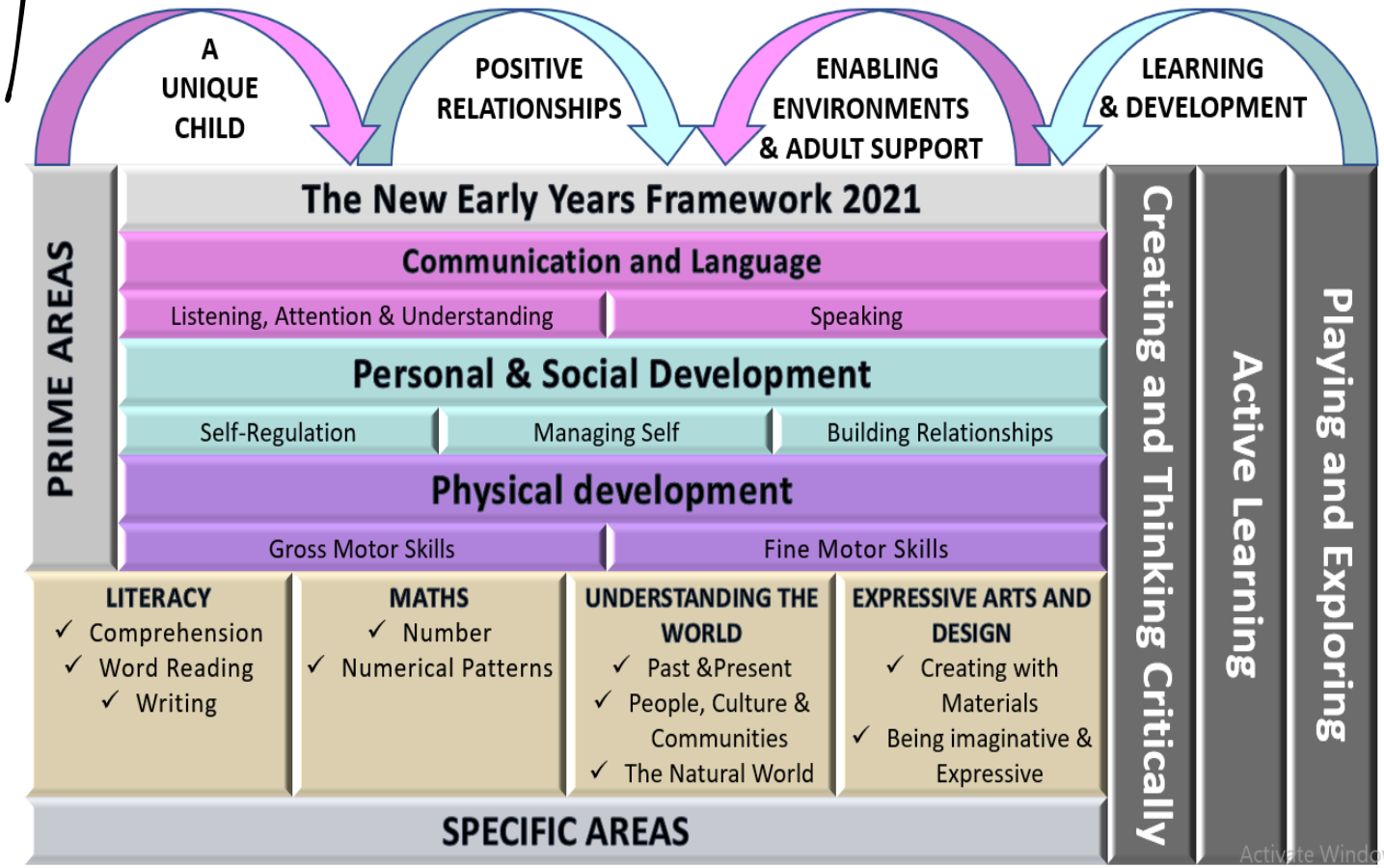
Foundation Stage Long Term Plan 2026-27

Every child. Every day. Every opportunity.

The EYFS is a unique and vital year that bridges the EYFS and Key Stage One. It gives children the foundations they need for lifelong learning through purposeful teaching, rich play and secure relationships.



