Monkston's EYFS Long Term Plan 2026-2027

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

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	The Squirrels who Squabbled Seasons	*Mr Gumpy's Motor Car The Cat, The Mouse and the Runaway Train*				
Literacy RWI Phonics and Word Reading *(See RWI scheme for a more comprehensive overview)*	**Linking Sounds to Letters** **Sounds:** Set 1 sounds as whole class **Reading:** initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall.	**Begin to read words by blending** **Sounds:** Based on differentiated group **Reading:** blending CVC sounds, rhyming, alliteration, reading left to right	**Introducing digraphs** **Sounds:** Based on differentiated group **Reading:** rhyming strings, identifying themes, characters and settings	**Begin to read simple sentences** **Sounds:** Based on differentiated group **Reading:** story structure, retelling stories to an audience, non-fiction books	**Read and understand simple sentences** **Sounds:** Based on differentiated group **Reading:** non-fiction, internal blending, naming letters of the alphabet, capital and lower-case letters	**Reading and understanding sentences with fluency** **Sounds:** Based on differentiated group **Reading:** reading simple sentences with fluency, reading CVCC and CCVC words confidently
Literacy Comprehension	**Listening to stories** 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.	**Beginning to retell stories** Retell stories related to events and using images; Sequence stories using vocabulary of beginning, middle and end; Use actions to retell stories.	**Retelling stories using specific vocabulary** Making up stories using themselves as the main character; Record stories using pictures or mark making; Read simple phrases.	**Building fluency and understanding** Re-read books to build confidence in word reading and fluency; Develop own narratives; Using own experiences of books to develop their own narratives.	**Explaining the stories they have heard and begin reading themselves** 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.	**Demonstrate understanding of what has been read** Begin to anticipate key events and comment on what they have heard; Ask questions and make predictions; Understand the purpose of non-fiction texts.

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<table>
<tr><td>Literacy
Writing – I Am A Clever Writer
See planning overview and skills ladder for more in-depth information</td><td colspan="2">See IAACW overview for text information

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
Use letter movement families to help form lowercase letters correctly
Leave spaces between words and tracing and copying a CVC caption
Use correct letter formation
Order given words and leave spaces
Use a full stop
To write initial sounds to label pictures</td><td colspan="2">See IAACW overview for text information

Write a dictated CVC word
To write their own CVC word to label pictures
Put fingers under each word to check the sounds
Think, say, remember and write a caption of 2 or more words
Use phonic knowledge to spell words
Leave spaces between words</td><td colspan="2">See IAACW overview for text information

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
I can spell tricky words</td></tr>
<tr><td>Literacy
Communication & Language</td><td>Listen to others one-on-one or in small groups
Join in with repeated refrains and anticipate key events and phrases in rhymes and songs
Understand use of objects and tools in the classroom
Respond to multi-step instructions
Re-tell past events from stories and own experiences</td><td>Join in with repeated refrains and familiar stories
Follow directions and recognise left and right
Show understanding of prepositions
Use vocabulary, including phrases, from recently read stories
Ask questions using 'what', 'where', 'when' and 'why'</td><td>Build up vocabulary that reflects knowledge and experience
Use different tenses in discussions
Ask relevant questions to find out more information
Share opinions and explaining preferences</td><td>Focus attention in a variety of situations
Understand 'how' and 'why' questions and use them in a variety of contexts
Use increasingly complex sentences to link thoughts
Use newly acquired vocabulary to name and describe</td><td>Describe a pretend object in play-based situations
Question to understand why things happen
Use intonation and rhythm when joining in with stories and rhymes
Respond to questions using full sentences</td><td>Use talk to explain what is happening and to anticipate what might happen next
Recall and relive past experiences
Respond to comments from peers using full sentences
Explain ideas and experiences using different tenses, prepositions and vocabulary from all areas of the curriculum</td></tr>
<tr><td>Maths
White Rose</td><td colspan="2">Block 1: Match, sort and compare
Block 2: Talking about measure and pattern
Block 3: It's me, 1, 2, 3
Block 4: Circles and triangles
Block 5: 1, 2, 3, 4, 5
Block 6: Shapes with 4 sides</td><td colspan="2">Block 1: Alive in 5
Block 2: Mass and capacity
Block 3: Growing 6, 7 and 8
Block 4: Length, height and time
Block 5: Building 9 and 10
Block 6: Explore 3D shapes</td><td colspan="2">Block 1: To 20 and beyond
Block 2: How many now?
Block 3: Manipulate, compose and decompose
Block 4: Sharing and grouping
Block 5: Visualise, build and map
Block 6: Make connections</td></tr>
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Understanding the World (PKC)	My past, present, future and that of others. Families, family trees, different family types. Developing a sense of chronology. Our school year.	George Stevenson and the steam train. Transport in the past. Modern transport. Ernest Shackleton and the South Pole.	People who looked at the stars. Traditional stories to explain the stars. The Solar system. The Moon landings. The International Space Station.	Farming in the past. How farming worked in the past.	The story of King John and the Magna Carta. Locally significant areas in the past. Queen Elizabeth II's coronation in Westminster Abbey.	Stories from Ancient Greece. Stories from different cultures. Aesop's Fables. 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. Protecting our environment and sea creatures.	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	**Changes in winter:** freezing temperatures, warm clothing, climates Hibernation **Let it flow:** floating and sinking **From desert to jungle:** contrasting habitats,	**Watch it grow**: explore seasonal changes, plant seeds **Animal detectives:** exploring farm animals, nocturnal animals, features of animals **Pushes and pulls:** simple forces, pushing	**From city to sea:** different types of settlement, ocean habitats, pollution **Look all around:** observe seasonal changes, similarities and differences	**Happy and healthy:** healthy foods, varied diets, exercise, doctors and dentists **Our Wonderful World**: pollination, attracting pollinators, recycling

