













**Year Group : Early Years**







**Long Term Plan: Communication and Language**







	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Our Woodland Values</b></p>	<p><b>Respect</b></p>  <p><i>Horrace the Hedgehog – “I treat everyone kindly and carefully.”</i></p>	<p><b>Friendship</b></p>  <p><i>Saffie the Squirrel – “I’m a good friend to everyone.”</i></p>	<p><b>Courage</b></p>  <p><i>Fern the Fox – “I’m brave enough to try!”</i></p>	<p><b>Determination</b></p>  <p><i>Bobby the Badger – “I never give up, even when it’s tough!”</i></p>	<p><b>Awareness</b></p>  <p><i>Olive the Owl – “I watch, I listen, I learn.”</i></p>	<p><b>Excellence</b></p>  <p><i>Digby the Deer – “I do my best and aim high.”</i></p>
<p><b>Nursery</b></p>	<p><b>Me, myself and I</b></p> <ul style="list-style-type: none"> <li>*Use simple sentences to express their needs and ideas e.g. ‘I want a drink’.</li> <li>*Begin to listen and respond to others e.g. follow simple instructions ‘put your coat on’ and answer questions such as ‘where is the cat?’</li> <li>*Engage in simple back and forth conversations between adults and peers.</li> </ul>	<p><b>Let’s celebrate:</b></p> <ul style="list-style-type: none"> <li>*Begin to talk about their own experiences of celebrations</li> <li>*Retell simple events or stories related to festivals</li> <li>*Learn new topic-related vocabulary</li> <li>*Respond to questions and engage in conversations about familiar and unfamiliar celebrations.</li> <li>*Begin to ask questions about different cultural experiences.</li> </ul>	<p><b>Once upon a time:</b></p> <ul style="list-style-type: none"> <li>*Listen and respond to familiar stories (e.g. Little Red Riding Hood, Goldilocks and the Three Bears etc.)</li> <li>*Begin to recall and describe what happened in a familiar story.</li> <li>*Develop understanding of new words from stories, using words such as ‘castle’ or ‘giant’ in their play.</li> <li>*Begin to engage in conversations about story ideas and feelings.</li> </ul>	<p><b>Up, up and away:</b></p> <ul style="list-style-type: none"> <li>*Begin to talk about past and future journeys (e.g., holidays, school trips, family visits).</li> <li>*Learn and begin to use vocabulary related to transport (e.g., vehicle names, parts, actions, travel words).</li> <li>*Begin to understand simple positional language.</li> <li>*Respond to simple questions and ask about others’ travel experiences.</li> <li>*Begin to create imaginative transport-themed stories.</li> </ul>	<p><b>A farmers life for me:</b></p> <ul style="list-style-type: none"> <li>*Listen and respond to simple questions about farms e.g. ‘What sound does a cow make?’.</li> <li>*Begin to use new vocabulary in speech e.g. ‘The sheep is fluffy’.</li> <li>*Talk about what they are doing whilst engaging in farm related play.</li> <li>*Follow 1 or 2 step instructions e.g. ‘Feed the cow then park the tractor.’</li> </ul>	<p><b>Paws, claws and jaws:</b></p> <ul style="list-style-type: none"> <li>*Listen and respond to animal stories, books and discussions to build upon their comprehension skills.</li> <li>*Learn and use new vocabulary in relation to wild animals to expand vocabulary.</li> <li>*Join in with animal sounds, songs and rhymes to increase phonological awareness.</li> </ul>
<p><b>Reception</b></p>	<ul style="list-style-type: none"> <li>*Listen carefully to adults and peers in group and 1:1 settings.</li> <li>*Follow simple instructions and routines.</li> <li>*Begin to understand and use vocabulary related to emotions, body parts, family, and routines.</li> <li>*Take part in small group discussions about themselves and their families.</li> <li>*Use talk to describe experiences, likes and dislikes.</li> </ul>	<ul style="list-style-type: none"> <li>*Talk about their own experiences of celebrations</li> <li>*Retell simple events or stories related to festivals</li> <li>*Learn and use new topic-related vocabulary</li> <li>*Respond to questions and engage in conversations about familiar and unfamiliar celebrations.</li> <li>*Begin to ask questions about different cultural experiences.</li> </ul>	<ul style="list-style-type: none"> <li>*Retell traditional stories with accuracy and expression using story language.</li> <li>*Use new vocabulary related to story settings, characters, and actions.</li> <li>*Sequence and describe story events using time connectives (e.g., first, then, next).</li> <li>*Ask and answer questions about stories and characters.</li> <li>*Engage in imaginative story-based conversations.