

EYFS Reception Long Term Plan 2025/26

	Autumn 1	Autumn 2
	Ourselves / My Community / People Who Help Us Magical Me	Light and dark / Once upon a time/ Christmas Dark Days, Cosy Nights
Wow day/Enrichment	Family photos, photos of interests- dancing, kickboxing etc Invite parents/relatives in to share their job role (Firefighter/Police/Nurse etc) Walk in local area (train station/hot choc & Costa)	Watch a pantomime-in class. Make tickets, set up a shop to buy and sell popcorn and drinks, Arrange the classroom to look like a theatre. Share stories and then watch the pantomime. Walk to post office to post letter/card home Diwali Secret Readers (Family members to come in and read)
Key vocabulary – Knowledge/skill focus	Key vocabulary – community, doctor, firefighter, paramedic, police, family, head teacher, caretaker, share, take turns, friend, rules,	Key vocabulary – Autumn, hibernation, nocturnal, pantomime, theatre, performance, once upon a time, happily ever after, Fairytales Celebration, religion, Christmas, advent, diva lamp, gift,
Communication and Language -	<p>Fiction- Starting school stories Bumble bear My first day at bug school Billy's bucket Smartest giant in town Once there were giants Ready steady Mo Zog and the flying doctors The Colour monster goes to school Families, families, families! Non-fiction- people who help us Daffodils Class reading chest Nursery rhymes Poems</p> <ul style="list-style-type: none"> • Transition to school • Talking about feelings and school rules/expectations • Who is special in my world? Upload photo to talk about in class • Sharing interests and likes 	<p>Fiction- Pumpkin soup Cinderella The three billy goats gruff Little red riding hood You Choose The Owl who was Afraid of the Dark Oliver's Wood Night Monkey, Day Monkey Ouch Leaf man Stickman Christmas stories The Jolly Christmas Postman The snowman Nursery rhymes & poems Non-fiction- books about autumn and nocturnal animals, Diwali, The Nativity</p> <ul style="list-style-type: none"> • Asking questions – who where, what, why, when and how? • Role play

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	<ul style="list-style-type: none"> Using recently introduced vocabulary 	<ul style="list-style-type: none"> Listening and responding to stories Using recently introduced vocabulary
Literacy key texts	<p>When a dragon goes to school The colour monster I like bees, I don't like honey Families Super Duper you All through the night Mog and the vet The little Red Hen Little Gooses autumn</p>	<p>Leaf thief Foxes favourite Autumn Owl babies Three Billy goats Gruff Nativity The Snowman Christmas</p>
Phonics	<p>Autumn 1 Phase 2 graphemes s a t p i n m d g o c k e u r h b f l New tricky words is I the</p>	<p>Autumn 2 Phase 2 graphemes ff ll ss j v w x y z zz qu ch sh th ng n •words with –s /s/ added at the end (hats sits) •words ending in s /z/ (his) and with –s /z/ added at the end (bags sings) New tricky words as and has his her go no to into she he of we me be</p>
Writing	<p>Pencil control, letter formation. Writing activities linked to stories.</p> <p>Recognising own name Name writing Early mark making</p>	<p>Pencil control, letter formation. Writing activities linked to stories.</p> <p>Recognising own name Name writing Initial sounds Reading/writing CVC words Incidental writing – writing area (letters, cards, envelopes, labels) Captions and labels</p>
Mathematical Development White Rose Maths	<p><u>Getting to know you</u> Match and sort and compare Compare amounts Talk about measure and patterns It's me, 1,2,3</p>	<p><u>1,2,3,4,5</u> Circles and triangles Shapes with 4 sides</p>
PSED	<p>“Growing Up” & “Exploring Emotions” Book: Titch & The Worry Monster</p>	<p>“Difference & Diversity” & “Being Me” Book: Ruby’s Worry, Together we can & Elmer stories</p>

