

Hanslope Primary School

EYFS Long Term Plan 2026 - 2027

	<u>Autumn Term 1</u> All About Me	<u>Autumn Term 2</u> Autumns and Celebrations	<u>Spring Term 1</u> Traditional Tales	<u>Spring Term 2</u> Growing and Minibeasts	<u>Summer Term 1</u> Our world – Space and our Local area	<u>Summer Term 2</u> Holidays and Pirates
Let's Celebrate	Halloween 31st October	- Autumn – seasonal changes - Bonfire Night 5th November - Diwali 8th November - Remembrance 11th November - Christmas	- Winter – seasonal changes - Lunar New Year - Valentine's Day 14th February - Shrove Tuesday 9th February - Chinese new year 6th – 20th February	- Spring – seasonal changes. - World book week/Day 4th March - Mother's Day 7th March - Holi – celebrating Spring - Easter 28th March	- St George's day 23rd April - Father's Day 21st June	- Summer – seasonal changes - Father's day 20th June
Key Experiences	- Little City – Role play set up to visit school. - Superhero Day.	- Autumnal walk around the school grounds. - Nativity Play	Fairytale Day.	Trip to Hill Farm in Haversham.	Walk around our local area to find key landmarks.	- Trip to The Beach @ Frosts. - Water party in our outside area. - Pirate Day.
Key Knowledge	- I can talk about myself, my interests and what makes me special. - I can talk about my body and what it can do. - I can use my senses to	- I can identify and name signs of autumn. - I can talk about how the weather changes during autumn. - I can observe and describe	- I can listen to and enjoy a range of traditional tales. - I can talk about the characters, settings and events in a story.	- I can identify and name a range of plants, animals, minibeasts and other living things. - I can talk about what plants need to grow	- I can talk about the Earth, Sun, Moon, stars and planets. - I can recognise that the Earth is a planet. - I can talk about differences	- I can talk about holidays and special trips I have experienced. - I can talk about different places and environments,

