



NUTFIELD CHURCH PRIMARY SCHOOL  
EYFS LONG TERM PLAN 2025/26

Nutfield Church Primary School Overview of Termly Themes						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Buddy Starts School	In a land far, far away	Tickets please! Transport	Come outside	Sand and sea	People who help us Superheroes
<b>Possible themes, interests, lines of enquiry to support children's knowledge</b>	Settling in Getting to know you Building relationships Expectations and class rules Circle times/listening skills Teddy Bears picnic	Fairytales Diwali Bonfire Night Visiting Theatre Nature walk to look at autumn changes	Past and present vehicles Planes, hot air balloons, submarines Space travel – first man on the moon Chinese New Year Road Safety	Planting seeds Nature Walk to look at seasonal changes - Spring Environment protection Life cycles Butterfly lore Vet visit Mothers' Day	Pirates Differences and similarities between countries/cultures: Australia Maps Sun safety	Police visit Fire Visit Oral Hygiene Healthy food choices
<b>Role play ideas</b>	School house Village Shop	Traditional tales - Gingerbread house / Three Little Pigs house / Three bears house Santa's workshop	Ticket office Mission control	Garden centre Vets Pet shop	Travel agents Beach shop	Superhero HQ Police station Fire station Doctors surgery
<b>Texts to support themes and areas of learning</b>	Oi Cat! Oi Dog! Oi Duckbilled Platypus! We're going on a Bear Hunt The Everywhere Bear Biscuit Bear	The Gingerbread Man Jack and the Beanstalk Little Red The Jolly Christmas postman Stick Man	On the Way Home Mr Gumpy's Motor Car Busy Boats Man on the Moon Whatever Next!	I Love Animals Dear Zoo Little Red Hen The Hungry Caterpillar	Lighthouse Keeper's Lunch The Night Pirates Rainbow fish Tom and Lucy at the Seaside	Supertato Cops and Robbers A Day in the Life of a Doctor



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Nutfield Church Primary School Progression of Communication and Language							
Skill	Autumn 1 Buddy Starts School	Autumn 2 In a land far, far away	Spring 1 Tickets please! Transport	Spring 2 Come Outside	Summer 1 Sand and Sea	Summer 2 People who help us. Superheroes	Early Learning Goal.
Listening, Attention and Understanding	<p>To understand how to listen carefully.</p> <p>To understand why listening is important.</p> <p>To be able to follow directions.</p>	<p>To engage in story times, joining in with repeated phrases and actions.</p> <p>To begin to understand how and why questions.</p> <p>To respond to instructions with more than one step.</p>	<p>To ask questions to find out more.</p> <p>To begin to understand humour.</p> <p>To understand a range of complex sentence structures.</p>	<p>To retell a story.</p> <p>To follow a story without pictures or props.</p>	<p>To understand questions such as who, what, where, when, why and how.</p>	<p>To have conversations with adults and peers with back and forth exchanges.</p>	<p>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.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversations when engaged in back-and-forth</p>



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							exchanges with their teacher and peers.
Speaking	<p>To talk in front of a small group.</p> <p>To talk to the class teacher and TA.</p> <p>To learn new vocabulary.</p>	<p>To answer questions in front of the class.</p> <p>To use new vocabulary throughout the day.</p>	<p>To develop confidence to talk to other adults they see on a daily basis.</p> <p>To talk in sentences using conjunctions. For example: and, because.</p>	<p>To share their work to the class – standing up at the front of the class.</p> <p>To use new vocabulary in different contexts.</p> <p>To engage in non-fiction books.</p>	<p>To link statements and stick to a main theme.</p> <p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>To talk to different adults around the school.</p> <p>To talk about why things happen.</p> <p>To talk in sentences using a range of tenses.</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences including use of past, present and future tenses and making use of</p>



