



# Grimsargh St Michael's CE Primary School

## EYFS Curriculum Long Term Plan 2025/26



Note: This is subject to change based on our children's interests.

Half term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topics/Themes &amp; Enrichment Opportunities</b>  (Subject to slight change due to children's interests)	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>- All About Me</li> <li>- Feelings, behaviour and routines</li> <li>- Identifying our feelings and knowing what we can do when we feel a certain way</li> <li>- Sense of self and being a valuable individual</li> <li>- Knowing we are all unique and special in different ways</li> <li>- Harvest</li> <li>- Handa's Surprise</li> <li>- Autumn (Seasonal change)</li> <li>- Baseline assessments</li> <li>- Beginning Phase 2 phonics &amp; NCETM</li> </ul> <p><b>Enrichment:</b></p> <ul style="list-style-type: none"> <li>- Trip to The Little Lancashire Village, Darwen (Role Play centre)</li> <li>- Autumn walk with Y5 buddies, making autumn art, collecting Autumn treasures</li> <li>- Fruit tasting of foods from around the world (Handa's Surprise)</li> <li>- Making pumpkin soup!</li> </ul>	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>- People Who Help Us</li> <li>- Our Own Heroes (family, friends, what makes us special, what we aspire to be)</li> <li>- Superheroes</li> <li>- Supertato</li> <li>- Bonfire Night</li> <li>- Diwali</li> <li>- Christmas</li> </ul> <p><b>Enrichment:</b></p> <ul style="list-style-type: none"> <li>- Visit from different People Who Help Us from our local community and how they help/what they do</li> <li>- Demonstration from Sarah (Lollipop lady)</li> <li>- Visit from Mountain Rescue (Finn's G'Dad)</li> <li>- Diwali celebrations in collaboration with Nursery, making Diwa Lamps</li> <li>- Christmas celebrations in collaboration with nursery</li> <li>- Key Stage 1 Christmas Party</li> <li>- Christmas Nativity production</li> <li>- Christmas dinner!</li> </ul>	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>- Winter</li> <li>- The Great Explorer</li> <li>- Chinese New Year</li> <li>- Valentine's Day</li> <li>- Pancake day</li> <li>- Migration ("Welcome")</li> </ul> <p><b>Enrichment:</b></p> <ul style="list-style-type: none"> <li>- Making hot chocolate</li> <li>- Ice painting outside and/or on frozen blocks</li> <li>- Chinese New Year celebration in collaboration with Nursery (food tasting, dragon dancing, lantern making)</li> <li>- Making and decorating pancakes</li> <li>- Frosty winter welly walk</li> <li>- Blubber experiment</li> </ul> <p><b>Role Play Area Enhancements:</b></p> <ul style="list-style-type: none"> <li>- Winter wonderland (igloo)</li> <li>- Chinese restaurant</li> </ul>	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>- Our local environment</li> <li>- Travel and transport</li> <li>- Grimsargh, our village</li> <li>- Our changing world ("Dear Earth")</li> <li>- Countries around the world</li> <li>- Map making ("Rosie's Walk")</li> <li>- Diversity</li> <li>- Growing and planting</li> <li>- Parts of a plant</li> </ul> <p><b>Enrichment:</b></p> <ul style="list-style-type: none"> <li>- Walk around our local area of Grimsargh</li> <li>- Looking at Grimsargh in the past vs now</li> <li>- Map making/things to do in Grimsargh</li> <li>- Looking at traditions around the world</li> <li>- Tasting foods from around the world</li> <li>- Dissecting plants</li> <li>- Planting vegetables and flowers in the outdoor area and greenhouse</li> <li>- Planting herbs</li> </ul> <p><b>Role Play Area Enhancements:</b></p> <ul style="list-style-type: none"> <li>- Travel agents/Airport</li> </ul>	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>- Minibeasts</li> <li>- Lifecycles</li> <li>- Animals and Their Young</li> </ul> <p><b>Enrichment:</b></p> <ul style="list-style-type: none"> <li>- Visit from the tractors/calves</li> <li>- Trip to Brockholes to look at minibeasts, habitats and explore the woodland</li> <li>- Have real caterpillars in the classroom to watch them grow into butterflies</li> <li>- Visit from "ZooLab" with minibeasts!</li> <li>- Visit from Singh's (Sikh/Gurdwara workshop)</li> </ul> <p><b>Role Play Area Enhancements:</b></p> <ul style="list-style-type: none"> <li>- Minibeast café</li> <li>- Butterfly garden</li> <li>- Farm shop</li> </ul>	<p><b>Topics:</b></p> <ul style="list-style-type: none"> <li>- Traditional Tales</li> <li>- Toys (past and present, "Dogger", "The Toymaker")</li> <li>- Summer holidays</li> <li>- ("Dinosaur's Day Out")</li> </ul> <p><b>Enrichment:</b></p> <ul style="list-style-type: none"> <li>- Baking and decorating gingerbread men</li> <li>- Toy artefacts (toys past and present) and bringing in our own toys</li> <li>- Trip to the swimming pool (Fulwood Leisure centre)</li> </ul> <p><b>Role Play Area Enhancements:</b></p> <ul style="list-style-type: none"> <li>- Fairytale castle</li> <li>- Beach/holiday</li> </ul>



