

Trinity CEVAP School Long Term Planning EYFS 2026-27

Class: Ducklings Staff: Miss Long , Miss Manning, Miss Mitchell

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme and Key texts Learn Nursery Rhymes/songs by heart - Hey Diddle Diddle/ Baa Baa black sheep/Hickory Dickory Dock/ Incy Wincy Spider/ Humpty Dumpty/ Dingle Dangle Scarecrow 5 little speckled frogs/Old MacDonald had a Farm	"I love animals!" Baa, baa back sheep Rosie's walk The Little Red Hen Dear Zoo <i>We are family</i> Harvest	"Did you see that?" Whatever Next! Stickman <i>Hair Love</i> Christmas Diwali Fireworks	"I'm hungry!" Mr Wolf's Pancakes The Gingerbread Man , <i>Amy Wu and the perfect bao.</i> Chinese New Year and dragons	"Gosh, you've grown!" The Very Hungry Caterpillar Titch Once there were Giants <i>We all belong</i> Easter	"Tell me a story" Traditional tales The Three Little Pigs Jack and the Beanstalk) Once Upon a Time <i>Billy and the Beast</i>	"Are we nearly there yet?" The Journey The Snail and the Whale The Elephant on the Bus <i>Nimesh the adventurer</i>
Duration	8 weeks	7 weeks	6 weeks	5 weeks	7 weeks	6 weeks
Cultural capital	Join in. learn and sing simple rhymes Walk to church with ks1 Creating role play opportunities	Talk about other people and their customs Find out about traditional celebrations Creating role play opportunities Fire station. Visit Christmas tree festival with ks1.	Find out about other people and their communities Creating role play opportunities Trying Chinese food. Walk to local supermarket to purchase ingredients.	Grow, and care for a plant from a seed Understand about lifecycles and habitats Creating role play opportunities Growing and caring for caterpillars	Know and retell traditional stories Creating role play opportunities Visit from Garden centre.	Know about the wide variety of jobs Visits from People who help us – paramedic/community police officer Trip to local fire station Creating role play opportunities

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Literacy Reading	Hear and say the initial sound in words. Names and labels Enjoy books, handling them carefully and turning pages appropriately. Understand that print carries meaning. Distinguish between writing and drawing. Track text left to right.	Link sounds to letters, naming and sounding letters of the alphabet. Notice a rhyming string – Rhyming stories by Julia Donaldson	Continue a rhyming string Segment sound in simple words and blend them together knowing which letters represent some of them. Use computers and books to do research and retrieve information. Hear and say initial and final sounds in words.	Begin to read words and simple sentences. Use vocabulary and forms of speech that is increasingly influenced by books. Answer ‘find it – prove it’ questions.	Talk with enthusiasm and understanding about books they have enjoyed. Use a range of terms about books and print. Name several favourite books. Read –real and non-words. Read and understand simple sentences. Use phonic knowledge as first strategy to decode regular words and read aloud. Know some common irregular words on sight. Sentence writing Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.	Talk with enthusiasm and understanding about books they have enjoyed. Use a range of terms about books and print. Name several favourite books. Read –real and non-words. Read and understand simple sentences. Use phonic knowledge as first strategy to decode regular words and read aloud. Know some common irregular words on sight. Sentence writing Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.
	Mark making patterns Name writing Giving meaning to marks as we draw, write and paint. Hear and say the initial sound in words. Speak clearly and formulate whole sentences. Labelling CVC pictures Shared reading Letter formation.	Copying, initial sounds Leading to lists and labels Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence Understand that words	Labels, lists, captions Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Attempts to write short sentences in meaningful contexts. Story writing Shared writing – full stop /	Labels, lists, captions Continues a rhyming string. Begins to read words and simple sentences. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts. Instruction / recount writing for a purpose. Labels and captions. Shared writing to introduce questions		

