



2026-2027 Early Years Long Term Plan (Year A)



*Intended skills/ focus/ theme to be covered in each area each term.

	Autumn Term	Spring Term	Summer Term
Communication and Language (Taught through the other areas.)	Songs: <i>Baa Baa Black Sheep, Twinkle Twinkle, Humpty Dumpty, I Had A Little Turtle</i> Circle time, Greetings, Register Daily Reflection (using Tapestry), Story Time. Engaging with stories: <i>Everywhere Bear, Brown Bear Brown Bear, Colour Monster, Delicious! A Pumpkin Soup!</i> Talk Through Stories: <i>Elmer, Room On The Broom, Can't You Sleep Little Bear, Six Dinner Sid, Owl Babies, The Owl Afraid Of The Dark</i> Read Write Inc (RWI), Speech & Language Interventions, Role play.	Songs: <i>Wind The Bobbin, I'm A Little Teapot, Hickory Dickory Dock, Incey Wincey Spider</i> Circle time, Greetings, Register. Daily Reflection (using Tapestry), Story Time. Engaging with stories: <i>The Great Race, Marmalade Jam, Jasper's Beanstalk</i> Talk Through Stories (TTS): <i>Farmer Duck, The Extraordinary Gardener, Stick Man, Hugless Douglass, One Snowy Night</i> Read Write Inc (RWI), Speech & Language Interventions.	Songs: <i>Little Miss Muffet, Row Row, Jack and Jill, Pat-A-Cake</i> Circle time, Greetings, Register. Daily Reflection (using Tapestry), Story Time. Engaging with stories: <i>Spinderella, The Hungry Caterpillar, Handa's Surprise, A Planet Full of Plastic, Jolly Postman, The World Came To My Place Today</i> Talk Through Stories (TTS): <i>Runy's Worry, Handa's Hen</i> Read Write Inc (RWI), Speech & Language Interventions, Role play.
Literacy	See RWI	See RWI	See RWI
Maths	Match, Sort and Compare - Matching objects and pictures, identifying sets, sorting objects by type, creating sorting rules, comparing amounts. Talk About Measure and Patterns - Size, mass, capacity, simple patterns, copy and create simple patterns. It's Me 1,2,3 - Representing numbers 1 to 3; Sorting numbers, matching numbers, comparing numbers. more, 1 less; composition of 1, 2, 3 Circles and Triangles - Identify and name the shapes, compare, shapes in the environment, different positions. 1,2,3,4,5 - Find, subitise, represent composition of 4 and 5, 1 more and 1 less. Shapes with 4 Sides - Identify and name, combine, shapes and environment, my night and day.	Alive in 5 -1 less ; representing 0; composition and comparing of numbers to 5; equal and unequal groups; how many altogether; comparing mass – heavy and lighter than; full and empty; measuring capacity. Mass and Capacity - Compare mass, find a balance, explore and compare capacity. Growing 6, 7, 8 - Composition, sorting and matching of 6, 7, 8; 1 more/1 less; making pairs; combining 2 groups; adding more; comparing height and length; days of the week; measuring height and time. Length, Height and Time - Explore and compare length, height, time, order and sequence time. Building 9 and 10 - Representing, sorting and composition of 9 and 10; ordering numerals to 10; counting back from 10; making 10; 3d shape; building and printing; pattern. Explore 3D shapes - Recognise and name 3D shapes, find 2D shapes within 3D shapes, 3D shapes in the environment, identify more complex patterns, copy and continue patterns, patterns in the environment.	To 20 & Beyond - Number patterns to 20; matching picture to numeral; 10-frame fill addition and subtraction; estimating; missing numbers; ordering numerals to 20; shape and model matching; shape. How Many Now - Add more, add and subtraction problems. Manipulate, Compose and Decompose - Select shapes for purpose, rotate and manipulate shapes, explaining shape arrangements, compose and decompose shapes, copy 2D shape pictures. Sharing and Grouping - Exploring sharing, exploring grouping, even and odd sharing, play with and build doubles. Visualise, Build and Map - Identify units of repeating patterns, create/explore own pattern rules, replicate and build scenes and constructions, visualize and describe positions, building instructions, explore/represent maps. Make Connections - Deepen understanding, patterns and relationships.
Personal, Social and Emotional Development	*Self-regulation – my feelings. <hr/> *Building relationships – special relationships.	*Managing self – Taking on challenges. <hr/> *Self-regulation – Listening and following instructions.	*Building relationships – my family and friends. <hr/> *Managing self – my well-being.
Physical Development (All term)	*Funky Fingers (daily). *Weekly yoga. *Weekly PE. *Weekly outdoor learning.	*Funky Fingers (daily). *Weekly yoga. *Weekly PE. *Weekly outdoor learning.	*Weekly yoga. *Weekly PE. *Weekly outdoor learning.
Understanding the World	*All About Me – New Class, New Beginnings, Self, Family, Human Body, Staying Healthy, Likes and Dislikes. *Peek Into The Past (Toys, Growth Since babies) *Autumn (seasons). *Celebrating Differences. *Fire Safety (staying safe in the dark). <hr/> *Night And Day – Animals, Hibernation, Dark and Nighttime, Autumn & Harvest. *Celebrations (Guy Fawkes, Diwali, Christmas). *Using a computer.	*Around The Town – transport (How do we get there, making moving vehicles, road safety). *Winter – Climates, cold places, freezing/melting ice, polar regions, polar animals. *All About Instructions – programming. *Chinese New Year. <hr/> *Weather and Seasons – changing of seasons to Spring. Compare differences between the 2. *Great Outdoors – New life, life cycle of plants and chicks, planting seeds, growing. *Exploring Hardware (Computing). *Life Cycles (plants and chicks). *Spring (Season).	*Kings and Queens (traditional fairy stories). *Safari animals from around the world (climates – hot places, animals that live there). *Animal arts and crafts. Exploring animal patterns. Mini-beasts and habitats (Ugly Bug Ball) Staying Healthy – healthy foods, human body and teeth. *Programming (Computing). <hr/> *Looking After Our Planet. *Off On Holiday – clothes etc. Where should we go? Send me a postcard. *Summer (Season). *Transitions. *Introduction To Data (Computing).
Expressive Arts and Design	*Painting and Mixed Media: Painting My World Exploring Sounds, Cooking & Baking, <hr/> Cooking & Nutrition, Celebration Music, Christmas Performance, Winter Craft.	*Music – Transport. Structures – Junk Modelling <hr/> *Seasonal Craft, Craft and Design, Music and Movement	*Sculpture and 3D Creations, Musical Stories <hr/> *Seasonal projects (DT), Textile Bookmarks
Key books	<i>Everywhere Bear</i> <i>Elmer (TTS)</i> , <i>Can't You Sleep Little Bear (TTS)</i> , Non-fiction books for families, <i>Brown Bear, Brown Bear</i> , <i>Delicious! A Pumpkin Soup</i> , <i>Room On The Broom (TTS)</i> , <i>Colour Monster</i> <hr/> <i>Six Dinner Sid (TTS)</i> , <i>Owl Babies (TTS)</i> , <i>The Owl Afraid Of The Dark (TTS)</i> , <i>Nativity</i> – and a variety of Christmas stories.	<i>Stick Man (TTS)</i> , <i>Hugless Douglass (TTS)</i> , <i>The Great Race</i> , Non-fiction transport books, <i>Marmalade Jam</i> , Non-fiction winter books (climate, polar animals), <i>One Snowy Night (TTS)</i> , <hr/> <i>Farmer Duck (TTS)</i> , <i>Jasper's Beanstalk</i> , <i>The Extraordinary Gardener (TTS)</i> , Non-fiction plant books, Non-fiction life-cycle books,	A range of fairy tale stories, <i>Spinderella</i> , Non-fiction bug books, <i>Kings and Queen books</i> , <i>Ruby's Worry (TTS)</i> , Non-fiction safari animals, Non-fiction being healthy books, <i>The Hungry Caterpillar</i> <hr/> <i>Handa's Surprise</i> , <i>10 Things I Can Do To Help My World</i> <i>A Planet Full Of Plastic</i> , <i>Handa's Hen (TTS)</i> <i>The World Came to My Place Today</i> Non-fiction books – range, <i>Jolly Postman</i>
Enrichment	Local walk, Whinlatter, Xmas performance, care home, church visit, harvest festival, Children in Need.	Library visit, Curwen Castle, Heritage Bus visit, PCSO road safety visit, farm visit.	Pet Encounters, Phunky Foods, dentist visit, care home.



