



EYFS Curriculum and Long-Term Plan

AREA OF DEVELOPMENT	Pre-School	Reception
Characteristics of Effective Teaching and Learning: Playing and Exploring	- Children are provided with opportunities to investigate and explore. - Vocabulary linked to the whole school approach of a growth mindset and 'can't do it yet' is promoted to encourage children to build resilience - Children are given extended periods of time to play and encouraged to continue to extend and develop play.	
Characteristics of Effective Teaching and Learning: Creating and Thinking Critically	- Age-appropriate opportunities are provided that are stimulating and challenging, such as Forest schools. This enables children to develop their communication, teamwork and problem-solving skills. - Children are encouraged to develop and express their own ideas through activities that are linked to interests and next steps.	
Characteristics of Effective Teaching and Learning: Active Learning	- Activities in the classroom and outdoor area are cross curricular, and children have enriched learning experiences including trips and visits, dress up days and WOW days. - Practitioners build a strong relationship with children through the key carer system that enables children to feel safe and secure in the learning environment.	
Communication and Language Development	- To communicate freely with peers and adults. - To have an extended vocabulary and good comprehension of words. - To have experience and knowledge of a wide range of texts including stories, rhymes, and poems. - To have a good understanding of books fiction and non-fiction. - To be able to re-enact a story or poem.	- To communicate and share experiences with peers, adults and unfamiliar people. - To have a vast and extended vocabulary, learning new words and comprehension. - To confidently explain answers and reasoning. - To explore and understand a range of fiction, including traditional tales and non-fiction books. - To re-tell traditional tales using story mapping and actions from the Talk 4 Writing structure.

Personal and Social Development	• To build strong relationships with adults and begin to make relationships with peers. • To begin to understand their own feelings and starting to self-regulate. • To manage personal needs independently most of the time. • To be able to explore using a range of senses. • To begin to transition to different activities through the day. • Adults understand the importance of strong, consistent adult–child relationships, recognising that these help children feel safe, secure, and ready to learn.	• Encourage children to be independent with care needs, including dressing self and toileting • Children are provided with activities to support problem solving and self-regulation. • Adults understand the importance of strong, consistent adult–child relationships, recognising that these help children feel safe, secure, and ready to learn. • To resolve conflicts and develop negotiation skills
Physical Development	• To have strong core muscles and gross motor skills to support using fine motor skills. • To be able to use large cross body motions. • Build fine motor skills with good control with malleable materials (roll and ball and make sausages) and mark making skills. • To form letters within their mark making. • To be able to pedal a tricycle.	• To develop fine motor skills that enable children to use tools with control, e.g. pencils, pouring resources, scissors and woodwork tools. • To form letters and numbers correctly and with control independently. • To develop spatial reasoning, strength and co-ordination. • To hold a pencil using a tripod grip. • To negotiate space and obstacles safely, with consideration for themselves and others. • To demonstrate strength, balance, and coordination when playing. • To move energetically, for example by running, jumping, dancing, hopping, skipping, and climbing.
Maths	• To subitise to 3. • To understand the cardinal value of 5. • To count by rote to 10 and begin to count beyond 10.	• To subitise to 5. • To understand and match numeral to quantity up to 20.

	• To know some names of shapes and some of their properties. • To be willing to have a go at solving problems. • To know about measure using themselves. • To begin to have good mathematical language and comprehension. • To notice difference and make comparisons • To use language such as now, next and then.	• To count by rote up to 20 and beyond 20 – beginning to recognise numerical pattern. • To know some names and properties of 2D and 3D shapes. • To begin to use pre-positional language and develop the concept of time. • To explore number bonds. • To compare and describe objects by length, height, weight, and capacity. • To use non-standard units (like cubes, blocks, or hands) to measure objects. • To estimate, measure, and compare using simple equipment. • To solve practical problems using their understanding of number, shape, and measure. • To explain their ideas and reasoning, noticing patterns and using mathematical language to describe their thinking. • To have good mathematical language and comprehension.
Literacy	• To hear a range of stories, rhymes and poems. • To visit and borrow from the library and have a love of books and listening to stories. • To make up and tell (with support) their own short stories beginning to show an understanding of the structure of stories. • To begin to blend and segment some words. • To begin to write their own name. • To recognise some words with the same initial sound. • To continue and rhyming string.	• To develop a passion for reading by exposure to a variety of texts, including fiction and non-fiction. • To visit the library and have a language enriched environment which develops a love of reading. • To use phonics to read simple words and sentences. • To recognise and read some common tricky words. • To use phonics to write words and simple sentences.