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	<ul style="list-style-type: none"> • Transition to school - making friends and settling into the school routine • Begin to build a relationship with Y6 buddy • To be able to ask for help & help others • Understand that babies grow into adults • Know the difference between young and old • Know what we need to grow • Understand feelings and emotions, name them and talk about them • Know that my actions can affect others • Help others to achieve their goals • Accept that everyone is different 	<ul style="list-style-type: none"> • Form positive relationships with adults and children • To be able to ask a familiar adult for support if and when needed • Understand the feelings of others • Independence - independently selecting resources, coat zip, knowing when to wash hands • Identify emotions • Initiate play, inviting others to join in • Respond to traditions of others and show respect • Talk about what I like and dislike • Identify similarities and differences • Have the confidence to join in new activities • Encourage peers to join in • Persevere when experiences are difficult • Take account of what others say
Physical	<p>https://pe.getset4education.co.uk/ <u>Introduction to PE</u> Introduction to Physical Education and structured movement through the topic of 'fantasy and adventure'. They will spend time learning basic principles of a PE lesson such as finding space, freezing on command, using and sharing equipment and working individually, with a partner and group. They will take part in activities, which will develop fundamental movement skills such as running, jumping, skipping.</p> <p>Early mark making opportunities Cutting stations/Scissor skills Sensory playdough Dough disco Fine motor activities/stations Gross motor – playground opportunities</p>	<p>https://pe.getset4education.co.uk/ <u>Ball Skills</u> Develop ball skills through the topic of 'minibeasts'. Children will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. Children will be able to develop their fine and gross motor skills through a range of game play using a variety of equipment. Children will be given opportunities to work independently and with a partner.</p> <p>Cutting stations/scissor skills Sensory play Playdough Dough disco Handwriting (letter formation link to phonic sounds) Fine motor activities Gross motor – playground opportunities</p>
Expressive Art and Design	<ul style="list-style-type: none"> • Explore creative area in the classroom, model and intro new skill each week. Encourage independence & self-selection (tape dispenser, different glue, using different media for collage, colour mixing, modelling with boxes) 	<ul style="list-style-type: none"> • Provide props for children to retell familiar stories • Music from around the world. Watch children perform at the music concert. Older children to perform to the class • Learn songs and use props to perform the Christmas play

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	<ul style="list-style-type: none"> • Autumn art • Self portraits • Collaborative rainbow fish for display • Free style art inspired by own experiences • Nursery rhymes • Sing Up Music • Movement songs • Daily access to construction equipment to develop skills in review and adapting projects 	<ul style="list-style-type: none"> • Clay – Diva lanterns • Salt dough Decorations • Christmas cards & crafts • Observations leaves – different media • Nursery rhymes • Movement songs • Celebration/Christmas Songs • Daily access to construction equipment to develop skills in review and adapting projects
Understanding the World	<p><u>Past and Present</u> Use photos to talk about families Know about similarities and differences between themselves and others, and among families, communities and traditions - talk about self, how I have grown from a baby to now (baby photos) Texts linked e.g Peepo, dolls houses</p> <p><u>People, Culture & Communities</u> Family pictures “My Family” Special People in my world Walk in the local area/community and visit places of importance. Invite people from the local community to talk to the children-ask parents. Explore globes, atlases and computer models such as Google Earth. Consider Whitfield St James’ School within the UK and relative to other countries Maps local walk/area Celebration - harvest RE: Derbyshire Syllabus</p> <p><u>The Natural World</u> Senses – Ourselves Food tasting/feely bags/Smelly & memorable! Plant daffodil & other bulbs Seasons –link to Harvest festival</p>	<p><u>Past and Present</u> Research dinosaurs herbivores/carnivores Bonfire Night & Guy Faulkes Christmas Story Diwali</p> <p><u>People, Culture & Communities</u> Celebration- bonfire night, Remembrance Day, Christmas, Diwali RE: Derbyshire Syllabus</p> <p><u>The Natural World</u> Explore the natural world- Autumn walk Observe and talk about the changes that happen in autumn Days, month, seasons Living things: Nocturnal and diurnal animals Baking – mince pies</p>
British Values	<p>Rule of Law: We all know that we have rules at school that we must follow. We know who to talk to if we don’t feel safe. We know right from wrong. We recognise that we are accountable for</p>	<p>Democracy: 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 whom we want to play with. We listen with intrigue and value and respect the opinions of others.</p>

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our actions. We must work together as a team when it is necessary.

