



St. Peter's Catholic Voluntary Academy

EYFS Long Term Plan

2025 - 2026

Links To NC Subjects

Key:	PE	Computing
RE	Geography	Science
RSHE	History	Art
English	Music	DT
Maths		

"True education enables us to love life and opens us to the fullness of life" (Pope Francis 2014)

	Advent Term	Lent Term	Pentecost Term
Cultural Capital	<p>Black History Month (PSED in EYFS)</p> <p>Anti-Bullying Week (PSED in EYFS)</p> <p>WW1 / Remembrance (UTW in EYFS)</p> <p>Bonfire Night / Guy Fawkes (UTW in EYFS)</p> <p>Bible stories (links to CLL and Literacy in EYFS)</p> <p>Trees and the natural world – visit to the woods (links to UTW in EYFS and Geography)</p> <p>Visit to the Pantomime (links to CLL, EAD and PSED in EYFS)</p>	<p>Internet Safety Day (links to UTW in EYFS)</p> <p>World Book Day (links to CLL and Literacy in EYFS)</p> <p>Shrove Tuesday (links to UTW in EYFS)</p> <p>EYFS Cake Sale (links to PSED in EYFS and RSHE)</p> <p>Bible stories (links to CLL and Literacy in EYFS)</p>	<p>Sports Day (links to PSED and PD in EYFS)</p> <p>Transitions to new things (links to PSED and UTW in EYFS)</p> <p>End of Year Trip (Hercules, Theatre Royal?) (links to CLL, EAD, UTW and PSED in EYFS)</p> <p>Bible stories (links to CLL and Literacy in EYFS)</p>
Topic	<i>Into The Woods</i>	<i>It's A Small World After All</i>	<i>Off On An Adventure</i>
PSED (inc. RSHE)	<p>Settling in to school; tour of school, meeting the adults, learning routines</p> <p>Development of class rules and understanding of these and school rules / accepted behaviour</p> <p>Through the use of topic based stories, explore ways of staying safe and taking care of others (links to Literacy in EYFS)</p> <p>Opportunities for show and tell (V.I.P) (links to CLL in EYFS)</p> <p>Children will have opportunity to develop empathy and caring skills through the use of dolls, plush toys and role play (links to EAD and CLL in EYFS)</p> <p>Opportunities for CST through activities such as collecting food for Harvest, Remembrance</p>	<p>Opportunities to explore showing respect to people and traditions of other cultures around the world (links to UTW and RSHE in EYFS, and Geography)</p> <p>Opportunities for show and tell (V.I.P) (links to CLL in EYFS)</p> <p>Children will have opportunity to develop empathy and caring skills through the use of dolls, plush toys and role play (links to EAD and CLL in EYFS)</p> <p>Opportunities for CST through activities such as collecting food for Lenten promise, CAFOD fundraising for LENT etc. (links to RE and UTW in EYFS)</p>	<p>Through the use of topic based stories, explore ways of staying safe and taking care of others on adventures. Children will be able to recognise potential dangers in the stories and think of ways that they could avoid danger (links to Literacy and CLL in EYFS)</p> <p>Children will have opportunity to develop empathy and caring skills through the use of dolls, plush toys and role play (links to EAD and CLL in EYFS)</p> <p>Opportunities for show and tell (V.I.P) (links to CLL in EYFS)</p> <p>Opportunities for CST through activities such as collecting for charity, thinking about how we can help others in the wider community etc. (links to RE and UTW in EYFS)</p>