</li> </ul>	<ul style="list-style-type: none"> <li>*Talk about past and future journeys (e.g., holidays, school trips, family visits).</li> <li>*Learn and use vocabulary related to transport (e.g., vehicle names, parts, actions, travel words).</li> <li>*Sequence events and give simple directions using positional language.</li> <li>*Respond to questions and ask about others’ travel experiences.</li> <li>*Retell and create imaginative transport-themed stories.</li> </ul>	<ul style="list-style-type: none"> <li>*Use topic-specific vocabulary: crops, harvest, pasture, tractor, wool, eggs, seed, barn, etc.</li> <li>*Listen to and retell farm stories with detail.</li> <li>*Use language to describe processes .</li> <li>*Ask and answer questions about farming life and food origins.</li> <li>*Engage in collaborative storytelling based on farm experiences or visits</li> </ul>	<ul style="list-style-type: none"> <li>*Learn and use topic-specific vocabulary (e.g., predator, prey, claws, habitat).</li> <li>*Ask and answer questions about animals, their features, and habitats.</li> <li>*Retell animal stories using expression and story language.</li> <li>*Engage in small-group discussions about favourite animals or animal facts.</li> </ul>

Year Group : Early Years

Long Term Plan: Physical Development







	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Our Woodland Values	<p><b>Respect</b></p>  <p><i>Horrace the Hedgehog – “I treat everyone kindly and carefully.”</i></p>	<p><b>Friendship</b></p>  <p><i>Saffie the Squirrel – “I’m a good friend to everyone.”</i></p>	<p><b>Courage</b></p>  <p><i>Fern the Fox – “I’m brave enough to try!”</i></p>	<p><b>Determination</b></p>  <p><i>Bobby the Badger – “I never give up, even when it’s tough!”</i></p>	<p><b>Awareness</b></p>  <p><i>Olive the Owl – “I watch, I listen, I learn.”</i></p>	<p><b>Excellence</b></p>  <p><i>Digby the Deer – “I do my best and aim high.”</i></p>
Nursery	<p><b>Me, myself and I</b></p> <ul style="list-style-type: none"> <li>*Explore moving safely in different spaces</li> <li>*Begin to walk, run, climb, and balance with confidence.</li> <li>*Develop basic fine motor control</li> <li>*Begin to use cutlery at mealtimes and practice basic self-care</li> </ul> <p><b>Real P.E</b> <b>Co-ordination</b> floor movement patterns gallop, hop, step sideways <b>Static balance</b> One leg standing balance</p>	<p><b>Let’s celebrate:</b></p> <ul style="list-style-type: none"> <li>*Improve coordination during active play and dancing to music.</li> <li>*Develop control using simple tools and equipment</li> <li>*Practice catching, throwing, and rolling balls</li> <li>*Continue practising dressing skills (buttons, shoes, zips).</li> </ul> <p><b>Real P.E</b> <b>Dynamic balance to agility</b> Jump two feet to two feet <b>Static balance</b> Seated position – no hands or feet</p>	<p><b>Once upon a time:</b></p> <ul style="list-style-type: none"> <li>*Move creatively in role-play and storytelling</li> <li>*Develop balance and coordination using obstacle courses or climbing equipment.</li> <li>*Strengthen fine motor skills</li> <li>*Experiment with different ways of moving</li> </ul> <p><b>Real P.E</b> <b>Dynamic balance</b> Walk forwards on a line <b>Static balance</b> Small base Balance on a line</p>	<p><b>Up, up and away:</b></p> <ul style="list-style-type: none"> <li>*Explore travelling in different ways</li> <li>*Begin to pedal bikes, use ride-on toys, and move in different directions.</li> <li>*Refine hand-eye coordination</li> <li>*Continue to use fine motor skills</li> </ul> <p><b>Real P.E</b> <b>Co-ordination</b> Ball skills – roll a ball around body while seated <b>Counter balance</b> In pairs seated rock</p>	<p><b>A farmers life for me:</b></p> <ul style="list-style-type: none"> <li>*Use gross motor skills to imitate farm activities</li> <li>*Improve strength and coordination</li> <li>*Refine fine motor skills:</li> <li>*Develop independence in dressing and using tools safely</li> </ul> <p><b>Real P.E</b> <b>Co-ordination with equipment</b> Roll a large ball and collect rebound <b>Agility</b> Reaction/response -Catch a large ball</p>	<p><b>Paws, claws and jaws:</b></p> <ul style="list-style-type: none"> <li>*Move like different animals to explore movement patterns and body awareness.</li> <li>*Improve control and coordination</li> <li>*Use fine motor skills to create</li> <li>*Begin to recognise own physical limits and adjust movements safely.</li> </ul> <p><b>Real P.E</b> <b>Agility</b> Collect a rolling ball, facing opposite direction <b>Static Balance</b> Floor work</p>