	explore and describe the world around me. • I can name and talk about different feelings. • I can talk about ways to manage my feelings and ask for help when I need it. • I can talk about my family and the people who are important to me. • I can recognise that families and people can be different. • I can talk about similarities and differences between myself and others. • I can show kindness, respect and acceptance towards others. • I can talk about the people and places that help me feel that I belong.	changes in the natural environment. • I can identify and name some common autumn trees, plants and natural objects. • I can observe how leaves, plants and trees change during autumn. • I can identify and name some animals that I might see during autumn. • I can talk about how animals are affected by seasonal change. • I can use my senses to explore and describe the natural world. • I can collect, sort, compare and talk about natural objects. • I can compare autumn with other seasons. • I can notice changes in daylight and the weather as	• I can use new vocabulary from stories in my own conversations. • I can sequence the main events in a familiar story. • I can retell a familiar story in my own words. • I can join in with repeated phrases, rhymes and actions. • I can talk about how characters feel and explain why. • I can compare characters, settings and events in different traditional tales. • I can recognise similarities, differences and repeated patterns in traditional tales. • I can use props, puppets, role play and small-world play to retell stories. • I can create my own	and stay healthy. • I can observe and describe how plants change as they grow. • I can talk about the life cycle of a plant. • I can talk about what animals need to grow and survive. • I can identify some baby animals and match them to their adults. • I can talk about how animals change as they grow. • I can identify and name some common minibeasts. • I can talk about where different minibeasts live and what they need to survive. • I can observe and describe minibeasts and notice similarities and differences between them.	between day and night. • I can talk about astronauts and how they explore space. • I can compare life on Earth with life in space. • I can observe, question and investigate the world beyond Earth. • I can use new vocabulary to talk about space. • I can use imagination, creativity and role play to explore space. • I can talk about where I live and the places that are important to me. • I can identify familiar buildings, places and features in my local area. • I can explore my local area through walks, photographs, maps and other sources. • I can create and use simple maps to represent familiar places.	including the seaside. • I can compare different places and identify similarities and differences. • I can talk about different ways people travel. • I can compare transport from the past and present. • I can use maps, globes, photographs and simple routes to explore different places. • I can talk about pirates and how they travelled and lived. • I can identify features of a pirate ship and compare it with boats today. • I can use positional and directional language to follow and create a treasure map. • I can learn and use new vocabulary
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	• I can identify people who help us in our families, school and community. • I can talk about how different people help us and keep us safe. • I can talk about foods that help keep my body healthy. • I can recognise that eating a variety of foods is important for keeping healthy. • ☑ I can talk about other ways to keep my body healthy, including exercise, sleep and personal hygiene.	the seasons change. • I can record my observations through drawings, photographs, models and early writing. • I can use new vocabulary to talk about autumn, weather and seasonal change. • I can show care and respect for plants, animals and the natural environment. • ☑ I can use natural materials creatively to make patterns, artwork and models. • I can talk about celebrations that are important to me. • I can talk about how my family celebrates special occasions. • I can recognise that people celebrate different	characters, settings and story ideas. • I can create and retell my own story with a beginning, middle and end. • I can use drawings, story maps, labels, captions and sentences to record my ideas. • I can use my phonics knowledge to write words and sentences linked to familiar stories. •	• I can talk about the life cycles of some minibeasts. • I can talk about how I have grown and changed since I was a baby. • I can talk about what humans need to grow and stay healthy. • I can sequence pictures or events to show how humans, animals, minibeasts and plants grow and change. • I can observe, question and talk about changes in living things. • I can record my observations through drawings, photographs, models and early writing. • I can recognise that plants, animals, minibeasts and humans are living things. • I can show care and respect for	• I can use positional and directional language to describe routes and journeys. • I can identify natural and human-made features in my local environment. • I can observe and talk about changes in my local area across the seasons. • I can talk about people and services that are important to my local community. • I can compare my local area now with how it was in the past. • I can recognise that I am part of a local community. • ☑ I can show care and respect for my local environment.	linked to holidays, the seaside and pirates. • I can retell and create stories about holidays and pirate adventures. • I can use role play, art, music and construction to represent my ideas. • I can use my phonics knowledge to write words, labels, captions and simple sentences linked to the topic. • ☑ I can work collaboratively to solve problems, follow clues and complete challenges.
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		events in different ways. • I can talk about different cultural and religious celebrations. • I can recognise similarities and differences between celebrations. • I can show respect for celebrations and traditions that are different from my own. • I can talk about special people and events in my life. • I can compare celebrations now with celebrations in the past. • I can use new vocabulary to talk about celebrations. • I can retell and sequence events from a celebration or story. • I can use music, movement, role play and art to		living things and their environments. • I can use new vocabulary to talk about growing, changing and life cycles.		
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		represent celebrations. I can join in with songs, dances, performances and creative activities linked to celebrations.				
Key Vocabulary	Key vocabulary introduced → revisited → used independently → transferred to new contexts.					
	- me - myself - special - unique - similar - different - family - friend - community - belong - feelings - emotions - happy - sad - worried - excited - angry - calm - proud - body - healthy - senses - sight - hearing - touch - taste - smell - hygiene	- celebration - celebrate - special - festival - tradition - culture - family - community - birthday - wedding - ceremony - invitation - party - decoration - decorate - gift - present - card - music - dance - costume - clothing - food - feast - special - religious - belief - Christmas	- traditional - tale - story - character - setting - beginning - middle - ending - problem - solution - event - sequence - retell - predict - imagine - once - upon - suddenly - finally - forest - castle - cottage - village - giant - witch - wolf - princess - prince	Plants - plant - seed - grow - growth - root - stem - leaf - flower - petal - soil - water - sunlight - shoot - bud - germinate - life cycle - living - healthy Humans - baby - child - adult - grow	Space - space - planet - Earth - Sun - Moon - star - solar system - astronaut - rocket - spacecraft - space station - orbit - launch - explore - planet - satellite - telescope - astronaut - spacesuit - helmet - gravity - crater - atmosphere - day	Holidays and travel - holiday - journey - travel - trip - seaside - beach - coast - ocean - sea - sand - waves - rockpool - holiday - suitcase - passport - hotel - campsite - map - country - destination - transport - airport - train - aeroplane

