

Monkston's EYFS Long Term Plan 2025-2026

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| | <p>All About Me!</p> <p><i>My family</i> <i>My school</i> <i>My environment</i> <i>People around me</i> <i>People who help us</i></p> | <p>Fabulous Festivals and Transport</p> <p><i>Modes of transport</i> <i>Early transport</i> <i>Local transport in the past</i> <i>Exploring and travelling</i></p> | <p>All Around the World Space</p> <p><i>India, Australia, Italy</i> <i>Our planet</i> <i>The moon, the sun and the planets</i> <i>Space travel</i></p> | <p>Growing and Changing</p> <p><i>Seasons</i> <i>Plants</i> <i>Growing and changing</i></p> | <p>Kings and Queens</p> <p><i>Our monarch</i> <i>Coronations</i> <i>The Magna Carta</i> <i>Buckingham Palace</i> <i>London</i> <i>Local significant areas</i></p> | <p>Stories from the Past</p> <p>Fun at the Seaside <i>Oral storytelling</i> <i>Greek Gods</i> <i>St George and the Dragon</i> <i>Myths and Legends</i> <i>Summer</i> <i>At the beach</i></p> |
| 'Wow Moments' and Key Events | <p>Transition Birthdays Harvest Autumn Trail</p> | <p>Remembrance Day Halloween Diwali World Space Week Guy Fawkes & Bonfire night Christmas Performing our Nativity</p> | <p>Winter walk Valentine's Day Pancake Day Chinese New Year Food tasting Cultural dance</p> | <p>World Book Day Mother's Day Easter St George's Day Internet Safety Day Easter Egg Hunt Visit Mead Open Farm</p> | <p>Coronation Tea Party</p> | <p>Transition Teddy Bear's Picnic Sports Day</p> |
| Key Focus Texts | <p><i>Dan and Diesel</i> <i>Hari's Box</i> <i>Love Makes a Family</i> <i>Here We Are</i> <i>Tree</i> <i>The Squirrels who Squabbled</i> <i>Seasons</i></p> | <p><i>Naughty Bus</i> <i>Duck in the Truck</i> <i>Mrs Armitage on Wheels</i> <i>The Wheels on the Tuk Tuk</i> <i>Guido's Gondola</i> <i>Mr Gumpy's Motor Car</i> <i>The Cat, The Mouse and the Runaway Train</i> <i>Shackleton's Journey</i></p> | <p><i>Caroline's Comets</i> <i>Look Up</i> <i>Astro Girl</i> <i>How the Stars Came to Be</i> <i>The Hunting of the Great Bear</i></p> | <p><i>The Tiny Seed</i> <i>Baby Botanist</i> <i>Jack and the Beanstalk</i> <i>The Enormous Turnip</i></p> | <p>Non-fiction texts about kings and queens <i>Zog and Zog and the Flying Doctors</i> <i>The Queen's Hat</i> <i>Peep Inside a Castle</i></p> | <p><i>St George and the Dragon</i> <i>Greek Myths for Young Children</i></p> |