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		can be written down and read again. Link sounds to letters, naming and sounding letters of the alphabet. Notice a rhyming string Shared writing introducing simple sentence success criteria. Segment sounds into simple words and blend them together. Expecting text to make sense.	capital letter / finger space / exclamation mark News writing to progress to simple structured 'story' writing (beginning middle end) Screen to page comprehension / meaning Stories from another culture E-safety posters Expecting text to make sense	marks. Writing a correctly spelt (phonically regular) word in response to a randomly generated picture. Use clearly identifiable letters to communicate meaning, representing some sound correctly and in sequence. Spotting spelling errors		
Phonics	Phase 1/ Phase 2	Phase 3	Phase 3/Phase 2 revision	Phase 3 / Phase 2 revision	Phase 2/Phase 3/Phase 4	Phase 2/Phase 3/Phase 4
Mathematics (Numbers and SSM)	White Rose • Match, sort and compare. • Talk about measure and pattern. • It's me 1,2,3	White Rose • It's me 1,2,3 • Circles and triangles • 1,2,3,4,5 • Shapes with 4 sides.	White Rose • Alive in 5 • Mass and capacity • Growing 6,7,8	White Rose • Length, height and time. • Building 9 and 10 • Exploring 3d shapes.	White Rose • To 20 and beyond • How many now? • Manipulate, compose and decompose.	White Rose • Sharing and grouping • Visualise, build and map. • M ake connections.

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PSED	New Beginnings About Me and My Feelings Developing and	All Me Getting on and Falling Out Anti-bullying week Relationships	Internet safety Keeping Safe Taking care in the cold – doing up coats	Making a positive Contribution Explore trust and why it is important. Listen and respond to others.	Relationships Healthy Lifestyle Consequences of words and actions for themselves and others.	Growing and Changing Self confidence and selfawareness: children are confident to try new activities, and say why
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	encouraging children's interest, excitement and motivation for learning. Nurturing a sense of belonging to school community. Developing an understanding of what is right and wrong and why? Being aware of boundaries set and behavioural expectations – gaining ownership of class rules. Modelling and supporting positive interactions with pupils and parents. Name recognition Nonverbal signals Good to be Green Awareness of own and others needs School prayer Internet safety: Smartie the Penguin.	Understanding that other people and families have different needs, views, cultures, beliefs and experiences which need to be treated with respect. Understand that I can expect respect from others. Understanding that our actions can affect others. Who are the people in school who I can talk to? How can I ask for help? What should I do if people are unkind? Link with Anti-Bullying week Taking care of my things and changing my books. Being a good friend School prayer Be Safe Be Seen Internet safety: Smartie the Penguin.	Circle times on rules and consequences Taking responsibility for my things Exploring wider school building. Begin to use negotiation to solve problems. Explore effective ways of asking for help. What should I do if I see something on the screen that upsets me? Internet safety: Smartie the Penguin.	Responding to significant experiences showing a range of feelings. Developing an understanding of what is right and wrong and why. Being aware of boundaries set and behavioural expectations - Internet safety: Smartie the Penguin.	Resolving conflicts and finding a compromise. Understanding the need for agreed codes of behaviour for harmony within a group or class. Selecting and using resources safely and independently. Internet safety: Smartie the Penguin.	they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and it's consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show
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						sensitivity to others' needs and feelings, and form positive relationships with adults and peers.
C&L	Circle Time – rules and routines Role play rules and routines Classroom manners Positive interactions & negotiation Prepositional language & giving / following instructions	Circle time- listening & responding about friendship. Listen in a range of situations Role play –imagining and recreating roles Listen to a range of stories – join in with refrain & anticipate events. Following instructions – Christmas productions.	Circle time – e-safety & stranger danger Asking questions and question mark Increasing ability to maintain attention and sit quietly. Demonstrate two channelled attention. Working collaboratively. Inventing own narratives Responding to and following simple instructions – cooking	Circle time – using talk to organise and clarify thinking, feelings and events. Extending vocabulary & exploring new and familiar words. Using time words to sequence narratives, events and ideas. Sustain attentive listening.	Circle time – using past, present and future forms accurately when talking about events. Enjoy and respond to stories, songs, music, rhymes, poems and jokes. Speak clearly with confidence and control Enjoy listening to and using spoken language and readily turn to it in their play and learning	Listening and Attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past present and future forms accurately

