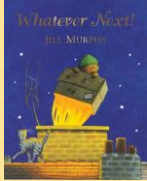


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Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big Question	Who Am I? 	Who are the people that help us? 	What are our favourite fairytales? 	How do living things change? 	What do we need for an adventure? 	Who were the dinosaurs? 
Key Texts	Super Duper You The Colour Monster What I Like About Me The Worrysaurus Hello Autumn The Gruffalo	When I Grow Up Emergency Superkid Supertato Exciteable Edgar Stickman	Goldilocks and the Three Bears The Three Little Pigs The Gingerbread Man	How To Catch a Dragon Jack and the Beanstalk The Hungry Caterpillar	Whatever Next Beegu Emma-Jane's Aeroplane The Great Balloon Hullabaloo The Hundred Decker Bus	If I Had a Pet Dinosaur Happy Hatchday There's A T-Rex in Town How to Bath a Dinosaur Harry and the Bucketful of Dinosaurs
Wow Moments/ Key Events	Transition Settling in Self Portraits Harvest Autumn	Remembrance Day Diwali Bonfire Night Evil Pea trapping the vegetables Superhero Day Firefighter Day Fire Service/ Police/ Nurse visitors Nativity Christmas Santa's Grotto	Shrove Tuesday Making porridge Baking gingerbread Winter Walks Fairytale Ball Valentines Day Lunar New Year Food Tasting Mental Health Week Big Garden Birdwatch	Dragon egg in the playground Letter from the giant World Book Day Mother's Day Spring Planting and growing Tadpole and Caterpillar lifecycles Eid Easter Staunton Farm Trip	Bus Trips around Bognor Town Airport Day Space Day Hot Air Balloon crash landing Healthy Living Week Bike and Scooter Day Beegu slime!	Dinosaur Egg Carnivore and Herbivore poo! Bathing dinosaurs Fossils Summer Sports Day Dinosaur Tea Party Balance Bikeability Transition to Y1
Drawing Club Texts/ Hooks	The Bear Hunt The Hairy Toe Not Now Bernard The Leaf Thief	What's in the Witch's Kitchen? Supertato Popeye The Grinch The Christmas Pine	The Billy Goats Gruff Little Red Riding Hood Wacky Races Roadrunner	The Odd Egg Superworm Hansel and Gretel Mr Benn Zookeeper	Aliens Love Underpants Captain Pugwash Little Red Hen The Burpee Bears	Are the dinosaurs dead Dad? The Dinosaur that Pooped a Princess The Way Back Home The Enormous Turnip The Night Pirates Tiddler

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Prime Areas

Communication and Language

This is developed throughout the year through high-quality speaking and listening interactions, carpet times, phonics, Drawing Club, daily group discussions, sharing circles and P4C, RSHE sessions, story sessions, singing, speech and language interventions, the NELI programme, collective worship and weekly interventions.

Listening, Attention and Understanding	Settling in activities and carpet times. Rules and routines Listening to The Colour Monster – focus on emotions and feelings. Learn to retell The Colour Monster using Talk 4 Writing Understand how to listen carefully and why listening is important. Understand ‘Why’ questions, e.g. “Why do you think The Colour Monster is worried?” Learn new vocabulary. Understand a question or instruction that has 2 parts, e.g. “Put on your coat and line-up at the door.” Engage in story times. Learn rhymes and songs.	Begin to learn our Nativity and Christmas songs. Learn to retell Supertato What do I want to be when I grow up? Listen to visitors talking about different professions and how they help us. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Learn new vocabulary. Use new vocabulary throughout the day. Engage in story times.	Listen and learn traditional tales. Compare characters and settings. Innovate and create own versions of the stories. Learning about the world around us through maos, talking about shared experiences – Winter, Lunar New Year, Fairytale Ball. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs. Learn new vocabulary. Use new vocabulary throughout the day. Engage in non-fiction books.	Learn about lifecycles through non-fiction texts. Learn facts and retell them. Links to stories and Easter, talking about shared experiences – Pancake Day, Eid, Mother’s Day, Spring, Farm Trip. Engage in non-fiction books Learn rhymes, poems and songs (music lessons- Charanga)	Links to transport learning, discussing the events of Space Day, Airport Day, Bus trips around Bognor Regis town. Early Learning Goal – Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;	Early Learning Goal – Make comments about what they have heard and ask questions to clarify their understanding; Early Learning Goal – Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
Speaking	Retell stories Talking about myself and my family	Retell a story, using talk for writing.	Talking about festivals. Retelling traditional tales, learning new vocabulary.	Talking about how things work and what happens in spring.	Use talk to help work out problems and organise thinking and activities, and	Listen to and talk about selected non-fiction to develop a deep