Reception	<ul style="list-style-type: none"> <li>*Develop control and coordination when moving around</li> <li>*Begin to manage own personal needs independently</li> <li>*Strengthen fine motor skills</li> <li>*Explore balance and coordination through simple obstacle courses and guided movement games</li> </ul> <p><b>Real P.E</b> <b>Co-ordination</b> floor movement patterns gallop, hop, step sideways <b>Static balance</b> One leg standing balance</p>	<ul style="list-style-type: none"> <li>*Refine spatial awareness and coordination during dance, music, and festive movement activities.</li> <li>*Develop control using tools and equipment</li> <li>*Explore throwing, catching, and rolling with increasing accuracy.</li> <li>*Continue practising independence with clothing fastenings and self-care routines.</li> </ul> <p><b>Real P.E</b> <b>Dynamic balance to agility</b> Jump two feet to two feet <b>Static balance</b> Seated position – no hands or feet</p>	<ul style="list-style-type: none"> <li>*Move imaginatively in role-play and storytelling</li> <li>*Improve balance, agility, and coordination through obstacle courses and gross motor games.</li> <li>*Strengthen fine motor control</li> <li>*Explore different ways of moving</li> </ul> <p><b>Real P.E</b> <b>Dynamic balance</b> Walk forwards on a line <b>Static balance</b> Small base Balance on a line</p>	<ul style="list-style-type: none"> <li>*Develop gross motor skills using ride-on toys, pedalling, running, and climbing.</li> <li>*Refine hand-eye coordination</li> <li>*Practise controlling movements in different directions and at different speeds.</li> <li>*Continue fine motor development</li> </ul> <p><b>Real P.E</b> <b>Co-ordination</b> Ball skills – roll a ball around body while seated <b>Counter balance</b> In pairs seated rock</p>	<ul style="list-style-type: none"> <li>*Develop strength and coordination through outdoor tasks</li> <li>*Explore gross motor skills through imaginative farm play and role-play activities.</li> <li>*Refine fine motor skills for practical tasks (planting, threading, building).</li> <li>*Increase independence in dressing, self-care, and safe tool use.</li> </ul> <p><b>Real P.E</b> <b>with equipment</b> Roll a large ball and collect rebound <b>Agility</b> Reaction/response -Catch a large ball</p>	<ul style="list-style-type: none"> <li>*Move creatively and confidently</li> <li>*Continue to improve balance, agility, and coordination in group and outdoor activities.</li> <li>*Strengthen fine motor skills</li> <li>*Show awareness of own physical limits and adapt movements safely.</li> </ul> <p><b>Real P.E</b> <b>Agility</b> Collect a rolling ball, facing opposite direction <b>Static Balance</b> Floor work Mini-front support on knees</p>

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Our Woodland Values	<p><b>Respect</b></p>  <p><i>Horrace the Hedgehog – “I treat everyone kindly and carefully.”</i></p>	<p><b>Friendship</b></p>  <p><i>Saffie the Squirrel – “I’m a good friend to everyone.”</i></p>	<p><b>Courage</b></p>  <p><i>Fern the Fox – “I’m brave enough to try!”</i></p>	<p><b>Determination</b></p>  <p><i>Bobby the Badger – “I never give up, even when it’s tough!”</i></p>	<p><b>Awareness</b></p>  <p><i>Olive the Owl – “I watch, I listen, I learn.”</i></p>	<p><b>Excellence</b></p>  <p><i>Digby the Deer – “I do my best and aim high.”</i></p>
Jigsaw Themes for EYFS	<p>Being Me in My World Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities</p>	<p>Celebrating Difference Identifying talents Being special Families Where we live Making friends Standing up for yourself</p>	<p>Dreams and Goals Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs and achieving goals</p>	<p>Healthy Me Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety</p>	<p>Relationships Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend</p>	<p>Changing Me Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations</p>
