

EYFS Long Term Plan 2026-27

	<u>Autumn 1</u> Ourselves/ Family	<u>Autumn 2</u> Nursery Rhymes & celebrations (Diwali & Christmas)	<u>Spring 1</u> People Who help us	<u>Spring 2</u> Growing, Farm, Minibeasts & Easter	<u>Summer 1</u> Traditional Stories	<u>Summer 2</u> Seaside & Beach
Weekly themes (subject to change)	All about me & my family Healthy Me Autumn Harvest	Diwali Bonfire night Nursery Rhymes Remembrance Day Christmas Christmas Christmas	Winter Exploring ice Antarctica/Arctic Around the World Police, Firefighters, Doctors/Nurse, Refuse Collectors, Builders Chinese New Year	Growing & observing plant Frogs Butterflies Minibeasts Farm animals Spring Easter Habitats	Houses Fairy tales: Goldilocks, LRRH, The 3 Little Pigs, The Gingerbread man, The 3 Billy Goats Gruf, Cinderella Landmarks Castles Maps	Summer Water animals Seaside Boats Looking after the ocean Pirates Transition

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Key text ideas (subject to change)	Colour Monster What makes me a me? Tata storytime -Diversity So much What do I see in the mirror. Shine Starting school Harry and the dinosaurs go to school Ruby's worry (Jane Considine)	Nursery Rhymes The Best Diwali Ever The Way Back Home The Christmas Pine Santa's sleigh, Elf Santa is coming to Bromley Christmas Journey through the stars The Christmasaurus One Snowy Night We are going on a bear hunt (Jane Considine)	A Thing Called Snow One Snowy Night Emperor's Egg Lunar New Year Penguins (Jane Considine)	The Three Little Pigs Little Red Riding Hood Five Minutes' Peace Jack and the Beanstalk We're Going on a Egg Hunt The Great Eggscape 'The Jelly beanstalk' (Jane Cosidine) 'Chocolate cake'(Jane Cpsidine)	Hello Spring The Extraordinary Gardner The Very Hungry Caterpillar The Bad Tempered Ladybird Tadpole's Promise 'Sunflower' Jane Considine)	A River What the Ladybird Heard at the Seaside? Boo! A Fishy Mystery Clean up! Shark Lady Mega Magic Teacher Swap (transition) 'Shark' (Jane Consodine)
		We are going on a bear hunt (Jane Considione)				
Hook/Wow moments/Role play ideas	Sharing photos Autumn walk	Making Diva lamps Christmas themed role play Visit to church & Penge Library Winter Wonderland (parents stay and play)	Winter walk Exploring ice Arctic roleplay	Trip to Horniman museum (Butterfly House) Spring walk Butterflies	Parents invited to stay and play during independent learning)	Trip to aquarium

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Communication and Language	The development of children's spoken language underpins all 7 areas of the EYFS curriculum. Children's back and forth interactions form the foundations for language and cognitive development. There is huge importance on the need for high quality conversations with adults and peers in a language rich environment. By commenting on what children are doing or are interested in as well as adding new vocabulary, practitioners will be able to build children's language effectively. Through sharing stories during Jane Considine & topic books and providing children with an abundance of opportunities to use and embed newly learned vocabulary, children will thrive.					
Communication and Language	ELG: Listening, Attention and Understanding Children at the expected level of development will: 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 Children at the expected level of development will: - 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.					
Communication and Language -	Settling in activities Nursery rhymes Adults modelling language throughout the day e.g. 'thank you'. Talking about feelings.	Talking about shared experiences (linked to festivals) Songs – Nativity and Christmas songs Listening to stories and developing vocabulary Good listening skills	Listening to stories to build familiarity. Retelling a story using story language. Asking how and why questions.	Sustained focus when listening to a story. Describing events in detail using connectives. Understanding and using words such as who, what and when.	Sharing stories with increased knowledge of story language and vocabulary. Make up their own stories.	ELG for speaking and listening and attention.

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		Use new vocabulary throughout the day				
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PSED	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, cooperate, and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life
PSED	ELG: Self-Regulation Children at the expected level of development will: - 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 Children at the expected level of development 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 their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ELG: Building Relationships ELG: Building Relationships Children at the expected level of development 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 to others’ needs.

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PSED	'Being me in my world' (Jigsaw) Class rules and routines Supporting children to build relationships The power of 4 A's : Self regulation – my feelings	Celebrating Differences (Jigsaw) Self confidence Build constructive and respectful relationships Emotions Building relationships – special relationships	'Dreams and Goals'(Jigsaw) Identify and manage own feelings socially and emotionally Thinking about how others feel Managing self – taking on challenges	'Healthy me' (Jigsaw) What makes a good friend? Healthy me Looking after animals Developing strategies for managing feelings Selfregulations listening and following instructions	'Relationships' (Jigsaw) Looking after others Road safety Showing perseverance and resilience Building relationships – my family and friends	'Changing me' (Jigsaw) Transition into Year 1 Managing self – my wellbeing
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Physical Development	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. 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, coordination 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.
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Physical Development	ELG: Gross Motor Skills Children at the expected level of development will: - 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 Children at the expected level of development will: - 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.					
Physical Development	PE lessons taught by PE coach					
	Fine motor activities – playdough, threading, weaving, cutting etc. Manipulate objects with good fine motor skills. Draw lines and circles using gross motor skills. Pencil grip	Fine motor activities to continue. Use tools to make changes to materials. Show preference for dominant hand. Teach and model correct letter formation.	Fine motor activities to continue. Begin to form letters pencil with comfortable grip. objects with increasing control. Cutting with scissors.	Fine motor activities Hold effectively correctly. Handle tools and Form more letters correctly.	Fine motor activities to continue. Develop pencil grip and letter formation. Use one hand consistently for fine motor skills activities. Cut along a straight line with scissors. Start to cut along a curved line.	Fine motor activities to continue. Form letters correctly. Begin to draw diagonal lines. Colour inside the lines.
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). At					

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	St' John's children are taught to read through the Phonics scheme Little Wandle. Just also take part in daily Jane Considine writing sessions which promotes the development of vocabulary and ignites a love of writing and drawing.
Literacy	ELG: Comprehension Children at the expected level of development will: - 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, nonfiction, rhymes and poems and during role-play. ELG: Word Reading Children at the expected level of development will: - 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 Children at the expected level of development will: - 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.