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	Develop social phrases. Begin to speak in front of others during circle time. Using talk during role play games. What is active listening? Adults modelling language throughout the day “Thank you!” “Good morning!” “How are you?” “Please could you pass me...?” Connect one idea or action to another using a range of connectives. Understand how to listen carefully and why listening is important.	Share new vocabulary learnt in Drawing Club. Talk about different professions. Speak in front of an audience during our Nativity Begin P4C and share ideas during circle times. Ask questions to find out more and to check they understand what has been said to them Learn rhymes, poems and songs. Learn new vocabulary. Use new vocabulary throughout the day. Engage in story times. Listen to and talk about stories to build familiarity and understanding.	Describe events in some detail. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words	Talking about the learning this half term e.g. Easter, Spring, Growing and Planting, Eid. Articulate their ideas and thoughts in well-formed sentences. Engage in non-fiction books	to explain how things work and why they might happen Use new vocabulary in different contexts. Early Learning Goal – Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	familiarity with new knowledge and vocabulary Early Learning Goal – Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. Early Learning Goal – Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
Personal Social and Emotional Development						
Managing Self	Links to ‘who am I?’ My family What makes me unique? What am I good at? Class rules and routines Building new friendships Exploring emotions Staying clean Sequencing my day Managing Self- See themselves as a valuable individual	Links to other communities and job roles, people who help us. Anti-bullying week linked to how to be a kind friend. Managing Self- Expresses his/her feelings and considers the feelings of others. Manage their own needs- Personal hygiene	Links to fairytale characters feelings, p4c circle times discussing right and wrong Managing Self- Show resilience and perseverance in the face of challenge.	Links to healthy eating and healthy lifestyles during Hungry Caterpillar week. E-safety. World Oral Health Day. Managing Self- Knows and can talk about the different factors that support his/her overall health and wellbeing; regular physical activity, healthy eating, toothbrushing, sleep routine and screentime.	Links to healthy living week. Managing Self- Early Learning Goal- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	Sports day- winning and losing. Transition to Y1 Look how much I have changed. Managing Self- Early Learning Goal- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for

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						rules, know right from wrong and try to behave accordingly.
Self Regulation	Think about the perspectives of others.	Express their feelings and consider the feelings of others	Identify and moderate their own feelings socially and emotionally	Give focus attention to what the teacher says, responding appropriately.	Early Learning Goal- Give focus attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.	Early Learning Goal- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
Building Relationships	Forming new relationships with adults and peers. Build constructive and respectful relationships.	Team building during superhero day. Working together to perform a Nativity. Build constructive and respectful relationships Work and play cooperatively.	Build constructive and respectful relationships. Show sensitivity to their own and to others' needs.	Early Learning Goal- Work and play cooperatively and take turns with others.	Early Learning Goal- Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.	Early Learning Goal- Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.
Physical Development						
Gross Motor	Introduction to PE Unit Get Set 4 PE scheme Key skills- Physical- run, jump, hop, skip, balance, crawl, catch, throw. Social- share, communication, work safely, co-operation, leadership.	Ball Skills Key skills- Physical- roll, stop a rolling ball, throw, bounce, catch, dribble with feet, kick, balance. Social- work safely, collaboration, co-operation, support others.	Fundamentals Key skills- Physical- balance, run, jump, hop, change direction, catch, throw. Social- work safely, support others, take turns.	Gymnastics Key skills- Physical- shapes, balances, jumps, rocking, rolling, travel Social- work safely, collaboration, share and take turns. Emotional- confidence, determination.	Dance Key Skills- Physical- actions, dynamics, space, balance, jump Social- Work safely, respect, collaboration.	Athletics Early Learning Goal – Gross Motor Skills Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

