



LONG-TERM PLANS at Tranmere Park EYFS (2026/27)



Subject Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic NOTE - changes can be made to topics based on the current cohorts needs and interests.	Marvellous Me 		Tremendous Transport 	Feed Me, Please – Planting and Growing 	Amazing Animals 	The Big Wide World 
Overview	This term, our topic is Marvellous Me! The children will explore what makes them special and unique as they learn about their appearance, bodies, senses, feelings and the people who care for and help them. Through art, role play, stories and practical activities, they will develop confidence in talking about themselves and others, build vocabulary linked to their bodies and emotions, and begin to understand how people can be different and unique. We will also explore the people who help us in our school and wider community, celebrations and special occasions, and what we might like to be when we grow up.		This half-term, our topic is Transport. The children will be exploring different types of transport and how they help us travel on land, in the air, and on water. We'll begin by thinking about what transport is and how it has changed over time, comparing vehicles from the past with those we use today. As the unit develops, children will investigate land, air, and water transport through stories, discussions, experiments, creative activities, and role play. Through hands-on learning, the children will explore key ideas such as speed, movement, floating and sinking, and the purposes of different vehicles. They will also learn about people who help us, focusing on emergency services and the special vehicles they use to keep us safe.	This half-term, our topic is Feed Me Please – Planting and Growing. The children will be exploring how plants grow and why they are so important to us. We will begin by finding out what seeds are and looking closely at different types of seeds, noticing their size, shape and texture. The children will learn that seeds grow into plants and begin to understand what plants need to survive, including water, sunlight, air and soil. As the unit develops, children will investigate the life cycle of a plant, from seed to sprout, to flower, fruit or vegetable. They will explore the parts of a plant, including roots, stem, leaves and flowers, and learn about how flowers can turn into fruits and vegetables that we can eat. Through hands-on planting experiences, the children will observe changes over time and begin to understand growth. The topic will also explore food from the farm, helping children make links between	This half-term, our topic is Animals. The children will explore different types of animals and learn what makes an animal an animal - identifying and discussing their features and habits. As the unit develops, children will learn about animal life cycles, exploring how animals grow and change from babies into adults. They will also learn about pets and how to care for them, understanding that animals need food, water and shelter. The children will explore wild animals and the different habitats animals live in around the world. They will learn what animals need to survive and how people can help protect animals and their environments. The topic will also introduce extinct animals, including dinosaurs. By the end of the unit, children will learn how animals help people, including farm and working animals, developing their understanding through	This unit focuses on supporting children as they prepare for their transition from Reception into Year 1. Through discussion, reflection and practical experiences, children will explore their feelings about change, sharing what they are excited about as well as any worries they may have. They will build confidence in expressing themselves and develop an understanding of what Year 1 may look and feel like. As the unit develops, children will reflect on their time in Reception, revisiting memories, experiences and key moments in their learning journey. They will discuss how they have changed since starting school and identify the skills they have developed, celebrating their achievements and personal growth. Children will also consider how they can support others who are starting

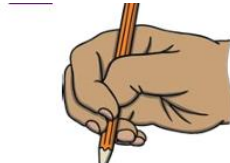
			the plants we grow and the food we buy and eat. Through stories, discussions, practical planting, investigations, creative activities and role play, the children will develop their understanding of the natural world and where food comes from.	stories, discussions and practical activities.	school, developing empathy and communication skills by creating advice and messages for new children joining Reception. By the end of the unit, children will have a stronger sense of self, a positive attitude towards change, and an understanding of their own learning journey. They will leave Reception feeling proud of their experiences, ready and excited for the next stage in Year 1.
Key Questions and Lines of Enquiry *NOT LIMITED TO*	What makes me special and unique? What can my body do? How do my senses help me explore the world? How do I feel today, and why? Who cares for and looks after me? How do people show that they care for us? How do I celebrate my birthday? What other celebrations do people have and how are they different? What would I like to be when I grow up? Who helps me in my school community and how do we all work together?	What is transport? How is transport from the past different to the transport we use today? What kinds of transport move on land and what are they used for? How do vehicles travel through the sky and where can they take us? What transport moves on water and why do some boats float? How do emergency vehicles help people quickly?	What do you think will grow from a seed? Bean? What do seeds need to grow into plants? How does a seed grow and change? What are the different parts of a flower? Which foods come from plants? Where does our food grow?	What is an animal? How do animals grow and change? What is a life cycle? What is a pet and how do we care for it? What is a habitat? Where do different animals live? What do animals need to survive? How can we help animals? What does extinct mean? How do animals help people?	What does it mean to be moving to Year 1? What was your transition morning like? How did you feel when you visited Year 1? What are you excited or worried about for Year 1? Can you remember your first days in Reception? How have you changed since you started school? What would advice or tips would you give a new child starting Reception? What has been your favourite memory in Reception? What are you proud of learning this year? What skills do you think you have now that you didn't have before?
Key Vocabulary	Appearance: special, unique, self-portrait, features Body: head, shoulders, knees, toes, eyes, ears, mouth Senses: see, hear, smell, taste, touch Feelings: happy, calm, excited, sad, worried, scared, angry, frustrated, expression, body language People who care for us: care, help, look after, keep safe, protect Celebrations: birthday, celebration, festival, culture Community: school, community, help, work Future: job, work, uniform	Transport: vehicle, travel, from A to B, journey, land, air, water Past and present: past, present, old, new, change Movement: move, speed, fast, slow, quicker, slower Vehicles: car, bus, train, tram, bicycle, tractor, aeroplane, helicopter, boat, ferry, rocket Floating and sinking: float, sink, heavy, light, waterproof	Seeds and growing: seed, grow, change, plant, life cycle What plants need: water, sunlight, air, soil Parts of a plant: root, stem, leaf, flower, petal Food: fruit, vegetable, food, healthy Where food comes from: farm, farmer, garden, grow, underground	Animals: animal, pet, wild, farm, zoo Life cycles: life cycle, baby, adult, egg, grow, change Habitats: habitat, home, jungle, ocean, desert, forest, polar Survival: food, water, shelter, survive Caring for animals: care, protect, help Past and present: extinct, fossil, dinosaur, past, present	Change: transition, change, moving on, Year 1 Feelings: feelings, emotions, excited, worried, proud Looking back: memory, remember, reflect, journey Growing and learning: skill, achievement, learn, improve, change Starting school: Reception, Year 1, new, ready, confident