		• To spell some tricky words correctly. • To write for different purposes, such as stories and messages. • To form letters correctly and begin to write simple phrases independently.
Knowledge and Understanding of the World	• To care for living things. • To plant a seed and observe it growing. • To understand the seasons and identify some differences. • To be able to find and identify 5 bugs. • To be able to name and identify 3 trees in the local area. • To understand some other people's roles in the local community. • To have experience of different celebrations. • Helping children learn about and respect different people and ways of life • To explore their local environment, noticing features such as hills, rivers, buildings, and seasonal changes. • To begin to recognise land and water on maps and understands that they live in England. • To observe and talk about their local area (Great Missenden) and the different ways people travel. • To use simple maps and models to represent familiar places, such as the school grounds or local landmarks. • To begin to draw simple maps and pictures to show familiar places. • To begin to use simple time language such as "old" and "new." • To talk about personal experiences (for example, birthdays and family events) to build a sense of past and present.	• To show care and consideration for living things. • To have an understanding of different celebrations and cultures, including those linked to our culture capital. • Helping children understand and celebrate how people live and believe in different ways. • To show an interest in why things happen and how things work. • To describe features of the local environment and talk about similarities and differences between places. • To identify land and water on maps and globes, showing awareness that England is part of the wider world. • To talk about how they travel to different places and why people use different forms of transport. • To draw and use simple maps to represent familiar and imagined environments, adding features such as paths, buildings, or landmarks. • To follow and give simple directions using maps or plans (e.g., in Forest School or around the playground). • To observe and explain seasonal changes and how these affect the local environment and living things.

	• To explore and talk about old and new objects (such as toys and photos) to notice differences over time.	• To use more confident time language (for example, “past” and “present” and “today and tomorrow”) to sequence events. • To learn about the lives of people in the past through stories, images, and simple historical figures or events. • To begin to compare past and present (for example, “what school was like then and now,” “toys then and now”) to develop an early sense of chronology.
Expressive Arts and Design	• To engage in play that is creative using loose parts and open-ended resources to build games • To have made items using a wide range of media and materials • To enjoy music and dance and be able to express themselves • To have the opportunity to play a range of instruments and hear a variety of instruments being played. • To use their imagination to engage in role play. • To use loose parts to create some transient art.	• To explore, use, and combine different materials, colours, and textures to create artwork and models. • To use tools and techniques safely and with increasing control. • To plan, create, and adapt their work to express ideas and feelings. • To use their imagination to create stories, songs, dances, and role play. • To sing familiar songs and explore rhythm and movement. • To perform and share their ideas, showing confidence and creativity.

EYFS Long-Term Plan 2025-2026

	AUTUMN TERM	SPRING TERM	SUMMER TERM
WAC CURRICULUM – ‘We Are’ links to Characteristic of Effective Learning	Geography We Are Explorers! Who are we? AUTUMN	History We Are Thinkers! How do things change? WINTER/ SPRING	Art/ DT We Are Creators! What can we make? SPRING/ SUMMER
PRE-SCHOOL Termly topic	Amazing Me	Wonderful Wildlife – Focus on animals, minibeasts and lifecycles	Special spaces– Focus on construction, buildings and creating, woodwork projects.
RECEPTION Termly topic	Our Families	The World Around us – Focus on animals in the local area and around the world, minibeasts and lifecycles in more depth/links to writing	Settings and Landscapes– Buildings in the wider world, woodwork projects
Traditional Tale focus for term (Talk 4 Writing)	PS: Rosies Walk Helicopter stories Magic Porridge Pot Helicopter stories R: The Baby Mouse The Gingerbread Man	PS: Jaspers Beanstalk Helicopter stories Chickin Lickin Helicopter stories R: The Three Little Pigs Tyrannosaurus Rex Factfile	PS: Handa’s Surprise Helicopter stories Mr Gumpys Outing Helicopter stories R: Farmer Duck The Three Billy Goats Gruff
Pre-School Talk 4 Writing skills focus	Story sequencing Working together	Information Character	Setting Character
Reception Talk 4 Writing skills focus	Story sequencing Setting focus Adjectives Short burst writing	Wanted posters How to write a simple letter Focus on adjectives/ nouns Spine poems Short burst writing	Diary writing (life cycle of a duck) Focus on nouns/ adjectives/ verbs Spine poems Short burst writing

