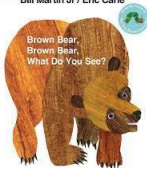
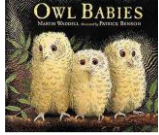
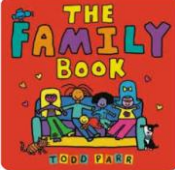
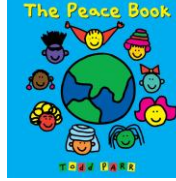
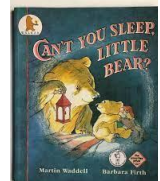
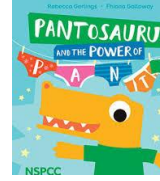
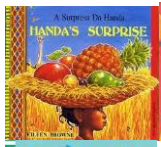
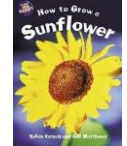
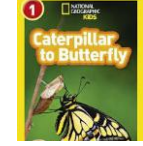


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Areas of Development/Learning		Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
		1.9.26 – 23.10.26 Belonging/Rhymes and Poetry	2.11.26 – 18.12.26 Celebrations/Festivals	4.1.27 – 12.2.27 Light and Dark /Traditional Stories	22.2.27 – 2.4.27 Healthy Living (Easter)	19.4.27 - 28.5.27 Growing - Plants	7.6.27 – 22.7.27 Moving On
Focus Books		  Brown Bear / Owl Babies  (Belonging)	  The Peace Book/ Christmas Story  Rama and the Demon King (Diwali)	  Can't You Sleep Little Bear? / PANTS	   Handa's Surprise / Baby Goes to Market / My Amazing Body	  The Tiny Seed / How to Grow a Sunflower / Jaspers Beanstalk	  The Hungry Caterpillar/Butterfly
Possible Themes and Interests		Getting to know each other own / school The Family Book by Todd Parr Feelings by Todd Parr Storm by Sam usher Brown Bear by Eric Carle Owl Babies by Martin Waddell Pumpkin Soup Settling In (baseline)	Peace Week Fairtrade Story - Snow by Sam Usher Mr Big (What is Fair?) Rainbow Fish Little Red Hen Rama and the Demon King by Jessica Souhami	Can't You Sleep Little Bear? by Martin Waddell Little Red riding Hood – Stranger Danger PANT'S by NSPCC Goldilocks and three Bears and Ghanaian Goldilocks by Dr. Tamara Pizzoli Rain – Sam Usher	Handa's Surprise by Eileen Browne Baby Goes to Market by Atinkue Oliver's Vegetables by Alison Bartlett, Vivian French (compare differences REC) My Amazing Body by Joan Sweeney The Growing Story by Helen Oxenbury, Ruth Krauss Titch by Pat Hutchins BOOK WEEK – AUTHOR – JULIA DONALDSON	The Tiny Seed by Eric Carle How to Grow Sunflower/bean by Silvia Karavis, Gill Matthews The Dandelion Seed by Joseph Anthony Map/Globes Sun – Sam Usher	The Hungry Caterpillar by Eric Carle Caterpillar to Butterfly by Laura Marsh When I grow Bigger by Trish Cooke You'll Soon Grow Alex by Andrea Shavick, Russell Ayto As We Grow by Libby Walden, Richard Jones You'll Soon Grow into Them Titch by Pat Hutchins
Communication and Language	Listening, Attention, Understanding Speaking	The development of children's spoken language underpins all seven areas of learning and development. The number and quality of conversations that adults and children have throughout the day in a language rich environment is crucial. Reading frequently to children and engaging them actively in stories, non-fiction, rhymes and poems and then providing them with extensive opportunities to use and embed new vocabulary in a range of context will give children the opportunity to thrive. Through conversation, story telling and role play children share ideas and with modelling and sensitive questioning children become comfortable using a range of vocabulary and language structures.					
		Introducing and building on nursery rhymes Poetry basket relating to season Making conversation about home/school, learning who we are and where we are.	Contrast similarities and differences, diversity, equality, (What is fair?)	Introduce predictive language. Explain how things work and why things happen, related to light and dark.	Introduce vocabulary related to growing/change/ healthy Living (scientific) Contrasting Settings.	Noticing how things change. Discuss planting process and different stages of growth. Name and know parts of plants.	Speak more confidently to a wider audience.