		People and travel: passenger, driver, pilot, captain, ticket Emergency services: police, fire service, ambulance, emergency, rescue Power: fuel, petrol, steam, electricity Environment: pollution, air pollution, noise pollution	Growth: seed, sprout, plant, flower, fruit, bigger, taller, larger Planting: soil, seed, plant pot, garden	Animals and people: working animal, guide dogs, volunteer, support, protect	Supporting others: advice, help, kindness, welcome, friend
Possible Experiences / Workshops / Visits / Trips *NOT LIMITED TO*	-Home visits -School tours (building, children, staff) -Buddy sessions -Stay and play session with families	-‘Holiday Day’ (Children come packed for a holiday, set up an airport etc) -Invite in a visitor (pilot. Mechanic etc) -Transport Workshop -Transport Trip (ride a bus or train)	-Tasting / cooking workshop -Visit a farmer’s market -Invite a farmer or farmers market worker in -Visit a farm -Make and go on a picnic with food grown	-Invite a vet -Invite in Hedgehog rescue team -Safari day -Animal based Trip (Cannon Hall, Temple Newsam, Zoo etc).	-Transition mornings -Buddy sessions to teach them something they have learned this year -Class Assembly -End of year party
EYFS 7 Areas of Development PRIME - Communication and Language (C&L). Personal Social and Emotional Development (PSED) and Physical Development (PD). SPECIFIC – Literacy, Maths, Understanding of the World (UofW) and Expressive Arts and Design (EAD).					
Communication and Language (C&L) PRIME AREA *LISTENING, ATTENTION AND UNDERSTANDING SKILLS*	Communication and Language (C&L) is woven throughout all areas of learning and embedded into every part of our day. It is nurtured continuously through daily routines, child-led play, and meaningful interactions, alongside focused teaching within our planned units. This integrated approach ensures rich opportunities for language development across a variety of contexts.				
	Autumn Children develop early listening skills, follow simple instructions, and begin to participate in songs, stories, and turn-taking in conversations. Children will: -Demonstrate good listening behaviours (e.g., sitting appropriately, looking towards the speaker, listening without interrupting for short periods). -Follow simple instructions (with two or more parts) fairly reliably. -Enjoy listening and engaging in group story times. -Join in with familiar songs and rhymes. -Listen to others when talking and begin to respond appropriately, e.g., waiting for their turn in conversation, answering questions, doing as said.	Spring Children build on their listening skills by sharing ideas, asking questions, and engaging in simple back-and-forth conversations. Children will: -Say what they think and share their ideas (expressing own ideas and opinions) -Ask questions about what they have heard (responding through questioning) -Respond to what others say in conversation (general back and forth conversation)	Summer (ELG) Children demonstrate attentive listening, ask questions, make relevant comments, and sustain conversations with adults and peers. Children will: -Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and in whole class discussions and small group interactions -Make comments about what they have heard and ask questions to clarify understanding -Hold conversation when engaged in back and forth exchanges with their teachers and peers		