- Promote the rule of law helps children to learn and understand three things:
 - 1 What is morally right and wrong;
 - 2 Why they and others act the way they do, and;
 - 3 That their behaviour has consequences.
- Create class rules
- Teach children to work together to tidy up- reinforces the fact that rules apply to everyone, and promotes the benefits of cooperation (e.g. if everybody works together, the room gets cleaned faster, meaning it will take less time to start the next activity). Intro tidy up song
- Visiting professionals talking about their different jobs

- Promote democracy, turn-taking, collaborating, sharing, and making decisions together. Book vote

	Spring 1	Spring 2
	Space /Transport “Off We Go”	Weather/ Easter /Spring/ lifecycles “Come Outside”
Wow day/Enrichment	Chinese New Year 17 th Feb- 3 rd March Local walk – how to be a safe pedestrian	World Book Day Thursday 5 th March – walk to local book shop Eid al Fitr – 19 th March
Knowledge/skill focus	Key vocabulary – , herbivore, carnivore, large, huge, bones, scales, reptile, egg, space, astronaut, moon, sun, plant, space station, comet, satellite, asteroids, star, Chinese new year, lantern, celebrate	Key vocabulary – weather, sunny, windy, hot, snow, cold, partly cloudy, rainbow, rain, lightening, hailstone, snow, cloud, Easter, spring, Easter eggs, basket, bunny, lambs, flowers, hot cross buns, daffodils, chick, chocolate
Communication and Language -	<p>Whatever next Cave baby The smeds and the smoos Aliens in underpants save the world The first hippo on the moon Man on the moon How to catch a star Dinosaur express</p> <ul style="list-style-type: none"> • Using recently introduced vocabulary • Asking questions – who where, what, why, when and how? • Role play and small world linked to key texts • Following simple instructions • Using descriptive language 	<p>Growing frogs Peter rabbit The first egg hunt Oi stories Super worm Yucky worms The bad tempered ladybird The wide mouthed frog</p> <ul style="list-style-type: none"> • Using recently introduced vocabulary • Asking questions – who where, what, why, when and how? • Role play and small world linked to key texts • Following instructions • Rhyming • Making predictions in stories
Literacy key texts	<p>Look Up Man on the Moon Dear Dinosaur We Catch the Bus There’s a Tiger on the Train Luna New year 17th Feb- 3rd March</p>	<p>Oi Frog Lulu Meets the Bees The Selfish Crocodile The rabbit, The Cloud Farmyard Hullabaloo</p>

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Phonics	Spring 1 Phase 3 graphemes ai ee igh oa oo ar or ur ow oi ear air er •words with double letters •longer words New tricky words was you they my by all are sure pure	Spring 2 Phase 3 graphemes Review Phase 3 •words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words •words with s /z/ in the middle •words with –s /s/ /z/ at the end •words with –es /z/ at the end No new tricky words Review all taught so far
Writing	Writing linked to stories Name writing Initial sounds Reading/writing CVC words Incidental writing – writing area (letters, cards, envelopes, labels) Captions and labels Simple sentences/phrases	Writing linked to stories Incidental writing – writing area (letters, cards, envelopes, labels) Captions and labels Simple sentences/phrases Posters Weekend “News” – real recount
Mathematical Development	<u>Alive in 5!</u> <u>Mass and Capacity</u> <u>Growing 6, 7, 8</u>	<u>Length, height and time</u> <u>Building 9 and 10</u> <u>Explore 3D shapes</u>
PSED	“Being Healthy” & “Bullying Matters” Book: Alan’s Big Scary Teeth The Selfish Crocodile <ul style="list-style-type: none"> • Health and wellbeing including Oral health • Talk about healthy choices • Know the signs of physical exercise and understand that exercise is good for me • Enjoys small trips in local neighbourhood • Resolving conflict • Talk about and manage some of my feelings 	“Being Safe” & “Relationships” Book- How do Dinosaurs stay safe? & Love make a Family <ul style="list-style-type: none"> • Ask for help if I need it • Follow rules • Name some behaviours that are unacceptable • Name ways to keep myself safe • Taking risk – name things that are unsafe and what to do about them • Listen to what others say • Work with others to solve a problem