Nursery	<p><b>Me, myself and I:</b> *Begin to follow nursery rules and routines. *Start to take turns and share with others. *Explore the nursery environment confidently. *Show care for others and resources. *Recognise and talk about feelings.</p>	<p><b>Let’s Celebrate:</b> *Talk about what makes them special. *Understand that people celebrate in different ways. *Show increasing independence in routines and self-care. *Help care for resources and tidy-up routines</p>	<p><b>Once upon a time:</b> *Talk about how characters feel in stories. *Begin to understand right and wrong through stories. *Join in with storytelling and role play. *Seek adult support to resolve disagreements.</p>	<p><b>Up, up and away:</b> *Begin to manage emotions appropriately. *Follow instructions using visual and verbal cues. *Sustain attention in small-group activities. *Begin to adapt behaviour appropriately. *Reflect on experiences and feelings</p>	<p><b>A farmers life for me:</b> *Join in with group activities to build confidence and belonging. *Take turns and share during play. *Express feelings and preferences about experiences. *Show care for animals, plants, and living things.</p>	<p><b>Paws, claws and jaws:</b> *Begin to share ideas and opinions with others. *Show care for wild animals and living things. *Increasingly take turns and share during play.</p>
Reception	<p>*Build relationships with peers and familiar adults. *Follow classroom rules and routines. *Develop increasing independence in personal needs. *Recognise and express emotions appropriately. *Take turns and share resources. *Confidently explore the classroom environment.</p>	<p>*Talk about what makes themselves and others special. *Understand that people celebrate in different ways. *Show increasing independence in routines and self-care. *Take responsibility for resources and tidy-up routines. *Show awareness of classroom expectations. *Use basic emotional vocabulary linked to celebrations (e.g., excited, proud, thankful)</p>	<p>*Recognise and talk about feelings in stories and themselves. *Make safe and kind choices in play. *Understand right and wrong through stories. *Work cooperatively in storytelling and role play. *Resolve minor disagreements through communication. *Show care and empathy towards others</p>	<p>*Manage strong feelings and use calming strategies. *Follow multi-step instructions. *Maintain focus during group tasks. *Adapt behaviour to different situations. *Reflect on experiences and express feelings</p>	<p>*Care for living things and the environment. *Work cooperatively and support others. *Show empathy, kindness, and respect. *Manage emotions and follow routines independently. *Take turns, share, and listen to others. *Show resilience when facing challenges</p>	<p>*Care for plants, animals, and the environment. *Work cooperatively with others. *Show empathy, kindness, and respect. *Manage emotions independently. *Follow rules and routines. *Take turns, share, and listen to others. *Show support and encourage peers. *Show resilience when facing challenges</p>

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Our Woodland Values	<p><b>Respect</b></p>  <p><i>Horrace the Hedgehog – “I treat everyone kindly and carefully.”</i></p>	<p><b>Friendship</b></p>  <p><i>Saffie the Squirrel – “I’m a good friend to everyone.”</i></p>	<p><b>Courage</b></p>  <p><i>Fern the Fox – “I’m brave enough to try!”</i></p>	<p><b>Determination</b></p>  <p><i>Bobby the Badger – “I never give up, even when it’s tough!”</i></p>	<p><b>Awareness</b></p>  <p><i>Olive the Owl – “I watch, I listen, I learn.”</i></p>	<p><b>Excellence</b></p>  <p><i>Digby the Deer – “I do my best and aim high.”</i></p>
Nursery	<p><b>Me, myself and I:</b></p> <ul style="list-style-type: none"> <li>*Show an interest in books and stories.</li> <li>*Make marks to represent meaning.</li> <li>*Begin to recognise print and letters in the environment.</li> </ul>	<p><b>Let’s celebrate:</b></p> <ul style="list-style-type: none"> <li>*Listen to books and stories about celebrations.</li> <li>*Join in with actions and sounds in familiar songs and stories.</li> <li>*Show interest in books and rhymes, developing favourites</li> </ul>	<p><b>Once upon A Time:</b></p> <ul style="list-style-type: none"> <li>*Enjoy listening to and joining in with familiar stories.</li> <li>*Make marks to represent story ideas.</li> <li>*Notice print and letters in books and the environment.</li> </ul>	<p><b>Up, up and away:</b></p> <ul style="list-style-type: none"> <li>*Listen to and enjoy stories about transport.</li> <li>*Follow simple instructions and answer questions.</li> <li>*Make marks, symbols, or letters to represent transport</li> </ul>	<p><b>A famers life for me</b></p> <ul style="list-style-type: none"> <li>*Listen to and enjoy stories and rhymes about farms.</li> <li>*Use some farm-related vocabulary.</li> <li>*Make marks to represent ideas about farms.</li> <li>*Join in with repeated phrases and sounds</li> </ul>	<p><b>Paws, claws and jaws</b></p> <ul style="list-style-type: none"> <li>*Listen to and enjoy stories and rhymes about wild animals.</li> <li>*Use some wild animal vocabulary.</li> <li>*Make marks to represent ideas about wild animals.</li> <li>*Join in with repeated phrases and sounds.</li> </ul>