	etc. (links to RE and UTW in EYFS) <i>Life To The Full: Created & Loved By God</i>		<i>Life To The Full: Created To Love Others</i>		<i>Life To The Full: Created To Live In Community</i>	
RE (New RED Curriculum)	Branch 1: Creation & Covenant	Branch 2: Prophecy & Promise	Branch 3: Galilee To Jerusalem	Branch 4: Desert To Garden	Branch 5: To The Ends Of The Earth	Branch 6: Dialogue & Encounter
CLL	<p>Children will have opportunities to explore and develop vocabulary related to the topics and the texts examined throughout the year (links to English)</p> <p>Through opportunities for talk in whole class, small group and one-to-one situations children will have the opportunity to practice and listen to speech in the setting. Through observing and listening speech modelled by adults, children will acquire and develop increasing maturity in both their vocabulary and speech, including (but not limited to) listening to what others say in response to them, staying focused on a particular theme during conversation, developing questioning based on what they hear, using a clear voice to present to others (such as in Show and Tell) (links to English)</p> <p>Through self-initiated play, children will have opportunities to develop their language and communication through co-operation with others, and also through directed questioning by adults which will encourage children to think more deeply about the task they are involved and the appropriate response to questions asked (links to PSED in EYFS curriculum alongside other areas of learning being explored through the play at the time)</p>					
PD	<p>Children will develop independence in the management of their hygiene, accessing adult support when needed</p> <p>They will develop and refine muscles in their fingers which will aid writing development, through activities such as Dough Disco, mark making, threading etc. (links to Literacy and EAD in EYFS)</p> <p>They will start to show an awareness to the needs of their body (e.g. feeling tired, hungry, thirsty etc.) and be able to communicate these needs effectively to an adult (links to CLL in EYFS)</p> <p>Fundamental Movement techniques – running, stopping, chasing, changing direction and negotiating space.</p> <p>Gym (different with different ways of moving – equipment to move over/under and around)</p>		<p>Children will continue to develop independence in the management of their hygiene, accessing adult support when needed</p> <p>They will continue to develop and refine muscles in their fingers which will aid writing development, through activities such as Dough Disco, mark making, threading etc. (links to Literacy and EAD in EYFS)</p> <p>They will continue to show an awareness to the needs of their body (e.g. feeling tired, hungry, thirsty etc.) and be able to communicate these needs effectively to an adult (links to CLL in EYFS)</p> <p>Improving key manipulation skills – throwing, rolling, bouncing, catching</p> <p>Dance – improving gross motor skills (also links to Music and PSED in EYFS curriculum)</p>		<p>Children will continue to develop independence in the management of their hygiene, accessing adult support when needed</p> <p>They will continue to develop and refine muscles in their fingers which will aid writing development, through activities such as Dough Disco, mark making, threading etc. (links to Literacy and EAD in EYFS)</p> <p>They will continue to show an awareness to the needs of their body (e.g. feeling tired, hungry, thirsty etc.) and be able to communicate these needs effectively to an adult (links to CLL in EYFS)</p> <p>Games – skill development – different equipment and games</p> <p>Games – skill development –include more co-operative and group based exercises.</p>	