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	Explore emotions through play and stories	<ul style="list-style-type: none"> Form positive relationship with adults and other children Be a good winner and loser – turn taking games
Physical	<p>https://pe.getset4education.co.uk/</p> <p>Dance</p> <p>Develop their expressive movement through the topic of 'everyday life'. Children explore space and how to use space safely. They explore travelling movements, shapes and balances. Children choose their own actions in response to a stimulus. They are given the opportunity to copy, repeat and remember actions. They are introduced to counting to help them keep in time with the music. They perform to others and begin to provide simple feedback.</p> <ul style="list-style-type: none"> Cutting/scissor skills Sensory play Playdough Handwriting – link to phonic sounds Fine motor stations/activities Gross motor – playground opportunities 	<p>https://pe.getset4education.co.uk/</p> <p>Fundamentals</p> <p>Develop their fundamental movement skills through the topic of 'all about me'. Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling. Children will develop gross motor skills through a range of activities. They will learn how to stay safe using space, working independently and with a partner.</p> <ul style="list-style-type: none"> Handwriting – link to phonic sounds Cutting/scissor skills Sensory play Playdough Fine motor stations/activities Gross motor – playground opportunities
Expressive Art and Design	<ul style="list-style-type: none"> Move to music, , waddle like a penguin Make own musical instrument Music and dance Opportunities to create imaginative pictures of dinosaurs using range of media Nursery rhymes Sing Up Music Design own vehicle – how will it travel? Daily access to construction equipment to develop skills in review and adapting projects Kapow- lesson 4 paper snake 	<ul style="list-style-type: none"> Observational pictures of the natural world including plants and flowers (daffodils/blossom) Daily access to construction equipment to develop skills in review and adapting projects Sculpture – frogs Printing patterns in sequence Mother's day cards Easter cards Easter craft Nursery rhymes Sing Up Music Movement and dancing song/actions
Understanding the World	<p>Past and Present</p> <p>Chinese New Year Story</p>	<p>Past and Present</p>

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	<p>Answer 'how' and 'why' questions about experiences and in response to events. Develop their own explanations by connecting ideas and events</p> <p>Ask question about own immediate community and environment to extend knowledge</p> <p>Look at artefacts and begin to understand that some are old and some are new e.g transport from the past and current</p> <p><u>People, Culture & Communities</u></p> <p>Celebration- pancake day, Chinese new year</p> <p>Maps – China</p> <p>Recycling – consider themes of rubbish, waste & recycling and examine the differences we can make to our own environment</p> <p>RE: Derbyshire Syllabus</p> <p><u>The Natural World</u></p> <p>Explore changing seasons</p> <p>Vehicles – slope inclines – how fast will vehicle travel?</p> <p>How do cars move?</p> <p>Is it easier to cycle/scoot uphill or downhill?</p> <p>Baking – Space (Rock) buns</p> <p>Identifying similarities/difference: Materials - Waterproof and not waterproof - Recyclable and not recyclable</p>	<p>Describe an event or family member from their past that is important to remember</p> <p><u>People, Culture & Communities</u></p> <p>Celebration-Mother's Day, Easter</p> <p>RE: Derbyshire Syllabus</p> <p><u>The Natural World</u></p> <p>Explore the natural world- Walk and look for the signs of spring.</p> <p>Life cycles frogs – visit to school pond</p> <p>Talk to an adult about what has been found/found out</p> <p>Seasons art</p> <p>Lamb/Shepherd Visit (Chloe)</p> <p>Observing daffodils/bulbs planted</p> <p>Weather patterns</p>
British Values	<p>Individual Liberty: We all have the right to have our own views. We are all respected as an individual. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p> <ul style="list-style-type: none"> Promote individual liberty and help children grow self-confidence, encourage discussions about feelings in regard to unfamiliar experiences. Dance and Music - playlist of songs from several cultures, including Britain, and have the kids dance and sing along. Discuss the instruments and different kinds of sounds, which songs were their favourites, and why 	<p>Mutual tolerance: Everyone if 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> <ul style="list-style-type: none"> Mutual Respect and Tolerance: explore and discuss similarities and differences between people and cultures Celebrate multicultural traditions and festivals Role-model 'treat others how you want to be treated' Democracy: Making decisions <u>Book vote</u>