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	<b>Role Play Area Enhancements:</b> - Home Corner - Café/restaurant - Space station	<b>Role Play Area Enhancements:</b> - Doctor's surgery - Superhero city - Gift & Toy Shop/ Wrapping area for Christmas		- Garden centre/flower shop		
Communication & Language	<ul style="list-style-type: none"> <li>- Enjoy listening to longer stories and can remember much of what happens.</li> <li>- Sing songs</li> <li>- Join in with Nursery Rhymes</li> <li>- Learn new vocabulary.</li> <li>- Talk about themselves and others in positive ways</li> </ul>	<ul style="list-style-type: none"> <li>- Offering ideas in Key Person Groups</li> <li>- Sharing news with the class</li> <li>- Pay attention to more than one thing at a time</li> <li>- Use a wider range of vocabulary.</li> <li>- Use longer sentences</li> <li>- Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>- Ask for help when needed</li> <li>- Join in with nativity play (waiting turn, learning spoken lines, learning songs)</li> </ul>	<ul style="list-style-type: none"> <li>- Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</li> <li>- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> <li>- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</li> <li>- Engage in story times</li> <li>- Follow instructions</li> </ul>	<ul style="list-style-type: none"> <li>- Know several Nursery rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>- Start a conversation with an adult or a friend and continue it for many turns.</li> <li>- Listen to and talk about stories to build familiarity and understanding.</li> <li>- Engage in non-fiction books.</li> </ul>	<ul style="list-style-type: none"> <li>- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li> <li>- Connect one idea or action to another using a range of connectives.</li> <li>- Describe events in some detail.</li> <li>- Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>- Develop own narratives</li> </ul>	<ul style="list-style-type: none"> <li>- Understand how to listen carefully and why listening is important.</li> <li>- Ask questions to find out more and to check they understand what has been said to them.</li> <li>- Articulate their ideas and thoughts in well-formed sentences.</li> <li>- Join in with traditional tales repeated frames, listening and engaging well in stories</li> </ul>
Personal, Social & Emotional Development	<ul style="list-style-type: none"> <li>- See themselves as a valuable individual.</li> <li>- Explore new environment</li> <li>- Learn new rules and routines</li> <li>- Play alongside each other</li> <li>- Learn to share</li> <li>- Talk about own interests.</li> <li>- Developing relationships with friends and adults in class</li> </ul>	<ul style="list-style-type: none"> <li>- Manage their own needs</li> <li>- Manage personal hygiene including dressing and going to the toilet</li> <li>- Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>- Begin to work and play cooperatively and take turns with others.</li> </ul>	<ul style="list-style-type: none"> <li>- Build constructive and respectful relationships.</li> <li>- Think about the perspectives of others.</li> <li>- Be confident to try new activities</li> <li>- Form positive attachments to adults and friendships with peers.</li> </ul>	<ul style="list-style-type: none"> <li>- Express their feelings and consider the feelings of others.</li> <li>- Identify and moderate their own feelings socially and emotionally.</li> <li>- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow</li> </ul>	<ul style="list-style-type: none"> <li>- Show resilience and perseverance in the face of challenge.</li> <li>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>- Set and work towards simple goals, being able to wait for what they want and control</li> </ul>	<ul style="list-style-type: none"> <li>- Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time, having a good sleep routine, being a safe pedestrian</li> <li>- Transition to Year 1</li> </ul>