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| <p style="text-align: center;">Literacy RWI Phonics and Word Reading</p> <p><i>(See RWI scheme for a more comprehensive overview)</i></p> | <p style="text-align: center;">Linking Sounds to Letters</p> <p>Sounds: Set 1 sounds as whole class</p> <p>Reading: initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall.</p> | <p style="text-align: center;">Begin to read words by blending</p> <p>Sounds: Based on differentiated group</p> <p>Reading: blending CVC sounds, rhyming, alliteration, reading left to right</p> | <p style="text-align: center;">Introducing digraphs</p> <p>Sounds: Based on differentiated group</p> <p>Reading: rhyming strings, identifying themes, characters and settings</p> | <p style="text-align: center;">Begin to read simple sentences</p> <p>Sounds: Based on differentiated group</p> <p>Reading: story structure, retelling stories to an audience, non-fiction books</p> | <p style="text-align: center;">Read and understand simple sentences</p> <p>Sounds: Based on differentiated group</p> <p>Reading: non-fiction, internal blending, naming letters of the alphabet, capital and lower-case letters</p> | <p style="text-align: center;">Reading and understanding sentences with fluency</p> <p>Sounds: Based on differentiated group</p> <p>Reading: reading simple sentences with fluency, reading CVCC and CCVC words confidently</p> |
| <p style="text-align: center;">Literacy Comprehension</p> | <p style="text-align: center;">Listening to stories</p> <p>Joining in with rhymes and showing interest in stories with repeated refrains; Having a favourite story/rhyme; Sequencing familiar stories; Engage in extended conversations about stories.</p> | <p style="text-align: center;">Beginning to retell stories</p> <p>Retell stories related to events and using images; Sequence stories using vocabulary of beginning, middle and end; Use actions to retell stories.</p> | <p style="text-align: center;">Retelling stories using specific vocabulary</p> <p>Making up stories using themselves as the main character; Record stories using pictures or mark making; Read simple phrases.</p> | <p style="text-align: center;">Building fluency and understanding</p> <p>Re-read books to build confidence in word reading and fluency; Develop own narratives; Using own experiences of books to develop their own narratives.</p> | <p style="text-align: center;">Explaining the stories they have heard and begin reading themselves</p> <p>Retell a story with actions as part of a group; Use story language when acting out a narrative; Use rhyming words in a story; Explain the main events of a story; Draw characters, setting and events of a story.</p> | <p style="text-align: center;">Demonstrate understanding of what has been read</p> <p>Begin to anticipate key events and comment on what they have heard; Ask questions and make predictions; Understand the purpose of non-fiction texts.</p> |
| <p style="text-align: center;">Literacy Writing – I Am A Clever Writer</p> <p><i>See planning overview and skills ladder for</i></p> | <p style="text-align: center;"><i>See IAACW overview for text information</i></p> <p>Use a tripod grip to hold a pencil correctly Sit at a table correctly with an adult Ascribe meaning to marks Trace over and copy my name</p> | | <p style="text-align: center;"><i>See IAACW overview for text information</i></p> <p>Write a dictated CVC word To write their own CVC word to label pictures Put fingers under each word to check the sounds</p> | | <p style="text-align: center;"><i>See IAACW overview for text information</i></p> <p>Think, say, remember and write a simple sentence using openers 'the', 'he', 'she' and 'I'. Put fingers under each word to read a sentence I have written</p> | |

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| <i>more in-depth information</i> | <p>Use letter movement families to help form lowercase letters correctly</p> <p>Leave spaces between words and tracing and copying a CVC caption</p> <p>Use correct letter formation</p> <p>Order given words and leave spaces</p> <p>Use a full stop</p> <p>To write initial sounds to label pictures</p> | | <p>Think, say, remember and write a caption of 2 or more words</p> <p>Use phonic knowledge to spell words</p> <p>Leave spaces between words</p> | | I can spell tricky words | |
| Literacy Communication & Language | <p>Listen to others one-on-one or in small groups</p> <p>Join in with repeated refrains and anticipate key events and phrases in rhymes and songs</p> <p>Understand use of objects and tools in the classroom</p> <p>Respond to multi-step instructions</p> <p>Re-tell past events from stories and own experiences</p> | <p>Join in with repeated refrains and familiar stories</p> <p>Follow directions and recognise left and right</p> <p>Show understanding of prepositions</p> <p>Use vocabulary, including phrases, from recently read stories</p> <p>Ask questions using 'what', 'where', 'when' and 'why'</p> | <p>Build up vocabulary that reflects knowledge and experience</p> <p>Use different tenses in discussions</p> <p>Ask relevant questions to find out more information</p> <p>Share opinions and explaining preferences</p> | <p>Focus attention in a variety of situations</p> <p>Understand 'how' and 'why' questions and use them in a variety of contexts</p> <p>Use increasingly complex sentences to link thoughts</p> <p>Use newly acquired vocabulary to name and describe</p> | <p>Describe a pretend object in play-based situations</p> <p>Question to understand why things happen</p> <p>Use intonation and rhythm when joining in with stories and rhymes</p> <p>Respond to questions using full sentences</p> | <p>Use talk to explain what is happening and to anticipate what might happen next</p> <p>Recall and relive past experiences</p> <p>Respond to comments from peers using full sentences</p> <p>Explain ideas and experiences using different tenses, prepositions and vocabulary from all areas of the curriculum</p> |
| Maths White Rose | <p>Block 1: Match, sort and compare</p> <p>Block 2: Talking about measure and pattern</p> <p>Block 3: It's me, 1, 2, 3</p> <p>Block 4: Circles and triangles</p> <p>Block 5: 1, 2, 3, 4, 5</p> <p>Block 6: Shapes with 4 sides</p> | | <p>Block 1: Alive in 5</p> <p>Block 2: Mass and capacity</p> <p>Block 3: Growing 6, 7 and 8</p> <p>Block 4: Length, height and time</p> <p>Block 5: Building 9 and 10</p> <p>Block 6: Explore 3D shapes</p> | | <p>Block 1: To 20 and beyond</p> <p>Block 2: How many now?</p> <p>Block 3: Manipulate, compose and decompose</p> <p>Block 4: Sharing and grouping</p> <p>Block 5: Visualise, build and map</p> <p>Block 6: Make connections</p> | |
| Understanding the World (PKC) | <p>My past, present, future and that of others.</p> <p>Families, family trees, different family types.</p> | <p>George Stevenson and the steam train.</p> <p>Transport in the past.</p> <p>Modern transport.</p> | <p>People who looked at the stars.</p> <p>Traditional stories to explain the stars.</p> <p>The Solar system.</p> | <p>Farming in the past.</p> <p>How farming worked in the past.</p> | <p>The story of King John and the Magna Carta.</p> <p>Locally significant areas in the past.</p> | <p>Stories from Ancient Greece.</p> <p>Stories from different cultures.</p> <p>Aesop's Fables.</p> |