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							conjunctions, with modelling and support from their teacher.
Nutfield Church Primary School Progression of Personal, Social and Emotional Development							
Skill	Autumn 1 Buddy Starts School	Autumn 2 In a land far, far away	Spring 1 Tickets please! Transport	Spring 2 Come Outside	Summer 1 Sand and Sea	Summer 2 People who help us. Superheroes	Early Learning Goal.
Self-Regulation	<p>To recognise different emotions. To understand how people show emotions.</p> <p>To focus during short whole class activities.</p> <p>To follow one-step instructions.</p>	<p>To talk about how they are feeling. To begin to consider the feelings of others.</p> <p>To adapt behaviour to a range of situations.</p>	<p>To focus during longer whole class lessons.</p> <p>To follow two-step instructions.</p>	<p>To identify and moderate their own feelings socially and emotionally.</p> <p>To consider the feelings and needs of others.</p>	<p>To control their emotions using a range of techniques.</p> <p>To set a target and reflect on progress throughout.</p>	<p>To maintain focus during extended whole class teaching.</p> <p>To following instructions of three steps or more.</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focussed attention to what the teacher says, responding appropriately</p>



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							even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
Managing Self	<p>To wash hands independently.</p> <p>To put coat and socks on independently.</p> <p>To explore different areas with the EYFS environment.</p> <p>To use the toilet independently.</p>	<p>To develop class rules and understand the need to have rules.</p> <p>To get changed for PE with support.</p> <p>To have confidence to try new activities.</p>	<p>To begin to show resilience and perseverance in the face of challenge.</p> <p>To practise doing up a zipper.</p> <p>To practise doing up buttons.</p> <p>To practise doing up buckles.</p> <p>To put on PE kit independently.</p> <p>Road safety</p>	<p>To develop independence when dressing and undressing for activities such as PE.</p>	<p>To identify and name healthy food.</p> <p>To manage own basic needs independently.</p> <p>To learn how to keep safe in the sun.</p>	<p>To understand the importance of healthy food choices.</p> <p>To show resilience and perseverance in the face of challenge.</p> <p>To show a 'can do' attitude.</p> <p>To put uniform on and do up zippers, buttons and buckles with minimal support.</p> <p>To understand the importance of good oral hygiene.</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>
Building Relationships	<p>To seek support of adults when needed.</p>	<p>To play with children who are</p>	<p>To begin to work as a group with support.</p>	<p>To listen to the ideas of other children and</p>	<p>To work as a group.</p>	<p>To have confidence to communicate</p>	<p>Work and play cooperatively and</p>



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	To gain confidence to speak to peers and adults.	<p>playing with the same activity.</p> <p>To begin to develop friendships.</p> <p>To have positive relationships with all the EYFS staff.</p>	To use taught strategies to support taking in turns.	agree on a solution and compromise.	To begin to develop relationships with other adults around the school.	<p>with adults around the school.</p> <p>To have strong friendships.</p>	<p>take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>
<b>Nutfield Church Primary School Progression of Physical Development</b>							
<b>Skill</b>	<b>Autumn 1 Buddy Starts School</b>	<b>Autumn 2 In a land far, far away</b>	<b>Spring 1 Tickets please! Transport</b>	<b>Spring 2 Come Outside</b>	<b>Summer 1 Sand and Sea</b>	<b>Summer 2 People who help us. Superheroes</b>	<b>Early Learning Goal.</b>
PE Units (Get Set For Education scheme)	Introduction to PE: Unit 1	Introduction to PE: Unit 2	Dance: Unit 1	Dance: Unit 2	Games: Unit 1	Games: Unit 2	
Gross Motor Skills	<p>To move safely in a space.</p> <p>To stop safely.</p> <p>To develop control when using equipment.</p> <p>To follow a path and take turns.</p>	<p>To balance.</p> <p>To run and stop.</p> <p>To change direction.</p> <p>To jump.</p> <p>To hop.</p> <p>To explore different ways to</p>	<p>To use counting to help stay in time with the music when copying and creating actions.</p> <p>To move safely with confidence and imagination, communicating ideas through movement.</p>	<p>To create short sequences using shapes, balances and travelling actions.</p> <p>To balance and safely use apparatus.</p> <p>To jump and land safely from a height.</p>	<p>To roll and track a ball.</p> <p>To develop accuracy when throwing to a target.</p> <p>To dribble using hands.</p>	<p>To develop accuracy when throwing and practise keeping score.</p> <p>To follow instructions and move safely when playing tagging games.</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p>