Personal, Social & Emotional	Self-Regulation Managing Self Building relationships	Children's personal, social, and emotional development (PSED) is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Children are supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities and persist through challenge. Through adult model and guidance they will learn to look after their bodies including healthy eating and manage personal needs independently. These attributes will provide a secure platform from which children can achieve in later life.					
		Coping in a new situation. Aware of the boundaries set, and of behavioural expectations in the setting Washing hands with support. I know how to keep safe in different situations Resilience	Aware of the boundaries set, and of behavioural expectations in the setting. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.	I can set a goal and work towards it using encouraging and kind words. I know how to keep safe in different situations (Relating specifically to PANTS)	Understand that resting is good for me. Washing hands independently. Keeping teeth healthy.	Thinking of ways to solve problems and stay friend. Knowing how to be a good friend. Maintaining friendship, respect and caring for each other.	I can talk about my worries and the things I am looking forward to. I can share my memories. (Talking confidently about the past year)
Physical Development	Gross Motor	3Y – Imitates balancing on one foot for a few seconds	3Y – Jumps in place with two feet together (10–20 inch)	3Y – Able to walk on tip toes 4Y -Able to walk on a line 5Y – Walk backward toe heel	3Y – Catches a large Ball 4Y – Catches a ball that has been bounces	3Y – ride a tri bike 4Y – Kicks a ball forwards/throws a ball overarm	3Y- Walks up and down stairs alternating feet 4Y - Hops proficiently on one foot

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		Fine Motor (skills in no particular order) 4Y – Stands on one foot for up to 5 seconds 5Y -Skips forward after demonstration 3-4Y Opening zip lock bags, containers and lunch boxes. Tracing on thick lines. Holding scissors and snipping effectively. 4-5 Y Cutting along a line continuously.Coordinating hands to brush teeth or hair.	4Y Can play hop scotch and run around obstacles. 5y – Jumps forward 10 times without falling 3-4Y Threading a sequence of small beads onto string. Cutting roughly around pictures. Dressing independently including large buttons, socks and shoes (excluding shoelaces, small buttons and initiating zip on a jacket). 4-5Y Writing their name. Tracing on a line with control.	3-4Y Completing 4-6 pc interlocking puzzles. Co-ordinating hands to brush teeth or hair. 4-5Y Copying simple pictures using geometric shapes. Independently attempting to draw a range of pictures. Dressing and undressing independently (excluding shoe laces).	5Y – Catches a small ball using hands only 3-4Y Using one hand consistently for most activities. Copying a circle or imitating a cross. 4-5YHolding the pencil with a tripod grasp (3pt grasp). Copying numbers 1-5. Copying letters.	5Y – Hangs from a branch for at least 5 seconds. 3-4Y Holding a pencil with thumb and fingers on opposite sides of the pencil. Using the non-dominant hand to assist and stabilise objects. 4-5 Y Colouring inside the lines. Colouring an entire picture. Using a preferred hand for most activities.	5Y – able to walk upstairs whilst holding an obstacle 3 – 4Y Building a tower of approximately nine small blocks. Copying block designs of up to 6 blocks. 4-5Y Copying 9 block models. Designing own Duplo models. Copying a circle, cross and a square.