Reception	<ul style="list-style-type: none"> <li>*Listen to and enjoy a range of stories about school, families, and feelings.</li> <li>*Recognise their own name and begin to write it.</li> <li>*Join in with repeated refrains in stories and rhymes.</li> <li>*Begin RWI whole class speed sound sessions - strong start reception</li> <li>*Explore mark-making and give meaning to marks.</li> </ul>	<ul style="list-style-type: none"> <li>*Share and discuss books about celebrations</li> <li>*Sequence events in stories and their own lives</li> <li>*Continue RWI Strong start – segmenting and blending CVC words.</li> <li>*Begin to write simple labels or captions.</li> <li>*Explore environmental print and purposeful writing in role-play areas .</li> </ul>	<ul style="list-style-type: none"> <li>*Explore key story elements: beginning, middle, and end.</li> <li>*Retell traditional tales orally and through drawing, sequencing, and writing.</li> <li>*Use story maps and puppets to support independent storytelling.</li> <li>*Begin to write simple sentences using known sounds .</li> <li>*Continue RWI program in assessed groups.</li> </ul>	<ul style="list-style-type: none"> <li>*Read fiction and non-fiction texts about transport .</li> <li>*Begin to write short sentences about journeys .</li> <li>*Continue RWI in groups and practise segmenting and blending for reading and writing.</li> <li>*Use story maps and symbols to plan and retell transport adventures.</li> <li>*Label diagrams and vehicles using phonetic spelling.</li> </ul>	<ul style="list-style-type: none"> <li>*Read fiction and non-fiction texts .</li> <li>*Label animals, crops, and farm equipment using phonics knowledge.</li> <li>*Sequence and write simple instructions .</li> <li>*Create their own farm stories or diaries using drawings and simple sentences.</li> <li>*Continue RWI Program in assessed groups as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>*Read a range of fiction and non-fiction books about animals.</li> <li>*Write animal fact files, labels, and simple descriptions.</li> <li>*Create and sequence animal-themed stories.</li> <li>*Use phonics knowledge to write simple animal names and captions.</li> </ul>







**Year Group : Early Years**







**Long Term Plan: Maths**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Our Woodland Values</b></p>	<p><b>Respect</b></p>  <p><i>Horrace the Hedgehog – “I treat everyone kindly and carefully.”</i></p>	<p><b>Friendship</b></p>  <p><i>Saffie the Squirrel – “I’m a good friend to everyone.”</i></p>	<p><b>Courage</b></p>  <p><i>Fern the Fox – “I’m brave enough to try!”</i></p>	<p><b>Determination</b></p>  <p><i>Bobby the Badger – “I never give up, even when it’s tough!”</i></p>	<p><b>Awareness</b></p>  <p><i>Olive the Owl – “I watch, I listen, I learn.”</i></p>	<p><b>Excellence</b></p>  <p><i>Digby the Deer – “I do my best and aim high.”</i></p>
<p><b>Nursery</b></p>	<p><b>Me, myself and I:</b></p> <ul style="list-style-type: none"> <li>*Develop an awareness of number through songs, rhymes and play.</li> <li>*Explore counting in meaningful contexts.</li> <li>*Begin to notice and compare quantities.</li> <li>*Match and sort objects by different attributes.</li> <li>*Explore simple patterns.</li> <li>*Recognise and talk about shapes in the environment.</li> <li>*Use early mathematical language to describe size, quantity and position</li> </ul>	<p><b>Let’s Celebrate:</b></p> <ul style="list-style-type: none"> <li>*Join in with counting songs, rhymes and games.</li> <li>*Develop awareness of numbers through play.</li> <li>*Compare quantities using mathematical language.</li> <li>*Explore making and changing groups.</li> <li>*Use shapes to build and create patterns.</li> <li>*Explore position and direction.</li> <li>*Use mathematical language to describe size, quantity and shape.</li> </ul>	<p><b>Once Upon a time:</b></p> <ul style="list-style-type: none"> <li>*Join in with counting activities and number rhymes.</li> <li>*Count small groups of objects.</li> <li>*Notice and compare quantities.</li> <li>*Explore adding and taking away through play.</li> <li>*Explore 3D shapes in the environment.</li> <li>*Compare size, weight and capacity.</li> <li>*Use mathematical language in play and conversation</li> </ul>	<p><b>Up, up and away:</b></p> <ul style="list-style-type: none"> <li>*Develop counting and number awareness through play.