Eastover Primary School

Activate Window

Foundation stage Long Term Plan 2026-2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes NB : *These themes may be adapted at various points to allow for children's interests*	**All about me!** Starting school / my new class / New Beginnings /How I have changed/ People who help us / My family / PSED focus /relationships/feelings No Outsiders – Red Rockets and Rainbow Jelly Everywhere Bear Carnival – Bridgwater Week	**Lets celebrate!** Bonfire night celebrations Diwali Little Red Hen – Harvest The Nativity Christmas Lists Letters to Father Christmas No Outsiders – I choose	**Space explorers!** Arts & Design focus A Starry Night -Van Gogh Night time adventures Chinese New Year No Outsiders – Blue Chameleon Around the World Week	**The enchanted woodland!** The great outdoors Plants & Flowers Weather / seasons Planting beans/seeds Make a sculpture: Andy Goldsworthy Reduce, Reuse & Recycle Fun Science / Materials Where do we live in the UK / world?	**Amazing animals and minibeasts!** What lives in our pond? Life cycles Farm animals Trip to Court Farm Matisse – The Snail	**Under the sea!** Where in the world shall we go? Ocean life North and South Poles Send me a postcard! Marine life Reduce, Reuse & Recycle Art Week Health week
High Quality Texts	Colour Monster Colour Monster Starts School Ruby's worry Meesha Makes Friends Peepo Funnybones Supertato and the Carnival Castrophe The Queens Knickers	Everywhere Bear Little Red Hen Diwali The Jolly Postman The Christmas Story Christmas Week	How to catch a star Whatever Next! Chinese New Year Aliens love Underpants! Katie and The Starry Night The way back home	Owl Babies The Gruffulo Tree: Seasons come seasons go The Enormous Pancake (Pancake Day) Katie and the Sunflowers Gozzle We're going on a Bear Hunt	Oi Frog The Tadpoles Promise What the Ladybird Heard The very hungry caterpillar Superworm The Snail and the Whale The bad tempered ladybird	Alba the 100 year old fish Someone Swallowed Stanley The Rainbow Fish Lost and Found A home for a Pirate Tiddler Poles Apart
'Drawing Club Texts	Mixed Not Now Bernard Room on the Broom	Rama and Sita Willo the Wisp animation The Odd Egg White Hen and the Fox traditional tale The Christmas Pine The Snowman animation	The Magic Roundabout Trapdoor The three Billy Goats Gruff Stuck Beegu The Runaway Pancake	The Gingerbread man Roadrunner Would you rather? The Gruffalo Jack and the Beanstalk	The Hungry Caterpillar Farmer Duck Rosie's Walk The Tiger who came to Tea Where the Wild Things are	Penguin Popeye Tiddler The night Pirates Captain Pugwash

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About Me!	Lets celebrate!	Space explorers !	The enchanted woodland!	Amazing animals !	Under the sea!
Poetry basket poems	Chop Chop Pointy Hat Falling Apples A Basket of Apples Leaves are Falling	Breezy Weather Who Has Seen the Wind? Cup of Tea Mice Shoes Five Little Pumpkins	Popcorn A Little House Pancakes Lets Put on Our Mittens I Can Build a Snowman Carrot Nose Spring Wind Stepping Stones	Wise Old Owl Five Little Owls The Fox Furry Furry Squirrel Hungry Birdies Mrs Bluebird	I Have a Little Frog Pitter Patter Sliced Bread Monkey Babies Thunderstorm A Little Seed	A Little Shell Dance Five Little Peas If I Were So Very Small Under a Stone
Wow Moments	Personal Passports Everywhere Bear Talk on Tuesdays Nativity Play Christmas crafts with parents Visit from the Little Red Hen Farmlink – Harvest Workshop Bridgwater week - Carnival		Everywhere Bear Talk on Tuesdays Around the World days Chinese New Year Celebration Farmlink – seasons assembly World book Day Chick lifecyle – real life		Everywhere Bear Talk on Tuesdays Farmlink – lifecycle assembly Animal Detectives assembly Court Farm trip Art week Health week – Sports Day Somerset Heritage – Pirate Workshop Caterpillars in Frogspawn in classroom or pond visits	
No Outsiders	Red Rockets and Rainbow Jelly	You choose	Blue Chameleon	Mommy, Mama and Me	The Family Book	All about Diversity
Investigations	Soap bubble prints Plastic Bag Parachutes Fizzy Colours Paper Towel Colour Mixing Growing wheat	Fireworks in a glass Fizzers Tumeric Indicator	Bubbling planets Craters on the moon Glowing Stars Shaving foam marbled planets Dancing rice (CNY) Dancing Noodles Floating Rice	Planting beans Balancing Butterflies Colouring leaves Spiders Webs Pine Cone Weather Station Two Coloured Daisy	Buttefly Life cycle investigation Bee and Pollination Making lavender cuttings	How do Polar animals keep warm experiment? Frozen sea Floating egg How fish breathe Salt water Density