	• clean • healthy • exercise • nutrition • healthy • food • dentist • doctor • nurse • firefighter • police officer • school • rules • routine • respect • kindness	• Diwali • Hanukkah • Eid • Lunar New Year • New Year • fireworks • parade • gathering • ceremony • remember • past • tradition Autumn and seasonal change • autumn • season • change • weather • temperature • cooler • colder • warmer • windy • rainy • cloudy • sunny • storm • breeze • season • daylight • dark Trees, plants and nature • tree	• king • queen • hero • villain • magical • enchanted • brave • frightened • kind • clever • wicked • enormous • tiny • journey • adventure	• change • develop • young • old • healthy • exercise • nutrition • food • sleep • Animals • animal • baby • adult • offspring • life cycle • grow • change • habitat • survive • shelter • food • water Minibeasts • minibeast • insect • spider • butterfly • caterpillar • ladybird • bee • beetle • worm • snail • slug • ant • fly • wings • legs	• night My Local Area • local • community • neighbourhood • village • town • street • road • house • school • shop • library • park • church • post office • station • hospital • farm • playground • building • landmark • map • route • journey • environment • natural • human-made • local • past • present • old • new • change • similar	• car • boat Pirates • pirate • ship • boat • crew • captain • sailor • deck • mast • sail • anchor • steering • treasure • treasure chest • gold • map • compass • island • ocean • voyage • journey • captain • flag • skull • crossbones • telescope • cannon • harbour • port • adventure Directional vocabulary
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		• leaf • leaves • branch • trunk • bark • root • acorn • conker • seed • berry • fruit • plant • flower • evergreen • deciduous • fall • grow • change Exploring and describing • colour • red • orange • yellow • brown • green • shape • size • texture • smooth • rough • soft • hard • dry • wet • crunchy		• antennae • shell • cocoon • egg • larva • habitat	• different	• map • route • direction • north • south • east • west • forwards • backwards • left • right • above • below • beside • behind • next to • between • near • far
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- prickly
- heavy
- light

Animals and seasonal change

- animal
- habitat
- squirrel
- hedgehog
- bird
- fox
- rabbit
- migrate
- hibernate
- shelter
- nest
- food
- prepare
- survive
- winter

Observation and investigation

- observe
- notice
- explore
- investigate
- discover
- compare
- similar
- different
- collect
- sort
- classify
- predict

		• change • describe				
SEND/Adaptive Teaching	Adaptive Teaching: Throughout the curriculum, staff will adapt teaching, resources, adult support, communication and the learning environment to ensure all children can access the same ambitious curriculum. Adaptations may include visual supports, modelling, repetition and rehearsal, pre-teaching vocabulary, concrete and sensory resources, reduced cognitive or language load, additional processing time, alternative methods of communication, scaffolded tasks and carefully targeted adult support. Children will be supported to develop independence and scaffolds will be reduced when appropriate					
Our SEND/Adaptive Teaching is organised around six key areas.	1. Communication • Visuals and objects of reference • Makaton/AAC where appropriate • Sentence stems • Modelling and repetition • Pre-teaching vocabulary • Simplified language without reducing the learning intention	2. Cognition and learning • Chunking instructions • First/then language • Concrete resources • Repetition and overlearning • Worked examples • Additional processing time	3. Sensory/physical • Sensory breaks • Adapted tools and equipment • Alternative seating • Movement opportunities • Carefully considered sensory environments • Fine/gross motor adaptations	4. PSED • Visual timetables • Consistent routines • Now/Next boards • Emotion visuals • Adult modelling of social interaction • Supported transitions	5. Environment • Clear organisation of continuous provision • Defined areas • Reduced visual/auditory distractions where needed • Accessible resources • Quiet spaces • Consistent routines and expectations	6. Independence • Prompting rather than completing tasks for children • Gradual removal of scaffolds • Choice-making • Visual checklists • Encouraging children to access resources independently
Possible ideas to support key topics	Key Learning: Talk about myself, my family and what makes me special. Use visual prompts, photographs and	Key Learning: Explore different celebrations and traditions.	Key Learning: Retell and sequence familiar stories. Use story props, puppets, story maps	Key Learning: Observe changes in plants, animals and humans. Provide hands-on experiences and	Key Learning: Explore planets, astronauts and space. Explore familiar places and the local community.	Key Learning: Explore holidays, journeys and maps. Use concrete resources, large-scale

