

Long Term Plan 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	If you go down to the woods...	To infinity and beyond	Dinosaur Roar	Amazing animals	Roots, shoots and muddy boots	Beside the seaside
Core texts	<ul style="list-style-type: none"> The Bear and the Piano Owl Babies 	<ul style="list-style-type: none"> Room on the Broom The Way Back Home Hurry Santa 	<ul style="list-style-type: none"> The dinosaur that pooped a planet Harry and the bucketful of dinosaurs 	<ul style="list-style-type: none"> Oi Frog Goodnight Gorilla Dear Zoo 	<ul style="list-style-type: none"> What the ladybird heard Stuck! The Train Ride 	<ul style="list-style-type: none"> Lighthouse Keeper's Lunch <ul style="list-style-type: none"> Tiddler Sharing a Shell
Possible Texts	Can't you sleep Little Bear? Leaf Man It's not a stick Goldilocks and the Three Bears We're Going on a Bear Hunt Brown Bear Brown Bear The Gruffalo	Pumpkin Soup Room on the Broom Stickman Whatever Next! Jolly Postman Look up!	Mr Wolf's Pancakes NF- dinosaur texts	Frockodile Hugless Douglas Six Dinner Sid Monkey Puzzle Giraffes Can't Dance Zog	The Little Red Hen Farmer Duck Scarecrow's Wedding Jack and the Beanstalk Jaspers Beanstalk The Tiny Seed Superworm Farmer Duck Click Clack Moo	Snail and the Whale Who swallowed Stanley? Sharing a Shell Tiddler Billy's Bucket Richmond
Wow Moments	Listening walk around local area	Nativity production	Dinosaur workshop Pancake day	Butterflies	Growing plants Farm visit	Pirate Day Author visit
Parental engagement	Harvest Festival School Disco	Parent's evening Nativity	School Disco	Mother's Day event	Parents Evening School trip	EOY reports Parent picnic Father's Day event

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<p>Our Values Assemblies / Sharing Circles</p> <p>These will mirror the principles and values of our school. We will 'dip in and out of each area' each term as and when we need to.</p>	<p><u>Mutual respect</u></p> <p>We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.</p>	<p><u>Mutual Tolerance</u></p> <p>Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.</p>	<p><u>Rule of law</u></p> <p>We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.</p>	<p><u>Individual liberty</u></p> <p>We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p>	<p><u>Democracy</u></p> <p>We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p>	<p><u>Recap all British Values</u></p> <p>Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries</p>
Assessment opportunities	<p>Baseline</p> <p>In house baseline</p> <p>Phonics assessments</p> <p>Name writing assessments</p>	<p>Individual long obs</p> <p>Phonics assessments</p> <p>Checkpoint assessment for Reading, Writing, Number</p> <p>PPMS</p>	Phonics assessments	<p>Phonics assessments</p> <p>Individual long obs</p> <p>Checkpoint assessment for Reading, Writing, Number</p> <p>PPMs</p>	Phonics assessments	<p>Phonics assessments</p> <p>EOY data</p> <p>Checkpoint assessment for Reading, Writing, Number</p> <p>PPMs</p>

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<u>Communication and Language</u>	<p><i>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures</i></p>					
<p>ELG: Listening, Attention and Understanding Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. <p>ELG: Speaking Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. 						
<i>Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE</i>	<p><u>Welcome to EYFS</u></p> <p>Settling in activities Making friends Children talking about experiences that are familiar to them</p>	<p><u>Tell me a story!</u></p> <p>Settling in activities Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language</p>	<p><u>Tell me why</u></p> <p>Using language well Asks how and why questions... Discovering Passions Retell a story with story language</p>	<p><u>Talk it through!</u></p> <p>Describe events in detail – time connectives Understand how to listen carefully and why listening is important. Use picture cue cards to</p>	<p><u>What happened?</u></p> <p>Weekend news Re-read some books so children learn the language necessary to talk about what is happening in each</p>	<p><u>Time to share!</u></p> <p>Show and tell Weekend news Read aloud books to children that will extend their knowledge of the world and illustrate a</p>

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<i>times, stories, singing, speech and language interventions, EYFS productions, assemblies and weekly interventions.</i>	What are your passions / goals / dreams? Rhyming and alliteration Familiar Print Sharing facts about me! Mood Monsters Shared stories Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"	Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary	Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.	talk about an object: "What colour is it? Where would you find it? Sustained focus when listening to a story	illustration and relate it to their own lives Select books containing photographs and pictures, for example, places in different weather conditions and seasons.	current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.
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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, co-operate and resolve conflicts peacefully. These attributes will provide a secure platform from which children can achieve at school and in later life.

Personal, Social and Emotional Development

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

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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

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.

