



EYFS long term plan 2026/2027



Autumn 1 – Ourselves and Our Families					
Literacy	Mathematics	Indoor Provision	Outdoor Provision	Handwriting opportunities	Hygge
-The Colour Monster -Not Now Bernard -Gently Bently -Copycat Bear -Story of creation <u>Maths:</u> -A pair of Socks -Seaweed Soup -1 is One	-Matching objects -Identifying Sets -Sorting Objects -Comparing size, mass and capacity. -Copy and continue simple patterns. -Create simple patterns.	-Home corner -Different cultures and family life. -Home experiences e.g. tea time, -Meeting buddies. -Hair dressers in provision. -Life caravan -St Francis feast day celebrations.	-Large construction -Road maps -Following directional instructions -Bird feeders -Harvesting food from garden -Beanbags, hoops, tunnels and yoga mats to develop body management.	-Daily Dough Disco -Handwriting group -Big mark marking with natural objects e.g. twigs, sticks, leaves -Big paper on fences for mark making opportunities outside. -Self portraits -Writing names and single letter sounds (F2)	-Apples -Spiders -Birds -Leaves
Playing and Exploring		Active Learning		Creativity and Critical Thinking	
-Exploring and settling into new environment. -Trying new activities in provision. -Exploring role play both alone and in group. -Using props to support role play. -Bringing play ideas from home and incorporating them into play. -Making new friends and relationships. -Express preferences and interests.		<i>-Look closely at what interests the children and incorporate that into provision.</i> -Showing high levels of energy during PE lessons and during outdoor play when appropriate. -Concentrating on achieving a goal set e.g. making bird feeder, following a map, drawing family portraits. -Joining in with role play opportunities to explore different occupations. -Sharing home and family life news. -Children are taught how to use each area and the resources in the area.		-Creating own maps for self and others to follow. -Exploring daily routines for ourselves and others, can they create their own daily routines? -Creating their own patterns with different natural objects. -Making their own homes via various mediums, what rooms do they want in their homes?	

Autumn 2 – Celebrations and Seasonal Change

Literacy	Mathematics	Indoor Provision	Outdoor Provision	Handwriting opportunities	Hygge
-Ouch -Stuck -The Tiger who came for tea -The Large Family -The Christmas Pine -The Christmas Story <u>Maths:</u> -The Button Box -Beep, beep, vroom, vroom	-Find, subitise and represent 1,2 and 3. -1 more and 1 less -Composition of 1, 2 and 3 -Circles and Triangles -Find, subitise and represent 4 and 5. -Composition of 4 and 5.	-Using real tools safely e.g. hammers, nails, screw drivers. -Taking part in different celebrations. -Making Christmas decorations, cards, pictures ect. -Parents to lunch -Parents phonics session. -Remembrance Day	-Exploring seasonal change outdoors e.g. snow, ice, wind, rain, leaves falling from trees. -Nature hunts -Making pictures from natural loose parts -Adult lead ball games to develop cooperation in PD.	-Daily Dough Disco -Handwriting group -Using Tools -Writing Christmas cards -Writing single letter sounds (F2)	-Owls -Pumpkin -Mushrooms -Sticks -Decorations
Playing and Exploring		Active Learning		Creativity and Critical Thinking	
-Exploring seasonal change with adults, showing curiosity about the world around them. -Working safely with new tools for new and different reasons to achieve outcome. -Learning about new celebrations within different communities and participating in Celebrations. -Exploring shapes for different purposes. -Sensory exploration of the outdoor area and the changes seasons bring. -Adults encourage children to make own choices in provision.		<i>-Look closely at what interests the children and incorporate that into provision.</i> -Being involved in preparations for celebrations like birthdays, Christmas, Diwali, harvest festival. -Persevere with tasks they start, staff to encourage children to not give up; links made to Hope in virtues to live by. -Children show interest in being outdoors and exploring nature, they comment and what they see, hear, feel and share these thoughts with adults and peers. -Children are explicitly taught how to use the tools safely and effectively.		-Can they create their own decorations for different celebrations and talk through what they have made? -Creating with shapes in creative areas and outdoor area and adapting ideas when needed to achieve a goal. -Children use natural resources in new, original and creative ways to make art work and props for role play. -Children make up their own ball games to play 1:1 or in teams and help adults to lead these.	