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	To work co-operatively with a partner.	travel using equipment.	<p>To explore movement using a prop with control and co-ordination.</p> <p>To move with control and co-ordination, expressing ideas through movement.</p> <p>To move with control and co-ordination, copying, linking and repeating actions.</p> <p>To remember and repeat actions , exploring pathways and shapes.</p>	<p>To develop rocking and rolling.</p> <p>To create short sequences linking actions together and including apparatus.</p>	<p>To throw and catch with a partner.</p> <p>To dribble a ball using feet.</p> <p>To kick a ball to a target.</p>	<p>To learn to play against an opponent.</p> <p>To play by the rules and develop co-ordination.</p> <p>To explore striking a ball and keeping score.</p> <p>To work cooperatively as a team.</p>	Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Fine Motor Skills	<p>To use a dominant hand.</p> <p>To mark make using different shapes.</p> <p>To begin to use a tripod grip when</p>	<p>To begin to use anticlockwise movement and retrace vertical lines.</p> <p>To hold scissors correctly and cut along a straight</p>	<p>To use a tripod grip when using mark making tools.</p> <p>To hold scissors correctly and cut along a curved line.</p>	<p>To hold scissors correctly and cut out large shapes.</p> <p>To write letters using the correct letter formation and control of the size of letters.</p>	<p>To hold scissors correctly and cut out small shapes.</p> <p>To paint using thinner paintbrushes.</p>	<p>To hold scissors correctly and cut various materials.</p> <p>To create drawings with details.</p> <p>To independently use a knife, fork</p>	<p>Hold a pencil effectively in preparations for fluent writing- using the tripod grip in almost all cases.</p> <p>Use a range of small tools</p>



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	using mark making tools.  To use tweezers to transfer objects.  To thread large beads.  To use large pegs.  To begin to copy letters.  To hold scissors correctly and to make snips in paper.  To hold a fork and spoon correctly.	and zigzagged lines.  To use a tripod grip when using mark making tools.  To accurately draw lines, circles and shapes to draw pictures,  To write taught letters using correct formation.  To begin to use a knife correctly and use to cut food with support.	To thread small beads.  To use small pegs.  To write taught letters using the correct formation.			and spoon to eat a range of meals.	including scissors, paintbrushes and cutlery.  Begin to show accuracy and care when drawing.
Nutfield Church Primary School Progression of Literacy							
Skill	Autumn 1 Buddy Starts School	Autumn 2 In a land far, far away	Spring 1 Tickets please! Transport	Spring 2 Come Outside	Summer 1 Sand and Sea	Summer 2 People who help us. Superheroes	Early Learning Goal.
Comprehension	To use pictures to tell stories.  To sequence familiar stories.	To engage in story times, joining in with repeated phrases and actions.	To act out stories.  To begin to predict what may happen in a story.	To retell a story.  To follow a story without pictures or props.	To begin to answer questions about what they have read.	To answer questions about what they have read.	Demonstrate understanding of what has been read to them by retelling stories,





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	To independently look at a book, holding them the correct way and turning the pages.	<p>To begin to answer questions about the stories read to them.</p> <p>To enjoy an increasing range of books including fiction, non-fiction, poems and rhymes.</p>	To suggest how a story might end.	To talk about the characters in the books they are reading.	<p>To use vocabulary that is influenced by their experiences of books.</p> <p>To answer questions about what they have read.</p> <p>To use vocabulary that is influenced by their experiences of books.</p>	To know that information can be retrieved from books.	<p>and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>
Word Reading	<p>To recognise their name.</p> <p>To recognise Phase 2 sounds (s a t p i n m d g o c k c k e u r h b f l l ss)</p> <p>To recognise phase 2 HRS words (I the no put of is as his to go into pull)</p>	<p>To recognise Phase 3 sounds (j v w x y z zz qu ch sh th ng nk ai ee igh oa es)</p> <p>To recognise Phase 3 HRS words (he she buses we me be push was her my you)</p>	<p>To recognise Phase 3-4 sounds ( oo o oar or ur ow oi ear air ure er ow)</p> <p>To recognise Phase 3-4 HRS words (they all are ball tall when what)</p>	<p>To recognise Phase 3-4 sounds</p> <p>To recognise Phase 3-4 HRS words (said so have were out like some come there little one do children have)</p>	<p>To recognise Phase 4 sounds.</p> <p>CVCC -ed CCCVC CCCVCC -er est</p> <p>To read longer sentences containing Phase 4 words and HRS words.</p>	<p>To recognise Phase 5 sounds ( ay ou ie ea -le oy ir ue aw wh ph ew oe i-e o-e u-e c)</p> <p>To recognise Phase 5 HRS words (oh their people Mr Mrs your ask should would could asked</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are</p>