FOUNDATION PE		 Bike Coordination Footwork  Pirate Static Balance: One Leg	 Space Dynamic Balance to Agility: Jumping and Landing  Jungle Static Balance seated	 Train Dynamic Balance: On a Line  Tightrope Static Balance: Stance	 Squirrel Agility: Ball Chasing  Cat Static Balance: Floor Work	 Clown Coordination: Ball Skills  Seaside Counter Balance: With a Partner	 Juggler Coordination Sending and Receiving  Fairytale Agility: Reaction/ Response
REAL PE		Core real PE Unit 1 Coordination: Footwork (FUNS Station 10) Static Balance: One Leg (FUNS Station 1) Personal Cog	Core real PE Unit 2 Dynamic Balance to Agility: Jumping and Landing (FUNS Station 6) Static Balance: Seated (FUNS Station 2) Social Cog	Core real PE Unit 3 Dynamic Balance: On a Line (FUNS Station 5) Static Balance: Stance (FUNS Station 4) Cognitive Cog	Core real PE Unit 6 Agility: Ball Chasing (FUNS Station 11) Static Balance: Floor Work (FUNS Station 3) Health & Fitness Cog	Core real PE Unit 4 Coordination: Ball Skills (FUNS Station 9) Counter Balance: With a Partner (FUNS Station 7) Creative Cog Activities leading to Games	Core real PE Unit 5 Coordination: Sending and Receiving (FUNS Station 8) Agility: Reaction/Response (FUNS Stat. 12) Applying Physical Cog Running, throwing and jumping (Sports Day)
Understanding the World	Past and Present People Culture & Communities The Natural World (F1-6 relates to RE syllabus for REC)	Season – Autumn (Sept 23rd) When I was a baby/What I am like now Sense of belonging and special places. Talking about ourselves and our families – getting to know each other. F1 Where do we live? What is special to me? My home and who lives there? Other groups I belong to- class, school, swimming class. Objects special to me, to Christians, to muslims. F2 Harvest Festival Observe change into Autumn Season Harvesting of fruit	Season Winter (Dec 21st) Artefact associated with Christmas – bauble/candle Sense of belonging, special places and occasions. How do we celebrate birthdays and other special occasions? F2 How are special times celebrated Autumn/Winter? What is a celebration? How do we celebrate? How are different festivals celebrated? (Diwali 8.11.26) Hannukah (4.12 – 12.12.26), Christmas. Observe change from Autumn into winter Plant bulbs (daffodils,crocustulips)	Continue Season Winter Discuss photos/artifact of past events – puppets (on string) Sense of belonging, special places and occasions. F3 Which places are special and why? What places are special to us, to Christians (church), to Muslims Mosque)? Start of Ramadan (8.2.27) F2 How is Luna new year celebrated? (6.2.27) Plant veg (chitting of potatoes/radish) Looking at Shadows Start of Ramadan (8.2.27) Luna New Year (6.2.27) – year of goat	Season Spring (March 21st) Artefact associated with parent/grandparent. (hot water bottle – healthy living) Sense of belonging, special places and occasions. F4 How are special times celebrated Spring/Summer? How is Holi, Eid and Easter celebrated? End of Ramadan Eid -Al – Fitr (8/9.3.27) *Invite Farah-festivals Plant veg (potatoes / radish) How do we use our senses ? Life cycle of a chicks How do we grow /What do we need to grow? Observe change from spring to Summer Mother’s Day (7.3)	Artefact associated with the home/garden – dolly tub Sense of belonging, special places and occasions. How am I a good helper? F5 What makes a good helper? Ways we can we help and care for others. How does Christianity teach Christians to care for others? How does Islam teach Muslims to care for others? *Invite Steve - gardener Plant veg (beans/peas/onions/carrots) Growing from around the world (oranges etc) (Globe)	Season Summer (June 21st) Revisit – what I am like now what I can do now. Sense of belonging, special places and occasions. Looking after the world. F6 What do religious believers believe about who created the world? What do Humanists, Hindu’s, Christians, Muslims, Jews believe about the way the world was created and how we should look after it? Plant veg (lettuce/strawberries) Tendering and netting Harvesting /visit to shops own experiences. Life cycle of a caterpillar Father’s Day (20.6.27)

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				Ending Lantern Festival (20.2.27)	End of Ramadan Eid -Al – Fitr (8/9. 3.27) Easter (26/28 &29.3.27)		
