Early Years Foundation Stage Long term plan 2026-2027

Communication and Language						
	Autumn 1		Autumn 2		Spring 1	
	Listening, attention and understanding	Speaking	Listening, attention and understanding	Speaking	Listening, attention and understanding	Speaking
Curriculum	Daily story time Games such as Simon says, boom clap to support listening Developing asking who, what and why questions	Drawing Club – new vocabulary Opportunities to retell stories they have learnt. Talking partner opportunities with models from adults Stem sentences in all areas of the classroom	Daily story time Games such as Simon says, boom clap to support listening Developing asking who, what and why questions	Drawing Club – new vocabulary Opportunities to retell stories they have learnt. Talking partner opportunities with models from adults Stem sentences in all areas of the classroom	Daily story time Games such as Simon says, boom clap to support listening Developing asking who, what, where, when and why questions	Drawing Club – new vocabulary Opportunities to retell stories they have learnt. Talking partner opportunities with models from adults Stem sentences in all areas of the classroom
Any extra learning						
	Spring 2		Summer 1		Summer 2	
	Listening, attention and understanding	Speaking	Listening, attention and understanding	Speaking	Listening, attention and understanding	Speaking
Curriculum	Daily story time Games such as Simon says, boom clap to support listening Developing asking who, what, where, when and why questions	Drawing Club – new vocabulary Opportunities to retell stories they have learnt. Talking partner opportunities with models from adults Stem sentences in all areas of the classroom	Daily story time Games such as Simon says, boom clap to support listening **Reading comprehension tasks**	Drawing Club – new vocabulary Opportunities to retell stories they have learnt. Talking partner opportunities with models from adults Stem sentences in all areas of the classroom	Daily story time Games such as Simon says, boom clap to support listening **Reading comprehension tasks**	Drawing Club – new vocabulary Opportunities to retell stories they have learnt. Talking partner opportunities with models from adults Stem sentences in all areas of the classroom
Any extra learning						

Early Years Foundation Stage Long term plan 2026-2027

Personal, Social and Emotional Development									
	Autumn 1			Autumn 2			Spring 1		
	Self-Regulation	Managing Self	Building Relationships	Self-Regulation	Managing Self	Building Relationships	Self-Regulation	Managing Self	Building Relationships
Curriculum	**My feelings** recognising and describing different feelings, and learning strategies to regulate and feel calm.	**Learn and follow simple classroom rules.** **Managing own basic hygiene with some adult support.**	**Simple turn taking games** between peers and supported by adults.	**Listening and following instructions** Developing listening and communication skills through stories and games that encourage careful attention.	**Learn and follow simple classroom rules.** **Managing own basic hygiene with some adult support.**	**Simple turn taking games** between peers and supported by adults. **Beginning to try to find some resolutions to conflicts with peers.**	**Identify and moderate their own feelings socially and emotionally.**	**Independently managing their own basic hygiene.**	**My family and friends** Developing an understanding of sharing, turn-taking and positive relationships with family and friends.
Any extra learning									
	Spring 2			Summer 1			Summer 2		
	Self-Regulation	Managing Self	Building Relationships	Self-Regulation	Managing Self	Building Relationships	Self-Regulation	Managing Self	Building Relationships
Curriculum	**Identify and moderate their own feelings socially and emotionally.** **Identify and moderate their own feelings socially and emotionally.**	**Independently managing their own basic hygiene.**	**Special relationships** Learning about families, friendships and positive relationships by exploring the importance of special people in the children's lives.	**To set themselves simple goals.** **Manage their own impulses and follow complex instructions.**	**My well-being** Identifying why exercise is important for physical and mental health, the children discuss ways to take of their own bodies and mental health.	**To play and work cooperatively and take turns.** **Be able to form positive relationships with peers and adults, and show sensitivity to needs.**	**To set themselves simple goals.** **Manage their own impulses and follow complex instructions.**	**Taking on challenges** Considering the value of perseverance in facing challenges, the children learn to communicate effectively with others, recognise the importance of rules and practise simple coping strategies.	**To play and work cooperatively and take turns.** **Be able to form positive relationships with peers and adults, and show sensitivity to needs.**
Any extra learning									