<p>Literacy</p>	<p>Explore using story maps to retell stories,</p> <p>Create own story maps to retell stories that they know (also links to CLL, PD and EAD in EYFS curriculum and Art)</p> <p>Innovate story maps of known texts to create new stories (also links to PD and EAD in EYFS curriculum)</p> <p>Create own story maps to retell own stories (also links to CLL, PD and EAD in EYFS curriculum and Art)</p> <p>Be able to talk about stories and poems that they hear, including making predictions, and developing vocabulary to talk about them (links to CLL in EYFS curriculum)</p> <p>Develop letter formation to be able to write labels, words and short simple sentences (also links to PD in EYFS curriculum)</p> <p>Use writing for purpose (both in adult led activities and in self-initiated learning) (also links to EAD, PD, CLL, and PSE in EYFS curriculum)</p>		
<p>Suggested Books & Poems Explored</p> <p><i>These books are suggested titles. They may change due to the interests of the children or events happening at the time</i></p> <p><i>"Practitioners should be ambitious for all children. To do this they must consider the individual needs, interests, and development of each child in their care. They must use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development." (EYFS Statutory Framework pg.16).</i></p> <p>https://shorturl.at/DU3kK</p>	<ol style="list-style-type: none"> 1. Topsy & Tim Go To School (Jean & Gareth Adamson) 2. Goldilocks & The Three Bears (Traditional) 3. Hansel & Gretel (Traditional) 4. Sleeping Beauty (Traditional) 5. Little Red Riding Hood (Traditional) 6. Jack & The Beanstalk (Traditional) 7. Once Upon A Wild Wood (Chris Riddell) 8. Where's My Teddy (Jez Alborough) 9. Bonfire Night (Poem) (Enid Blyton) 10. Where The Wild Things Are (Maurice Sendak) (LT) 11. Winnie the Pooh & The Bees (A. A. Milne) 12. I Am Henry Finch (Alexis Deacon) (LT) 13. The Oak Tree (Julia Donaldson) 14. Stick Man (Julia Donaldson) 15. The Night Before Christmas (poem) (Clement C. Moore) 	<ol style="list-style-type: none"> 1. It's A Small World 2. The Tale of Little Babaji (India) 3. The Wizard Of Oz (America) 4. King of the Forest (China) 5. The Frog Prince (Germany) 6. The Hare in the Moon (South Asia) 7. Duck Weather (Poem) (Shirley Hughes) (England) 8. Aladdin & His Wonderful Lamp (Persia) 9. How Zebra's Got Their Stripes (Africa) 10. Dreamtime Stories (Australia)* 11. Dreamtime Stories (Australia)* <p><u>'Spare' stories in case Australian stories happen next half term</u></p> <ul style="list-style-type: none"> • The Boastful Turtle (Phillipines) • The Lion With The Red Eyes (Somalia) <p><i>*will depend upon when Celebration Of Cultures takes place next academic year – may be earlier in the half term or move to the following term)</i></p>	<ol style="list-style-type: none"> 1. We're Going On A Bear Hunt (Michael Rosen) 2. Whatever Next (Jill Murphy) 3. Ning & The Night Spirits (Adriana Fong) (LT) 4. The Night Pirates (Pete Harris & Deborah Allwright) (LT) 5. The Owl & The Pussycat (Poem) (Edward Lear) 6. The Wind In The Willows (Kenneth Grahame) 7. Mr. Gumpy's Outing (John Burningham) 8. Moon River (Tim Hopgood) 9. The Gruffalo (Julia Donaldson) 10. The Bed That Went For A Walk (Enid Blyton) 11. Hairy Maclary From Donaldson's Dairy (Lynley Dodd) (LT) 12. Chocolate Cake (Poem) (Michael Rosen)
	<p>Work in Communication, Language & Literacy books will usually reflect the books that are shared in the classroom, be that through writing or reading activities linked to the text of that week. There may be occasions where the work does not reflect a text but is linked to things that may have occurred spontaneously that has piqued the interests of the children or may be linked to other areas of learning that have taken place (e.g. the use of new tricky words / words in phonics)</p>		

Class Reader (longer texts / short chapter stories) for end of day story	The Little Red Fox – Alison Uttley Little Brown Mouse Stories – Alison Uttley		Dot & The Kangaroo – Ethel Pedley Gobolino The Witch's Cat – Ursula Moray Williams		The Nursery Alice – Lewis Carroll Famous Five Short Stories – Enid Blyton (illustrated versions)	
Phonics <i>The teaching of phonics does not start until the RBA has been completed (usually by week 3 depending on how the children settle) so that the Baseline is a true representation of the children's starting points. This means that some of Advent 1 is carried over to Advent 2. However, due to the length of the term we are still on track by the end of the Advent Term.</i>	Little Wandle: <u>Phase 2 Graphemes:</u> s a t p i n m d g o c k c k e u r h b f l <u>Tricky Words:</u> is I the	Little Wandle: <u>Phase 2 Graphemes:</u> ff ll ss j v w x y z zz qu ch sh th ng nk, & words with s (sound s) at the end, and words with s (z sound) at the end <u>Tricky Words:</u> put pull full as and has his her go no to into she push he of we me be	Little Wandle: <u>Phase 3 Graphemes:</u> ai ee igh oo oo or ur ow oi ear air er, & words with double letters, and longer words <u>Tricky Words:</u> was you they my by all are sure pure	Little Wandle: Review Phase 3 Words with double letters, longer words, words with two or more diagraphs, words ending in ing, compound words Words with s (sound z) in the middle Words with s (sounds s or z) at the end Words with es (sound z) at the end <u>Tricky Words:</u> No new tricky words, review all taught so far	Little Wandle: <u>Phase 4:</u> short vowels wit adjacent consonants CVCC, CCVC, CCVCC, CCCVC, CCCVCC, Longer words & compound words, Words ending in suffixes -ing, -ed (sound t), -ed (sounds id and ed), -est <u>Tricky Words:</u> Said so have like some come love do were here little says there when what one out today	Little Wandle: <u>Phase 4 Graphemes:</u> Phase 3 long vowel graphemes with adjacent consonants CVCC, CCVC, CCCVC, CCV, CCVCC Words ending in the suffixes -ing, -ed (sound t), -ed (sounds id and ed), -ed (sound d), -er, -est Longer words <u>Tricky Words:</u> Review all taught so far
Maths	Getting to know you Match, Sort & Compare It's me 1, 2, 3 Circles & Triangles 1, 2, 3, 4, 5 Shapes With 4 sides		Alive in 5! Mass & Capacity Growing 6, 7, 8 Length, Height & Time Building 9 + 10 Explore 3D Shapes		To 20 and beyond How Many Now? Manipulate, Compose & Decompose Sharing & Grouping Visualise, Build & Map Make Connections Consolidation	
UTW	Children will explore the changes of the seasons through observing what happens to the trees in the woods and the environment around them. They will have opportunities to think about how they themselves change over time, e.g. they can do more, they get bigger etc. (also links to RSHE and PD in EYFS) Children will be able to talk about the differences between the woods (a natural environment) and their immediate surroundings (man-made environment) (links		Children will look at different countries and look at where they are on a map. Children will explore using maps of an area to plot a journey, for example plotting the journey of the 3 Wise Men on a map of the Holy Land (links to RE) Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes (links to EAD in EYFS)		Children will be able to talk about the differences between the different places that adventures take place and their immediate environment (links to CLL in EYFS) Children will be able to talk about their own 'adventures' including those of their family (links to CLL in EYFS) Children recognise that a range of technology is used in places such as homes and schools. They select and use technology	