Communication and Language (C&L) PRIME AREA *SPEAKING SKILLS*	Autumn Children develop confidence in talking with adults and peers, sharing simple ideas, feelings, and needs, and using talk to organise their play and thinking. Children will: -Talk with adults and peers in everyday situations (e.g. greetings, simple conversations during play). -Start to share simple ideas with familiar adults (e.g. "I made a tower"). -Use talk to express feelings and needs (e.g. "I'm happy", "I don't like that", "I need help"). -Use talk to organise their play and thinking (e.g. narrating actions, planning what to do next "I need a spoon to stir the cake, First I'll...") -Talk about stories, rhymes and non-fiction they have heard (e.g. naming characters, repeating key words). 6. Take turns in conversations, responding to what others say and contributing their own ideas, with reminders or adult modelling.	Spring Children build on their speaking skills by sharing ideas and opinions, explaining events, using longer sentences, and beginning to use past, present and future tense. Children will: -Share ideas confidently in small groups (e.g. contributing during group discussions or collaborative play). -Share ideas and opinions with familiar adults (e.g. explaining choices or preferences). -Explain events that have already happened with increasing detail (e.g. talking about something they did earlier or at home). -Engage in stories, rhymes and non-fiction by sharing ideas and thoughts (e.g. commenting on characters, events or information). -Begin to use full sentences when speaking (e.g. combining ideas into longer sentences). -Start to use past, present and future tense in their speech.	Summer (ELG) Children demonstrate confident speaking by sharing ideas, offering explanations, and expressing their experiences and feelings in full sentences using a range of vocabulary and tenses. Children will: -Participate in small group, class and one to one discussion, 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, rhyme 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 an adult
	Personal, Social and Emotional Development (PSED) is embedded across all areas of learning and integrated into every part of our day. It is supported through everyday routines, interactions, and play, as well as through focused teaching within our planned units. This holistic approach helps children build confidence, resilience, and positive relationships throughout their learning journey.		
Personal, Social and Emotional Development (PSED) PRIME AREA *SELF REGULATION*	Autumn Children develop awareness of their own feelings, begin to manage their behaviour with adult support, follow simple instructions, and start to sustain attention during adult-led times. Children will: -Feelings and Behaviour: Talk about their own feelings/emotions and with adult support, manage these (especially when frustrated or disappointed) -Working for Goals: With support, keep on trying when they may find something difficult. -Focused Attention: Follow simple instructions fairly reliably and start to sit and listen more consistently during adult focus time.	Spring Children build on their self-regulation skills by managing feelings more independently, persevering with challenges, and following instructions with increasing focus and consistency. Children will: -Feelings and Behaviour: Become increasingly independent in managing feelings (e.g., can seek adult support or, use simple strategies). And, say how others are feeling based on their expressions and actions. -Working for Goals: More independently, keep on trying, even when they are finding things difficult. And, be able to say what they are good at and what they would like to improve. -Focused Attention: Follow simple instructions reliably and	Summer (ELG) Children demonstrate self-regulation by understanding and managing their feelings and behaviour, working towards simple goals, and giving focused attention while following multi-step instructions. Children will: -Feelings and Behaviour: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly -Working for Goals: Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate -Focused Attention: Give focused attention to adults, responding appropriately even when engaged in activity and show an ability to follow instructions involving several

		start to sit and listen more consistently during adult focus time.	ideas or actions
Personal, Social and Emotional Development (PSED) PRIME AREA *MANAGING SELF*	Autumn Children develop confidence in trying new activities, begin to understand rules, and start to manage personal care and healthy routines with support Children will: -Become more confident with starting to try new activities. -Show understanding of rules in school and how to behave the classroom. -Dress and undress themselves (jumpers, cardigans, coats, socks and shoes – zip, button, velcro etc) -Start to know ways to stay healthy (exercise, washing hands, brushing teeth, eating good foods)	Spring Children build on their independence by persevering with challenges, following rules, understanding right and wrong, and explaining how to keep themselves healthy. Children will: -Keep on trying, even when they are finding things difficult. -Talk about the school and class rules and follow these. -Talk about what is right and wrong. -Explain how to keep themselves healthy.	Summer (ELG) Children demonstrate independence and resilience by confidently trying new activities, understanding and following rules, and managing their personal hygiene and healthy choices. Children will: -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 own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices
Personal, Social and Emotional Development (PSED) PRIME AREA *BUILDING RELATIONSHIPS*	Autumn Children develop positive relationships with familiar adults and peers, begin to play cooperatively, and express their own feelings and needs. Children will: -Play with a small group of children cooperatively, sharing their ideas. -Form good relationships with familiar adults in the class. -Express and identify their own feelings. -Express basic needs to familiar adults.	Spring Children build on their relationships by working collaboratively with others, developing friendships, using words to resolve conflicts, and recognising others' feelings. Children will: -Work well with others, being able to listen and share ideas. -Use words to help solve conflicts with others. -Show friendly behaviours in the classroom and around school. -Develop friendships with lots of different people. -Identify how others feel and respond to them appropriately.	Summer (ELG) Children demonstrate positive relationships by working and playing cooperatively, forming secure friendships and attachments, and showing sensitivity to their own and others' needs. Children will: -Work and play cooperatively and take turns with others. -Form positive attachments to adults and friendships with peers. -Show sensitivity to their own and others needs.