Expressive Arts and Design	Creating with Materials Being Imaginative and Expressive	Drawing Self and family face/body technique Chunky pencils/wax crayons/poster paint Print Making – body & sponges/rollers Snipping technique/cut in straight line Learn how to use different tapes Listen to music and join in with nursery rhymes (Discuss the change/patterns)	Take part in the Class Nativity/Sparkle Time Make use of props and materials Print making - natural/manmade Cut a curve/cut a zigzag Follow a pattern/make a pattern (Diwali) Make a pinch pot – Diva. Learn how to use different glues Keep a steady beat – through tapping of knees/dancing to music/making own music with sound makers Replicate a dance for Diwali Take part in the nativity.	Create and design shadow puppets Learn how to use powder paints and palettes Use a variety of materials to create a collage. Cut around a shape. Learn how to use split pins/tie string Play movement and listening games that use different sounds for different movements. Listen to musicians play and talk about it.	Focus illustrator Sharon King-Chai Create a card for a special person Create a sculpture/model from clay Learn about the illustrator and her work. Children to decide what they would like to make and use previous knowledge of moulding/pinching to share creation with peers and gift to a special person. Tap rhythms to accompany words. Move in time to music.	Focus artist Eric Carle Create a watercolour picture to send to someone special. Learn about the famous artist and how to use and develop watercolours to recreate art work similar to Eric Carle before creating own picture using similar style. Create their own music. Replicate a dance	Focus artist Andy Goldsworthy Learn about famous artist /sculpture Use natural materials to create – deciding on design and evaluate – share process. Use a variety of materials to create a sculpture Perform a song/poem or rhyme in front of friends
Music	Nursery	Songs about me/my body Partner games	Bonfire -using percussion to accompany Christmas songs	Chinese New Year – The Dragon song with percussion accompaniment	Songs about spring – flowers/baby animals Easter songs	Songs about Pirates/The Sea	Songs about sunny days and holidays
	Reception	Getting to know you songs ‘Hello Hello’ All about me. Partner work	Listening and moving to the beat: Music of black origin (black history month). Firework composition using percussion. Christmas songs.	The King is in his Castle action song/Traditional songs. Chinese New Year – The Dragon song with percussion accompaniment	Songs and raps about food and keeping the body healthy.	Songs about growing -‘Digging the Garden’ , ‘Little Seeds’	Songs about change – Butterfly song. Rhythm work using life cycle vocabulary (tadpole, butterfly etc)
Literacy	Nursery (Helicopter Stories) Comprehension Word Reading Writing	Children mark making giving and saying description relating to what they have drawn/illustrated. Adult to repeat/say and model the writing process. Listen and enjoy sharing a range of books. Hear general sound discrimination and be able to orally blend and segment Develop listening and speaking skills in a range of context. Aware writing communicates meaning. Understand that thoughts can be written down. Write their name	Children continue to mark make giving and saying description relating to what they have drawn/illustrated using increased development of language and confidence. Adult to repeat/say and model the writing process. Engage in conversation and can answer questions when reading wordless fiction and nonfiction books. Read individual letters by saying the sounds for them. Copies adult writing behaviour. Makes marks and drawings using increasing control, with	Introduction of helicopter stories. Adult scribing and writing down word for word, child decides part he/she would like to play and then on carpet/simple stage to act out the story. Predict and anticipate key events based on illustrations, story content and title. Blend sounds into words, so that they can read short words made up of known letter sound correspondences.	Adults are dictated to by the child, the adult says each word as it is written, pointing out gaps and punctuation. Re-reading and scanning and checking writing. Retell stories in the correct sequence, draw on language patterns of stories. Read a few common exception words matched to the school’s phonic knowledge. Builds words using letter sounds in writing	Adults are dictated to by the child, the adult says each word as it is written, pointing out gaps and punctuation. Re-reading and scanning and checking writing. Child may begin to write the initial sound /letter (of their name) and the adult continues to write the other parts of the story. Correctly sequence a story or event using pictures and/or captions. Read some letter groups that each represent one sound and says sounds ofr them. Reading simple phrases and sentences made up of words with known letter sound correspondences.	Adults are dictated to by the child, the adult says each word as it is written, pointing out gaps and punctuation. Re-reading and scanning and checking writing. Child knows groups of letters make up a word and a group of words make sentences. Child may continue using letters form their name or emergent writing or symbols. Play influenced by experience of books - act out stories through role play activities, usin g simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Read some tricky words from Phase 4 eg. Said like, have so, Re- read what they have

