



2025-2026 Early Years Long Term Plan (Year B)

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

	Autumn Term	Spring Term	Summer Term
Communication and Language	Songs: <i>Hickory Dickory, Row-row, Grand old Duke, Twinkle Twinkle.</i> Circle time. Greetings, Register. Daily Reflection (using Tapestry). Story Time. Engaging with stories: <i>Cotton Wool Colin, Room on the Broom, Bear Hunt, Funny Bones.</i> Role Play. Talk Through Stories: <i>Squirrels Who Squabbled + Aliens Love Underpants + Aliens in Underpants.</i> Read Write Inc (RWI). Speech & Language Interventions. (Taught through the other areas.)	Songs: <i>I Had a Little Turtle, Pat-a-cake, Incey Wincey, Jack and Jill.</i> Circle time. Greetings, Register. Daily Reflection (using Tapestry). Story Time. Engaging with stories: <i>Hungry Caterpillar, Superhero Hotel, The Great Race.</i> Role Play. Talk Through Stories (TTS): <i>Zog + Supertato.</i> Read Write Inc (RWI). Speech & Language Interventions. (Taught through the other areas.)	Songs: <i>If you're happy and you know, I'm a little teapot, miss muffed, Humpty Dumpty.</i> Circle time. Greetings, Register. Daily Reflection (using Tapestry). Story Time. Engaging with stories: <i>Snail and the Whale, Pirate's Post, Somebody Swallowed Stanley, 10 Things.</i> Role Play. Talk Through Stories (TTS): <i>Tiddler + Extraordinary Gardener.</i> Read Write Inc (RWI). Speech & Language Interventions. (Taught through the other areas.)
Literacy	See RWI	See RWI	See RWI
Maths	Getting to know you ad hoc observations; Reception baseline. Just Like Me Matching, sorting, comparing size and amounts, height, comparing length, patterns. It's Me 1,2,3! Representing numbers 1 to 3; Sorting numbers, matching numbers, comparing numbers. more, 1 less; Shape – circles and triangles; Positional language. Light and Dark Representing 4 and 5, sorting 4 and 5, composition of 4 and 5; 1 more and 1 less; Shape, squares and rectangles; Day and night; Sequencing activities (time).	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. 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. 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.	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. First, then, now Counting on; adding and taking away; shape; pattern. Find my pattern Doubling; sharing; grouping; odd and even. On the move Problem solving; patterns; making maps; designing mazes.
Personal, Social and Emotional Development	*Self-regulation – my feelings. *Building relationships – special relationships.	*Managing self – Taking on challenges. *Self-regulation – Listening and following instructions.	*Building relationships – my family and friends. *Managing self – my well-being.
Physical Development	*Funky Fingers (daily). *Weekly yoga. *Weekly PE. *Weekly outdoor learning. (All term)	*Funky Fingers (daily). *Weekly yoga. *Weekly PE. *Weekly outdoor learning. (All term)	*Weekly yoga. *Weekly PE. *Weekly outdoor learning. (All term)
Understanding the World	*All About Me – Self, Family, Human Body, Staying Healthy. *Night And Day – Space, Autumn & Harvest, Celebrations (Guy Fawkes, Diwali, Christmas). *Peek In To The Past (Toys, Growth Since babies) *Using a computer. *Fire Safety.	*Around The Town – traditional tales and fantasy (our wider local area). *Reduce, Reuse and Recycle – materials. *Road Safety. *All About Instructions – programming. *Chinese New Year. *Exploring Hardware (Computing). *People Who Help Us/ Superheroes. *Life Cycles (frogs and butterflies). *Spring (Season).	*Under The Sea – Marine Life. *Seaside Past & Present. *Dinosaurs & Fossils. *Programming (Computing). *Pirates – exploring maps. *Looking After Our Planet. *Summer (Season). *Transitions. *Introduction To Data (Computing).
Expressive Arts and Design	*Marvelous Marks (mark-making, observational drawings in different mediums). *Junk Modelling. *Split-pin Joins. *Cooking & Baking. *Exploring Sounds. *Cooking & Nutrition. *Celebration Music. *Christmas Performance. *Winter Craft.	*Textiles - Bookmarks. *Music & Movement. *Painting Mixed Media: Painting My World. *Musical Stories.	*Structures – Boat. *Sculptures & 3D: Creation Station. *Sounds Of The Sea (topic link). *Music: Big Band. *Sea Art.
Key books	Everywhere Bear Squirrels Who Squabbled (TTS) Winnie The Witch Funny Bones Cotton Wool Colin Delicious! A Pumpkin Soup We Are Here – Space Aliens Love Underpants (TTS) Whatever Next The Man On The Moon Aliens In Underpants Save The World Space Poems Christmas Stories	Zog! (TTS) The Great Race Range of traditional tales (TBC) Range of myths and fantasies (TBC) Supertato (TTS) Range of non-fiction – life cycle (TBC) Superhero Hotel People who help us (TBC) Hungry Caterpillar	The Lighthouse Keeper's Lunch Julia Donaldson (see themed) Range of non-fiction (TBC) Range of poetry (TBC) Dino Dinners Tiddler (TTS) Snail & the Whale Pirate's Post 10 Things I can Do To Help My World A Planet Full of Plastic Michael Recycle Extraordinary Gardener (TTS)
Enrichment	Local walk, Whinlatter, Xmas Performance, care home, church, mother and baby.	Library visit, Curwen Castle, trip to a town, Helena Thompson Museum.	Seaside Trip, visitors into school – family members, lifeboat service visit.



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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	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. Key Vocabulary: In everything. Books, letters, sounds, phonics, words, consonants, vowels, letters, sentences, reading, grip, pencil, form, capital.
Literacy	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. Key Vocabulary: See RWI.
Maths	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. Key Vocabulary: More, fewer, same, forwards, backwards, patterns, repeating, full, half-full, empty, heavy, heaviest, light, lightest.
Personal, Social and Emotional Development	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. Key Vocabulary: Emotions and feelings, sharing, coping, special people, interests, similarities and differences, independence, resilience, perseverance, right, wrong, positive, friendships.
Physical Development	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. Key Vocabulary: Pencil grip, balance, personal space, strength, physical, control, under-arm, over-arm, direction, routine, jump, apparatus.
Understanding the World	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. 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. 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. 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.
Expressive Arts and Design	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. 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. 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.