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Lets celebrate!	Space explorers !	The enchanted woodland!	Amazing animals!	Under the sea! C

Over Arching Principles

Characteristics of Effective Learning

Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning
Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.
Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.
Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.
Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.
Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

PLAY: At Eastover, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore , we are proud that our EYFS setting has an underlying ethos of 'Learning through play. Play is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships , set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.

We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All about me!	Lets celebrate!	Space explorers!	The enchanted woodland!	Amazing animals!	Under the sea!
British Values	**Mutual respect** We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected, and celebrated.	**Mutual Tolerance** Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. Done through celebrations	**Rule of law** We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. Class rules	**Individual liberty** We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	**Democracy** We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	**Recap all British Values** Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
Assessment opportunities	In-house - Baseline data on entry National Baseline data by end of term Phonics assessments – phonics tracker Key word assessments EYFS team meetings	On going assessments Pupil progress meetings Parents evening info EYFS team meetings In house moderation End of term Assessments Phonics assessments Key word assessments	GLD Projections for EOY Cluster moderation EYFS team meetings Phase meeting and internal moderations	Pupil progress meetings Parents evening info EYFS team meetings End of term Assessments Phonics assessments Key word assessments	Cluster moderation EYFS team meetings	Pupil progress meetings Reports Phonics assessments Key word assessmentts EYFS team meetings EOY data
Parental Involvement	Welcome meeting Seesaw involvement Reading workshop School Website Phonic lesson invite	Seesaw involvement Nativity Parents Evening Maths workshop Christmas Crafts	Seesaw Involvement	Seesaw involvement Parents Evening	Seesaw involvement	Seesaw involvement End of Year Report

Eastover Primary School

Diversity Texts to be read throughout the year during story time sessions

BAME main characters	Cultural diversity	Neurodiversity	Physical Disabilities	Different families
So much Shine Astro Girl Lulu's first day Baby goes to market Mommy saying Full, full full of love 15 things not to do with a puppy Jabari jumps Izzy gizmo Little people big dreams books	The big book of families Maisie's scrapbook Hats of faith The jasmine sneeze Golden domes and silver lanterns	We're all wonders Perfectly Norman Incredible you I see things differently Mr Gorski I think I have the wiggle fidgets Because What makes me a me? The unbudgable curmudgeon	Its ok to be different When Charlie met Emma Only one you Don't call me special Happy to be me Millie gets her super ears Wonder	My pirate mums Mt two grandads The girl with two dads We are family More people to love me Our class is a family Love makes a family Heather has two mummies

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General Themes	All about me	Lets celebrate	Space explorers!	The enchanted woodland	Amazing animals	Under the sea
Communication and Language	The development of children's spoken language underpins all seven areas of learning and development. Children's **back-and-forth interactions** from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a **language-rich environment** is crucial. By commenting on what children are interested in or doing, and echoing back what they say with **new vocabulary added**, practitioners will build children's language effectively**. 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 words in a range of contexts,** will give children the opportunity to thrive. Through **conversation, story-telling and role play**, where children **share their ideas** with support and **modelling** from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a **rich range of vocabulary** and **language structures.**					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, EYFS productions, Drawing Club, Talk on Tuesday, Everywhere Bear, Oracy Agreement and Talk Boost interventions.	**Welcome to EYFS** Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? About family routines and special occasions Show an interest in the lives of other people Follow instructions Develop vocabulary Drawing Club Talk boost intervention Model talk routines through the day.	**Tell me a story!** Develop vocabulary: Word aware Talk Boost interventions Discovering Passions Tell me a story - retelling stories: talk for writing Story language Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary.	**Tell me why!** Develop vocabulary: Word aware Talk Boost interventions Using language well Ask's how and why questions… Retell a story with story language Remember key points from a story Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. I can describe events (Chinese New Year)	**Explain to me!** Talk Boost Word Aware: explore vocab Reciting poems and songs I can learn and recite, poems and songs: Rhyme of the week Tell me a story - retelling stories: talk for writing Articulate a life cycle I can listen to and engage in and talk about selected non-fiction I can articulate my ideas and thoughts into well-formed sentences I ask questions to find out more	**Can you recount an event?** Talk Boost Word Aware: Explore Vocab I can learn and recite, poems and songs: Rhyme of the week I can listen to, engage in and talk about non-fiction Using the iPad to take a photograph I can describe events in some detail: farm trip, frog life cycle	**Tell me about differences?** Talk Boost Word Aware: Explore Vocab I can learn and recite, poems and songs: Rhyme of the week I can talk about similarities and differences between things in the past and now (seasides) I can talk about the experiences I have had at different points in the school year (end of year video)