</li> <li>*Recognise and compare small quantities.</li> <li>*Use language such as <i>more, less, and same.</i></li> <li>*Explore and continue simple patterns.</li> <li>*Use positional language in play.</li> <li>*Notice numbers and shapes in the environment.</li> </ul>	<p><b>A farmers life for me:</b></p> <ul style="list-style-type: none"> <li>*Count confidently in play and routines.</li> <li>*Recognise and represent small quantities.</li> <li>*Explore adding to and taking away from groups.</li> <li>*Solve simple mathematical problems.</li> <li>*Explore doubling through practical experiences.</li> <li>*Compare measures using mathematical language</li> </ul>	<p><b>Paws, claws and jaws:</b></p> <ul style="list-style-type: none"> <li>*Consolidate counting and number awareness.</li> <li>*Explore number relationships and quantities.</li> <li>*Group and share objects in play.</li> <li>*Solve simple mathematical problems.</li> <li>*Use shape, space, and measure in context.</li> <li>*Explain mathematical thinking and ideas.</li> </ul>
<p><b>Reception</b></p>	<ul style="list-style-type: none"> <li>*Recognise, count and subitise numbers to 3, then 5.</li> <li>*Explore numbers using real objects and fingers.</li> <li>*Match numeral to quantity (1 to 3).</li> <li>*Understand 1:1 correspondence (e.g., one object per number).</li> <li>*Recognise and name basic 2D shapes in play.</li> <li>*Use comparative language: big/small, more/less, full/empty.</li> <li>*Sort and group objects by colour, size, shape.</li> </ul>	<ul style="list-style-type: none"> <li>*Count, recognise, and order numbers to 5, then 10.</li> <li>*Compare quantities using language: more, fewer, the same.</li> <li>*Explore composition of numbers to 5 (e.g., 2 and 3 make 5).</li> <li>*Begin to understand part-whole concepts.</li> <li>*Use 2D shapes to create pictures and patterns.</li> <li>*Explore spatial awareness and position (in, on, under, behind).</li> </ul>	<ul style="list-style-type: none"> <li>*Subitise and count numbers to 6–8.</li> <li>*Explore composition of numbers to 8.</li> <li>*Use number bonds to 5 confidently.</li> <li>*Begin to use a number line and count on/back.</li> <li>*Recognise, name, and describe 3D shapes.</li> <li>*Compare size, weight, and capacity in practical contexts.</li> </ul>	<ul style="list-style-type: none"> <li>*Secure recognition and formation of numerals to 10.</li> <li>*Explore number bonds to 10 using objects and visual models.</li> <li>*Count forwards and backwards to 10.</li> <li>*Compare numbers using greater than/less than/equal to.</li> <li>*Use simple mathematical language to describe position and pattern.</li> <li>*Continue simple AB, ABB, and ABC patterns.</li> </ul>	<ul style="list-style-type: none"> <li>*Count, recognise, and order numbers to 20.</li> <li>*Understand the teen numbers as 10 and some more.</li> <li>*Continue to practise number bonds to 10.</li> <li>*Solve real-life addition and subtraction problems to 10.</li> <li>*Explore doubling and halving in practical contexts.</li> <li>*Use non-standard units to measure and compare length, height, weight.</li> </ul>	<ul style="list-style-type: none"> <li>*Consolidate understanding of numbers to 20.</li> <li>*Secure fluency in number bonds to 5 and 10.</li> <li>*Explore early grouping and sharing (early multiplication/division).</li> <li>*Continue solving real-life problems using all four operations.</li> <li>*Apply shape, space, and measure in meaningful contexts (e.g., maps, models).</li> <li>*Build reasoning and explanation skills: "How do you know?" "Can you show me another way?"</li> </ul>

**Year Group : Early Years**

**Long Term Plan: Understanding the World**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Our Woodland Values</b>	<p><b>Respect</b></p>  <p><i>Horrace the Hedgehog – “I treat everyone kindly and carefully.”</i></p>	<p><b>Friendship</b></p>  <p><i>Saffie the Squirrel – “I’m a good friend to everyone.”</i></p>	<p><b>Courage</b></p>  <p><i>Fern the Fox – “I’m brave enough to try!”</i></p>	<p><b>Determination</b></p>  <p><i>Bobby the Badger – “I never give up, even when it’s tough!”</i></p>	<p><b>Awareness</b></p>  <p><i>Olive the Owl – “I watch, I listen, I learn.”</i></p>	<p><b>Excellence</b></p>  <p><i>Digby the Deer – “I do my best and aim high.”</i></p>
<b>Nursery</b>	<p><b>Me, Myself and I</b></p> <ul style="list-style-type: none"> <li>*Explore senses and notice differences in themselves.</li> <li>*Make simple models and pictures of themselves or their families.