	<p>to CLL in EYFS)</p> <p>Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes (links to EAD in EYFS)</p>		<p>for particular purposes (links to EAD in EYFS)</p>
EAD	<p>Children will have the opportunity to examine different pieces of art and sculpture from around the world. Through talk, they will be able to think and talk about what it is they like or dislike about these pieces of art. These pieces of art and sculpture will also be used as pieces of inspiration in helping children create their own pieces inspired by what they have seen (links to CLL, RE and UTW in EYFS)</p> <p>During the Advent Term children will explore using Primary colours, and also observe how Primary colours are used through nature (links to UTW in EYFS)</p> <p>During the Lent Term children will explore making secondary colours using primary colours. They will access a range of different mediums to create art and be able to think and talk about which mediums they like and why (links to CLL in EYFS)</p> <p>Children learn through listening, creating and performing every day. They will access learning about pitch, duration, dynamics, tempo, timbre, texture and structure through teacher lead activities and through explorative play. Children will experience whole class, small group and individual music learning throughout the continuous provision. Music making and listening will be linked to the topic and RE curriculum and built upon going throughout the year</p>		
CONTINUOUS PROVISION	<p>Continuous provision will include access to role-play, art, small world, construction, indoor and outdoor learning at all times. This will be based on the main topics and also the mini-topics based on the children's interests. Continuous provision will incorporate a range of the areas of learning depending on how the children are accessing them and the direction / nature of their play.</p>		
ASSESSMENT	<p><u>1.11 When forming a judgement about whether an individual child is at the expected level of development, teachers should draw on their knowledge of the child and their own expert professional judgement. This is enough evidence to assess a child's individual level of development in relation to each of the ELGs. Recorded, written or photographic evidence is not required.</u></p> <p><u>2.2 Assessment should not involve long breaks from interaction with children or require excessive paperwork. When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement. Practitioners are not required to prove this through collection of any physical evidence.</u></p> <p><u>2.5 Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners understanding children's interests and what they know and can do, and then shaping teaching and learning experiences for each child reflecting that knowledge. In their interactions with children, practitioners should make and act on their own day-to-day observations about children's progress and observations that parents and carers share. However, there is no requirement to keep written records in relation to this.</u></p> <p>- Taken from EYFS Statutory Framework 2024 pgs. 11 and 12 (1.11) and pg.19 (2.2 & 2.5)</p> <p>https://assets.publishing.service.gov.uk/media/670fa42a30536cb92748328f/EYFS_statutory_framework_for_group_and_school_-_based_providers.pdf</p>		