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	<ul style="list-style-type: none"> <li>- Developing positive play skills</li> <li>- Keeping safe when using equipment (making pumpkin soup!)</li> </ul>	<ul style="list-style-type: none"> <li>- Show sensitivity to their own and to others' needs.</li> </ul>		<ul style="list-style-type: none"> <li>instructions involving several ideas or actions.</li> </ul>	<ul style="list-style-type: none"> <li>their immediate impulses when appropriate.</li> <li>- Understand the importance of healthy food choices.</li> </ul>	<ul style="list-style-type: none"> <li>- Speaking in front of the class with confidence</li> </ul>
<p style="text-align: center;"><b>Physical Development</b></p> <p style="text-align: center;">(Using Lancashire Primary PE Passport units)</p>	<ul style="list-style-type: none"> <li>- Develop the skills they need to manage the school day successfully e.g. lining up and queuing at mealtimes and breaktimes</li> <li>- Zip up coat</li> <li>- Hygiene – wash own hands</li> <li>- Moving equipment safely</li> <li>- Moving in different ways</li> </ul>	<ul style="list-style-type: none"> <li>- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>- Demonstrate some strength, balance and coordination when playing.</li> <li>- Begin to use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>- Show preference to a dominant hand when writing/mark-making</li> <li>- Firework dancing</li> </ul>	<ul style="list-style-type: none"> <li>- Develop body strength, co-ordination, balance and agility</li> <li>- Develop their fine motor skills so that they can use a range of tools competently, safely and confidently. Such as: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> <li>- Chinese dragon dancing</li> <li>- Chinese New Year sequence dancing</li> </ul>	<ul style="list-style-type: none"> <li>- Progress towards a more fluent style of moving, with developing control and grace.</li> <li>- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>- Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>- Begin to show accuracy and care when drawing.</li> </ul>	<ul style="list-style-type: none"> <li>- Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</li> <li>- Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>- Have a controlled pencil grip to form letters effectively</li> </ul>	<ul style="list-style-type: none"> <li>- Combine different movements with ease and fluency.</li> <li>- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> <li>- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>- keeping safe by and in the water (swimming trip)</li> <li>- Sport's day races</li> </ul>
<p style="text-align: center;"><b>Maths</b></p> <p style="text-align: center;">(Using NCETM mastering number scheme)</p>	<ul style="list-style-type: none"> <li>- Count objects, actions and sounds.</li> <li>- Baseline</li> <li>- Matching and Sorting</li> <li>- Comparing</li> <li>- Numbers 1-5</li> <li>- Positional Language</li> <li>- Subitising within 3</li> <li>- 1:1 correspondence</li> <li>- Counting in sequence</li> </ul>	<ul style="list-style-type: none"> <li>- Link the number symbol (numeral) with its cardinal number value.</li> <li>- Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>- Continue, copy and create simple, repeating patterns.</li> </ul>	<ul style="list-style-type: none"> <li>- Subitise up to 5</li> <li>- Count beyond ten.</li> <li>- Explore the composition of numbers to 10.</li> <li>- Number bonds to 5</li> <li>- Begin to focus on addition of numbers up to 10</li> <li>- 1 More</li> <li>- Matching arrangements to finger patterns</li> </ul>	<ul style="list-style-type: none"> <li>- Automatically recall number bonds for numbers 0-5 and some to 10.</li> <li>- Compare length, weight, height and capacity.</li> <li>- Subitise (recognise quantities without counting) up to 5.</li> </ul>	<ul style="list-style-type: none"> <li>- Select, rotate and manipulate shapes to develop spatial reasoning skills.</li> <li>- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than</li> </ul>	<ul style="list-style-type: none"> <li>- Compose and decompose shapes so that children recognise a shape can have other shapes <i>within it</i>, just as numbers can.</li> <li>- Have a deep understanding of number to 10, including the</li> </ul>