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General Themes	All About me!	Lets celebrate!	Space explorers!	enchanted woodlands!	Amazing animals!	Under the sea!
Personal, Social and Emotional Development	Children's personal, social and emotional development (PSED) is **crucial for children to lead healthy and happy lives**, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that **shape their social world**. Strong, warm and supportive relationships with adults enable children to learn how to **understand their own feelings and those of others**. Children should be supported to **manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist** and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn **how to look after their bodies, including healthy eating**, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which **children can achieve at school and in later life.**					
Managing Self Self Regulation Making Relationships	**Me and My Relationships** All about me What makes me special Me and my special people Who can help me? (self-regulation) Me and my feelings 1 & 2 (naming different feelings, thinking about how to feel with 'not so good feelings', know some self-care techniques) Know that some actions and words can hurt others feelings. Oral hygiene: teeth cleaning linked to the dental nurse Handwashing Class rules: Behavioural expectations in the class/boundaries set Class rules	**Valuing Difference** I'm special you're special Same and different Same and different families Same and different homes I am caring Kind and caring I know what it means to be respectful and to be treated with respect Independence: putting own socks and shoes on	**Keeping myself safe** What's safe to go in my body? Keeping myself safe Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe SMART rules	**Rights and responsibilities** Looking after my special people: I know that caring relationships are at the heart of happy families Looking after my friends: I know what makes a good friend Being helpful at home and caring for our classroom Caring for our world Healthy eating: Fruit kebabs/making a fruit smoothie	**Being my best** Bouncing back when things go wring: resilience Yes I can: confidence and resilience Healthy eating (2 weeks) Move your body A good nights sleep Importance of exercise Being kind to living creatures Taking care of animals (frogs/butterflies)	**Growing and changing** **Seasons** **Life stages, plants, animals, humans** **Life stages, human life stage, who will I be?** **Where do babies come from?** **Getting bigger** **Me and my body, girls and boys** Transition into Year 1 Year 1 readiness
	Early learning Goals: Show an understanding of their own feelings and those of others, and begin to **regulate their behaviour accordingly**. Set and work towards simple goals, being able to wait for what they want and **control their immediate impulses when appropriate**. Give **focused attention to what the teacher says**, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. *** Controlling own feelings and behaviours *Applying personalised strategies to return to a state of calm *Being able to curb impulsive behaviours *Being able to concentrate on a task *Being able to ignore distractions *Behaving in ways that are pro-social *Planning *Thinking before acting *Delaying gratification * Persisting in the face of difficulty.**					

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General Themes	All About me!	celebrations!	Space explorers!	The enchanted woodland!	Amazing animals!	Under the sea!
Physical development	Physical activity is **vital** in children's all-round development, enabling them to **pursue happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a **child's strength, co-ordination and positional awareness** through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness**, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision helps with hand-eye co-ordination**, which is later linked to **early literacy**. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence.**					
Fine Motor	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip Taking shoes off and putting them on	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / zips Cutting with Scissors	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Cut a shape out using scissors Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Draw pictures that are recognisable Build things with smaller linking blocks, such as Duplo or Lego
Gross Motor	**PE lessons: Multiskills** Balance Different ways of moving Negotiate space Travelling with confidence Refining fundamental skills	**PE lessons: Games** Ball skills: throwing, catching, kicking Using different sized balls Follow the rules of a game	**PE lessons: Dance** Move energetically Copy basic actions Move to music Negotiate space I can perform teacher led warm ups	**PE lessons: Gymnastics** Balance Core muscle strength Jumping and landing Awareness of space	**PE lessons : Mulitskills** Balance Different ways of moving Negotiate space Travelling with confidence Refining fundamental skills	**NEXT LEVEL SPORTS: Athletics** Running skills Agility Sports day
	CONTINUOUS PROVISION; Cooperation games i.e. parachute games, Climbing – outdoor equipment., Help individual children to develop good personal hygiene, . Provide regular reminders about thorough handwashing and toileting. Crates play- climbing, Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and, skateboards, wheelbarrows, prams and carts					