PE Pre-School:	Locomotion – Walking Ball Skills – Hands 1	Gymnastics – Moving Dance – Nursery Rhymes	Ball Skills – Feet Rackets Bats Balls and Balloons
PE Reception:	Gymnastics – Moving Ball Skills – Feet	Dance – Dinosaurs Ball Skills – Hands 1	Locomotion – Jumping Games for Understanding
WOW DAYS/WEEKS	Christingle Service	DINOSAUR WEEK Dinosaur Exhibition	PIRATE WEEK
TERMLY TRIPS	Local area visits Walk around community Trips to Church Reception - Cinema trip	Local area visits Walk around community Trips to Church	Local area visits Walk around community Trips to Church Chiltern Open Air Museum
VISITORS	‘Little City’ roleplay workshop Parents to discuss cultures/celebrations/careers	Reptile Encounter Parents to discuss cultures/celebrations/careers	Farm animal encounter Summer Term 2 Parents to discuss cultures/celebrations/careers
FOREST SCHOOL	<u>TREE/PLANT IDENTIFICATION</u> Pre-school: Changing trees Reception: Life cycle of trees/ parts of a tree	<u>FIRE</u> Pre-school: Fire, Fire Safety (cooking on a fire) Reception: Fire (how to make a fire, cooking on the fire)	<u>WOODWORK</u> Pre-school: Using tools to make a bug hotel Reception: Using tools independently to make a character
PSHE - Jigsaw	Being Me in My World Celebrating Difference	Dreams and Goals Healthy Me	Relationships Changing Me
RW	What makes us special? What are special times?	Why are some places special? What makes the world special?	Why are some things special? Why are some stories special?

EYFS Long-Term Plan 2026-2027

	AUTUMN TERM	SPRING TERM	SUMMER TERM
WAC CURRICULUM – ‘We Are’ links to Characteristic of Effective Learning	Geography We Are Explorers! Who are we? AUTUMN	History We Are Thinkers! How do things change? WINTER/ SPRING	Art/ DT We Are Creators! What can we make? SPRING/ SUMMER
PRE-SCHOOL Termly topic	Marvellous Me – Focus on children that attend pre-school	Amazing Animals – Focus on animals, minibeasts and lifecycles	Brilliant Builders – Focus on construction, buildings and creating, woodwork projects.
RECEPTION Termly topic	Humans and Families	The Natural World – Focus on animals in the local area and around the world, minibeasts and lifecycles in more depth/links to writing	Creative Constructors – Buildings in the wider world, woodwork projects
Traditional Tale focus story for term (Talk 4 Writing)	PS: Whatever Next Helicopter stories How to Catch a Star Helicopter Stories R: The Baby Mouse The Gingerbread Man	PS: Lost and Found Helicopter stories The Enormous Turip R: The Three Little Pigs Tyrannosaurus Rex Factfile	PS: The Hungry Caterpillar Helicopter stories Going on a Bear Hunt Helicopter Stories R: Farmer Duck The Three Billy Goats Gruff
Pre-School Talk 4 Writing skills focus	Story sequencing Working together	Information Character	Setting Character
Reception Talk 4 Writing skills focus	Story sequencing Setting focus Adjectives Short burst writing	Wanted posters How to write a simple letter Focus on adjectives/ nouns Spine poems Short burst writing	Diary writing (life cycle of a duck) Focus on nouns/ adjectives/ verbs Spine poems Short burst writing

PE Pre-School:	Locomotion – Walking Ball Skills – Hands 1	Gymnastics – Moving Dance – Nursery Rhymes	Ball Skills – Feet Rackets Bats Balls and Balloons
PE Reception:	Gymnastics – Moving Ball Skills – Feet	Dance – Dinosaurs Ball Skills – Hands 1	Locomotion – Jumping Games for Understanding
WOW DAYS/WEEKS	Christingle Service	DINOSAUR WEEK Dinosaur Exhibition	PIRATE WEEK
TERMLY TRIPS	Local area visits Walk around community Trips to Church Reception - Cinema trip	Local area visits Walk around community Trips to Church	Local area visits Walk around community Trips to Church Chiltern Open Air Museum
VISITORS	'Little City' roleplay workshop Parents to discuss cultures/celebrations/careers	Reptile encounter Parents to discuss cultures/celebrations/careers	Farm animal encounter Parents to discuss cultures/celebrations/careers
FOREST SCHOOL	<u>TREE/PLANT IDENTIFICATION</u> Pre-school: Changing trees Reception: Life cycle of trees/ parts of a tree	<u>FIRE</u> Pre-school: Fire (toasting marshmallows) Reception: Fire (how to make a fire, cooking on the fire)	<u>WOODWORK and DENS AND SHELTERS</u> Pre-school: Using tools to make bugs Reception: Wooden Animals
PSHE - Jigsaw	Being Me in My World Celebrating Difference	Dreams and Goals Healthy Me	Relationships Changing Me
RW	What makes us special? What are special times?	Why are some places special? What makes the world special?	Why are some things special? Why are some stories special?