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						when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.
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UTW	Human /animal growth Investigating the human made and natural world using all their senses. Noticing patterns and changes in the seasons. Show interest in the lives of familiar people. Talk about significant events in their own lives. Notice similarities and differences between us all. Finding out about past and present events in their lives. Food preparation and baking using a variety of devices. ICT Ipads History – personal baby pictures	Light & dark Talk about special / significant events for their family. Investigating the human made and natural world using all their senses as appropriate. Noticing patterns and changes around them – Autumn / winter. ICT – Ipads: Using a paint programme to create firework inspired pictures Remembrance. First Christmas. Guy Fawkes Animal care	Forces Investigating the human made and natural world using all their senses as appropriate. Noticing patterns and changes. Chinese New Year – maps, globes and internet research. Geography, food, cultures, stories of China Maps of the world – discussion of journeys– China – ICT : Using video and audio to record CNY dragon celebrations and dance Use internet to research China	. Plant growth Understand and talk about past and present events in their lives. Investigating the human made and natural world using all their senses as appropriate. Noticing patterns and changes. Make observations about how things grow. ICT -Word processing skills to record Bean diaries.	Materials Show an interest in occupations and ways of life. Talk about some of the things that make us unique. Investigating the human made and natural world using all their senses as appropriate. Noticing patterns and changes. Using video and audio to record local walks ICT -Beebot programming.	Science – floating and sinking, capacity, ramps and cars, ice investigations. STEM activities ICT People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoys the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities
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						and traditions. The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. Technology: children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.
PD	Rules and routines Simple warm up games; following instructions; health and safety; direction / space &	Firework Awareness of space Moving with confidence and imagination (hall and playground) Becoming aware of changes that	Focus on pencil grip / Paint brush grip Cutting skills Finding ways of using a range of large and small equipment – throwing / catching /	Handle tools, objects, construction and malleable materials safely and with increasing control. Develop ways of	Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. Recognise the	Moving and handling: children show good control and coordination in large and small movements. They move confidently in a

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	control Snack time rules and routines Personal Hygiene & hand washing Dominant hand & Pencil grip obs Use anticlockwise movements and retrace vertical lines Outside play rules and routines Putting on wellies and waterproof all in ones/ Forest School	happen when our bodies are active. Snack time – food hygiene & table manners Dominant hand & pencil grip & guiding paper. Begin to form some recognisable letters. Scissor skills & guiding paper with other hand Paint brush grip Moving safely around school – walking feet Doing up own coat. Produce a controlled line that supports letter formation. Forest School	balancing Exploring ways of moving with confidence and safety within a defined space – using low level PE equipment (boxes, benches, balances) – travelling safely over, under, around and through. Snack time – try a variety of healthy foods and enjoy variety. Moving to a beat / working as a team CNY dragon dances Forest School	jumping off and landing appropriately. Use a pencil and hold it effectively to form letters. Understand the need to consider risk when taking on new challenges or using new equipment. Forest School	importance of taking care of myself with regard to exercise, eating, sleeping and hygiene and how these contribute to being healthy. Forest School	range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. Health and selfcare: children know the importance for good health of physical exercise, and healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and undressing and going to the toilet independently Forest School Ball Skills
EAD	Music – rhymes and instrument investigations Charanga Unit 1 Art – mark making, free painting, guided sessions including a self portrait. Make an attempt to explain ideas. Identify colours Printing with veg/fruit	Music – Harvest and Christmas songs Charanga Unit 2 Art – guided activities. – fireworks – chalks and printing – multi media Clay – diva lamps Begin to recognise that different tools and equipment can be used for differing jobs	Music - Chinese music, for dragon dance. Charanga Unit 3 Art Create Chinese dragon head for dragon dance Create performance using instruments to complement traditional Chinese music. Use natural and manmade materials DT Start sewing Mother's	Music Charanga Unit 4 Art Represent life cycles using multi media DT – sewing Mother's day pictures –using appropriate tools Making Easter Gardens.	Music Charanga Unit 5 Art Represent life cycles using multi media Use natural and manmade materials	Music Charanga Unit 6 Being inspired by teacher led activities to create their own art pieces to represent their ideas

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	Use natural and manmade materials DT – playdough, scissors, glue, mixing, construction Use natural and manmade materials	DT – COL decoration challenge, cutting and joining skills, construction Use natural and manmade materials	Day pictures – using appropriate tools			
RE – Emmanuel focus	Why is the word ‘God’ so important to Christians?	Why do Christians perform nativity plays at Christmas?	How can we help others when they need it?	Why do Christians put a cross in an Easter garden?	What makes every single person unique and precious	How can we care for our wonderful world?
Assessments	On Entry Observations Baseline Assesment Weekly Tapestry Updates	Weekly Tapestry Updates Bi weekly phonics checks	Weekly Tapestry Updates Bi weekly phonics checks	Weekly Tapestry Updates Bi weekly phonics checks	Weekly Tapestry Updates Bi weekly phonics checks	Weekly Tapestry Updates Bi weekly phonics checks
Visitors Trips Events	Tractor in school Walk to local church	Anti-bullying week 11 th – 15 th November Road Safety Week 18th-24th Nov	Walk to local supermarket -purchase ingredients Chinese food tasting	Mother’s Day 30 th March	15 th June Father’s Day	Visits from paramedic/school nurse/community police officer Visit to Needham Market Fire station