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	To begin to blend sounds together to read words using taught sounds.	<div>To blend sounds to read words using taught sounds.</div> <div>To recognise taught diagraphs in words and blend the sounds together.</div> <div>To read sentences containing HRS words and diagraphs.</div> <div>To read books matching their phonic ability.</div>	<div>To recognise taught diagraphs in words and blend the sounds together.</div> <div>To read sentences containing HRS words and diagraphs.</div> <div>To read books matching their phonic ability.</div>	<div>To read books matching their phonic ability.</div>	<div>To read books matching their phonic ability.</div>	<div>house mouse water want very)</div> <div>To read longer sentences containing Phase 5 words and HRS words.</div> <div>To read books matching their phonic ability.</div>	<div>consistent with their phonic knowledge, including some common exception words</div>
Writing	<div>To copy their name.</div> <div>To give meanings to the marks they make.</div> <div>To copy taught letters.</div> <div>To write initial sounds.</div> <div>To begin to write CVC words using taught sounds.</div>	<div>To write their name.</div> <div>To use the correct letter formation of taught letters.</div> <div>To write words and labels using taught sounds.</div> <div>To begin to write captions using taught sounds.</div>	<div>To form lower-case letters correctly.</div> <div>To begin to write sentences using finger spaces and full stops.</div> <div>To understand that sentences start with a capital letter and end with a full stop.</div>	<div>To form lower-case letters correctly and begin to form capital letters.</div> <div>To write sentences using finger spaces and full stops.</div> <div>To spell words using taught sounds.</div>	<div>To form lower-case and capital letters correctly.</div> <div>To begin to write longer words which are spelt phonetically.</div> <div>To begin to use capital letters at the start of a sentence.</div> <div>To spell some HRS words.</div>	<div>To form lower-case and capital letters correctly.</div> <div>To begin to write longer words and compound words which are spelt phonetically.</div> <div>To write sentences using a capital letter, finger spaces and full stop.</div>	<div>Write recognisable letters, most of which are correctly formed.</div> <div>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</div>



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			To spell words with taught sounds.  To spell some HRS words.	To spell some HRS words correctly.	To begin to read their work back.	To spell some HRS words correctly. To read their work back and check it makes sense.	Write simple phrases and sentences that can be read by others.
Nutfield Church Primary School Progression of Maths							
Skill	Autumn 1 Buddy Starts School	Autumn 2 In a land far, far away	Spring 1 Tickets please! Transport	Spring 2 Come Outside	Summer 1 Sand and Sea	Summer 2 People who help us. Superheroes	Early Learning Goal.
<b>Number (White Rose)</b>	N/A	<b>Focus:</b> Introducing 1,2 and 3. <b>Concepts and activities:</b> Finding 12,3 in environment. Matching quantities to numeral. Subitising images of 1,2,3.  <b>Focus:</b> Composition of 1,2,3 <b>Concepts and activities:</b> Sorting different representations of 1,2,3. Seeing 3 in different ways – part-part-whole and partitioning –	<b>Focus:</b> Composition of numbers to 5. <b>Concepts and activities:</b> Subitising. Making pairs to make the whole. Introducing part, part, whole method. Number bonds to 5. Addition and subtraction; 2 groups and 3 groups – how many altogether and how many are missing?  <b>Focus:</b> Introduce 6, 7, 8.	<b>Focus:</b> 9 and 10. Comparing numbers to 10 <b>Concepts and activities:</b> Counting, comparing, sorting up to 10. Use of number lines. Composition of 10. Bonds to 10 (partitioning) Counting forwards and backwards to 10. Singing 10 rhymes	N/A	<b>Focus:</b> Doubling <b>Concepts and activities:</b> Doubling is ‘twice as many’ Building doubles with real objects Doubling using tens frames, mirrors and barrier games “Double 2 is 4”	Have a deep understanding of number 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 doubling facts.