	Summer 1	Summer 2
	Plants/Animals/ farm/ food “Ready, Steady, Grow!”	If you go down to the woods Bears/Animals/summer “All creatures great and small”
Wow day/Enrichment	Farm Trip Jack and the beanstalk – a giant beanstalk has grown in the classroom – large feet hanging from ceiling! Visit to Library Secret Reader	Teddy bears picnic/ visit forest school Picnic in the park Sports Day
Knowledge/skill focus	Key vocabulary- plants, growth, flower, leaves, fruit, roots, bean, seeds, sun, watering can, grow, rain, pollen, leaf, vegetables, stem, soil, water Farm, farm house, tractor, barn, field, straw bale, haystack, combine harvester, duck, goose, gate, farmer, horse, cat, donkey, hen, egg, sheep, pig, pond, cow, dog, goat Food, vegetables, meat, dairy, fruit	Key vocabulary- Bear, big, small, medium, wood, fur, shelter Minibeast, earthworm, snail, ant, centipede, spider, woodlice, leg, antenna, eye, leg, Summer, season, hot, sunshine, sun cream, sunhat, sunglasses, water, drink, hydration
Communication and Language -	Hairy Maclary stories Oliver’s vegetables/fruit salad Selfish crocodile Christopher Nibble Giraffes Can’t dance Farmer Duck Elmer Pig in the pond Chameleons cray colours Kitchen Disco Monkey with the bright blue bottom Alan’s big scary teeth Detective dog/ The hospital dog Rumble in the jungle <ul style="list-style-type: none"> Using recently introduced vocabulary Making predictions 	We’re going on a bear hunt The big hungry bear Bog baby 10 in the bed The teddy robber Brown bear, brown bear what do you see Biscuit bear Stanley’s stick The burpee bears Paddington Stories <ul style="list-style-type: none"> Using recently introduced vocabulary Presenting to an audience Retelling familiar stories Asking questions – who where, what, why, when and how? Starting Year 1 – transition

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	<ul style="list-style-type: none"> Asking questions – who where, what, why, when and how? 	
Literacy key texts	Farmer Duck What the ladybird Heard Luna Loves gardening Olivers vegetables Supertato Traditional Tale: Jack and the Beanstalk Shadows	Dear Zoo Rumble in the Jungle Elmer Gruffalo Traditional Tale: Goldilocks and the three bears Teddy bear's Picnic Bears- Non-fiction Pirates
Phonics	Summer 1 Phase 4 Short vowels with adjacent consonants •CVCC CCVC CCVCC CCCVC CCCVCC •longer words and compound words •words ending in suffixes:–ing, –ed /t/, –ed /id/ /ed/, –est New tricky words said so have lie some come love do were here little says there when what one out today	Summer 2 Phase 4 graphemes Phase 3 long vowel graphemes with adjacent consonants •CVCC CCVC CCCVC CCV CCVCC •words ending in suffixes:–ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est •longer words No new tricky words Review all taught so far
Writing	Linked to stories/key text/children's interests Incidental writing – writing area (letters, cards, envelopes, labels) Captions and labels Simple sentences/phrases Posters Facts Narrative - retelling simple stories, invented recounts Weekend "News" – real recount	Linked to stories/key text/children's interests Incidental writing – writing area (letters, cards, envelopes, labels) Captions and labels Sentences Posters Invitations Instructions – how to make porridge (Goldilocks) Facts Narrative - retelling simple stories, invented recounts Weekend "News" – real recount
Mathematical Development – number	<u>To 20 and beyond</u> <u>How many now?</u> <u>Manipulate, compose and decompose</u>	<u>Sharing, grouping</u> <u>Visualise, build and map</u> <u>Make connections</u>
PSED	"Drug Education" & "Being Responsible"	"Money Matters" & "Changes"

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	<p>Book- Zog and the Flying Doctors & Please Can I have a Cookie?</p> <ul style="list-style-type: none"> • Self-care and independence • Understand what is safe and unsafe to eat/drink • Understand what medicine is and how it should be used safely (i.e. adult supervision) • Know ways to keep myself healthy • To ask for help if I need it • Demonstrate good manners • Understand the importance of washing my hands and catching sneezes • Understand that recycling is a responsible thing to do • Explain that my action affect other people • Understand that I can have a point of view • How to be a safe pedestrian 	<p>Book: The Lonely Giraffe</p> <ul style="list-style-type: none"> • Understand that everyone is unique and special • Explain that I am unique and special • Understand why kindness to others is important • Reflections of our learning • Identify changes, moving on to next year... • Talk about changes, how things are different/the same/similar • Know who to ask for help if worried about change •
Physical	<p>https://pe.getset4education.co.uk/</p> <p>Games</p> <p>In this unit, children will develop their understanding of playing games through the topic of 'transport'. Children will practise and further develop fundamental movement skills through games. They will also learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing.</p> <p>Handwriting – link to phonic sounds Fine motor stations/activities Playdough Sensory play Playdough Gross motor – playground opportunities</p>	<p>https://pe.getset4education.co.uk/</p> <p>Gymnastics</p> <p>In this unit, children will develop their basic gymnastic skills through the topic of 'animals and their habitats'. Children explore basic movements, creating shapes, balances, and jumps and begin to develop rocking and rolling. They show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when traveling and balancing.</p> <p>Handwriting – link to phonic sounds Fine motor stations/activities Playdough Sensory play Playdough Gross motor – playground opportunities</p>
Expressive Art and Design	<ul style="list-style-type: none"> • Colour mixing – exploring colour • Explore artists- Van Gogh sunflowers • Observational drawings of plants and animals • Sculpture – playdough 	<ul style="list-style-type: none"> • Study Andy Goldsworthy and look at using natural objects to create pieces of art • Daily access to construction equipment to develop skills in review and adapting projects

