same things, and is sensitive to this</li> </ul> <p>The World</p> <ul style="list-style-type: none"> <li>- Makes observations of animals and plants and explains why some things occur, and talks about changes</li> </ul> <p>Technology</p> <ul style="list-style-type: none"> <li>- Can create content such as a video recording, stories, and/or draw a picture on screen</li> </ul> <ul style="list-style-type: none"> <li>- Compare and contrast characters from stories, including figures from the past.</li> <li>- Draw information from a simple map.</li> <li>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<p>People and Communities</p> <ul style="list-style-type: none"> <li>- Talks about past and present events in their own life and in the lives of family members</li> <li>- Knows that other children do not always enjoy the same things, and is sensitive to this</li> </ul> <p>The World</p> <ul style="list-style-type: none"> <li>- Knows about similarities and differences in relation to places, objects, materials and living things</li> </ul> <p>Technology</p> <ul style="list-style-type: none"> <li>- Talks about the features of their own immediate environment and how environments might vary from one another</li> </ul> <p>Technology</p> <ul style="list-style-type: none"> <li>- Develops digital literacy skills by being able to access, understand and interact with a range of technologies</li> <li>- Can use the internet with adult supervision to find and retrieve information of interest to them</li> </ul> <ul style="list-style-type: none"> <li>- Compare and contrast characters from stories, including figures from the past.</li> <li>- Draw information from a simple map.</li> <li>- Explore the natural world around them, making observations and drawing</li> </ul>	<p>Past and Present</p> <ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society;</li> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and reading;</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p>People Culture and Communities</p> <ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>- 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;</li> <li>- Explain some similarities and differences between life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> </ul> <p>The Natural World</p> <ul style="list-style-type: none"> <li>- Explore the natural world around them, making observations and drawing</li> </ul>	<p>Past and Present</p> <ul style="list-style-type: none"> <li>- Talk about the lives and roles of people around them;</li> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and reading;</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p>People Culture and Communities</p> <ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and reading;</li> <li>- 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.</li> </ul> <p>The Natural World</p> <ul style="list-style-type: none"> <li>- Explore the natural world around them, making observations and drawing</li> </ul>

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		<ul style="list-style-type: none"> <li>- 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;</li> <li>- 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.</li> </ul>		<p>pictures of animals and plants;</p>	<p>pictures of animals and plants;</p> <ul style="list-style-type: none"> <li>- Know some similarities and differences between the natural world and contrasting environments, drawing on their experiences class reading ;</li> <li>- Understand some important processes in the natural world around them, e.g. the seasons and changing states of matter.</li> <li>- Compare and contrast characters from stories, including figures from the past.</li> <li>- Draw information from a simple map.</li> <li>- Discuss features of our traditional tales and compare them to the present?</li> </ul>	<p>pictures of animals and plants;</p> <ul style="list-style-type: none"> <li>- 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;</li> <li>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> <li>- Compare and contrast characters from stories, including past.</li> <li>- Draw information from a simple map.</li> <li>- Discuss features of our traditional tales and compare them to the present?</li> </ul>
Expressive Arts & Design						
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>CREATING WITH MATERIALS</p> <ul style="list-style-type: none"> <li>- Joins in singing songs</li> <li>- Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow</li> <li>- Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects</li> </ul> <p>BEING IMAGINATIVE &amp; EXPRESSIVE</p> <ul style="list-style-type: none"> <li>- Uses everyday materials to explore, understand and represent their world</li> </ul>	<p>CREATING WITH MATERIALS</p> <ul style="list-style-type: none"> <li>- Creates sounds by rubbing, shaking, tapping, striking or blowing</li> <li>- Enjoys and responds to playing with colour in a variety of ways, for example combining colours</li> <li>- Uses 3D and 2D structures to explore materials and/or to express ideas</li> </ul> <p>BEING IMAGINATIVE &amp; EXPRESSIVE</p> <ul style="list-style-type: none"> <li>- Beginning to describe sounds and music</li> </ul>	<p>CREATING WITH MATERIALS</p> <ul style="list-style-type: none"> <li>- Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home</li> <li>- Taps out simple repeated rhythms</li> </ul> <p>BEING IMAGINATIVE &amp; EXPRESSIVE</p> <ul style="list-style-type: none"> <li>- Creates sounds, movements, drawings to accompany stories</li> <li>- Engages in imaginative play based on own ideas or first-hand or peer experiences.</li> </ul>	<p>CREATING WITH MATERIALS</p> <ul style="list-style-type: none"> <li>- Explores and learns how sounds and movements can be changed</li> <li>- Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns</li> <li>- Enjoys joining in with moving, dancing and ring games</li> </ul> <p>BEING IMAGINATIVE &amp; EXPRESSIVE</p> <ul style="list-style-type: none"> <li>- Experiments and creates movement in response to music, stories and ideas</li> <li>- Sings to self and makes up simple songs</li> </ul>	<p>CREATING WITH MATERIALS</p> <ul style="list-style-type: none"> <li>- Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience</li> <li>- Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces</li> </ul> <p>BEING IMAGINATIVE &amp; EXPRESSIVE</p>	<p>CREATING WITH MATERIALS</p> <ul style="list-style-type: none"> <li>- Develops an understanding of how to create and use sounds intentionally</li> <li>- Continues to explore colour and how colours can be changed</li> <li>- Uses tools for a purpose</li> </ul> <p>BEING IMAGINATIVE &amp; EXPRESSIVE</p> <ul style="list-style-type: none"> <li>- Uses available resources to create props or creates imaginary ones to support play</li> <li>- Plays alongside other children who are engaged in the same theme</li> </ul>