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Literacy	It is crucial for children to develop **a life-long love of reading**. Reading consists of two dimensions: **language comprehension and word reading**. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and **enjoy rhymes, poems and songs together**. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (**decoding)** and the **speedy recognition of familiar printed words.** Writing involves **transcription** (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
Comprehension	I can show a preference for a book, song or rhyme.	I can talk about events and characters in a story read to me. I can join in with rhymes and stories. I can fill in missing words from well-known rhymes	I can show interest and answer simple questions about the text I use words that I know to check my reading makes sense	I can demonstrate understanding when talking about what I have read I can repeat words or phrases to check my reading	I am beginning to notice if my reading makes sense and looks right I think about what I already know to help me with my reading I can say rhymes by heart I can sometimes notice errors I know that illustrations can help me make sense of my reading	I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary (ELG) I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)
Word Reading	**Unlocking letters and sounds** I can handle books correctly and follow print left to right, top to bottom I can locate the title I can segment and blend words orally I can recognise words that rhyme	**Unlocking letters and sounds** I can Link most sounds to letters I am beginning to blend and segment in order to read vc and cvc words I am beginning to match spoken word to written word (1 to 1 cor) across 2-3 lines of print I can read some Phase 2 words including some tricky words	**Unlocking letters and sounds** I can locate and recall the title I can read with 1-1 correspondence I can read some common irregular words (Phase2/3) I can link all sounds to letters I can solve simple words by blending sounds and I check what I read makes sense and sounds right	**Unlocking letters and sounds** I can read and understand simple sentences I can use phonic knowledge to read and decode regular words I can read all Phase 2 words I can read some of Phase 3 words	**Unlocking letters and sounds** I can read phase 3 words (decodable and tricky) I can say a sound for each letter in the alphabet and at least 10 digraphs (ELG) I can read words consistent with my phonic knowledge by sound blending (ELG) I can re-read books showing increased accuracy and fluency	**Unlocking letters and sounds** End of term assessments Transition work with Year 1 staff

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Writing =	=Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Name writing Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels. Writing for a purpose in role play PHASE WORDS	Recount, Name writing, labelling, talk for writing block, story scribing. Retelling stories, letter writing Writing tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. PHASE WORDS	Exciting adjectives 'Wow words' Rhyming words/sentences Instructions Captions Writing recipes, lists. PHASE WORDS	Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions – life cycles Character descriptions. Order the Easter story PHASE WORDS	Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Recount – A trip to the farm	Non fiction Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character description – sea creatures

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Maths	Developing a **strong grounding in number** is essential so that all children develop the necessary **building blocks** to excel mathematically. Children should be able to **count confidently**, develop a deep understanding of the **numbers to 10**, the **relationships between** them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using **manipulatives,** including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which **mastery of mathematics** is built. In addition, it is important that the curriculum includes **rich opportunities for children to develop their spatial reasoning** skills across all areas of mathematics including shape, space and measures. It is important that children **develop positive attitudes and interests in mathematics**, look for **patterns and relationships**, spot **connections, 'have a go'**, **talk to adults** and peers about what they notice and not be afraid to make mistakes.					
	X2 weeks: baseline/getting to know you Matching Sorting Comparing amounts Compare size/mass/capacity Exploring patterns	Representing and comparing 1,2,3 Composition of 1,2,3 Circles and triangles & Spatial awareness The number 4/ The number 5 One more one less Comparing shapes Night and day (routines/time)	Zero and comparing numbers to 5 Composition of 4 and 5 Mass and capacity Learning about 6,7 and 8 Pairs and combining groups to 10 Length and height	9 and 10 Comparing numbers to 10 Number bonds to 10 (2 weeks) 3D shape Consolidation (respond to what they need more support with)	Building numbers beyond 10 Counting patterns/spatial reasoning Adding more x2 weeks Taking away x2 weeks	Doubles Sharing and grouping Odd and Even Spatial reasoning Deepening understanding x2 weeks Patterns Consolidation