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| | Developing a sense of chronology. Our school year. | Ernest Shackleton and the South Pole. | The Moon landings. The International Space Station. | | Queen Elizabeth II's coronation in Westminster Abbey. | The legend of St George and the Dragon. |
| People, Culture and Communities | | | | | | |
| | Location of our school and the local area. My route to school. What we like about our local community. People who help us. | Transport in our local area. Road safety. Different cultures' modes of transport. | Astronauts and astronomers. | Farming in our area. Identifying fruits and vegetables that can be grown. | The Monarchy, the Royal Family, Buckingham Palace and Windsor Castle. Countries around the world with a monarchy. The Union Flag. | Locate places that feature in key stories. Oral storytelling in different cultures. |
| The Natural World | | | | | | |
| | The human body, facial features and body parts. Seasons of the year. Deciduous and evergreen trees. Observing leaves and how they change. | Push, pull and twist forces. Air and water transport. Seasons of the year. Animal hibernation. Transport in winter. Changing states of matter (frost and ice). | Our planet, land and sea, plants, animals, weather and gravity. The moon, sun and planets. Seasons of the year and the first signs of spring. | Growing and changing in humans and animals. How plants grow from seeds and bulbs. Identifying parts of a plant. Identify trees and plants in our school. | Seasonal changes. Different habitats including underwater. | Summer and staying safe in the sun. Safety around water. States of matter and melting. |
| Science White Rose | Me and my small world: features of animals and humans. What's in my basket?: fruits and vegetables Senses: bodies and senses | Let's go outside: exploring the natural world and investigate natural materials What's changed?: exploring simple changes Night and Day: nocturnal animals, sleep | Changes in winter: freezing temperatures, warm clothing, climates Hibernation Let it flow: floating and sinking From desert to jungle: contrasting habitats, climates, deserts and jungles | Watch it grow: explore seasonal changes, plant seeds Animal detectives: exploring farm animals, nocturnal animals, features of animals Pushes and pulls: simple forces, pushing and pulling, different surfaces | From city to sea: different types of settlement, ocean habitats, pollution Look all around: observe seasonal changes, similarities and differences Test it out: identify objects and materials and compare for suitability and purpose, test materials | Happy and healthy: healthy foods, varied diets, exercise, doctors and dentists Our Wonderful World: pollination, attracting pollinators, recycling We're going on an animal hunt: features of animals, habitats |