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		<p>number bonds to 3. Matching amounts to numerals. One more and one less within 3.</p> <p><b>Focus:</b> Introduce 4 and 5.</p> <p><b>Concepts and activities:</b> Making 4 and 5. Introduce 5 frame. Subitising 4 and 5. Discussing ways 4 and 5 are made.</p>	<p><b>Concepts and activities:</b> Subitising, comparing, part-part-whole of 6,7,8. Introduce tens frame</p> <p><b>Focus:</b> Combining groups and adding more.</p> <p><b>Concepts and activities:</b> Count separate groups then how many altogether. Adding more on a numberline. Games with number tracks.</p>				
<b>Numerical Patterns (White Rose)</b>	<p><b>Focus:</b> Match</p> <p><b>Concepts and activities:</b> Find objects which are the same/ different. Playing matching game (pairs). Matching size and shape as well as pattern and colour. Creating matching patterns (construction towers, coloured clowns, beads).</p>	<p><b>Focus:</b> Exploring 4 and 5</p> <p><b>Concepts and activities:</b> Different ways 4 and 5 are made – verbally describing. Exploring shapes made with 4 and 5 building cubes</p>	<p><b>Focus:</b> One less.</p> <p><b>Concepts and activities:</b> Sentence stems 'one less than ___ is ___' Rhymes/stories: 5 currant buns</p> <p><b>Focus: 0.</b> Comparing numbers to 5.</p> <p><b>Concepts:</b> Quantities same/more/fewer</p>	<p><b>Focus:</b> 9 and 10</p> <p><b>Concepts and activities:</b> Comparing, representing, sorting up to 9 and 10. Ordering numerals to 10. Composition of 9 and 10</p>	<p><b>Focus:</b> Building numbers beyond 10</p> <p><b>Concepts and activities:</b> Number patterns to 20 (numbers 1-9 repeat after every full ten) Beyond 20 on tens frame Estimating Matching pictures and numerals Subtraction.</p>	<p><b>Focus:</b> Sharing and grouping</p> <p><b>Concepts and activities:</b> Sharing equally between set number of people. Making equal groups of set objects.</p> <p><b>Focus:</b> Evens and Odds</p> <p><b>Concepts and activities:</b> Some things do not share equally into</p>	<p>Verbally count beyond 20, recognising the pattern of the counting system.</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p>