	objects of reference. Provide modelling and sentence stems. Allow children to communicate through speech, AAC, signing or gestures.	Use real objects, sensory experiences and visual timetables. Pre-teach key vocabulary. Reduce language demands and repeat/revisit concepts.	and visual sequencing cards. Model vocabulary and provide repeated opportunities to rehearse the story.	sensory exploration. Use photographs and real objects. Break activities into small steps and provide additional adult modelling.	Use sensory and practical experiences, visuals and repeated vocabulary. Provide opportunities for children to demonstrate understanding non-verbally. Use familiar photographs, real-life experiences and local walks. Provide additional processing time and opportunities to revisit experiences.	maps and movement-based experiences. Provide visual instructions and reduce the number of steps where needed.
Assessment	Assessment in Reception is an ongoing, purposeful process that enables staff to understand each child's starting points, monitor progress and identify appropriate next steps in learning. We use the Reception Baseline Assessment (RBA) alongside our in-house baseline assessment to develop a holistic understanding of each child's individual strengths, knowledge, skills and areas for development. This information is used to inform curriculum planning, provision and early identification of children who may require additional support or challenge. Our Progression of Skills document provides a clear framework for assessing children's developing knowledge and skills across the seven areas of learning. Staff use this alongside professional knowledge and ongoing observations to identify what children know, understand and can do, and to ensure that learning builds progressively throughout Reception. Assessment takes place naturally through continuous provision, adult interactions, child-initiated play and planned learning experiences. Staff observe children applying their knowledge and skills independently and in different contexts, with a particular focus on the SHREC approach to support high-quality interactions. Observations, conversations and children's work are used to identify misconceptions, celebrate progress and inform future teaching. Where assessment identifies a specific area of need, children may receive planned, targeted interventions alongside carefully considered adaptive teaching within the classroom. Staff adapt resources, language, questioning, modelling, scaffolding and the learning environment to ensure that all children can access the same ambitious curriculum. Support is reviewed regularly and reduced when children are ready to develop greater independence.					

	Assessment information is regularly discussed by the Reception team to identify gaps, next steps and children who require additional support or further challenge. This ensures that assessment directly informs teaching, provision and intervention, rather than being used simply to record attainment		
Key Assessment Points	• Reception Baseline Assessment • In house baseline assessment • Establishing starting points • Autumn 1 and Autumn 2 – Name writing • Self Portrait • Upload baseline data and Autumn 2 data to Insight • Assessments to be based on observation and interaction	• Progress from starting points • Key skills achieved • Vocabulary development • Identify gaps or emerging needs • Children requiring additional support • Children ready for greater challenge • Impact of interventions/adaptive teaching • Spring 1 and Spring 2 – Name writing • Self Portrait • Upload Spring 2 data to Insight	<u>Assess against:</u> • Early Learning Goals • Curriculum knowledge and skills • Independence • Communication and language • PSED • Physical Development • Literacy • Mathematics • Understanding the World • Expressive Arts and Design • Complete EYFSP • Upload data onto Insight • Readiness for Year 1