<p><i>PSED- My Happy Mind</i></p>	<p><u>Meet your brain</u></p> <p>We are learning what our brain looks like.</p> <p>We are learning what our brain helps us with.</p> <p>We are learning about how to look after our brain.</p> <p>We are learning how we can grow our brains.</p>	<p><u>Places</u></p> <p>To learn and recognise a range of emotions.</p> <p>To think about how someone might show or demonstrate different emotions.</p> <p>To understand, you can feel a range of emotions.</p> <p>To start to recognise when you feel happy and safe and when you don't.</p> <p>To understand the different places - Happy Place, Busy Place and Middle Place.</p> <p>To begin to use different self-regulation strategies.</p> <p><u>Celebrate</u></p> <p>We are learning what Character Strengths are. This will also be referred to as their superpowers.</p> <p>We are learning about the Love and Kindness Strength.</p> <p>We are learning about the Character Strengths of Bravery and Honesty,</p>	<p><u>Appreciate</u></p> <p>We are learning how to be grateful for other people.</p> <p>We are learning how being grateful makes you feel.</p> <p>We are learning to be grateful for activities and times we feel happy about.</p> <p>We are learning how to be grateful for ourselves.</p>	<p><u>Relate</u></p> <p>We are learning how to be a good friend.</p> <p>We are learning why getting along with others is so important.</p> <p>We are learning why listening is so important.</p> <p>We are learning what Active Listening is.</p> <p>We are learning about our emotions and how it feels when we are not getting along with others.</p>	<p><u>Engage</u></p> <p>We are learning what goals are.</p> <p>We are learning how to set goals.</p> <p>We are learning what Big Dream Goals are.</p> <p>We are learning what to do when goals are tricky.</p>	<p><u>My Happy Body</u></p> <p>We are learning to manage our own personal hygiene needs.</p> <p>We are learning to Know and talk about the different factors that support our overall health and well-being:</p> <ol style="list-style-type: none"> 1. regular physical activity 2. healthy eating 3. teeth brushing 4. sensible amounts of 'screen time' 5. having a good sleep routine 6. being a safe pedestrian <p><u>My Happy Relationships</u></p> <p><u>We are learning to:</u></p> <p>Build constructive and respectful relationships</p> <p>Continue developing</p>
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		<p>and Teamwork and Friendship.</p> <p>We are learning about the Character Strengths: Exploring and Learning, and Love of Life and Our World.</p>				<p>positive attitudes about the differences between people.</p> <p>Express our feelings and consider the feelings of others.</p> <p>Show resilience and perseverance in the face of challenges.</p> <p>Identify and moderate our own feelings socially and emotionally.</p> <p>Think about the perspectives of others.</p> <p><u>My Happy World</u></p> <p>We are learning to name and describe people who are familiar to us.</p> <p>We are learning to see ourselves as a valuable individual.</p>
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<i>Managing self</i> <i>Self-regulation</i>	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. ✓ Controlling own feelings and behaviours ✓ Applying personalised strategies to return to a state of calm ✓ Being able to curb impulsive behaviours ✓ Being able to concentrate on a task ✓ Being able to ignore distractions ✓ Behaving in ways that are pro-social ✓ Planning ✓ Thinking before acting ✓ Delaying gratification ✓ Persisting in the face of difficulty
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General Themes	If you go down to the woods...	To infinity and beyond	Dinosaur Roar	Amazing animals	Roots, shoots and muddy boots	Beside the seaside
Physical Development	<p><i>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. 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, co-ordination 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</i></p>					
<p>ELG: Gross Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. <p>ELG: Fine Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. 						
Fine Motor	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors Start to cut along a curved line, like a circle / a cross	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle Start to colour inside the lines of a picture Start to draw pictures that are recognisable			

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Gross Motor	Ball skills- throwing and catching. Crates play-climbing. Skipping ropes in outside area dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options		Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music		Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music Gymnastics Balance	
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General Themes	If you go down to the woods...	To infinity and beyond	Dinosaur Roar	Amazing animals	Roots, shoots and muddy boots	Beside the seaside
Literacy	<i>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)</i>					
<p>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, non-fiction, rhymes and poems and during role-play.</p> <p>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.</p> <p>ELG: Writing Children at the expected level of development will:</p>						

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- 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.