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	<p><b>Focus:</b> Sort</p> <p><b>Concepts and activities:</b> Sort into same/different – based on colour, size, shape. Sorting into groups. Sorting by own criteria.</p> <p><b>Focus:</b> Make simple patterns</p> <p><b>Concepts and activities:</b> Copy, continue, make own simple repeating patterns (3 units of repeat). Spotting mistakes in repeating patterns. Numberblocks S3 E17 Pattern Palace</p>		<p>than. Equal and unequal groups</p> <p><b>Focus:</b> Matching 6,7,8.</p> <p><b>Concepts and activities:</b> Matching images of 6,7,8 in different representations.</p>		<p><b>Focus:</b> Counting Patterns beyond 10</p> <p><b>Concepts and activities:</b> Visual representations of up to 20. Counting along a number track. Missing numbers in a number line. Ordering numbers to 20 Capacity and estimating.</p> <p><b>Focus:</b> Adding More</p> <p><b>Concepts and activities:</b> First, then, now stories. Counting on Adding more – unknown ‘then’ Adding more – first unknown.</p> <p><b>Focus:</b> Taking Away</p> <p><b>Concepts and activities:</b> First, then, now story. Taking away with unknown ‘then’ Playing games with numbers decreasing</p>	<p>2 groups and there is one left over. Identifying odd or even numbers. Odd and even structure on number shapes/tens frame.</p>	<p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
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<p><b>Shape, Space and Measure (White Rose)</b></p>	<p><b>Focus:</b> Compare Amounts <b>Concepts and activities:</b> Make comparisons to find groups have: equal/more/less/greater/fewer.</p> <p><b>Focus:</b> Compare size, mass and capacity. <b>Concepts and activities:</b> Compare and order based on size, mass and capacity. Vocab: Large/small Big/little Short/tall Tallest/shortest</p>	<p><b>Focus:</b> Circles and Triangles. <b>Concepts and activities:</b> Triangles. Circles and triangles in real life.</p> <p><b>Focus:</b> Rectangles and Squares. <b>Concepts and activities:</b> Rectangles and Squares. Finding shapes in real life and making pictures with shapes.</p> <p><b>Focus:</b> Night and day - time. <b>Concepts and activities:</b> Sequencing daily routines. Time of day – day and night.</p> <p><b>Focus:</b> Measuring and comparing mass and capacity. <b>Concepts and activities:</b> Using scales. Heavier</p>	<p><b>Focus:</b> Length and height Time – Days of the week <b>Concepts and activities:</b> Describe length and height (taller, shorter, longer, shorter) Measuring height Measuring time Make direct comparisons. Days of the week</p>	<p><b>Focus:</b> 3D shape <b>Concepts and activities:</b> Names of 3D shapes. Can describe similarities and differences. Some 3D shape features – curved, flat. Identifying shapes in real objects. Printing with shapes in playdough to identify 2D shapes within 3D shapes. Building with 3D shapes. Patterns – three or four step – ABB ABB</p>	<p><b>Focus:</b> Spatial Reasoning (Match, Rotate and Manipulate) <b>Concepts and activities:</b> Matching shapes using jigsaws and puzzles Matching shapes with 3D models Replicating models made with 3D and 2D shapes. Tangrams with 2D shapes.</p> <p><b>Focus:</b> Spatial Reasoning <b>Concepts and activities:</b> Making new shapes using right angled triangles, squares and triangles. Pattern blocks Tangrams</p>		<p>There are no early learning goals that directly relate to shape, space and measure objectives. However, children will have experienced rich opportunities to develop their spatial reasoning skills in shape, space and measure.</p>
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		and lighter Full and empty. How many fit inside? Applying measuring and weighing into baking.					
Nutfield Church Primary School Progression of Understanding the World							
Skill	Autumn 1 Buddy Starts School	Autumn 2 In a land far, far away	Spring 1 Tickets please! Transport	Spring 2 Come Outside	Summer 1 Sand and Sea	Summer 2 People who help us. Superheroes	Early Learning Goal.
<b>Past and Present</b>	To begin to make sense of their own life story and family history.	Compare and contrast characters from stories, including figures from the past. (Cinderella)  Comment on images of familiar situations in the past. (Christmas presents in the past.)	To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. (Transport old and new)  To understand the past through settings, characters and events encountered in books read in class and story-telling. (The moon landing and	To understand the past through settings, characters and events encountered in books read in class and story-telling. (Mary Anning)  To talk about the lives of people around them and their roles in society (Visit from the vet)	To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. (Seaside holidays past and present)  To understand the past through settings, characters and events encountered in books read in class and story-telling. (Grace Darling)	To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class. (The Great Fire of London)  To understand the past through settings, characters and events encountered in books read in class and story-telling. (Florence Nightingale)	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 experience and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.