Physical Development (PD) PRIME AREA *GROSS MOTOR*	Physical Development is woven throughout all areas of learning, both indoors and outdoors, and is an integral part of our daily routine. Children develop their physical skills through play, exploration, and everyday activities, as well as through focused teaching within our planned PE units. This balanced approach supports both fine and gross motor development in a range of meaningful contexts.		
	Autumn Children develop confidence in large movements, use equipment safely, and work with others to move and manage larger items. Children will: -Move confidently using a range of large movements (e.g. running, jumping, climbing, riding bikes or scooters). -Climb over, under and through obstacles (e.g. soft play, outdoor equipment). -Use both large and small-scale equipment safely (e.g. building with blocks, carrying crates). -Work with others to move and manage large items (e.g. tyres, planks, large boxes).	Spring Children build on their gross motor skills by moving with increasing control, showing strength, balance, and coordination, and handling balls and obstacles with growing accuracy Children will: -Use a wide range of movements appropriately (e.g. running, jumping, skipping, climbing with control). -Show increasing strength, balance and coordination (e.g. balancing on equipment, controlled climbing). -Throw, kick, pass and catch a large ball (with growing accuracy and confidence). -Travel around space and obstacles safely (e.g. changing direction, avoiding others).	Summer (ELG) Children demonstrate confident and controlled gross motor skills, moving energetically, negotiating space safely, and showing strength, balance, and coordination Children will: -Negotiate space and obstacles safely, with consideration for themselves and others. -Demonstrate strength, balance and co-ordination. -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Physical Development (PD) PRIME AREA *FINE MOTOR*	Autumn Children develop early fine motor skills, beginning to use a comfortable pencil grip, make controlled marks, and handle a range of small tools. Children will: -Begin to use a comfortable pencil grip with the dominant hand. -Draw pictures and make marks with increasing control (e.g. circles, lines, simple shapes). -Use one-handed tools and equipment effectively (e.g. cutlery, tongs, tweezers). -Use a range of small tools (e.g. scissors, paintbrushes, hole punch).	Spring Children build on their fine motor skills by drawing and writing with increasing control and detail, using a tripod or near-tripod pencil grip, and handling small tools with greater accuracy and purpose. Children will: - Sit at a table to draw and write for short periods (e.g. choosing to work at a table). -Show good pencil control when mark making and drawing (e.g. staying within a space, controlled lines). -Hold a pencil using a tripod grip (or a secure near-tripod grip). -Draw with increasing accuracy and detail (e.g. adding features to pictures). -Use a range of small tools with increased accuracy and purpose (e.g. cutting along straight or curved lines, using tools to create intended effects in models or pictures).	Summer (ELG) Children demonstrate confident fine motor control, holding a pencil effectively, using a range of tools, and showing accuracy and care in drawing and mark-making. Children will: -Hold a pencil effectively in preparation for writing (nearly always tripod grip) -Use a range of small tools e.g. scissors paint brushes, cutlery -Begin to show accuracy and care when drawing

Pencil Grip Progression (Generic age-related progression, not explicit to terms)	1-2 Years Fisted or Palmer Supinate Grasp  -Pencil is held in the palm. -All fingers and thumb are used. -Movement is from the shoulder; the arm and the hand move as a unit. -Light scribbles are produced with this pencil grip.	2-3 Years Digital Pronate Grasp  -All fingers are holding the pencil but the wrist is turned so that the palm is facing down towards the page. -Movement comes mostly from the elbow and the shoulder is now stabilized. -Horizontal lines, vertical lines and circular lines are able to be copied.	3-4 Years Splayed Four-Finger Grasp  -Fingers are held on the pencil shaft opposite the thumb, beginning to form the arc between the thumb and index finger. -Movement occurs from the wrist; the hand and fingers move as a whole unit. -Zigzag lines, crossed lines and simple humans can be drawn with this grip.	4-6 Years Static Quadropod or Static Tripod Grip  - A three-finger grasp, where the thumb, index finger and middle finger work as one unit. -OR, a static quadropod grip has a fourth finger involved. -Movement is usually from the wrist with this static grasp. -Triangles, circles and squares can be copied with this grip.	6-7 Years Dynamic Tripod  -Pencil is held in a stable position between the thumb, index and middle finger. -The ring and little fingers are bent and rest comfortably on the table. -The index finger and thumb form an open space. -Movement comes from the fingertips. -This is the ideal grip to move the pencil efficiently, accurately and for letter formation practice.	This chart shows a predicted developmental progression of pencil grip from ages 1 to 7. While these stages reflect typical development, it's important to recognise that many children may exhibit a variety of alternative grips throughout their journey. For example, the thumb wrap or tuck grasp.  Thumb Wrap Grasp  Thumb Tuck Grasp
	Understanding of the World in EYFS is largely taught through our topic-based curriculum, but it is also deeply embedded in everyday Reception life. Children encounter it continuously as they play, explore, take on challenges, ask questions, and try new experiences—developing their knowledge of people, places, the natural world, and how things work through meaningful, hands-on learning. Circle times also provide regular opportunities to share experiences, celebrate differences, discuss current events, and make sense of the world together as a class community.					
Understanding of the World (UofW) SPECIFIC AREA *PAST AND PRESENT*	Autumn Children develop an awareness of the past by talking about themselves, their family, and changes in their own lives, noticing differences in people, objects, and pictures from the past. Children will: -Talk about themselves and their family (e.g. naming family members and describing who they are). -Talk about different jobs and roles within their family and the wider community (e.g. “My mum is a nurse”, “The lollipop person helps us cross”). -Talk about changes in their own life and family over time (e.g. how they have grown, moving house, starting school). -Begin to show awareness of the past through personal experiences (e.g. discussing “when I was a baby”).	Spring Children build on their understanding of the past by comparing past and present within their family and community, using stories, photos, and artefacts to explore how things have changed. Children will: -Talk about changes that have happened within their family's lifetime (e.g. talking to grandparents about holidays, routines and life). -Talk about the past using stories, photos and physical artefacts (e.g. noticing how toys, clothes or technology were different “when my parents were little”). -Compare past and present by talking about what they have seen and heard in stories or picture books (e.g. “This is the same as now” / “This is different”).	Summer (ELG) Children demonstrate understanding of the past by talking about people's lives and roles, recognising similarities and differences over time, and exploring history through books and storytelling. Children will: -Talk about the lives of people around them and their role 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 and storytelling.			