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	<ul style="list-style-type: none"> <li>– their ideas, interests and fascinations</li> <li>- Begins to make believe by pretending using sounds, movements, words, objects</li> </ul>	<ul style="list-style-type: none"> <li>imaginatively, e.g. scary music</li> <li>- Creates rhythmic sounds and movements</li> </ul>			<ul style="list-style-type: none"> <li>- Uses movement and sounds to express experiences, expertise, ideas and feelings</li> <li>- Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously</li> </ul>	
<b>Reception</b>	<p>Creating With Materials</p> <ul style="list-style-type: none"> <li>- Begins to develop their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.</li> </ul> <p>Being Imaginative &amp; Expressive</p> <ul style="list-style-type: none"> <li>- Creates representations of both imaginary and real-life ideas, events, people and objects</li> </ul>	<p>Creating With Materials</p> <ul style="list-style-type: none"> <li>- Begins to build a collection of songs and dances</li> <li>- Develops their own ideas through experimentation with diverse materials, e.g. light, projected image, loose parts, watercolours, powder paint, to express and communicate their discoveries and understanding.</li> </ul> <p>Being Imaginative &amp; Expressive</p> <ul style="list-style-type: none"> <li>- Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences</li> <li>- Sing a range of well-known nursery rhymes and songs;</li> <li>- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</li> </ul>	<p>Creating With Materials</p> <ul style="list-style-type: none"> <li>- Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to</li> <li>- Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking</li> </ul> <p>Being Imaginative &amp; Expressive</p> <ul style="list-style-type: none"> <li>- Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes</li> <li>- Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth</li> <li>- Introduces a storyline or narrative into their play</li> <li>- Return to and build on their previous learning,</li> </ul>	<p>Creating With Materials</p> <ul style="list-style-type: none"> <li>- Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts</li> </ul> <p>Being Imaginative &amp; Expressive</p> <ul style="list-style-type: none"> <li>- Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping</li> <li>Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative</li> <li>- Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>- Create collaboratively, sharing ideas, resources and skills.</li> <li>- Develop sustained storylines in their play which they can return to and build upon.</li> <li>- To be able to join materials together using different resources and techniques.</li> </ul>	<p>Creating with Materials</p> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>- Share their creations, explaining the process they have used;</li> <li>- Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> <li>- Invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>- Sing a range of well-known nursery rhymes and songs;</li> <li>- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</li> <li>- Develop their storytelling skills through puppet shows and Talk4Writing.</li> <li>- Experiment with designs, discovering how to make buildings and structures more solid/sturdy.</li> </ul>	<p>Creating with Materials</p> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>- Share their creations, explaining the process they have used;</li> <li>- Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> <li>- Invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>- Sing a range of well-known nursery rhymes and songs;</li> <li>- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</li> <li>- Develop their storytelling skills through puppet shows and Talk4Writing.</li> <li>- Experiment with designs, discovering how to make buildings and structures more solid/sturdy.</li> </ul>

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			<p>refining ideas and developing their ability to represent them.</p> <ul style="list-style-type: none"><li>- Create collaboratively, sharing ideas, resources and skills.</li><li>- Develop sustained storylines in their play which they can return to and build upon.</li><li>- To be able to join materials together using different resources and techniques.</li></ul>			
<p>For our maths curriculum please see our Ebor maths overview.</p>						