

EYFS Long Term curriculum plan 2024-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Christian Value	Friendship	Perseverance	Trust	Forgiveness	Respect	Community Service
Cultural awareness	Harvest Festival	Diwali	Chinese New Year World Book Day			Olympic Games - Paris
RE	Believing Which stories are special and why?	Expressing What times are special and why?	Living Being special: where do we belong?	Believing Which people are special and why?	Expressing What places are special and why?	Living What is special about our world?
Key texts	What do we know? Nursery Rhymes	Who lives there? We are going on a bear hunt The Gruffalo	What is out there? How to catch a star Whatever next!	What can we grow? Oliver's vegetables	Who made this? Iggly Peck, Architect	Can we sail the sea? Commotion in the Ocean
Personal, social and emotional development	Settling in – build relationships with peers and staff. Learn to manage own feelings when separating from care givers. Learn and follow boundaries and nursery/school rules. Select and use activities and resources, with help when needed	Develop their sense of responsibility and membership of a community. Build self confidence in their nursery setting. Develop tidy up time routines and expectations.	Show more confidence in new social situations and with unfamiliar people. Begin to play with one or more other children, extending and elaborating play ideas.	Understand why rules are important and why they need to be followed. Increasingly remember rules without needing an adult to remind them. Use talk to resolve conflicts.	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'	Preparing for transition to Reception. Begin to understand how others might be feeling.
	Reception Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Become more outgoing with unfamiliar people and show more confidence in new social situations. Usually dry and clean during the day Play with one or more other children, extending and elaborating play ideas	Reception Identify and moderate their own feelings socially and emotionally Increasingly follow rules without adult reminders and understand why they are important. Able to dress/undress independently Begin to understand how others may feel. Express their feelings and consider the feelings of others	Reception Talk with others to solve conflicts. See themselves as a valuable individual who can manage their own needs. Select and use activities and resources to achieve a goal (with help when needed). Help to find solutions to conflicts and rivalries.	Reception Show resilience and perseverance in the face of challenge. Shows understanding that good practices with regards to exercise, eating, sleeping and hygiene can contribute to good health. Build constructive and respectful relationships.	Reception Show an understanding of their own feelings and those of others, 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 where necessary. 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. Work and play cooperatively and take turns with others.	Reception 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. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.
Communication and language	Enjoy listening to stories. Begin to be able to pay attention to more than one thing at a time. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".	Begin to listen to others in small groups. Understand 'why' questions Sing a growing repertoire of songs. Know an increasing number of rhymes.	Develop communication skills and begin to use more complex sentences to link thoughts. Use a wider range of vocabulary linked to topics. Develop their pronunciation of words.	Begin to use longer sentences of four to six words to talk about interests. Talk about familiar books and be able to tell a longer story.	Start a conversation with an adult or a friend and take turns. Use talk to organise themselves and their play.	Be able to express ideas and use words when they disagree with an adult or a friend, using words as well as actions. Use a wider range of vocabulary in play and small group times.
	Reception Understand how to listen carefully and why listening is important. Understand a question or instruction that has two parts,	Reception Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.	Reception Listen to and talk about stories to build familiarity and understanding. Describe events in some detail. Connect one idea to another using	Reception Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Reception Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during	Reception Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in

	such as: "Get your coat and wait at the door" Learn new vocabulary and use it throughout the day in different contexts. Develop social phrases.	Retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Ask questions to find out more and to check they understand what has been said to them	a range of connectives. Articulate ideas and thoughts in well-formed sentences	Listen to and talk about selected fiction and non-fiction to develop a deep familiarity with new knowledge and vocabulary.	whole class discussions and small group interactions. 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.	back-and-forth exchanges with their teacher and peers. 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.
Physical development	Develop their movement, balancing, riding and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Use one-handed tools and equipment.	Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to draw lines and circles and make marks. Begin to drink carefully from a cup. Start to eat independently using a knife and fork.	Take part in team games and activities. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.	Develop independence with dressing and personal care. Begin to make healthy choices about food choices, exercise and hygiene. Begin to make anticlockwise and straight down marks, wavy lines & zig zags.	Be increasingly independent in meeting their own care needs. Make choices about the types of movement they need to make.	Work with peers to manage large items. Use a comfortable grip with good control when holding pens and pencils. Choose the right resources to match the task.
	Reception Show a preference for a dominant hand. Use one-handed tools and equipment, ie, making snips in paper with scissors. Start to eat independently and learning how to use a knife and fork. Develop skills they need to manage school day successfully: lining up and queuing; mealtimes; personal hygiene	Reception Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Revise and refine fundamental movement skills they have already acquired: rolling; crawling; walking; jumping; running; hopping; skipping and climbing.	Reception Use a comfortable grip with good control when holding pens and pencils. Know and talk about different factors that support their overall health and wellbeing; regular physical activity; healthy eating; toothbrushing; sensible amounts of screen time; good sleep routine; being a safe pedestrian.	Reception Develop the foundations of a handwriting style which is fast, accurate and efficient. Develop overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.	Reception Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing.	Reception Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Literacy	Understand that print has meaning. Spot and suggest rhymes. Begin to talk about stories.	Understand that we read English text from left to right and from top to bottom. Understand that marks have meaning. Recognise own name	Begin to understand that print has different purposes. Clap the syllables in words. Begin to write some of their name.	Begin to identify and name the different parts of a book. Write their name.	Engage in extended conversations about stories, learning new vocabulary. Recognise words with the same initial sound.	Mark make with purpose. Write some letters accurately.
	Reception Understand the five key concepts about print: Print has meaning; Print can have different purposes; we read English text from left to right and top to bottom; name of different parts of a book; page sequencing. Ask questions about the book. Make comments and share their own ideas. Develop play around favourite stories using props. Write some or all of their name. Write some letters accurately.	Reception Develop phonological awareness to spot and suggest rhymes, count or clap syllables in a word, recognise words with same initial sound, such as money and mother. Read individual letters by saying sounds for them. Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing.	Reception Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Use vocabulary and forms of speech that are increasingly influenced by their range of books. Spell words by identifying the sounds and then writing the sound with letter/s.	Reception Read a few common exception words matched to school scheme. Read some letter groups that represent one sound. Re-read books to build up confidence in word reading and fluency and their understanding and enjoyment. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Reception Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds	Reception Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 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.