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Literacy - sessions taught through Jane Cosidine writing scheme	Joining in with rhymes and showing an interest in stories. Having a favourite story/rhyme. Recognising name. Recognising initial sounds. Learn new vocabulary about stories.	Retelling familiar stories. Enjoy an increasing range of books. Identify key events in a story. Stories from other cultures and traditions.	Encourage children to record stories through picture. Read simple phrases made up of known sounds. Read a few common exception words.	Re-read books to develop confidence in word reading. World Book Day Develop own narratives and explanations.	Retell a story with actions. Use story language when acting out a narrative. Explaining main events of a story	Respond to what has been read with relevant comments and questions. Make predictions
	Reading: Initial sounds, oral blending, listening to stories with attention, encourage children to recall sounds speedily.	Reading: Blending CVC words, rhyming, spotting digraphs in words.	Reading: Rhyming strings, supporting children to read words containing digraphs.	Children to read some longer words such as rabbit etc.	Children to distinguish between upper and lower case letters.	Children reading simple sentences with fluency. Reading ELG
	Mark making, writing name, initial sounds in words, initial and end sounds, writing lists CVC words for more able.	Labelling, initial and end sounds, CVC words. Sequencing stories. Writing captions. Sentences for more able.	Encouraging use of tricky words. Writing CVC, CVVC and CCVC words. Introduction to sentences.	Writing simple sentences. Introduction to capital letters. Retell a story (The Very Hungry Caterpillar).	Phonetically plausible attempts at words. Instruction writing. Using capital letters, full stops and finger spaces consistently.	Writing a simple story including beginning, middle and end. Describing characters. Simple poetry.

Maths	ELG: Number EYFS Long Term Plan 2026-27 Children at the expected level of development will: - 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 Children at the expected level of development will: - 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.					
Maths (White Rose) & Maths Mastery	Getting to know you Match, sort and compare objects. Size, mass and capacity. Patterns Numbers 1,2 and 3	1 more and 1 less, composition of numbers 1,2 and 3. Circles and triangles. Numbers 1 to 5. 4 sided shapes.	Subitise. 1 more / 1 less (to 5). Weight and capacity. Composition of numbers 6,7 and 8. Combining 2 groups. Length and Height	Time, number bonds to 10, doubles, arrangements to 10, odd and even. 3D shapes	Complex patterns, building numbers beyond 10. Adding more and taking away. Manipulating,	Sharing and grouping. Creating own patterns, map skills. Making connections. Consolidation.
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 numicon, counters, part-part-whole 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.					

		Composition of numbers to 5.			composing and decomposing shapes.	
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Understanding the World	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. 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.
Understanding the World	ELG: Past and Present Children at the expected level of development will: - 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 Children at the expected level of development 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 in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and – when appropriate – maps. ELG: The Natural World Children at the expected level of development 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.

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Understanding the World: Science links	Senses – What they can see and hear. Seasons – Autumn walk	The 5th of November - Bonfire night – Guy Fawkes Celebrations Diwali & Christmas	People who help us in our community Seasonal changes – Winter. Exploring ice – freezing and melting Antarctica (non fiction book about penguins)	Lifecycles of animals. Seasonal changes – Spring. Growing plants Farm Animals	Traditional stories Sound proof bridge, material investigation-three little pigs, simple map reading Spatial awareness	Comparing beaches in the past and now Floating and sinking. Seasonal changes – Summer. Comparing all 4 seasons. Looking after the ocean. All about sharks and marine life.
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Understanding the World: History/Geography links	Me on the map	Remembrance Sunday BHM Library trip - foster a love of books and encourage a lifelong enjoyment of reading.	Different environments – comparing the Antarctica to the UK	Observing life cycle of a butterfly Trip to butterfly house	Looking at maps. Comparing homes (past and present).	Trips to the seaside: old and new Trip to the aquarium
Understanding the World: RE links	God's Creation	Stories from the old testament Diwali Advent The Christmas story	Stories from the New Testaments	Easter story & Symbols of Easter	Stories and fates from around the world	

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Understanding the World: other areas	Harvest Festival Talking about family/job roles.	Advent around the world Christmas traditions Carnivals	Chinese New Year Ramadan	Looking after the animals life cycle of the butterfly	Different houses	Looking after the ocean.
Expressive Arts and Design	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.					
Expressive Arts and Design	ELG Creating with materials Children at the expected level of development 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 process they have used; - Make use of props and materials when role playing characters in narratives and stories. ELG: Being Imaginative and Expressive Children at the expected level of development 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 – when appropriate – try to move in time with music.					
Expressive Arts and Design (Kapow scheme)	Drawing Marvellous mark	Structures Junk Modelling	Painting and mixed media Paint my world	Textiles Bookmarks	Sculpture and 3D Creation station	Structures Bboats,

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