Early Years Foundation Stage Long term plan 2026-2027

Physical Development									
	Autumn 1			Autumn 2			Spring 1		
	PE	Gross Motor Skills	Fine Motor Skills	**PE**	Gross Motor Skills	Fine Motor Skills	**PE**	Gross Motor Skills	Fine Motor Skills
Curriculum	Fundamental Movement Skills	Squiggle while you wiggle Outdoor - climbing support, riding scooters and bikes, large scale construction Sandpit – digging, filling and tipping	Dough disco Using lopped scissors to make snips in paper. Using chunky pencils, paint brushed and pens to begin developing tripod grip. Support and teach child zip up their own coats	Dance	Squiggle while you wiggle Outdoor - climbing support, riding scooters and bikes, large scale construction Sandpit – digging, filling and tipping	Dough disco Using lopped scissors to make snips in paper. Using chunky pencils, paint brushed and pens to begin developing tripod grip. Support and teach child zip up their own coats	Gymnastics	Squiggle while you wiggle Outdoor - climbing support, play time equipment such as stilts, balance boards, Water tray – scooping, squeezing and tipping and filling.	Dough Disco/Squiggle me into a writer Using scissors to make snips in paper. Practise using knife, spoons and forks. Using chunky pencils, paint brushed and pens to begin developing tripod grip
Any extra learning									
	Spring 2			Summer 1			Summer 2		
	PE	Gross Motor Skills	Fine Motor Skills	**PE**	Gross Motor Skills	Fine Motor Skills	**PE**	Gross Motor Skills	Fine Motor Skills
Curriculum	Multi skills -	Outdoor - climbing support, play time equipment such as stilts, balance boards, Water tray – scooping, squeezing and tipping and filling.	Squiggle me into a writer Using scissors to make snips in paper. Practise using knife, spoons and forks. Using chunky pencils, paint brushed and pens to begin developing tripod grip	Co operation	Outdoor - climbing support, play time equipment such as stilts, balance boards, Sandpit – sieving, brushing, scooping, mixing	Squiggle me into a writer Using scissors to make follow complex lines. Drawing with accuracy Using tripod grip accurately in a range of different situations.	Target games	Outdoor - climbing support, play time equipment such as stilts, balance boards, Water tray – mixing, pouring accurately, squeezing, whisking.	Squiggle me into a writer Using scissors to make follow complex lines. Drawing with accuracy Using tripod grip accurately in a range of different situations.
Any extra learning									

Early Years Foundation Stage Long term plan 2026-2027

<table>
<tr><th colspan="7">Literacy</th></tr>
<tr><td rowspan="2"></td><td colspan="2">Autumn 1</td><td colspan="2">Autumn 2</td><td colspan="2">Spring 1</td></tr>
<tr><td>Pathways to Write</td><td>Author of the half term</td><td>Pathways to Write</td><td>Author of the half term</td><td>Pathways to Write</td><td>Author of the half term</td></tr>
<tr><td>Curriculum</td><td>The Gingerbread Man –
Oral retelling and labelling</td><td>Mara Alperin
Goldilocks and the Three Bears
Jack and the Beanstalk
Little Red Riding Hood
The Three Billy Goats Gruff
Chicken Licken
Rumpelstiltskin
The Three Little Pigs
The Elves and the Shoemaker
The Ugly Duckling</td><td>Festivals – Labelling</td><td>Jane Hissey
• Old Bear
• Little Bear's Trousers
• Jolly Tall
• Old Bear's Birthday
• Happy Birthday, Old Bear
• Ruff
• Ruby
• Ruby and the Naughty Cats
• The Little Bear Book
• Playdays with Old Bear
• Old Bear Stories</td><td>The Naughty bus –
Caption writing</td><td>Julia Donaldson
• The Gruffalo
• Room on the Broom
• The Gruffalo's Child
• The Snail and the Whale
• Stick Man
• A Squash and a Squeeze
• The Smartest Giant in Town
• Monkey Puzzle
• Zog
• Superworm
• The Highway Rat
• Tabby McTat
• Tiddler
• Cave Baby
• What the Ladybird Heard
• The Scarecrows' Wedding
• Spinderella</td></tr>
<tr><td>Any extra learning</td><td colspan="2">Oi Frog, Oi dog, Oi Cat, Oi Duckbilled platypus