		Form lower-case and capital letters correctly.		Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to ensure it makes sense.	in them and representing the sounds with a letter or letters.	Write simple phrases and sentences that can be read by others.
Mathematics	Explore composition of numbers within 5. Begin to consider sets of objects and discuss them.	Explore composition of numbers within 5.	Explore composition of numbers 5-9. Begin to compare sets of objects and use the language of comparison.	Explore composition of numbers 5-9. Begin to compare sets of objects and use the language of comparison.	Explore composition of numbers 1-9. Consolidate counting skills to 9. Begin to identify similarity and differences when comparing sets of objects.	Explore composition of number 10. Begin to identify similarity and differences when comparing sets of objects.
	Reception <ul style="list-style-type: none"> identify when a set can be subitised and when counting is needed subitise different arrangements, both unstructured and structured, including using the Hungarian number frame make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills spot smaller numbers 'hiding' inside larger numbers 	Reception <ul style="list-style-type: none"> connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds compare sets of objects by matching begin to develop the language of 'whole' when talking. 	Reception <ul style="list-style-type: none"> continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals begin to identify missing parts for numbers within 5 explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame focus on equal and unequal groups when comparing numbers 	Reception <ul style="list-style-type: none"> understand that two equal groups can be called a 'double' and connect this to finger patterns sort odd and even numbers according to their 'shape' continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern order numbers and play track games join in with verbal counts beyond 20, hearing the repeated p 	Reception <ul style="list-style-type: none"> continue to develop their counting skills, counting larger sets as well as counting actions and sounds explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame compare quantities and numbers, including sets of objects which have different attributes continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 	Reception <ul style="list-style-type: none"> begin to generalise about 'one more than' and 'one less than' numbers within 10 continue to identify when sets can be subitised and when counting is necessary develop conceptual subitising skills including when using a rekenrek
Understanding the World	Talk about who is in their family. Can name body parts. Use a range of vocabulary to talk about what they see.	Use senses to explore materials. Show interest in different occupations.	Explore how things work. Explore and talk about different forces they can feel. Talk about differences in things around them.	Explore how things move. Discuss how we get to school. Begin planting & observing growth.	Continue to develop positive attitudes about the differences between people. Understand there are different countries in the world Talk about the differences they have experienced	Begin to understand the need to respect and care for the natural environment and all living things. Understand where they live, what is around and the similarities and differences
	Reception Begin to make sense of their own life story and family's history. Talk about members of their immediate family and community. Name and describe people who are familiar to them. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Know there are different countries in the world and talk about the differences they have experienced or seen in photos	Reception Comment on images of familiar situations in the past. Recognise that people have different beliefs and celebrate special times in different ways. Use all their senses in hands on exploration of natural materials. Talk about the differences between materials and changes they notice. Explore and talk about different forces they can feel.	Reception Compare and contrast characters from stories including figures from the past. Show interest in different occupations. Continue developing positive attitudes about the differences between people. Draw information from a simple map. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Recognise some	Reception Compare and contrast characters from stories including figures from the past. Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries. Begin to understand the need to respect and care for the natural environment and all living things. Understand the effects of the	Reception 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. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different	Reception Understand the past through settings, characters and events encountered in books read in class and storytelling. 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. Explore the natural world around them, making observations and drawing pictures of animals and

			environments that are different to the one in which they live	changing seasons on the natural world around them. Talk about what they see, using a wide range of vocabulary.	religious and cultural communities in this country, 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.	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.
Expressive Arts and Design	Create sounds using instruments. Take part in pretend play, using an object to represent different things Begin to remember and sing songs from memory.	Play instruments with increasing control. Create closed shapes with continuous lines using these shapes to represent objects. Explore different materials and experiment with using them	Develop a narrative around small world and imaginary play. Begin to use line and materials to represent objects.	Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Use drawing to represent ideas like movement or loud noises. Explore colour and colour-mixing.	Respond to what they have heard, expressing their thoughts and feelings. Create their own songs or improvise a song around one they know.
	Reception Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a part. Show different emotions in their drawings. Explore colour and colour mixing. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs	Reception Take part in simple pretend play, using an object to represent something else even though they are not similar. Use drawing to represent ideas like movement or loud noises. Sing in a group or on their own, increasingly matching the pitch and following the melody. Sing the pitch of a tone sung by another person 'pitch match'. Sing the melodic shape of familiar song.	Reception Develop own ideas and decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Create their own songs or improvise a song around one they know. Watch and talk about dance and performance art, expressing their feelings and responses.	Reception Create collaboratively sharing ideas, resources and skills. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Develop storylines in their pretend play. Play instruments with increasing control to express their feelings and ideas. Listen attentively, move to and talk about music, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups.	Reception Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Invent, adapt and recount narratives and stories with peers and their teacher.	Reception Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and move in time with music.