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	<ul style="list-style-type: none"> <li>- Representing numerical amounts on fingers</li> <li>- Repeating patterns</li> <li>- More and fewer</li> </ul>	<ul style="list-style-type: none"> <li>- Recognising and naming 2-D shapes</li> <li>- Representing numbers in different ways</li> <li>- Subitise within 5 using different arrangements, dice patterns</li> <li>- Counting beyond 5</li> <li>- Compare sets</li> <li>- Simple Part-Whole model</li> <li>Composition of numbers within 5</li> </ul>	<ul style="list-style-type: none"> <li>- Composition of numbers to 6</li> <li>- Symmetry</li> <li>- Begin to see that numbers within 10 can be composed of "5 and a bit"</li> <li>- Making numbers equal</li> </ul>	<ul style="list-style-type: none"> <li>- Name 3-D shapes and begin to look at their properties</li> <li>- Symmetrical patterns</li> <li>- Doubling</li> <li>- Odds and evens</li> <li>- Counting beyond 20</li> </ul>	<ul style="list-style-type: none"> <li>or the same as the other quantity.</li> <li>- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> <li>- Combining two groups of objects</li> <li>- Counting on and back</li> <li>- Composition of odd and even numbers</li> <li>- 1 Less</li> <li>- Counting from different starting numbers</li> <li>- Composition of numbers to 10</li> <li>- Ordering sets of objects</li> </ul>	<ul style="list-style-type: none"> <li>composition of each number.</li> <li>- Recall doubling and halving facts</li> <li>- Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>- Counting on and back to add and subtract numbers</li> <li>- Doubling</li> <li>- Halving/Sharing into groups</li> <li>- 3-D shapes</li> <li>- Revision of the year</li> </ul>
<p style="text-align: center;"><b>Literacy</b> (Using Red Rose Letters and Sounds scheme)</p>	<ul style="list-style-type: none"> <li>- Phase 1 Phonics</li> <li>- Introduce Phase 2 Sounds</li> <li>- Hear initial sounds</li> <li>- Handle books carefully</li> <li>- Read individual letters by saying the sounds for them.</li> </ul>	<ul style="list-style-type: none"> <li>Phase 2 sounds</li> <li>- Correct letter formation</li> <li>- Shared reading and writing</li> <li>- Write my name</li> <li>- Oral blending</li> <li>- Beginning to join in repeated refrains</li> <li>- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> </ul>	<ul style="list-style-type: none"> <li>Phase 2/3</li> <li>- Writing labels, captions and phrases.</li> <li>- Blending for writing</li> <li>- Sequencing stories &amp; events</li> <li>- Recognise familiar words</li> <li>- Write letters clearly</li> <li>- Read some common exception words</li> </ul>	<ul style="list-style-type: none"> <li>Phase 3</li> <li>- Non-fiction books</li> <li>- World Book Day</li> <li>- Comprehension</li> <li>- Sentence building</li> <li>- Read simple phrases and sentences made up of words with known letter-sound correspondences</li> <li>- Anticipate (where appropriate) key events in stories.</li> </ul>	<ul style="list-style-type: none"> <li>Phase 3/4</li> <li>- Non-fiction books</li> <li>- Writing sentences independently</li> <li>- Read and write key words</li> <li>- Read own writing</li> <li>- Characters</li> <li>- Retelling stories</li> <li>- Form lower-case and capital letters correctly.</li> <li>- Write short sentences with words with known letter-sound correspondences using</li> </ul>	<ul style="list-style-type: none"> <li>- Writing sentences</li> <li>- Key Word Spelling</li> <li>- Read and Write tricky words</li> <li>- Use new vocab</li> <li>- Use phonic knowledge to write unfamiliar words</li> <li>- Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>- Re-read what they have written to check that it makes sense.</li> <li>- Traditional Tales</li> <li>- Use and understand recently introduced</li> </ul>