	-Talk about what they can see in pictures of the past (e.g. noticing clothes, people or objects that are different).		
Understanding of the World (UofW) SPECIFIC AREA *PEOPLE, CULTURE AND COMMUNITIES*	Autumn Children develop awareness of their environment and community by noticing similarities and differences in people, places, and celebrations, both locally and in other countries. Children will: -Talk about and notice their classroom, school, and home environment using their senses (e.g. naming rooms, noticing objects or areas). -Use stories, discussion, or pictures to notice differences in familiar places. -Talk about similarities and differences between themselves and others respectfully. -Talk about how different people celebrate special events (e.g. birthdays, festivals, family traditions). -Use stories and pictures to notice and talk about simple differences in life in other countries (e.g. seeing different homes, clothes, food or schools and commenting with support).	Spring Children build on this understanding by exploring and describing their environment in more detail, comparing familiar places with other communities, and discussing cultural and daily life differences more independently. Children will: -Explore and describe their environment in more detail, using observation, stories, non-fiction, and simple maps (e.g. identifying buildings, paths, plants, or furniture in a basic space or route). -Compare familiar places with other communities (e.g. noticing differences in homes, schools, or parks). -Talk about some special places for people in their own and other communities (e.g. churches, mosques, parks, shops, or community centres). -Begin to compare and discuss differences and similarities in lives in other countries more independently (e.g. noticing how homes, clothes, food or daily routines are similar or different from their own).	Summer (ELG) Children demonstrate understanding of people, cultures, and communities by describing their environment, recognising similarities and differences in religious and cultural practices, and comparing life in this country with life in others using observations and knowledge from stories and non-fiction Children will: -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. -Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps
Understanding of the World (UofW) SPECIFIC AREA *THE NATURAL WORLD*	Autumn Children develop curiosity about the natural world by exploring and observing their surroundings, noticing changes, and beginning to talk about materials, plants, animals, and simple forces. Children will: -Use their senses to make observations about the natural world and describe what they notice using relevant vocabulary. -Talk about familiar plants and animals, including some of their features and where they might be found. -Notice and describe changes in the environment, including changes in weather and the seasons. -Describe simple differences between materials using appropriate vocabulary (e.g. hard/soft, rough/smooth, heavy/light). 5. Talk about changes they have observed when materials are mixed, heated, cooled or combined.	Spring Children build on their understanding by describing animals, plants, and environments, observing seasonal changes, exploring material changes, and comparing their environment with others Children will: -Describe and compare familiar animals and plants, including their features, habitats and similarities/differences. -Describe their immediate environment and identify features of the local area. (School, the grounds, local park or streets) -Explain some changes they have observed in the weather, seasons, plants and animals. -Describe changes they have observed when materials are heated, cooled, mixed or changed (freezing, melting, mixing paint, mud play) -Talk about similarities and differences between their environment and contrasting environments they have encountered through books, images and experiences. (E.g.,	Summer (ELG) Children demonstrate knowledge of the natural world by making observations, drawing and describing plants and animals, recognising similarities and differences across environments, and understanding key processes such as seasons and changes of state. Children will: -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