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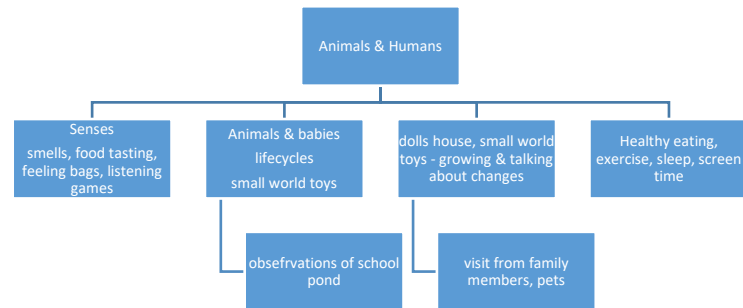
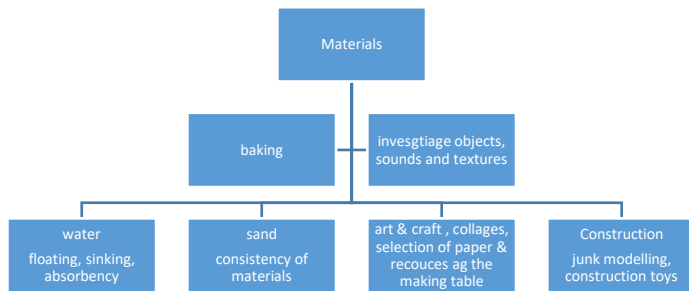
	<ul style="list-style-type: none"> • Chalk patterns • Oil pastels • Daily access to construction equipment to develop skills in review and adapting projects • Observational drawing through magnifying glasses – plants and parts of plants • Printing sponges, vegetables, corks • Action songs • Sing Up Music 	<ul style="list-style-type: none"> • Sing Up Music • Drawing from memory and observation – different media
British Values	<p>Mutual Respect: We are all unique. We respect differences between people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected and celebrated.</p> <ul style="list-style-type: none"> • Tolerance and respect - take part in cultural celebrations. Talk about cuisine, discuss favourite meals, especially if they relate to their culture. Learn about different cultures and traditions and broaden their views 	<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 United Kingdom.</p> <ul style="list-style-type: none"> • Invite diverse range of families in to talk about their culture/food taste/traditional songs etc... • Risk taking - simple sports and encourage sportsmanship and turn-taking • Talk about how particular countries and cultures are enamoured with different sports, and how sports can bring people together
Understanding the World	<p><u>Past and Present</u> Identify and talk about significant events in own life e.g birthday. Talk about how the lives of parents/grandparents are different than today</p> <p><u>People, Culture & Communities</u> Jobs – A farmer's life RE: Derbyshire Syllabus</p> <p><u>The Natural World</u> With support or prompting, talk about what might happen based on their own experiences Demonstrate curiosity Observations animals & plants know about similarities and differences in relation to different animal habitats Planting & grow veg (butter beans & measure)</p>	<p><u>Past and Present</u> Talk about growing and change, reflect on own personal history and development across the year in preparation for Year 1 Gain an understanding about the passing of time e.g within school day/academic year Sports Day/Olympics</p> <p><u>People, Culture & Communities</u> Look at where we live, locate school, visit local community, maps, compare to city and other countries- how people travel to school. RE: Derbyshire Syllabus</p> <p><u>The Natural World</u> Seasons – signs of summer – how to stay safe in the sun Which materials melt in the Sun and which do not? Make simple predictions about what they think might happen Carry out simple investigations</p>

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Identify similarities fruit/veg
What do plants need to grow?
How plants grow without light, water, soil and air
Small world props (Farms)
How animals live & how look after them in different environments
Living things - Body parts of familiar animals - Adult and baby animals - How animals move. - Sounds animals make

Use senses and simple equipment to explore the world around them, e.g. binoculars and magnifying glasses
Baking bread - Identify similarities and differences in relation to dough and cooked bread

Science in Provision - EYFS



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