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	Emotional- independence, perseverance, confidence. Thinking- select and apply actions, comprehension, reflection, make decisions.	Emotional- independence, perseverance, honesty. Thinking- tactics, comprehension.	Emotional- honesty, determination. Thinking- decision making, comprehension, select and apply.	Thinking- creativity comprehension, select and apply.	Emotional- Independence, confidence Thinking- Select and apply actions, creativity, exploration, recall, provide feedback	Negotiate space and obstacles safely, with consideration for themselves and others
Fine Motor	Dough disco Name writing activities Threading, cutting, weaving, playdough Funky fingers interventions Nip flip grip- how to hold a pencil. Simple mark making opportunities. Show a preference for a dominant hand. Draw lines and circles using gross motor movements. Hold pencil/paint brush beyond whole hand grasp. Pencil Grip – encourage tripod grip.	Handwriting letters begin with Lens Ladder Family followed by Curly Cal. Teach and model correct letter formation. Drawing Club Daily name CVC writing activities. CVC morning task activity, what can you see? Fine motor activities Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Use one-handed tools and equipment, for example, making snips in paper with scissors.	Daily name/CVC writing activities. Drawing Club Cutting art activities Daily playdough. Begin labelling and caption writing. Begin to form letters correctly. Handle tools, objects, construction and malleable materials with increasing control. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	Morning simple sentence writing activities e.g. I can see... or hat is red. Fine motor intervention Drawing Club Hold a pencil effectively with a comfortable grip. Forms recognisable letters most correctly formed. Use their core muscle strength to achieve good posture when sitting at a table or sitting on the floor. Developing his/her small motor skills so that he/she can use a range of tools competently, safely and confidently, e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.	Name writing, sentence writing- the dog is... Applying phase 3 digraphs to words. Drawing Club Develop the foundations of a handwriting style which is fast, accurate and efficient. Develop pencil grip and letter formation. continually Use one hand consistently for fine motor tasks. Cut along a straight line with scissors / Start to cut along a curved line/circle. Early Learning Goal- Is beginning to show accuracy and care when drawing.	Early Learning Goal – Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.
Specific Areas						
Literacy-Comprehension	Listening to stories. Begin Drawing Club Talk 4 Writing- learn to retell The Colour	Drawing club focus- who are the characters? Where is the story set? Can I innovate and create	Editing story maps and orally retelling new stories linked to different fairytales.	Building fluency and understanding. Re-read books to build up their confidence in word reading,	Demonstrates an understanding of what has been read to him/her by retelling stories and	Early Learning Goal - Demonstrate understanding of what has been read to them

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	Monster. Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book. Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.	my own adventure linked to the story? Recall key vocabulary linked to Drawing Club texts. Retell stories in the role play area/ small world trays. Use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books.	Changing the setting and characters to create their own stories. Encourage children to record stories through picture drawing/mark making. Using recently introduced vocabulary during discussions about stories and during role-play.	their fluency, and their understanding and enjoyment. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events Draw pictures of characters/event /setting in a story. Make links between stories and characters, and settings.	narratives using his/her own words. Retell a story with actions and / or picture prompts as part of a group. Use story language when acting out a narrative. Spotting rhyming words in stories. Explain the main events of the story. Listen to stories, accurately anticipate key events, and respond to what they hear with relevant comments, questions, and reactions. Early Learning Goal- Make predictions. Anticipates, where appropriate, key events in stories	by retelling stories using their own words and recently introduced vocabulary. Early Learning Goal- Uses and understands recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
Literacy- Word Reading	Linking sounds to letters. Phonic Sounds-Supersonic Phonics Friends Phase 2 begins. Initial sounds, oral blending, CVC sounds,	Begin to blend cvc words. Finish Phase 2 Supersonic Phonics Friends by Christmas. Introduce Phase 2 High Frequency 'Tricky Tess' Words.	Introduce language of digraphs and trigraphs. Spotting digraphs in words. Begin Phase 3 phonics sounds that include digraphs and trigraphs. Read words containing phase 3 digraphs e.g. shop, this, light, boat.	Consolidate Phase 3 phonics sounds and High Frequency 'Tricky Tess' words. Read simple captions and phrases. Continue with group read and 1:1 reading at school. Can read some letter groups that each represent one	Begin Phase 4 Supersonic Phonics Friends and Phase 4 set of High Frequency 'Tricky Tess' words. Read simple sentences and show understanding of what you have read.	Consolidate Phase 4-reading cvcc, ccvc and ccvcc words and some polysyllabic words. Read words that have adjacent consonants. Read words and sentences that contain digraphs and trigraphs.

