



EYFS Long Term Curriculum Planner 2025-26

	Autumn 1 8 Weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 7 weeks
Theme	Me Belonging	Celebrations	Winter	Spring	Animals	Travel
Theme Units	Family locality home/school History of Allerton Bywater	Christmas Birthdays Bonfire night Halloween Festivals	Winter (Seasons) Weather Cold Places Countries Chinese New Year	Growing Food Plants New Life Life cycles Animal babies	Animal heroes Minibeasts Wild animals Pets Dinosaurs Habitats	Space Transport Journeys Transition Holidays
Areas of Provision (CAL focus support)	Role play home (familiar to children)	Role play bakery	Chinese Restaurant or Take Away	Garden Centre Restaurant	Pet shop role play	Train station Bus station Bike and Car Mechanics
Enhancements, experiences and opportunities	Brown bags (Summer) Baking bread Local area walk	Baking gingerbread Posting a letter Postman visitor Christmas Performance	Chinese Food Buffet Selling Ice Slushies (Stall)	Cooking / preparing food Chef visit Temple Newsham (gardens visit)	Visit a Farm / Zoo / Wildlife Park / St. Aidens RSBP	Going on a journey (experience trip)
Books to Supplement Learning (Not limited to). <i>This forms a starting point. Teachers will also select from class books and follow children's interests as well as access information books, poems and songs throughout.</i>	Hug The Way I Feel Monkey Puzzle The Colour Monster Get up and Go	Pumpkin Soup Room on the Broom Scarecrows Wedding Jolly Postman's Christmas The Christmas Story	The Gruffalos Child Sickman The Secrets of Winter Once upon a raindrop Story of Snow Children just like me Polar bear, Polar Bear what can you see? The Great Race: The Story of the Zodiac	The Hungry Caterpillar Oliver's Vegetables Jack and the Bean Stalk Jim and the Beanstalk Jaspers Beanstalk The Tiny Seed Tadpoles Promise	Superworm The very busy Spider If I had a dinosaur Mad about Dinosaurs Shark in the Park Farmer Duck A Squash and a Squeeze	Mr Gumpy's Motor Car The Train Ride Mr Gumpy's Outing Mr Armitage on Wheels The Snail and the Whale The Way Back Home
Communication and Language	Learn new vocabulary Listen carefully to rhymes and songs, paying attention to how they sound. Use new vocabulary in different contexts Use new vocabulary through the day Learn rhymes, poems, and songs.					

	Understand how to listen carefully and why listening is important. Engage in story times.	Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Engage in story times.	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary.	Describe events in some detail Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.	Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts
Physical Development	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian.	Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and efficient.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
Personal, Social and Emotional Development	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others		Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.		Think about the perspectives of others. Manage their own needs.	
	NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.					
Literacy	Set 1 Sounds Read individual letters by saying the sounds for them. Name writing- correct letter and case Pencil grip Writing initial sounds	Set 1 sounds Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Identifying initial and end sounds	Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school’s phonic programme. Writing simple words- cvc	Read simple phrases and sentences made up of words with known letter– sound correspondences and, a few exception words Re-read these books to build up confidence in word reading, fluency, understanding and enjoyment. Labels and caption writing	Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Captions and simple sentences	Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Some HF words are spelt correctly. Re-read what they have written to check that it makes sense

Mathematics	<u>Mastering Number</u> <i>Subitise</i> and create patterns to 5 <i>Counting</i> - number songs and action rhymes <i>Number composition</i> to 4 <i>Comparison</i> more than fewer than <u>SSM</u> <u>WRH Unit</u> Getting to know you. Just like me! Compare size, mass and capacity Exploring pattern	<u>Mastering Number</u> <i>Subitising</i> within 5 Counting beyond 5 and recognising matching numerals Composition Part part whole Comparison matching sets, equal to <u>SSM</u> <u>WRH Unit</u> It's me 1,2,3 Light & Dark Circles, triangles Shapes with 4 sides Positional language Time	<u>Mastering Number</u> Exploring patterns within 5 structured and random Counting to 20 and beyond Comparison the composition of 6 and symmetrical patterns 10 can be made of 5 and 5 Comparing sets equal and unequal <u>SSM</u> <u>WRH Unit</u> Alive in 5! Growing 6,7,8 Mass, capacity Length, height Time	<u>Mastering Number</u> Exploring symmetry and number doubles Counting pattern beyond 20 Odd and even numbers positioning numbers and comparing numbers <u>SSM</u> <u>WRH Unit</u> Building 9 & 10 Consolidation 3D shape	<u>Mastering Number</u> Double patterns numbers within 10 counting to 20 and beyond Composition of 10 ordering sets <u>SSM</u> <u>WRH Unit</u> To 20 and beyond First, then, now Spatial reasoning Match, rotate, manipulate Compose and decompose	<u>Mastering Number</u> Consolidate understanding of concepts <u>SSM</u> <u>WRH Unit</u> Find my Pattern On the move Spatial reasoning Visualise and build Mapping
Understanding the World	Talk about members of their immediate family and community. Name and describe people who are familiar to them.	Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries	Recognise some environments that are different to the one in which they live.	Understand that some places are special to members of their community.	Explore the natural world around them. Draw information from a simple map.	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.
	Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside					
Expressive Arts	Develop storylines in their pretend play.	Sing in a group or on their own, increasingly matching the pitch and following the melody.	Return to and build on their previous learning, refining ideas and developing their ability to represent	Create collaboratively sharing ideas, resources, and skills.	Listen attentively, move to and talk about music, expressing their feelings and responses.	Watch and talk about dance and performance art, expressing their

			them			feelings and responses
	Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups.					