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		Night and Day: nocturnal animals, sleep	climates, deserts and jungles	and pulling, different surfaces	**Test it out:** identify objects and materials and compare for suitability and purpose, test materials	**We're going on an animal hunt:** features of animals, habitats

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Physical Development (Twinkl)	**Me and PE** Dressing for PE Listening to instructions Rules to stay safe	**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	**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		**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	
Personal, Social and Emotional Development (PSED – Twinkl)	**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	**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	**Positive Relationships** Families and those special to us Friendships What makes a good friend Managing conflict	**Working Together** Understanding how others might be feeling The importance of sharing Understanding the importance of turn-taking Teamwork	**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	**Me and My World** Talking about different occupations Who helps us in our communities Families around the world Looking after our environment

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<tr><td rowspan="2">Expressive Arts and Design
PKC, Sing Up</td><td>Artists: David McKee, L.S. Lowry, Hundertwasser

Skills/concepts: dull and bright colours, straight and curved lines, painting and drawing lines</td><td>Artists: Pissarro

Skills/concepts: colours associated with the seasons, painting, collage</td><td>Artists: Paul Klee, Jackson Pollock, Hundertwasser

Skills/concepts: using lines to create pictures, using different materials, collage</td><td colspan="3">Artists: Van Gogh, Andy Goldsworthy, Alexander Calder

Skills/concepts: drawing from observation, using natural objects, using clay, creating different textures in clay</td></tr>
<tr><td colspan="6">Music</td></tr>
<tr><td></td><td>I've Got a Grumpy Face
Making up words and actions
Sing with pitch
Mark the beat of a song

The Sorcerer's Apprentice
Move to music
Exploring classroom percussion
Explore the story of Fantasia</td><td>Witch, Witch
Call-and-response songs
Sing in character
Imrpovise, compose and sing a simple accompaniment

Row, Row, Row Your Boat
Sing a tune with 'stepping' and 'leaping' notes
Play a steady beat
Make up new lyrics and vocal sounds</td><td>Cuckoo Polka
Imitate birdsong
Active listening
Free, imaginative movement

Shake My Sillies Out
Sing an action song with contrasting speeds
Play a rhythmic accompaniment
Choose instruments to represent sounds</td><td>Up and Down
Higher and lower
Understanding how pitch moves up and down

Five Fine Bumble Bees
Call-and-response
Play an accompaniment on tuned and untuned percussion
Respond to classical music</td><td>Down There Under the Sea
Sounds of the sea
Responding with music
Soundscapes

It's Oh So Quiet
Move to music
Understanding dynamics
Explore dynamics through instruments
Create characters</td><td>Slap Clap Clap
Moving to music in ¾ time
Clapping games
Active listening

Bow, Bow, Bow Belinda
Learn the song and the partner dance
Invent and perform new actions
Play an instrumental accompaniment</td></tr>
<tr><td>Computing
(Purple Mash)</td><td colspan="6">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).

Key Vocab: Electricity, button, press, mouse, internet, click, search, forwards, backwards, left, right, turn, number names.</td></tr>
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