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	reciting known stories, listening to stories with attention and recall. Sharing books go home week 2. Phonics books go home week 3 after a full week of phonics. Bedtime Breakfast Event to share phonics scheme with parents and carers. Group read 3x a week, focusing on new phonics sounds.	Blending CVC words, rhyming, alliteration, knows that print is read from left to right. 3x a week group read. 1x a week read with an adult. Phonics books changed daily/ when necessary. Reading raffle to emphasise the importance of reading at home. Reads individual letters by saying the sounds for them.	Is able to blend sounds into words, so that he/she can read short words made up of known letter-sound correspondences	sound and say the sounds for them Can read some letter groups that each represent one sound and say the sounds for them	Able to read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Early Learning Goal- Can read words consistent with his/her phonic knowledge by sound-blending Early Learning Goal- Reads aloud simple sentences and books that are consistent with his/her phonic knowledge, including some common exception words	
Literacy- Writing	Gross motor big movements Making marks Tracing patterns Representing name Introduce tripod grip Dominant hand Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name.	Writing initial sounds and simple captions Writing and hearing sounds in cvc words Use initial sounds to label pictures Writing name Handwriting begins- correct letter formation taught, 3 letters a week. Write some or all their name. Write some letters accurately.	Hearing all 3 sounds in cvc words Labelling pictures Writing simple phrases Writing my name Writing some of Phase 2 HFW- the, I, go, to, no, into. Guided writing based using widgeit to develop short sentences. Draw story maps Able to spell words by identifying the sounds and then writing the sound with letter/s	Morning simple sentence writing activities e.g. I can see... or hat is red. Writing simple sentences Writing my name with correct letter formation Beginning to use a full stop Write short sentences to accompany story maps. Guided sentences Can write short sentences with words with known sound-letter correspondences.	Name writing, sentence writing- the dog is... Applying phase 3 digraphs to words. Beginning to use finger spaces Write more than one sentence Orally rehearse and 'hold' and write. Re read what he/she has written to check it makes sense. Can write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Early Learning Goal- Writes recognisable letters, most of which are correctly formed.	Can form lower-case and capital letters correctly Story writing Use a range of tricky words that are spelt correctly. Using familiar texts as a model for writing own stories. Write non-fiction facts Early Learning Goal- Writes simple phrases and sentences that can be read by others. Early Learning Goal- Spells words by identifying sounds in them and representing the sounds with a letter or letters.