		the desert or the arctic)	
Expressive Arts and Design (EAD) SPECIFIC AREA *CREATING WITH MATERIALS*	Expressive Arts and Design is underpinned in all areas of the EYFS curriculum—from reading, storytelling and role play, to topic work and daily routines. Most importantly, it is driven through child-led, independent and guided play within provision, where children are free to explore ideas, express themselves creatively, and develop imagination through a range of materials, music, movement, and dramatic play.		
	Autumn Children develop creativity by selecting and using materials independently, joining materials to make simple models, and beginning to talk about their ideas and recreate familiar stories through role play. Children will: -Select and use a range of creative materials and tools independently for a purpose. (e.g. choosing paint and a brush to create a picture) -Join and combine materials to create pictures, models and constructions, using techniques such as cutting, sticking, folding and joining. (e.g. making a collage, joining boxes to make a vehicle) -Develop their own creative ideas and make choices about the materials and tools they need. (e.g. choosing cardboard, scissors and tape to make a robot) -Experiment with colour, texture, shape and form using a range of materials. (e.g. mixing colours, exploring rough/smooth textures, shaping clay) -Talk about what they have created, naming some of the materials or techniques they have used. (e.g. “I used paint and a sponge”; “I stuck the pieces together”) -Use props and materials to support imaginative play and represent familiar characters or experiences. (e.g. using a doctor's bag in role play, a box as a bus)	Spring Children build on their skills by combining materials and techniques, using tools with increasing control, discussing their creations, and retelling stories or creating imaginary scenarios with materials and props. Children will: -Use a range of tools with increasing control and accuracy, including scissors, paintbrushes and modelling tools. (e.g. cutting along a line, controlled brush strokes, using a rolling pin) -Combine different materials and techniques to create artwork, models and constructions for a purpose. (e.g. combining paint and collage, making a model with clay and natural materials) -Experiment with colour, texture, shape, form and different ways of joining or manipulating materials. (e.g. mixing colours, creating texture in clay, folding or weaving materials) -Explain what they have created, describing some of the materials, tools or techniques they have chosen and used. (e.g. “I used the cardboard and tape to make the wings”) - Select and use props and materials to represent characters, settings and events in imaginative play. (e.g. using fabric as a cape, boxes as a shop, or blocks as a castle)	Summer (ELG) Children demonstrate creativity by experimenting safely with a wide range of materials, tools, and techniques, explaining their processes, and using props and materials to role-play characters and stories Children will: -Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function -Share their creations explaining the processes they have used -Make use of props and materials when role playing characters in narratives and stories
Expressive Arts and Design (EAD) SPECIFIC AREA *BEING IMAGINATIVE AND EXPRESSIVE*	Autumn Children develop imaginative and expressive skills by role-playing familiar scenarios, using stories to support play, and beginning to sing and respond to sounds and music. Children will: -Develop simple storylines in imaginative play based on familiar experiences and stories. (e.g. acting out going to the doctors, making a family or recreating a familiar story) -Retell familiar stories using some key characters, events or repeated phrases. (e.g. acting out The Three Little Pigs or using repeated phrases from a familiar story)	Spring Children build on these skills by retelling and adapting stories, creating their own narratives in play, singing with increasing confidence, and responding to music through movement and rhythm. Children will: -Invent and develop simple narratives through imaginative play, introducing characters and events. (e.g. creating a story about a lost animal, developing a shop scenario or inventing a superhero adventure) -Retell familiar stories with increasing detail and adapt parts	Summer (ELG) Children demonstrate imagination and expression by inventing and recounting stories, performing songs, rhymes, and poems with others, and moving in time to music. Children will: -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 try to move in time to music.

	-Join in confidently with a range of familiar songs and nursery rhymes. (e.g. singing repeated sections or joining in without adult prompting) -Explore different ways of responding to music through movement and actions. (e.g. moving fast/slow, stopping and starting, changing movements with the music) -Use their voice, movement and actions to represent characters, ideas or experiences. (e.g. using a character voice, moving like an animal or pretending to be a superhero)	of the story or characters. (e.g. changing the setting, adding a new character or creating a different ending) -Sing a range of familiar songs and nursery rhymes, remembering words and melodies. (e.g. singing independently or joining in without an adult leading) -Respond to music through movement, showing awareness of changes in tempo, dynamics or rhythm. (e.g. moving faster when the music speeds up or making larger/smaller movements) -Perform songs, rhymes, poems or stories with increasing confidence. (e.g. performing to the class, taking on a character or joining in with a group performance)				
Literacy SPECIFIC AREA *WORD READING – FFT PHONICS SCHEME* NOTE – EXPLCIIT PHONICS SESSIONS WILL BEGIN ONCE BASELINES ARE COMPLETE AND THE CHILDREN ARE FULLY SETTLED AND READY. THIS MAY MEAN PLANS SHIFT ALONG EACH TERM SLIGHTLY. DIFFERENCES IN HALF-TERM LENGTHS WILL ALSO PLAY A PART IN THIS.	Literacy is taught through a combination of whole class, small group, and 1:1 guided sessions, including focused phonics teaching through sound sessions and shared reader activities. It is also embedded within the learning environment through continuous provision, planned challenges, and organically during play—for example, children writing shopping lists, signs, or stories as part of their imaginative play. This approach ensures literacy is meaningful, engaging, and accessible throughout the day.					
	Autumn 1 (Steps 1-6) Children will: -Begin oral blending and segmenting CVC words. -Read simple words (VC and CVC) using s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r. -Begin reading common exception (Red Words). GPCs: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r Red Words: the, l Shared Readers: 1. Tap Tap Tap 2. Kim Cat	Autumn 2 (Steps 7-11) Children will: -Begin reading simple digraphs (e.g., ck, ff, ll, ss). -Read words with -s (/s/ and /z/) endings. - Read short captions with decodable words and some common exception words. GPCs: h, b, f, ff, l, ll, ss, j, v, w, x, y, z Red Words: he, she, is, to, go, of, as, we, are, you, into Shared Readers: 3. Sam and Ted 4. Pip Can Kick 5. Big Red Bus 6. Mess on the Rug	Spring 1 (Steps 12-16) Children will: -Read CCVC words and two-syllable words. -Read CCVC and double consonant words with -ing endings. -Read short captions and simple sentences with decodable words and some common exception words. GPCs: zz, qu, ch, sh, th, ng Red Words: be, me, his, no, so, has Shared Readers: 8. Mud on the Van 9.A Trip on the Tram	Spring 2 (Steps 17-24) Children will: -Read CVCC words and sentences including Y1 common exception words. -Read words trigraphs. -Begin to read more complex sentences and short decodable stories. GPCs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi Red Words: do, her, my, by, ask, our, says, they, was, said, put, were, there, like Shared Readers: 13. At Dusk 14. The Train Set 15. Up the Tree	Summer 1 (Steps 25-29) Children will: -Read longer words (CVCC, CCVC) with suffixes with -es, -ed. -Read sentences with contraction words and begin to understand these verbally. -Read more complex sentences and short decodable stories with increasing accuracy and fluency. GPCs: ear, air, ure, er Red Words: here, where, today, when, what, come, some, push, pull, friend, school, out.	Summer 2 (Steps 30-36) Children will: -Read nouns and adjectives with the -er ending. -Read CCVCC words and sentences including Y1 common exception words. -Apply phonics knowledge across the curriculum. GPCs: air, ure, er Red Words: one, once, your, love, house, full, little Shared Readers: 26. Ben Sees a Chick