Spring 1 – Once Upon A Time...					
Literacy	Mathematics	Indoor Provision	Outdoor Provision	Handwriting opportunities	Hygge
-Jack and the Beanstalk - The Magic Porridge Pot -Little Red Riding Hood -Jesus calling his followers -Jesus feeds the five thousand <u>Maths:</u> -None the number -The Ugly 5	-Introduce zero -Find, subitise and represent 0-5. -1 more and 1 less. -Mass and capacity -Find and represent 6,7 and 8. -Composition of 6,7 and 8. -Make pairs of odds and evens.	-Chinese New Year -Woodland -Restaurants -Tasting New foods -Mr Men and Little Miss themed provision. -Baking gingerbread.	-Picnics -Obstacle courses -Big building materials -Investigative tools outdoors to aid exploration e.g. tweezers, magnifying glasses, spades, cameras. -Bird watching -Adults lead group songs. -Music and instruments set up for children to develop dance skills.	-Daily Dough Disco -Handwriting group -Making our own storybooks -Designing our own Mr Men -Writing single letter sounds and CVC words (F2)	-Winter Trees -Snowflakes -Mountains -Ice -Robin -The Northern Lights
Playing and Exploring		Active Learning		Creativity and Critical Thinking	
-Listen to and enjoy a range of stories -Engage in role play on own and with others around the theme Fairy Tales, using drees up and props to support. -Exploring winter months outside, looking at dark mornings and nights and investigating the changes to the world around us. -Children are becoming more independent with dressing and self-care routines appropriate to their age and stage. -Trying new foods and expressing likes and dislikes.		<i>-Look closely at what interests the children and incorporate that into provision.</i> -Focusing attention on tasks e.g. building houses with a variety of mediums. -Problem solving while building houses and keep on trying when things do not go to planned. -Sequencing stories verbally using props and pictures. -Complete obstacle courses outside independently and with help from others if needed. Keep trying when challenging.		-Draw different stories together during, making links and talking about similarities and differences. -Creating their own Fairy Tale stories using familiar characters of ones they have thought of themselves. -Creating their own Mr and Little Miss characters and describing their personalities and traits. -Creating their own obstacle course outside for their teachers and peers to complete, problem solve and discover new ways to create them with a variety of resources.	

Spring 2 – Superheroes					
Literacy	Mathematics	Indoor Provision	Outdoor Provision	Handwriting opportunities	Hygge
-A Superhero like you -Fact books about -Firemen, policemen etc -Supertato -Superduck <u>Maths:</u> -Room on the Broom -Anno's Counting Book	-Length, height and time. -Find, compare and represent 9 and 10. -Conceptual subitising to 10. -Composition of 10 and bonds to 10. -Doubles to 10. -Explore odd and even.	-Measuring characters from stories and ordering accordingly. -Garden Centre in Role play. -Different occupations -Exploring a variety of eggs and which animals hatch from them. -Tasting eggs. -Baking and trying Easter foods.	-Planting peas, strawberries and other plants. -Growing sunflowers. -Making Easter garden. -Easter hunts. -Yoga mats for children to practice gymnastic skills. -Adults lead games and activities on balancing apparatus.	-Daily Dough Disco -Handwriting group -Writing captions and simple sentences (F2) -Writing signs for our garden. -Drawing and labelling life cycles. -Writing recipes. -Writing plans and to do lists.	-Moss -Mud -Rocks -Flowers -Nests -Beans -Seeds
Playing and Exploring		Active Learning		Creative and Critical Thinking	
-Using senses to explore the world around them while gardening and planting outdoors. -Helping to create sensory garden. -Trying new foods and expressing opinions. -Children to represent their own experiences during role play. -All children encouraged to be apart of caring for our school garden. -Using objects to represent items in role play based on their experience. -Provide a range of gardening resources to spark children's interests		<i>-Look closely at what interests the children and incorporate that into provision.</i> -Measuring ourselves and comparing, drawing around each other's bodies and comparing sizes. -Using virtue to live by perseverance to ask for God's help when things become difficult. -Children introduced to gardening and given ownership of tasks to instil a deep drive for them to discover more. -Talking, drawing and writing about processes involved in gardening and the what we want to achieve.		-Children encouraged to reflect throughout the half term on how the plants are growing, could we do more to help? Could we change things? -What else could we grow in our garden? Plan this with the children. -Planning and executing easter hunts for their friends. -Creating their own plants and flowers with various resources through various mediums.	