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Maths Number and Numerical Patterns	Mathematical teaching- White Rose Maths Daily counting Counting stick Counting rhymes and songs. Counting 1 for 1 Number of the week Learning the 'fiveness' of 5. Comparing objects and sets. Subitising. Part- whole models. Tens frame and five frames. Composition of number. White Rose Plan-Match Sort and Compare Step 1 Match objects Step 2 Match pictures and objects Step 3 Identify a set Step 4 Sort objects to a type Step 5 Explore sorting techniques Step 6 Create sorting rules Step 7 Compare amounts Talk about Measure and Patterns Step 1 Compare size Step 2 Compare mass Step 3 Compare capacity	Circles and Triangles Step 1 Identify and name circles and triangles Step 2 Compare circles and triangles Step 3 Shapes in the environment Step 4 Describe position 1,2,3,4,5 Step 1 Find 4 and 5 Step 2 Subitise 4 and 5 Step 3 Represent 4 and 5 Step 4 1 more Alive in 5 Step 1 Introduce zero Step 2 Find 0 to 5 Step 3 Subitise 0 to 5 Step 4 Represent 0 to 5 Step 5 1 more Step 6 1 less Step 7 Composition Step 8 Conceptual subitising to 5	Length, Height and Time Step 1 Explore length Step 2 Compare length Step 3 Explore height Step 4 Compare height Step 5 Talk about time Step 6 Order and sequence time Mass and Capacity Step 1 Compare mass Step 2 Find a balance Step 3 Explore capacity Step 4 Compare capacity Growing 6,7,8 Step 1 Find 6, 7 and 8 Step 2 Represent 6, 7 and 8 Step 3 1 more Step 4 1 less Step 5 Composition of 6, 7 and 8 Step 6 Make pairs-odd and even Step 7 Double to 8 (find a double) Step 8 Double to 8 (make a double) Step 9 Combine 2 groups Step 10 Conceptual subitising	Building 9 and 10 Step 1 Find 9 and 10 Step 2 Compare numbers to 10 Step 3 Represent 9 and 10 Step 4 Conceptual subitising to 10 Step 5 1 more Step 6 1 less Step 7 Composition to 10 Step 8 Bonds to 10 (2 parts) Step 9 Make arrangements of 10 Step 10 Bonds to 10 (3 parts) Explore 3D Shapes Step 1 Recognise and name 3-D shapes Step 2 Find 2-D shapes within 3-D shapes Step 3 Use 3-D shapes for tasks Step 4 3-D shapes in the environment Step 5 Identify more complex patterns Step 6 Copy and continue patterns Step 7 Patterns in the environment	Maths Carousel- consolidation of number bonds to 5 and 10, doubles, ordering numbers to 20, recognising numbers to 20, writing simple number sentences. To Twenty and Beyond Step 1 Build numbers beyond 10 (10 - 13) Step 2 Continue patterns beyond 10 (10-13) Step 3 Build numbers beyond 10 (14- 20) Step 4 Continue patterns beyond 10 (14-20) Step 5 Verbal counting beyond 20 Step 6 Verbal counting patterns How Many Now? Step 1 Add more Step 2 How many did I add? Step 3 Take away Step 4 How many did I take away? Sharing and Grouping Step 1 Explore sharing Step 2 Sharing Step 3 Explore grouping Step 4 Grouping Step 5 Even and odd sharing Step 6 Play with and build doubles	Manipulate, Compose and Decompose Step 1 Select shapes for a purpose Step 2 Rotate shapes Step 3 Manipulate shapes Step 4 Explain shape arrangements Step 5 Compose shapes Step 6 Decompose shapes Step 7 Copy 2-D shape pictures Step 8 Find 2-D shapes within 3-D shapes Early Learning Goal-Number- Have a deep understanding of numbers to 10, including the composition of each number subitise (recognise quantities without counting) up to 5 Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Numerical Patterns Compare quantities up to 10 in different contexts, recognising when one quantity is
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	Step 4 Explore simple patterns Step 5 Copy and continue simple patterns Step 6 Create simple patterns It's Me 1,2,3 Step 1 Find 1, 2 and 3 Step 2 Subitise 1, 2 and 3 Step 3 Represent 1, 2 and 3 Step 4 1 more Step 5 1 less Step 6 Composition of 1, 2 and 3					greater than, less than or the same as the other quantity Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. Verbally count beyond 20, recognising the pattern of the counting system.
Understanding The World						
Past and Present	Who is in my family? Sharing family photos, naming who they are to them. Sharing what they have been doing and where they have been with their family. Read stories about different families and see we are all different. Comments on images of familiar situations in the	Links to Diwali, bonfire night, Remembrance Day, Christmas and the Nativity. What have we done at Christmas with our family in the past? Can I talk about the birth of Baby Jesus linked to our Nativity?	Past and present- Exploring castles, are dragons around now? Role play prince, princesses and knights Fairytale ball Lunar new year history Able to compare and contrast characters from	How have I changed over time? Looking at baby photos and putting myself in order Understanding my own chronology The Easter story Able to compare and contrast characters from	Compare and sort photos of transport from the past and present Peepo- comparing life in the past to the present Using the terminology 'past' 'present' 'future' Ordering the events in EYFS from past to present Learning about the artist Kandinsky Early Learning Goal-	Recapping my time in Early Years, how have I changed? Sharing photos of dinosaurs, fossils and skeletons Discussions around what earth was like when dinosaurs were alive Learning about the artist Henri Matisse Early Learning Goal-

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	past	Talks about the lives of the people around him/her and their roles in society	stories, including figures from the past	stories, including figures from the past	Understand the past through settings, characters and events encountered in books read in class and storytelling.	Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
People, Culture and Communities	Talking about where I live and my hometown. What makes a family, who is important and special to me We are all different Comparing different countries and families Looking at photos of different families RE lessons every Wednesday Talks about members of his/her immediate family and community Names and describes people who are familiar to him/her	Celebrating Diwali- how do Hindu's celebrate this festival? Celebrating bonfire night Celebrating Christmas Remembrance Day Who are the people who help us? Role of different jobs around us Talking about the visitors and how they help our communities- firefighters, nurse, police officers, What do I want to be when I grow up? Seeing myself as a valuable individual Understands that some places are special to members of his/her community	The Lunar new year- how is this celebrated? Comparing this to festivals from Autumn 2 and celebrating differences Shrove Tuesday Valentine's Day Inspirational visitors to school, what is their role? We are all different and that is great Able to draw information from a simple map Recognise some similarities and differences between life in this country and life in other countries	Celebrating Eid and comparing this to other festivals. Food tasting Easter and how different communities and cultures celebrate this Celebrating Mother's Day How do people change over time Recognise that people have different beliefs and celebrate special times in different ways	Comparing different people from around the world Describe local habitat and contrasting country- share similarities and differences Comparing cultures and countries, links to weather, beaches, deserts, arctic, languages etc Looking at where I live on google maps Airport Day- what is it like in Italy? What did I see on the bus in my local town? Recognise some similarities and differences between life in this country and life in other countries	Courageous advocacy project- raising money for a charity of our choice. Early Learning Goal- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories,