		7. Jim and the Vet	10. Jazz in the Sun 11. Ben Gets to Bed 12. Sock Shopping	16. Toad in the Rain 17. Goal 18. The Egg Moon 19. Jam Tarts in the Dark 20. Let's Do Art	Shared Readers: 21. Jim and the Corn 22. Bells and Buds 23. Not on the Beds 24. Too Much Noise 25. Dad's Shearing Shop	27. It's Fun at the Fair 28. It's Cool in the Pool 29. Jim's Gift to the Garden 30. Picnic on the common 31. Jill's Peppers 32. What Can I Do in the Summer?
Literacy SPECIFIC AREA *COMPREHENSION*	Autumn 1 Children will: Understanding and Re-Telling -Talk about stories they have heard (naming characters and events). Prediction -Talk about what has happened in the story so far (with adult prompts). Vocabulary -Listen carefully and join in with rhymes, songs and patterned stories.	Autumn 2 Children will: Understanding and Re-Telling -Talk about and re-tell key events in familiar stories Start to re-call simple facts from non-fiction texts (with support). Prediction -Begin to say what might happen next in a story (using pictures and adult prompts; e.g. "I think the bear will go home because he looks tired) Vocabulary -Talk about stories, rhymes and non-fiction texts (naming objects and characters).	Spring 1 Children will: Understanding and Re-Telling -Re-tell familiar stories with increasing detail (beginning to show awareness of beginning, middle and end) Prediction -Say what they think might happen next in the story more independently using story clues (e.g. "He is carrying an umbrella, so it might rain"). Vocabulary -Begin to use new vocabulary from stories and texts in play (with adult support)	Spring 2 Children will: Understanding and Re-Telling -Describe and retell stories with more detail, showing more understanding of beginning, middle and end -Recall facts from non-fiction texts more independently. Prediction -Begin to link events in the story to predict what may happen next with support (e.g. explaining why they think something will happen based on events so far "The wolf is chasing the pig, so he might blow the house down") Vocabulary -Start to use new vocabulary from stories, rhymes and non-fiction in talk and play more confidently.	Summer 1 Children will: Understanding and Re-Telling -Begin to re-tell stories and narratives in their own words. (e.g. using phrases or sentences from memory to explain the story without adult prompts). Prediction -Predict and talk about what may happen next, giving simple reasons linked to the story more independently ("<i>I think the girl will open the door because she heard a knock</i>"). Vocabulary -Begin to use new vocabulary from stories and texts more independently and reliably.	Summer 2 (ELG) Children will: -Demonstrate understanding of what has been read by retelling stories & narratives using own words and new vocabulary. -Anticipate key events in stories. -Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
Literacy SPECIFIC AREA	Autumn 1 Gross Motor Foundations (Guided Activities and Provision) -Develop large-scale movement patterns (up/down, side-to-side, circles, crosses, zigzags) through multi-sensory play -Strengthen core, shoulder, elbow and wrist	Autumn 2 Early Fine Motor and Pencil Skills (Guided Activities, English Sessions, Phonics and Provision) -Develop stronger pencil control with more accurate line and shape formation -Continue letter formation practice (focus on consistency	Spring 1 Early Fine Motor and Pencil Skills (Guided Activities, English Sessions, Phonics and Provision) -Form taught letters with improved orientation and size (more control with better directional consistency).	Spring 2 Early Fine Motor and Pencil Skills (Guided Activities, English Sessions, Phonics and Provision) -Improve control over letter size and spacing -Write using a mixture of decodable and red words (See below)	Summer 1 Early Fine Motor and Pencil Skills (Guided Activities, English Sessions, Phonics and Provision) -Form letters more consistently in size and placement. -Begin to write simple sentences with increasing independence (compose orally and write with fewer	Summer 2 (ELG) Writing for ELG and KS1 (English Sessions, Phonics and Provision) -Write recognisable letters, most of which are correctly formed. (ELG) -Spell words by identifying sounds in them and representing the sounds