<p>Comprehension</p>	<p>Joining in with rhymes and showing an interest in stories with repeated refrains. Having a favourite story/rhyme. Understand the key concepts about print:</p> <ol style="list-style-type: none"> 1. print has meaning 2. print can have different purposes 3. we read English text from left to right and from top to bottom 4. the names of the different parts of a book <p>Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Retell stories related to events through acting/role play. Retelling stories using images / apps. Retelling of stories. Editing of story maps and orally retelling new stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter–sound correspondences. Enjoys an increasing range of books Common theme in traditional tales</p>	<p>Making up stories with themselves as the main character Encourage children to record stories through picture drawing/mark making for LAs. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read common exception words matched to RWI. Identifying characters and settings</p>	<p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events Retell a story with actions and / or picture prompts as part of a group Rhyming words. May include labels, sentences or captions Reading: Story structure–beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books.</p>	<p>Retell a story as part of a group - Use story language when acting out a narrative. Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. Should include labels, sentences or captions Timeline of how plants grow. Reading: Non-fiction texts,</p>	<p>Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p>
<p>Word Reading</p>	<p>Phonic Sounds: RWI Set 1 whole class Reading: Initial sounds, oral blending, CVC sounds, Help children to read the sounds speedily.</p>	<p>Phonic Sounds: RWI Set 1 Differentiated groups – <u>target 1c</u> Reading: Blending CVC sounds, rhyming,</p>	<p>Phonic Sounds: RWI Set 1 & 2 Differentiated groups / Ditties Reading: Rhyming strings,</p>	<p>Phonic Sounds: RWI Set 1 & 2 Differentiated groups – <u>target ditty level</u> Listen to children read some longer words</p>	<p>Phonic Sounds: RWI Set 1 & 2 Differentiated groups: <u>target red level</u> Internal blending, Naming letters of the alphabet. Distinguishing capital</p>	<p>Phonic Sounds: RWI Set 1 & 2 & 3 Differentiated groups: <u>target green level</u></p>

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	<p>This will make sound blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge</p>	<p>alliteration, knows that print is read from left to right. Spotting diagraphs in words. Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.</p>	<p>Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'</p>	<p>made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'. Children should not be required to use other strategies to work out words.</p>	<p>letters and lower case letters. Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were' Knowing at least 6 digraphs/trigraphs- ay,oo,oo,ow,igh,ar,ou,ir,air</p>	<p>Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. May recognise alternative spellings such as ay,ai,a_e</p>
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General Themes	If you go down to the woods...	To infinity and beyond	Amazing Animals	Roots shoots and muddy boots!	Down on the farm	Seasides and Pirates
Core texts	<ul style="list-style-type: none"> The Bear and the Piano Owl Babies 	<ul style="list-style-type: none"> Room on the Broom The Way Back Home Hurry Santa 	<ul style="list-style-type: none"> The dinosaur that pooped a planet Harry and the bucketful of dinosaurs 	<ul style="list-style-type: none"> Oi Frog Goodnight Gorilla Dear Zoo 	<ul style="list-style-type: none"> What the ladybird heard Stuck! The Train Ride 	<ul style="list-style-type: none"> Lighthouse Keeper's Lunch <ul style="list-style-type: none"> Tiddler Sharing a Shell
Writing	Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels. Captions Lists Messages	Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words	Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words.	Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. O	Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words	Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories.

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Maths	<p><i>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 small pebbles 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.</i></p>					
<p>ELG: Number Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. <p>ELG: Numerical Patterns Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. 						
Following White Rose Maths	<p>Getting to know you Key times of the day Class routines Where do things belong Positional language</p> <p>Match, sort & compare Match objects Match pictures & objects Identify a set Sort objects to a type Explore sorting techniques Create sorting rules Compare amounts</p>	<p>Circles & triangles Identify & name circles & triangles Compare circles & triangles Shapes in the environment Describe position</p> <p>1,2,3,4,5 Find 4 & 5 Subitise 4 & 5 Represent 4 & 5 1 more</p>	<p>Alive in 5! Introduce zero Find 0 to 5 Subitise 0 to 5 Represent 0 to 5 1 more 1 less Composition Conceptual subitising to 5</p> <p>Mass & Capacity Compare mass Find a balance</p>	<p>Length, height & time Explore height Compare height Talk about time Order & sequence time</p> <p>Building 9 & 10 Find 9 & 10 Compare numbers to 10 Represent 9 & 10 Conceptual subitising to 10 1 more 1 less Composition to 10</p>	<p>To 20 & beyond Build numbers beyond 10 (10-13) Continue patterns beyond 10 (10-13) Build numbers beyond 10 (14-20) Continue patterns beyond 10 (14-20) Verbal counting beyond 20 Verbal counting patterns</p> <p>How many now? Add more How many did I add?</p>	<p>Sharing & grouping Explore grouping Grouping Even & odd sharing Play with & build doubles</p> <p>Visualise, build & map Identify units of repeating patterns Create own pattern rules Explore own pattern rules Replicate & build scenes & constructions Visualise from different</p>