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	What should our pupils know and be able to do by the end of Reception so that they are ready for Y1?
Communication and Language	<p>English Link – Key Learning for Year 1: Listen attentively and respond to what they hear with relevant questions, comments and actions; 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; 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.</p> <p>Key Vocabulary: In everything. Books, letters, sounds, phonics, words, consonants, vowels, letters, sentences, reading, grip, pencil, form, capital.</p>
Literacy	<p>English Link – Key Learning for Year 1: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; anticipate key events in stories; use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play; 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; 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> <p>Key Vocabulary: See RWI.</p>
Maths	<p>Maths Link – Key learning for Year 1: 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; 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.</p> <p>Key Vocabulary: Match, sort, compare, size, mass, capacity, pattern, repeating, square, circles, triangles, rectangles, sides, straight, corners.</p>
Personal, Social and Emotional Development	<p>RSE/PSHE Link - Key learning for Year 1: 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; 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; 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> <p>Key Vocabulary: Emotions and feelings, sharing, coping, special people, interests, similarities and differences, independence, resilience, perseverance, right, wrong, positive, friendships.</p>
Physical Development	<p>PE Link: Key learning for Year 1: 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; 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.</p> <p>Key Vocabulary: Pencil grip, balance, personal space, strength, physical, control, under-arm, over-arm, direction, routine, jump, apparatus.</p>
Understanding the World	<p>Science Link: Key learning for Year 1: 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.</p> <p>History Link: Key learning for Year 1: 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> <p>Geography Link: Key learning for Year 1: 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> <p>Key Vocabulary: Exercise, healthy, wash, toothbrush, body, head, bones, skeleton, family, lifecycle, plant, seed, grow, roots, material, wood, plastic, history, historian, after, before, new, old, past, present, time, geographer, world, ocean, country, city, town, village, place, map, season, hibernation, climate, cultures.</p>
Expressive Arts and Design	<p>Art/ DT Link - Key learning for Year 1: Share their creations, explaining the process they have used; make use of props and materials when role playing characters in narratives and stories; invent, adapt and recount narratives and stories with peers and their teacher; safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Music Link: Key learning for Year 1: 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.</p> <p>Key Vocabulary: Mark-making, artist, rubbing, soft, smooth, squiggly, splatter, observational drawing, collage, mixing, 3d, joining, threading, cutting, voice, sounds, high, low, instrument, pitch, tempo, loud, quiet, composition, sculpt/sculptures,</p>