Poetry – this is me</td><td colspan="2"></td><td colspan="2"></td></tr>
<tr><td></td><td colspan="2">Spring 2</td><td colspan="2">Summer 1</td><td colspan="2">Summer 2</td></tr>
<tr><td></td><td>Pathways to Write</td><td>Author of the half term</td><td>Pathways to Write</td><td>Author of the half term</td><td>Pathways to Write</td><td>Author of the half term</td></tr>
<tr><td>Curriculum</td><td>The Journey Home – Caption writing</td><td>Judith Ker
• The Tiger Who Came to Tea (1968) – her most famous picture book.
• Mog the Forgetful Cat
• Mog's Christmas
• Mog in the Dark
• Mog and Me
• Mog's Family of Cats
• Mog and Bunny
• Mog and the Baby
• Mog in the Garden
• Mog and Barnaby
• Mog's Christmas Calamity
• Mog's Birthday</td><td>The Whale who wanted more – sentence writing
• The Lion Inside (2016)
• The Koala Who Could (2017)
• The Squirrels Who Squabbled (2018)
• The Gecko and the Echo (2022)
• The Turtle Who Turned the Tide (2026)</td><td>Rachel Bright
• The Worrysaurus
• The Hugasaurus
• The Stompysaurus
• The Wobblysaurus
• The Chattysaurus
• The Speedysaurs</td><td>Supertato – sentence writing</td><td>Sue Hendra
• Barry the Fish with Fingers
• Barry the Fish with Fingers and the Hairy Scary Monster
• Barry the Fish with Fingers and the Shark brothers
• Norman the Slug with the Silly Shell
• Norman the Slug with the Silly Shell Gets Busy
• No-Bot, the Robot with No Bottom
• No-Bot: The Robot's New Bottom</td></tr>
<tr><td>Any extra learning</td><td colspan="2">Poetry – creepy crawly</td><td colspan="2"></td><td colspan="2">Poetry - I wonder</td></tr>
</table>

Early Years Foundation Stage Long term plan 2026-2027

Mathematics									
	Autumn 1			Autumn 2			Spring 1		
Curriculum	**Match, sort and compare** Match, sort and compare various objects and pictures. Identify a set. Spot and create sorting rules.	**Talk about measure and patterns** To compare size, mass and capacity. Explore and create simple patterns.	**Its me 1, 2, 3** Find, subitise, represent and count values to 3. Finding one more and one less up to 3.	**Circles and triangles** Identify, compare and spot circles and triangles. Begin to use positional language to describe where objects are.	**1, 2, 3, 4, 5** Find, subitise, represent and count values to 5. Finding one more and one less up to 5. Finding different compositions of values up to 5, including number bonds to 5.	**Shapes with 4 sides** Identify and name 4 sided shapes. Combined shapes with 4 sides. Begin to sequence various times of the day	**Alive in 5** Introduce 0 Find, subitise, represent and count values to 5. Finding one more and one less up to 5. Conceptual subitising to 5	**Mass and Capacity** Compare mass and capacity. Find the balance and explore capacity.	**Growing 6, 7 and 8** Find, subitise, represent and count values to 8. Finding one more and one less up to 8. Make pairs – introduce odd and evens Doubles Combine two groups Conceptual subitising
Any extra learning									
	Spring 2			Summer 1			Summer 2		
Curriculum	**Length, Height and Time** Compare and explore length and height Sequencing events of the day	**Building 9 and 10** Find, subitise, represent and count values to 10. Finding one more and one less up to 10. Conceptual subitising Number bonds to 10 Explore odd and even	**Explore 3D shapes** Recognise, find and use 3D shapes. Identify, copy and create more complex patterns.	**To 20 and beyond** Build and continue patterns up to 20. Verbal counting patterns.	**How many now?** Add more Take away	**Manipulate, compose and decompose** Rotate and manipulate shapes for purpose. Compose and decompose 3D shapes. Copy and create 2D shape pictures.	**Sharing and grouping** Sharing and grouping numbers up to 10. Exploring odds and even numbers.	**Visualise map and build** Identify, create and explore patterns. Visualise and describe positions. Explore, represent and create their own maps.	**Make connections** Deepen understanding of numbers to 10 Deepen understanding of patterns and relationships.
Any extra learning									