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					<p>a capital letter and full stop.</p> <p>- Write recognisable letters, most of which are correctly formed</p>	<p>vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>- Say a sound for each letter in the alphabet and at least 10 digraphs.</p>
	<p><b>Key texts:</b></p> <ul style="list-style-type: none"> <li>• Our Class is a family</li> <li>• All are welcome</li> <li>• Funny Bones</li> <li>• Incredible You</li> <li>• The Dot</li> <li>• The Invisible String</li> <li>• The Koala Who Could</li> <li>• Ruby's Worry</li> <li>• The Lion Inside</li> <li>• The Perfect Fit</li> <li>• All Are Welcome</li> <li>• Little Red Hen</li> <li>• Little Red Hen Makes a Pizza</li> <li>• Autumn is here</li> <li>• Scarecrow's Wedding</li> <li>• Supertato</li> <li>• Story of a Storm</li> <li>• Pumpkin Soup</li> <li>• Harvest Days around the World</li> </ul>	<p><b>Key texts:</b></p> <ul style="list-style-type: none"> <li>• Tap The Magic Tree</li> <li>• Owl Babies</li> <li>• The Squirrels who Squabbled</li> <li>• We're going on a leaf hunt</li> <li>• Supertato</li> <li>• Panda's Footprints</li> <li>• Detective Dog</li> <li>• A Superhero Like You</li> <li>• Super Daisy</li> <li>• Elliot the Midnight Superhero</li> <li>• Kindness is my Superpower</li> <li>• Super duper you</li> <li>• Dipal's Diwali</li> <li>• 10 Rules of being a superhero</li> <li>• Twas the Night Before Christmas</li> </ul>	<p><b>Key texts:</b></p> <ul style="list-style-type: none"> <li>• The Great Explorer</li> <li>• Blue Penguin</li> <li>• One Snowy Night</li> <li>• The Winter Fox</li> <li>• How to Catch a Dragon</li> <li>• Lost and Found</li> <li>• Oh No! A Shark in the Snow</li> <li>• Polar Bear, Polar Bear, What do you Hear?</li> <li>• Under the Snow</li> <li>• Little Robin Red Vest</li> <li>• The Gruffalo</li> <li>• The Gruffalo's Child</li> <li>• Can't you sleep little bear?</li> <li>• Rosie's Walk</li> <li>• The Boy, The Fox, The Horse and The Mole by Charlie Mackesy (CMH week)</li> </ul>	<p><b>Key texts:</b></p> <ul style="list-style-type: none"> <li>• Welcome</li> <li>• Moving to England</li> <li>• Rosie's Walk</li> <li>• Here we are</li> <li>• You Choose</li> <li>• Welcome to Our World</li> <li>• To the Edge of the World</li> <li>• Shine</li> <li>• Our Class is a Family</li> <li>• The Tiny Seed</li> <li>• The Bad Seed</li> <li>• A Seed in Need</li> <li>• Eddie's Garden</li> <li>• Jasper's Beanstalk</li> <li>• Oliver's Vegetables</li> <li>• The Spring Rabbit</li> <li>• The Rhyming Rabbit</li> <li>• Fletcher and the Springtime Blossoms</li> </ul>	<p><b>Key texts:</b></p> <ul style="list-style-type: none"> <li>• Bee My Friend</li> <li>• The Very Impatient Caterpillar</li> <li>• The Very Hungry Caterpillar</li> <li>• Oi Frog</li> <li>• Non-fiction texts on Life-cycles</li> <li>• Minibeast Bop</li> <li>• Mad about Minibeasts</li> <li>• Aaarrgghh Spider!</li> <li>• The Bad-tempered Ladybird</li> <li>• The Snail and the Whale</li> <li>• The Butterfly dance</li> <li>• What the Ladybird Heard</li> </ul>	<p><b>Key texts:</b></p> <ul style="list-style-type: none"> <li>• Jack and the Beanstalk</li> <li>• The Three Little Pigs</li> <li>• Goldilocks and the Three Bears</li> <li>• The Three Billy Goats Gruff</li> <li>• The Gingerbread Man</li> <li>• Dogger</li> <li>• The Toymaker</li> </ul> <p>Books to aid with transition:</p> <ul style="list-style-type: none"> <li>• Incredible You</li> <li>• The Dot</li> <li>• The Koala Who Could</li> <li>• Ruby's Worry</li> <li>• The Perfect Fit</li> <li>• The invisible string</li> </ul>