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	<p><u>Talk about measure & pattern</u> Compare size Compare mass Compare capacity Explore simple patterns Copy & continue simple patterns Create simple patterns</p> <p><u>It's me 1, 2, 3!</u> Find 1,2 & 3 Subitise 1,2 & 3 Represent 1,2 & 3 1 more 1 less Composition of 1,2 & 3</p>	<p>1 less Composition of 4 & 5 Composition of 1-5</p> <p><u>Shapes with 4 sides</u> Identify & name shapes with 4 sides Combine shapes with 4 sides Shapes in the environment My day & night</p>	<p>Explore capacity Compare capacity</p> <p><u>Growing 6,7,8</u> Find 6,7 & 8 Represent 6,7 & 8 1 more 1 less Composition of 6,7 & 8 Make pairs – odd & even Double to 8 (find a double) Double to 8 (make a double) Combine 2 groups Conceptual subitizing</p> <p><u>Length, height & time</u> Explore length Compare length</p>	<p>Bonds to 10 (2 parts) Make arrangements of 10 Bonds to 10 (3 parts) Double to 10 (find a double) Double to 10 (make a double) Explore even & odd</p> <p><u>Explore 3D shapes</u> Recognise & name 3D shapes Find 2D shapes within 3D shapes Use 3D shapes for tasks 3D shapes in the environment Identify more complex patterns Copy & continue patterns Patterns in the environment</p>	<p>Take away How many did I take away?</p> <p><u>Manipulate, compose & decompose</u> Select shapes for a purpose Rotate shapes Manipulate shapes Explain shape arrangements compose shapes Decompose shapes Copy 2D shape pictures Find 2D shapes within 3D shapes</p> <p><u>Sharing & grouping</u> Explore sharing Sharing</p>	<p>positions Describe positions Give instructions to build Explore mapping Represent maps with models Create own maps from familiar places Create own maps & plans from story situations</p> <p><u>Make connections</u> Deepen understanding Patterns & relationships</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	If you go down to the woods...	To infinity and beyond	Dinosaur Roar	Amazing animals	Roots, shoots and muddy boots	Beside the seaside
UTW	<p><i>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 – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. 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.</i></p>					
<p>ELG: Past and Present Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. <p>ELG: People, Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. <p>ELG: The Natural World Children at the expected level of development will: -</p> <ul style="list-style-type: none"> - 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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Core Scientific Learning White Rose	What's in my basket? Me and my small world Senses	Let's go Outside What's changed Night and Day	Changes in Winter Let it flow Desert to jungle	Watch it grow Animal detectives Push and pull	City to sea Look all around Test it out	Happy and healthy Wonderful World Animal hunt
History/ Geog Links	Black history month- Mary Seacole, Martin Luther King Jr.	Remembrance Sunday Guy Fawkes Space: Neil Armstrong, Mae Jemison	Dinosaur extinction The creation of fossils Mary Anning	Places around the world- polar regions, oceans, mountains, deserts Charles Darwin Steve Backshall Jane Goodall	Kapow Unit – Around the world	Trips to the seaside modern & Victorian Old and new swimwear Famous explorers- Columbus
Core RE	Families Friends Role Models Jesus Moses	Giving Saying Thank You The Christmas Story (Christian) The Shepherds, The Wise Men Christmas	Celebrating New Year Chinese New Year Persian New Year Holi	Signs of Spring New Life in Spring Symbols of Easter The Easter Story	Stories and Fables from around the world and other faiths	Homes around the World Our World Churches Mosques Synagogues
Other Areas to explore (may change depending on the cohort)	Similarities and differences Occupations Special celebrations- birthdays Diwali	Hannukah Advent around the world Christmas traditions Anti-bullying week	Shrove Tuesday	Life cycles- chicks Ramadan Science Week	From farm to plate Animal welfare	Plastic in the ocean- Attenborough
EAD	<i>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. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</i>					
<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. <p>ELG: Being Imaginative and Expressive</p>						

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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.

Core Skills taught	Art-Drawing Mark making Using chalks Large scale work Wax rubbings	DT- Junk Modelling Explore junk modelling Cutting and scissor skills Choosing resources Making models Temporary joins Evaluation and presentation	Art-Painting Painting to music Finger painting Making brushes Painting outdoors Landscape art Group art	DT- textiles Bookmarks Threading Weaving Simple running stitch Design evaluate	Art- Sculpture and 3D Exploring the properties of clay Moulding clay Simple joins Shaping clay Natural collages	DT- Structures Boats Floating/sinking Waterproof materials Designing a boat Making a boat Evaluating
Areas/events to explore with the children (may change depending on the cohort)	Portraits Self portraits Stick people Building chairs/beds for Goldilocks Collage owls/leaf man/gruffalo	Poppy wreaths Christmas crafts Songs and role-play Nativity Story maps and puppets Space rockets Space collages	Dinosaur fossils Clay animals	Flowers Butterflies Minibeasts Easter craft Giraffe handprints Lion masks Animal print Animal painting Lamb texture paintings	Scarecrows Footprints Tractor collages Veg printing Animal paper plate masks	Watercolours Sea colour washes Lighthouse collage Puppet shows Sea creature crafts