Early Years Foundation Stage Long term plan 2026-2027

Understanding the World									
	Autumn 1			Autumn 2			Spring 1		
	Past and Present	People, culture and communities	The Natural World	Past and Present	People, culture and communities	The Natural World	Past and Present	People, culture and communities	The Natural World
Curriculum	Changes to us – baby to now. **"Once There Were Giants" – Martin Waddell** **"I Am Too Absolutely Small for School" – Lauren Child** **"From Head to Toe" – Eric Carle**	Diwali – 8th November **"The Best Diwali Ever" – Sonali Shah and Chaava Prabhat**	Autumn – Farm animals/ Harvest **"What the Ladybird Heard" – Julia Donaldson** **"Farmyard Hullabaloo" – Giles Andreae**	Toys – New vs old **"Old Bear" – Jane Hissey** **"Toys in Space" – Mini Grey** **"Lost in the Toy Museum" – David Lucas**	Christmas – 25th December Hanukah – 4th – 12th December **"Eight Nights Eight Lights" – Natalie Barnes** Christmas around the world.	Autumn – observations, hibernation, changes in the weather **"The Leaf Thief" – Alice Hemming** **"Leaf Man" – Lois Ehlert**	Our homes – old vs new **"Peepo!" – Janet & Allan Ahlberg** **"A Place Called Home" – Kate Baker** **"My Mum and Dad Make Me Laugh" – Nick Sharratt**	Lunar New Year – 6th February **"I love Chinese New Year" – Eva Wong Nava "The Great Race" – Christopher Corr** Life in the Norway compared to the UK	Winter – Water and the natural environment **One Snowy Night" – Nick Butterworth** **"Winter" – Gerda Muller** **The Snowman" – Raymond Briggs**
Any extra learning									
	Spring 2			Summer 1			Summer 2		
	Past and Present	People, culture and communities	The Natural World	Past and Present	People, culture and communities	The Natural World	Past and Present	People, culture and communities	The Natural World
Curriculum	Schools then and now **"Starting School" – Janet & Allan Ahlberg** **"School Long Ago" – Sally Hewitt** **"Harry and the Dinosaurs Go to School" – Ian Whybrow**	Eid – 9th – 11th March **"My Most exciting Eid" Zeba Talkhani –** Easter Life in Toyko	Spring - Minibeasts **"The Very Busy Spider" – Eric Carle** **"Mad About Minibeasts!" – Giles Andreae**	Transport through time **"The Train Ride" – June Crebbin** **"Mr Gumpy's Outing" – John Burningham** **"Usborne Look Inside Things That Go" – Rob Lloyd Jones**	Islamic New Year – 6th June **"In my Mosque" M. O. Yuksel –**	Growing plants **"Jasper's Beanstalk" – Nick Butterworth** **"Sam Plants a Sunflower" – Kate Petty**	Seaside – communication: past and present **"The Jolly Postman" – Janet & Allan Ahlberg** **"Dear Zoo" – Rod Campbell** **"The Way Back Home" – Oliver Jeffers**	Shavuot – 10th – 12th June Life in Africa compared to the UK	Summer Habitats around the world **"Rumble in the Jungle" – Giles Andreae** **"Polar Bear, Polar Bear, What Do You Hear?" – Bill Martin Jr & Eric Carle**

Early Years Foundation Stage Long term plan 2026-2027

Expressive Arts and Design						
	Autumn 1		Autumn 2		Spring 1	
	Creating with Materials	Being Imaginative and Expressive	Creating with Materials	Being Imaginative and Expressive	Creating with Materials	Being Imaginative and Expressive
Curriculum	**Marvellous me** Talk about their ideas and explore different ways to record them using a range of media. Experiment in an exploratory way. Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome	**Music – Exploring sound.** **Role play – home corner – kitchen with role play food with babies**	**Structures – Junk Modelling** Making verbal plans and material choices. Developing a junk model. Improving fine motor/scissor skills with a variety of materials. Joining materials in a variety of ways (temporary and permanent).	**Music – Celebration Music** **Role play – toy shop – repairs shop/selling and buying/Christmas**	**Painting and Mixed Media: Paint my World** Talk about their ideas and explore different ways to record them using a range of media. Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Recognise that artists create varying types of art and use lots of different types of materials.	**Music – Music and Movement** **Role play – Lunar New year/ hot chocolate stand**
Any extra learning	**Cooking and Nutrients: making soup**		**Sliding Santa Chimneys**			
	Spring 2		Summer 1		Summer 2	
	Creating with Materials	Being Imaginative and Expressive	Creating with Materials	Being Imaginative and Expressive	Creating with Materials	Being Imaginative and Expressive
Curriculum	**Textiles – Bookmarks** Discussing what a good design need. Designing a simple pattern with paper. Designing a bookmark. Choosing from available materials. Developing fine motor/cutting skills with scissors. Exploring fine motor/threading and weaving (under, over technique) with a variety of materials.	**Music – Musical Stories** **Role play – school roleplay – past and present/jungle (minibeasts)**	**Sculpture and 3D: Creation Station** Talk about their ideas and explore different ways to record them using a range of media. Experiment in an exploratory way. Use a range of drawing materials, art application techniques, mixed-media scraps and modelling materials to create child-led art with no set outcome. Cut, thread, join and manipulate materials safely, focussing on process over outcome Develop observational skills.	**Music – Transport** **Role play – garden centre/ train station/**	**Structures – Boats** Designing a junk model boat Using knowledge from exploration to inform design. Making a boat that floats and is waterproof, considering material choices. Making predictions about, and evaluating different materials to see if they are waterproof. Making predictions about, and evaluating existing boats to see which floats best.	**Music – Big Bands** **Role play – seaside/ travel agents/**
Any extra learning	**Egg hanging decorations** **Flower threading**					

Early Years Foundation Stage Long term plan 2026-2027