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		<ul style="list-style-type: none"> <li>• Stickman</li> <li>• The Nativity Story</li> <li>• A World of Cookies for Santa</li> <li>• The Empty Stocking</li> <li>• Welcome (migration)</li> </ul>		<ul style="list-style-type: none"> <li>• Dear Earth</li> </ul>	<ul style="list-style-type: none"> <li>• Who is my mother?</li> <li>• Animals on the farm</li> </ul>	
Understanding the World	<ul style="list-style-type: none"> <li>- Talk about members of their immediate family and community.</li> <li>- Name and describe people who are familiar to them.</li> <li>- Comment on images of familiar situations in the past.</li> <li>- Adjust to school environment and routine</li> <li>- Understand the features of Autumn and the changing of the seasons</li> <li>- Harvest</li> </ul>	<ul style="list-style-type: none"> <li>- Understand the effect of changing seasons on the natural world around them.</li> <li>- Talk about the lives of the people around them and their roles in society.</li> <li>- Autumn (seasons changing)</li> <li>- Roles of people in our community</li> <li>- Understand key aspects of these celebrations:               <ul style="list-style-type: none"> <li>- Diwali</li> <li>- Bonfire Night</li> <li>- Christmas</li> <li>- Nativity</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Explore the natural world around them.</li> <li>- Describe what they see, hear and feel whilst outside. (Winter walk)</li> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (Winter, freezing &amp; melting)</li> <li>- Winter (Seasonal changes)</li> <li>- Freezing &amp; Melting</li> <li>- Different environments</li> <li>- Weather</li> <li>- Care for the environment</li> <li>- Migration</li> <li>- Internet safety</li> <li>- Chinese New Year</li> </ul>	<ul style="list-style-type: none"> <li>- Compare and contrast characters from stories, including figures from the past.</li> <li>- Draw information from a simple map (Rosie's Walk).</li> <li>- Recognise some similarities and differences between life in this country and life in other countries.</li> <li>- Recognise some environments that are different to the one in which they live.</li> <li>- Growing and planting, naming parts of a plant and understanding what plants need to survive</li> <li>- Caring for our planet and the ways we can look after it</li> </ul>	<ul style="list-style-type: none"> <li>- Understand that some places are special to members of their community.</li> <li>- Describe what they see, hear and feel whilst outside. (Spring walk – flowers/minibeasts)</li> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>- Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>- Naming different minibeasts and their features</li> <li>- Understanding that life is cyclical, and naming different parts</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling (toys past and present – Dogger, The Toymaker).</li> <li>- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>- Experiment with materials and their purposes, including which materials float and sink</li> </ul>