MAY MEAN PLANS SHIFT ALONG EACH TERM SLIGHTLY AND RE-CAP UNITS DIFFER. DIFFERENCES IN HALF-TERM LENGTHS WILL ALSO PLAY A PART IN THIS.	objects -Identify a set -Sort objects to a type -Exploring sorting techniques -Create sorting rules -Compare amounts	-Identify and name circles and triangles -Compare circles and triangles -Shapes in the environment -Describe position	9. Mass and Capacity -Compare mass -Find a balance -Explore capacity -Compare capacity	-Explore Length -Compare Length -Explore Height -Compare Height	-Doubles -Odds and Evens	- Select shapes for a purpose -Rotate shapes -Manipulate shapes -Explain shape arrangements -Compose & decompose shapes -Copy 2-D shape pictures
	2. Talk about measure and patterns -Compare size -Compare mass -Compare capacity -Explore simple patterns -Copy and continue simple patterns -Create simple patterns	6. Shapes with 4 sides -Identify and name shapes with 4 sides. -Combine shapes with 4 sides -Shapes in the environment	10. Time -Talk about time -Establish day and night -Order and sequence time	14. Building 9 and 10 -Find 9 and 10 -Compare numbers to 10 -Represent 9 and 10 -Conceptual subitising to 10	16. Explore 3D shapes -Recognise and name 3D shapes -Find 2D Shapes within 3D shapes -Use 3D Shapes for tasks -3D Shapes in the environment	17. How many now? (Addition and subtraction) -Add more -How many did I add? -Take away -How many did I take away?
	3. It's me 1,2,3 -Find 1, 2 and 3 -Subitise 1, 2 and 3 -Represent 1, 2 and 3 -1 more -1 less -Composition of 1, 2 and 3	7. 1,2,3,4,5 -Find to 5 -Subitise to 5 -Represent to 5 -1 more -1 less -Composition of 1 – 5	11. Growing 6,7 and 8 -Find 6,7,8 -Represent 6,7,8 -1 more -1 less -Composition of 6, 7, 8		18. Sharing and grouping -Explore sharing -Explore grouping	21. To 20 and beyond -Build Numbers 10 – 13 -Continue patterns with numbers 10 -13 -Build Numbers 14 – 20 -Continue patterns with numbers 14 – 20
Characteristics of Effective Learning “The how, not the what”	The Characteristics of Effective Learning (Playing and Exploring, Active Learning, and Creating and Thinking Critically) describe how children learn. They are embedded across all areas—both indoor and outdoor provision, through play, explicit teaching sessions and guided activities and challenges—and help children become curious, resilient, and independent learners. These characteristics support progress towards the ELGs by shaping the attitudes and behaviours that underpin all learning. They are central to how we teach, interact, and design our learning environment in Reception.					
	Playing and Exploring (Engagement) Autumn: Shows curiosity; explores new resources with support (e.g. touches, investigates, experiments with materials). Spring: Tries new challenges; experiments more independently (e.g. explores new equipment or play scenarios with minimal adult support). Summer: Initiates learning; experiments creatively with materials (e.g. combines ideas, invents new ways to use resources).	Active Learning (Motivation) Autumn: Stays focused for short periods with adult support (e.g. completes a small task, returns to play with guidance). Spring: Maintains concentration on tasks with increasing independence (e.g. completes longer activities or follows multi-step instructions). Summer: Persists with challenging activities; shows pride in achievements (e.g. finishes complex tasks, celebrates success, tries again after mistakes).	Creative and Critical Thinking (Thinking) Autumn: Begins to make links between ideas and experiences; solves simple problems with adult guidance (e.g. repeats a successful idea, builds a simple tower with help). Spring: Thinks of ideas and plans simple steps to carry them out; solves problems more independently (e.g. chooses materials, adjusts design if needed). Summer: Adapts and extends ideas creatively; solves problems independently and explains thinking (e.g. experiments with new approaches, explains reasoning to adults or peers).			

Early Learning Goals

Communication and Language 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. 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.	Personal, Social and Emotional Development 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. 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. 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.	Physical Development 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. 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, paintbrushes and cutlery. - Begin to show accuracy and care when drawing.
Understanding the World 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. 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. 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.	Expressive Arts and Design 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. 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. Mathematics 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. 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.	Literacy 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. 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. 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.