Summer 1 - Life Cycles and Living Things					
Literacy	Mathematics	Indoor Provision	Outdoor Provision	Handwriting opportunities	Hygge
-Rain before Rainbows -Chicken Licken - Extraordinary Gardener -Fact books about chicks. -Noah's Ark <u>Maths:</u> -Anno's Counting book -Truck counting book	- Build numbers beyond 10. -Continue patterns beyond 10. -Verbal counting beyond 20. -Select shapes for purpose. -Rotate, manipulate and explain shape arrangements. -Compose and decompose shapes. -Copy 2D shape pictures.	-Farm shop - Observing caterpillars. -Chicks arriving to observe. -Opportunities to explore healthy eating choices through snack. -Making area to remember and worship Mary.	-Make wormery outside -Planting sensory bushes in garden. -Planting sunflowers -Growing plants for Mary. -Balls, bats, bean bags, hoops, darts, skittles adult lead and child lead to develop manipulation and coordination.	-Daily Dough Disco -Handwriting group -labeling garden plants -Wring captions and simple sentences (F2) -Writing thank you cards to the farmer. -Drawing life cycles and labelling them.	-Worms -Butterflies -Tadpoles -The moon -Beetles
Playing and Exploring		Active Learning		Creative and Critical Thinking	
-Sensory exploration of healthy food and expressing opinions. -Developing independent skills while eating using tools safely to explore the food. -Children show curiosity and are interested in the animals we have in the setting and will explore them with increasing confidence. -Children express preferences with regards the animals we are exploring and the different stages if their life cycles.		<i>-Look closely at what interests the children and incorporate that into provision.</i> -Children to help care for the animals in our setting, they are encouraged to ask questions about them adults ask open ended questions to extend their thinking. -Children begin to take ownership of the outdoor area, tending and caring for it without needing prompts.		-Children make up their own games with PE equipment describing the rules and running the games. -Children make connections between the different animals we are studying, talking about similarities and differences between them. -Children investigate different animal habitats and compare and contrast. Can they make a home for a bug or creature?	

Summer 2 - Living things and environments					
Literacy	Mathematics	Indoor Provision	Outdoor Provision	Handwriting opportunities	Hygge
-Bumble Bear -Farmer Duck -Super Duck -Duck in the Truck -Fact books about the farm. Maths: -Monster Math -1 is One	-Sharing and grouping. -Play with and build doubles. -Identify units of repeating patterns. -Create and explore own patterns. -Positions -Explore mapping -Deepening understanding of all units covered this year.	-Farm shop/garden centre/ café. -Farm animal visit. -Baking bread. -F1 Rhyme Challenge. -Creating art work for the trust gallery.	-Making patterns with natural objects e.g. leaves, flowers, pebbles. -Making maps for friends to follow. -Making and navigating through mazes. -Caring and maintaining our garden area. -Adults lead racing and team games. -Making dens to create shaded areas	-Daily Dough Disco -Handwriting group -Writing opportunities around farm visit. -Map drawing. -Writing captions and simple sentences (F2) -Detailed drawings and paintings of animals.	-Tadpoles -Frogs -Baby animals -Rainbows
Playing and Exploring		Active Learning		Creative and Critical thinking	
-Children to join in when the farm animals visit, hold, touch, stroke and walk the animals. -children take part in a whole school oracy performance. - Children to explore farm animals and farm life through small world, role play and hands on experiences. -Children enjoy time outside as the weather gets warmer and discover new activities they can engage in while outdoors in spring/summer.		<i>-Look closely at what interests the children and incorporate that into provision.</i> - Exploring mazes and making their own mazes. Guiding adults and peers through their mazes using clear instructions. -Making close observations of animals and talking about what they observe. -Showing high levels of interest and fascination with regards to the farm animals and farm experience. -Children understand how to be safe outside in the summer and begin to do these things independently explain reasoning behind this.		-Children are encouraged to compare and contrast different environments they have explored throughout the year. -Children to think of different ways they can build homes for the farm animals in our outdoor areas using open ended resources. -Children to make links back to last half terms learning of the chicks and how they have grown. -Children encouraged to think of questions we can ask the farmer during his visit.	