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General Themes	All About me!	celebrations!	Space explorers!	The enchanted woodland!	Amazing animals!	Under the sea!
Understanding the world Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness.	Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
	Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. I can describe people who are familiar to me Show interest in the lives of other people who are familiar to me Recognise that people have different beliefs and celebrate special times in different ways Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. Show an interest in different occupations and ways of life I can ask questions about aspects of my familiar world such as the place where I live or the natural world	Guy Fawkes: compare and contrast character from stories, including figures from the past: looking at clothes To talk about significant events in my own experience To talk about why things happen: making bread To recognise and describe special times or events for family or friends	Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. Celebrate Chinese New year Recognising that people have different beliefs Respecting difference Talk about lives of people around us Talk about experiences at different points in the year (class calendar for each month) Changing seasons: winter Knowing there are different countries in the world	Similarities and differences between countries/environments/Africa/AnimalMaps of our journey to school/looking on Google Earth: features of local environment, maps of local area comparing places on Google Earth: how are they similar/different? I can describe special events (Easter) Environment: care can concern:woodlands I can tell you what a plant needs to grow (growing the beanstalk)	Growth & Change: frog life cycle To show care and concern for living things in the environment To start to develop an understanding of growth, decay and changes over time To talk about some of the things I have observed such as plants, animals, natural and found objects Growth & Change: chick life cycle To understand the key features of the life cycle of a plant and animal	Materials: Floating / Sinking – boat building Metallic / non-metallic objects Seasides long ago – Magic Grandad compare and contrast past and present Share non-fiction texts that offer an insight into contrasting environments. I can draw information from a simple map I can talk about ways in which I can look after the environment Pirate maps (maps of school to find treasure)

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General Themes	All About me!	Lets celebrate!	Space explorers!	The enchanted woodland!	Amazing animals!	Under the sea!
Expressive Arts and Design *Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.* *Work will be displayed in the classroom* *lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.*	The development of children's artistic and cultural awareness supports **their imagination and creativity**. It is important that children have regular opportunities to **engage with the arts**, enabling them to explore and play with a wide range of **media and materials**. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, **self-expression, vocabulary and ability to communicate through the arts**. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
	Join in with songs beginning to mix colours Build stories around toys (small world) use available props to support role play Build models using construction equipment. Exploring sounds and how they can be changed, tapping out of simple rhythms. Play pitch matching games, humming or singing To draw a self-portrait (enclosing lines): draw definite features	Use different textures and materials to make firework pictures Listen to music and make their own dances in response. Christmas decorations, Christmas cards, Divas, Christmas songs/poems The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. Role Play of The Nativity Music: Christmas Songs	Van Gogh Starry Night: I can produce a piece of artwork using an artists style as a stimulus. I can explore how colour can be changed I can talk about a famous artist. Making lanterns, Chinese writing, puppet making, Chinese music and composition I can recognise, create and describe pattern: tiger skin .	Make different textures; make patterns using different colours Children will explore ways to protect the growing of plants by designing scarecrows. Mother's Day crafts Exploration of other countries – dressing up in different costumes Easter crafts printing, patterns on Easter eggs Rubbings of leaves/plants I can combine media to make a collage (collage chick) Andy Goldsworthy natural art Flowers-Sun flowers (Van Gogh)	Collage-farm animals / Making houses. Pastel drawings, Life cycles, Junk modelling, houses, bridges boats and transport. Provide children with a range of materials for children to construct with. Create collaboratively: making 3d ladybird shells: papier mache: working in pairs I can use various construction materials: making a goat for the Billy Goats Gruff	Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports. Colour mixing – underwater pictures. Father's Day Crafts Making models from recycled materials: link to keeping our sea clean

Foundation stage Long Term Plan 2026/2027

Early Learning Goals – for the **end of the year** - Holistic / best fit Judgement!

Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Maths	Understanding the World	Expressive arts and design
ELG: Listening, Attention and Understanding 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 Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers **ELG: Speaking** Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 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.	**ELG: Self-Regulation** Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. **ELG: Managing Self** 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. **ELG: Building Relationships** 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.	**ELG: Gross Motor Skills** Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. **ELG: Fine Motor Skills** Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.	**ELG: Comprehension** Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. **ELG: Word Reading** Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. **ELG: Writing** Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.	**ELG: Number** Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. **ELG: Numerical Patterns** Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	**ELG: Past and Present** Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. **ELG: People, Culture and Communities** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. 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. **ELG: The Natural World** Explore the natural world around them, making observations and drawing pictures of animals and plants. 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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	**ELG: Creating with Materials** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. **ELG: Being Imaginative and Expressive** Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.