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						non-fiction texts and – when appropriate – maps.
The Natural World	The season of autumn, what changes occur Decisions around the weather each day What animals and plants are in our outside area Welly Friday to explore the season of autumn Autumn outdoor learning day Describes what he/she can see, hear and feel whilst outside	Seasons- winter. Going on a winter walk. Signs of winter. Exploring ice. Christmas around the world Welly Friday to explore the changing seasons Explores the natural world around him/her	Maps- looking at fairytale maps, parts of a map, familiar maps, maps of the world, maps of theme parks I am familiar with Giving directions to beebots Creating my own pirate treasure map Season- winter, change over time Sorting different materials linked to The Three Little Pigs Welly Friday to explore the season of winter Understands the effect of changing seasons on the natural world around him/her	Lifecycles Animals and their young What do animals need to survive How to take care of animals What animals did I see on the farm Observing tadpoles and caterpillars and the change that occurs Spring hunt and walks, how has the garden changed? Planting beans, tomatoes and other flowers Mini beast hunts Welly Friday to spot signs of spring Spring outdoor learning day Recognises some environments that are different to the one in which he/she lives	How do things work linked to transport Floating and sinking Using a ramp and material to make cars go faster and slower Building stem marshmallow towers The egg drop- protect the egg What is it like on the moon? Recycling and how we can take care of our world Taking care of the plants and vegetables in the vegetable patch Welly Friday to explore the season of spring turning into summer Early Learning Goal- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Beach, water and sun safety Early Learning Goal- Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
Expressive Arts and Design						
Creating with Materials	Creating with materials- Self portraits Autumn and harvest artwork linked to the	Firework artwork Exploring colours and paint Choosing colours for a purpose	Fairytale artwork- making bears by using collage Lunar new year lanterns Playing the glockenspiels to the beat of the music	Observing and painting daffodils Creating spring and flower artwork	Learning about Vygotsky Kandinsky - creating UFO artwork using circles and different colours Creating healthy fruit salad	Henri Matisse 'The Snail' artwork Summer pictures Early Learning Goal-

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	changing colour of leaves Mixing colours Paint family portraits Explores colour and colour-mixing Drawing with increasing complexity and detail, such as representing a face with a circle and including details	Music charanga- discussions around pieces of music Making diva lamps Creating Christmas cards and Christmas tree decorations Explores, uses and refines a variety of artistic effects to express his/her ideas and feelings	Creates collaboratively sharing ideas, resources and skills	Is able to return to and build on his/her previous learning, refining ideas and developing his/her ability to represent them	Early Learning Goal- Make use of props and materials when role playing characters in narratives and stories.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used.
Being Imaginative and Expressive	Begin music lessons- charanga Singing and learning new and some familiar songs and nursery rhymes Learning a song/poem for harvest Role play area home corner- role playing families Visit from a Drama Workshop- acting and drama role play Sings in a group or on his/her own, increasingly matching the pitch and following the melody	Firefighter Day Superhero Day Learning Christmas nativity songs performing the nativity to an audience Role play area- Christmas themed and santas workshop Able to develop storylines in his/her pretend play	Role play area- fairytale themed Three bears cottage Cooking porridge Construction area linked to the Three Little Pigs Role playing and retelling The Gingerbread Man Learning the words to these stories- retelling them using story maps Drama and retelling fairytales Dancing to music for the lunar new year- watching and then taking part in dragon themed dancing Explores and engages in music making and dance, performing solo or in groups	Learning new songs in music and performing these Using glockenspiels Small world and role play themes linked to topic of animals- vet theme Watches and talks about dance and performance art, expressing his/her feelings and responses	Space Day- role play as an astronaut Airport Day- packing my suitcase and role play airport Transport themed role play and small world areas Listens attentively, moves to and talks about music, expressing his/her feelings and responses	Dance extravaganza- learning a dance Recapping and performing all our songs learnt in music this year Early Learning Goal- Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and when appropriate, try to move in time with music.