</li> <li>*Use simple classroom technology (cameras, interactive board) to record themselves.</li> <li>*Talk about their home, family, and local environment.</li> <li>*Recall simple personal experiences (“Yesterday I...”, “My favourite toy is...”).</li> </ul>	<p><b>Let’s celebrate</b></p> <ul style="list-style-type: none"> <li>*Observe seasonal changes in autumn</li> <li>*Make simple crafts for celebrations using different materials.</li> <li>*Explore digital painting or drawing apps on tablets/ interactive boards.</li> <li>*Talk about celebrations in their own family and compare with others.</li> <li>*Notice similarities and differences in how people celebrate</li> </ul>	<p><b>Once upon a time</b></p> <ul style="list-style-type: none"> <li>*Explore properties of materials in story-based play (hard, soft, rough, smooth).</li> <li>*Build simple story props or structures (e.g., houses, bridges).</li> <li>*Record stories or voices using classroom technology.</li> <li>*Explore story settings (forests, castles, houses) and compare them.</li> <li>*Talk about what happened “long ago” in stories and how it differs from now</li> </ul>	<p><b>Up, up and away</b></p> <ul style="list-style-type: none"> <li>*Explore movement and forces (push, pull, roll, slide).</li> <li>*Build vehicles with blocks or recycled materials.</li> <li>*Use apps or simple programs to simulate journeys or moving objects.</li> <li>*Talk about journeys they have made or seen and map them.</li> <li>*Notice old and new forms of transport and how they are different</li> </ul>	<p><b>A farmer’s life for me</b></p> <ul style="list-style-type: none"> <li>*Observe farm animals, plants, and how things grow.</li> <li>*Build farm structures or tools using construction and craft materials.</li> <li>*Document plant growth or animal observations using photos or video.</li> <li>*Explore local farms and seasonal changes.</li> <li>*Talk about how farming and food production work now and in the past</li> </ul>	<p><b>Paws, claws and jaws</b></p> <ul style="list-style-type: none"> <li>*Explore animals, their features, and lifecycles (e.g., chicks, caterpillars).</li> <li>*Make animal models, masks, or habitats using craft materials.</li> <li>*Take photos or record videos of animals; explore animal apps.</li> <li>*Explore where animals live (land, sea, air) and their habitats.</li> <li>*Talk about pets vs wild animals and how humans interact with them</li> </ul>
<b>Reception</b>	<ul style="list-style-type: none"> <li>*Explore senses and parts of the body; notice changes in themselves.</li> <li>*Make simple models related to themselves</li> <li>*Use simple classroom technology to record themselves.</li> <li>*Talk about their home, family, and local environment.</li> <li>*Explore personal history:</li> </ul>	<ul style="list-style-type: none"> <li>*Observe seasonal changes in autumn</li> <li>*Create simple celebration crafts using different materials.</li> <li>*Use simple painting or drawing programs on tablets or interactive boards.</li> <li>*Talk about celebrations in other places or countries.</li> <li>*Compare past and present celebrations in their own family.</li> </ul>	<ul style="list-style-type: none"> <li>*Explore materials and their properties (hard, soft, rough, smooth).</li> <li>*Build simple story props and structures (e.g., houses for the Three Little Pigs).</li> <li>*Use simple recording tools to retell stories or record voice.</li> <li>*Compare different story settings and environments</li> <li>*Discuss “long ago” in stories and how life was different for characters</li> </ul>	<ul style="list-style-type: none"> <li>*Explore movement and forces (push, pull, roll, slide) and effects of different surfaces.</li> <li>*Build vehicles using blocks, boxes, or junk modelling.</li> <li>*Use apps to simulate simple journeys or maps.</li> <li>*Explore local and global journeys; look at maps and routes.</li> <li>*Explore changes in transport over time (old and new vehicles).</li> </ul>	<ul style="list-style-type: none"> <li>*Observe plants and animals; explore lifecycles, growth, and basic needs.</li> <li>*Build farm structures and simple tools for planting or animal care.</li> <li>*Use cameras or tablets to document plant growth or farm visits.</li> <li>*Explore farms locally and in other countries; notice the environment and seasons.</li> <li>*Compare farming now and in the past; how food production has changed.</li> </ul>	<ul style="list-style-type: none"> <li>*Explore animals, habitats, and lifecycles; compare features of animals.</li> <li>*Make animal models, masks, or habitats using a variety of materials.</li> <li>*Record videos or take photos of animals; use apps to learn about animals.</li> <li>*Explore habitats and where animals live around the world.</li> <li>*Discuss domesticated animals vs wild animals and how humans have used animals over time.</li> </ul>