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| <p style="text-align: center;">Physical Development (Twinkl)</p> | <p style="text-align: center;">Me and PE Dressing for PE Listening to instructions Rules to stay safe</p> | <p style="text-align: center;">Move It!: Agility Changing direction quickly Coordinating arms and legs Building locomotor skills in galloping, sidestepping and skipping Dynamic and static balances Core strength Log rolls</p> | <p style="text-align: center;">Dance, Dance, Dance! Moving in time with music Expressing feelings and responding to music Identifying and creating different body shapes Directions and levels Developing movement skills Repeating simple sequences Strength, coordination and balance Communicating through dance Travelling with imagination Developing a sense of timing Performing in a group</p> | | <p style="text-align: center;">Roll it, Catch it, Kick it: Ball Skills Perform an underarm roll and stopping a ball Perform an overarm throw Develop tracking and aiming skills Exploring early catching skills Rolling, bouncing and balancing balls Kicking using the inside of the foot Coordination and strength Develop emergent batting skills</p> | |
| <p style="text-align: center;">Personal, Social and Emotional Development (PSED – Twinkl)</p> | <p style="text-align: center;">Our Classroom School rules How to make our classroom a happy place Super Me Recognise and celebrate achievements Understand and celebrate that everyone is different Positive sense of self Promoting wellbeing How I Feel Basic emotions Regulating emotions Developing confidence to share ideas and opinions</p> | <p style="text-align: center;">Look What I Can Do! Tidying up Importance of rules Following instructions Getting dressed My Body Keeping healthy Germs and handwashing Balanced diet Healthy teeth Being Safe Road safety Staying safe out and about Things that are hot Edible and inedible items Online safety</p> | <p style="text-align: center;">Positive Relationships Families and those special to us Friendships What makes a good friend Managing conflict</p> | <p style="text-align: center;">Working Together Understanding how others might be feeling The importance of sharing Understanding the importance of turn-taking Teamwork</p> | <p style="text-align: center;">Reach for the Stars Having aims and goals Perseverance Developing confidence and self-belief Building resilience and understanding its importance How to maintain focus and attention</p> | <p style="text-align: center;">Me and My World Talking about different occupations Who helps us in our communities Families around the world Looking after our environment</p> |

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| <p>Expressive Arts and Design <i>PKC, Sing Up</i></p> | <p>Artists: David McKee, L.S. Lowry, Hundertwasser</p> <p>Skills/concepts: dull and bright colours, straight and curved lines, painting and drawing lines</p> | <p>Artists: Pissarro</p> <p>Skills/concepts: colours associated with the seasons, painting, collage</p> | <p>Artists: Paul Klee, Jackson Pollock, Hundertwasser</p> <p>Skills/concepts: using lines to create pictures, using different materials, collage</p> | | <p>Artists: Van Gogh, Andy Goldsworthy, Alexander Calder</p> <p>Skills/concepts: drawing from observation, using natural objects, using clay, creating different textures in clay</p> | |
| | Music | | | | | |
| | <p>I've Got a Grumpy Face Making up words and actions Sing with pitch Mark the beat of a song</p> <p>The Sorcerer's Apprentice Move to music Exploring classroom percussion Explore the story of <i>Fantasia</i></p> | <p>Witch, Witch Call-and-response songs Sing in character Imrpovise, compose and sing a simple accompaniment</p> <p>Row, Row, Row Your Boat Sing a tune with 'stepping' and 'leaping' notes Play a steady beat Make up new lyrics and vocal sounds</p> | <p>Cuckoo Polka Imitate birdsong Active listening Free, imaginative movement</p> <p>Shake My Sillies Out Sing an action song with contrasting speeds Play a rhythmic accompaniment Choose instruments to represent sounds</p> | <p>Up and Down Higher and lower Understanding how pitch moves up and down</p> <p>Five Fine Bumble Bees Call-and-response Play an accompaniment on tuned and untuned percussion Respond to classical music</p> | <p>Down There Under the Sea Sounds of the sea Responding with music Soundscapes</p> <p>It's Oh So Quiet Move to music Understanding dynamics Explore dynamics through instruments Create characters</p> | <p>Slap Clap Clap Moving to music in $\frac{3}{4}$ time Clapping games Active listening</p> <p>Bow, Bow, Bow Belinda Learn the song and the partner dance Invent and perform new actions Play an instrumental accompaniment</p> |
| <p>Computing (Purple Mash)</p> | <p>Use the interactive whiteboard, iPads and laptops to complete simple learning games, activities and research. Programming Beebots or programmable toys to follow simple instructions. Use the Purple Mash Computing scheme for Reception (MiniMash).</p> <p>Key Vocab: Electricity, button, press, mouse, internet, click, search, forwards, backwards, left, right, turn, number names.</p> | | | | | |