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					<ul style="list-style-type: none"> <li>of life cycles of certain animals and insects</li> <li>- Matching animals to their young and knowing their names</li> </ul>	
Expressive Arts and Design	<ul style="list-style-type: none"> <li>- Self-portraits</li> <li>- Fruit and Vegetable printing</li> <li>- Harvest Weaving</li> <li>- Exploring different media</li> <li>- Mark Making</li> <li>- Simple Songs</li> <li>- Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>- Sing a range of well-known nursery rhymes and songs.</li> </ul>	<ul style="list-style-type: none"> <li>- Christmas Cards</li> <li>- Wrapping presents</li> <li>- Making wrapping paper with pattern and colour</li> <li>- Diwali lamps</li> <li>- Calendars</li> <li>- Bonfire dancing</li> <li>- Bonfire celebrations</li> <li>- Firework pictures</li> <li>- Singing Songs from memory</li> <li>- Christmas pictures</li> <li>- People who help us portrait pictures</li> <li>- Patterns of different jobs and uniforms</li> <li>- Sing in a group or on their own, increasingly matching the pitch and following the melody. (Christmas songs)</li> </ul>	<ul style="list-style-type: none"> <li>- Cold colours</li> <li>- Penguins</li> <li>- Colour Mixing</li> <li>- Musical Instruments</li> <li>- Winter pictures</li> <li>- Making Chinese Lanterns and dragons</li> <li>- Create collaboratively, sharing ideas, resources and skills.</li> <li>- Watch and talk about dance and performance art, expressing their feelings and responses. (Chinese dragon videos to inspire movements)</li> <li>- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>	<ul style="list-style-type: none"> <li>- Patterns and texture</li> <li>- Instruments</li> <li>- Observational drawings of plants</li> <li>- Experimenting with different colour and texture</li> <li>- Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>- Develop storylines in their pretend play.</li> <li>- Invent, adapt and recount narratives and stories with peers and their teacher.</li> </ul>	<ul style="list-style-type: none"> <li>- Exploring tools</li> <li>- Sing Songs</li> <li>- Junk modelling</li> <li>- Combining different media to make representations of animals and objects</li> <li>- Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>- Share their creations, explaining the process they have used.</li> </ul>	<ul style="list-style-type: none"> <li>- Imaginative role play and movement</li> <li>- Acting out stories</li> <li>- Making character masks and costumes</li> <li>- Explore and engage in music making and dance, performing solo or in groups.</li> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>- Make use of props and materials when role playing characters in narratives and stories.</li> </ul>
PSHE/Value	<ul style="list-style-type: none"> <li>- All about me</li> <li>- What makes me special</li> <li>- My special people</li> <li>- My feelings</li> </ul>	<ul style="list-style-type: none"> <li>- I'm special, you're special</li> <li>- Same and different families</li> <li>- Same and different homes</li> <li>- I am caring</li> </ul>	<ul style="list-style-type: none"> <li>- What's safe to go into my body</li> <li>- Keeping myself safe</li> <li>- Safety indoors and outdoors</li> <li>- Listening to my feelings</li> <li>- Keeping safe online</li> <li>- People who keep me safe</li> </ul>	<ul style="list-style-type: none"> <li>- Looking after my special people</li> <li>- Looking after my friends</li> <li>- Being helpful at home and caring for our classroom</li> <li>- Caring for our world</li> <li>- Looking after money</li> </ul>	<ul style="list-style-type: none"> <li>- Bouncing back when things go wrong</li> <li>- Perseverance and resilience</li> <li>- Healthy eating</li> <li>- Moving your body (exercise)</li> <li>- Getting a good night's sleep</li> </ul>	<ul style="list-style-type: none"> <li>- Seasons</li> <li>- Life stages – plants, animals and humans</li> <li>- Life stages – who will I be?</li> <li>- Getting bigger</li> <li>- Me and my body – girls and boys</li> </ul>



# Grimsargh St Michael's CE Primary School

## EYFS Curriculum Long Term Plan 2025/26



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R.E.	<ul style="list-style-type: none"> <li>- Harvest</li> <li>- Giving and receiving</li> <li>- Fruits and vegetables</li> <li>- Kindness and selflessness</li> <li>- Changes in season</li>   <li>- God loves me and keeps me safe</li> <li>- Respect</li> <li>- Visiting Church</li> <li>- Knowing we are part of God's family</li> <li>- We are all special</li> </ul>	<ul style="list-style-type: none"> <li>- Valuing each other - What makes us different</li> <li>- Celebrating our differences</li>   <li>- The Christmas Story</li> <li>- Jesus' birthday</li> <li>- Nativity</li> <li>- Mary and Joseph and their journey</li> </ul>	<ul style="list-style-type: none"> <li>- Old and New Testament</li> <li>- Noah's Ark</li> <li>- Daniel and the Lions</li> <li>- Joseph's Coat</li> <li>- Jonah and the Whale</li> <li>- Moses in the Bulrushes</li> </ul>	<ul style="list-style-type: none"> <li>- The Easter Story</li> <li>- Palm Sunday – Jesus arriving</li> <li>- Good Friday – Jesus died on the cross</li> <li>- Easter Sunday – Jesus rising from the dead.</li> <li>- Lent, making Lent promises</li> <li>- The celebration of Easter</li> <li>- Easters symbols</li> </ul>	<ul style="list-style-type: none"> <li>- My special places, who we go with, where we go, why it's special</li> <li>- Church being a special place (visit to the Church)</li> <li>- Mosque (non-Christian faith special place)</li> <li>- Visit from Singh's – Sikhism and Gurdwara culture workshop (Gurdwara being a special place)</li> <li>- Respecting special places</li> <li>- Respecting other people's special places</li> </ul>	<ul style="list-style-type: none"> <li>- Special Times</li> <li>- Celebrations – Birthdays, Christmas, New Year, Anniversary, Wedding, Baptism</li> <li>- How we celebrate – family time, gifts, fireworks, special clothes, special food, decorations, candles, balloons</li> </ul>
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