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Nursery	<p><b>*Me, myself and I</b></p> <ul style="list-style-type: none"> <li>*Explore body sounds and simple instruments; respond to different rhythms and tempos.</li> <li>*Draw and paint self-portraits; explore colours, textures, and mark-making.</li> <li>*Build simple structures using blocks and loose parts; experiment with joining materials</li> </ul>	<p><b>*Let’s celebrate</b></p> <ul style="list-style-type: none"> <li>*Sing simple songs and rhymes for celebrations; explore loud/soft and fast/slow sounds.</li> <li>*Create cards and decorations using a variety of materials and textures.</li> <li>*Build models for celebrations (e.g., houses, trees, lanterns) using construction kits or recycled materials</li> </ul>	<p><b>*Once upon a time</b></p> <ul style="list-style-type: none"> <li>*Explore storytelling through music and sound effects; use instruments to represent characters or actions.</li> <li>*Create props and illustrations from familiar stories (e.g., Three Little Pigs houses).</li> <li>*Build simple story-based structures; use construction kits to create imaginative settings.</li> </ul>	<p><b>*Up, up and away</b></p> <ul style="list-style-type: none"> <li>*Explore rhythm and movement through transport-themed songs and chants; respond to beats.</li> <li>*Draw, paint, and collage vehicles and maps; explore shapes and lines.</li> <li>*Build vehicles or ramps using blocks, boxes, and recycled materials; test movement and balance.</li> </ul>	<p><b>*A farmer’s life for me</b></p> <ul style="list-style-type: none"> <li>*Learn farm-themed songs; experiment with animal sounds using instruments.</li> <li>*Create farm animals, fields, and crops using paints, clay, and collage.</li> <li>*Build barns, fences, or farm equipment; explore joining and fixing materials together.</li> </ul>	<p><b>*Paws, claws and jaws</b></p> <ul style="list-style-type: none"> <li>*Use instruments and body percussion to imitate animal sounds and movements.</li> <li>*Draw, paint, and model animals; explore patterns, textures, and colours.</li> <li>*Build animal habitats or models; combine materials creatively to make 3D animals</li> </ul>
Reception	<ul style="list-style-type: none"> <li>*Explore body percussion, rhythms, and simple instruments to represent themselves.</li> <li>*Create self-portraits and family pictures using paints, crayons, and collage materials.</li> <li>*Build and model using blocks, construction kits, and loose parts to represent themselves and their home.</li> </ul>	<ul style="list-style-type: none"> <li>*Learn and perform songs and rhymes for seasonal celebrations; explore dynamics and tempo.</li> <li>*Make decorations, cards, and simple models for festivals using a range of materials.</li> <li>*Construct celebration-themed models, exploring joining techniques and stability.</li> </ul>	<ul style="list-style-type: none"> <li>*Use instruments and body percussion to act out stories and character movements.</li> <li>*Create story props, illustrations, and 3D scenes from familiar tales.</li> <li>*Build story-based structures and models using construction kits and recycled materials</li> </ul>	<ul style="list-style-type: none"> <li>*Explore rhythm and movement in transport-themed songs; use instruments to represent movement and speed.</li> <li>*Draw, paint, and collage vehicles, maps, and routes; explore line, shape, and colour.</li> <li>*Design and build vehicles or simple transport models; test movement, balance, and functionality</li> </ul>	<ul style="list-style-type: none"> <li>*Learn farm-themed songs; create soundscapes for animal and farm activities.</li> <li>*Draw, paint, and model animals, crops, and farm landscapes using a variety of media.</li> <li>*Construct barns, fences, and farm equipment; explore joining, stability, and problem-solving.</li> </ul>	<ul style="list-style-type: none"> <li>*Explore animal-themed songs and rhythms; imitate movements and sounds using instruments.</li> <li>*Draw, paint, and model a range of animals; explore patterns, textures, and details.</li> <li>*Build animal habitats and 3D models; combine materials creatively and problem-solve during construction.</li> </ul>