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			famous astronauts)			To talk about the lives of people around them and their roles in society (Visit from a nurse and the fire brigade)	
<b>People, Culture and Communities</b>	<p>To continue to develop positive attitudes about the differences between people.</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them</p>	<p>To continue to develop positive attitudes about the differences between people. (Diwali)</p> <p>Recognise that people have different beliefs and celebrate special times in different ways. (Diwali )</p>	<p>To continue to develop positive attitudes about the differences between people. (Chinese New Year)</p> <p>Know that there are different countries around the world and talk about the differences they have experienced or seen in photos. (Chinese New Year)</p> <p>Recognise that people have different beliefs and celebrate special times in different ways. (Chinese New Year)</p>	<p>To show interests in different occupations ( Visit from a vet)</p> <p>Know that there are different countries around the world and talk about the differences they have experienced or seen in photos. (Rainforests)</p>	<p>Know that there are different countries around the world and talk about the differences they have experienced or seen in photos. (Australia)</p> <p>Understand that some places are special to members of their community (Visit to Christ Church)</p> <p>Recognise some similarities and differences between life in this country and life in other countries (Australia)</p> <p>Describe their immediate</p>	<p>To show interests in different occupations ( Visit from fire brigade and nurse)</p> <p>some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. (RE lessons / Christianity around the world)</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction, 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</p>





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					environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (Map work)	on knowledge from stories, nonfiction texts and (when appropriate) maps. (Compare the emergency services around the world)	from stories, non-fiction texts and (where appropriate) maps.
<b>The Natural World</b>	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Talk about what they can see, using a wide vocabulary.</p> <p>Explore how things work. (construction area)</p> <p>Begin to understand the need to respect and care for the natural environment and all living things. (Care for Peter rabbit)</p> <p>Understand the effect of changing seasons on the</p>	<p>Explore collections of materials with similar and / or different properties. (Gingerbread man investigation)</p>	<p>Explore the natural world around them (Spring walk)</p> <p>Describe what they see, hear and feel whilst outside (Farm Fridatys)</p> <p>Understand the effect of changing seasons on the natural world around them. (Spring walk)</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (Freezing)</p>	<p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of plants and animals.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Recognise some environments that are different to the one that they live in. (Rainforest)</p> <p>Explore the natural world</p>	<p>Understand the effect of changing seasons on the natural world around them. (Summer walk)</p>	<p>Explore and talk about different forces they can feel. (Magnetism)</p> <p>To 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.</p>	<p>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. Understand some important processes and changes in the natural world around them including the season and</p>



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	natural world around them. (Autumn walk)		Explore collections of materials with similar and / or different properties. (sinking and floating investigation)	around them, making observations and drawing pictures of animals and plants.			changing states of matter.
Nutfield Church Primary School Progression of Expressive Arts and Design							
Skill	Autumn 1 Buddy Starts School	Autumn 2 In a land far, far away	Spring 1 Tickets please! Transport	Spring 2 Come Outside	Summer 1 Sand and Sea	Summer 2 People who help us. Superheroes	Early Learning Goal.
<b>Creating with Materials</b>	<p>To name colours. To experiment with mixing colours. (Colour rainbow)</p> <p>To create simple representations of people and objects. (Self portrait)</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including detail, such as</p>	<p>To use colours for a particular purpose.</p> <p>To share creations.</p> <p>To explore different techniques for joining materials. (Glue stick, PVA)</p> <p>To know how to work hygienically and safely.</p> <p>To use non-statutory</p>	<p>To experiment with different mark making tools such as art pencils, pastels and chalk.</p> <p>To explore different techniques for joining materials. (Glue stick, PVA, masking tape, tape).</p> <p>To know how to work hygienically and safely.</p>	<p>To use natural materials to make a piece of art (Andy Goldsworthy)</p> <p>To share creations and talk about the process.</p> <p>To explore different techniques for joining materials. (Glue stick, PVA, Masking Tape, Tape, Split Pins).</p> <p>To make props and costumes for</p>	<p>To know which prime colours you mix together to make secondary colours.</p> <p>To plan what they are going to make (cooking, construction, junk modelling).</p> <p>To draw more detailed pictures of people and objects.</p> <p>To manipulate materials.</p>	<p>To know some similarities and differences between materials.</p> <p>To learn about and compare artists (Van Gogh: Stary Night)</p> <p>To explore, use and refine a variety of artistic ideas to express their ideas and feelings.</p> <p>To share creations, talk</p>	<p>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. Make use of props and materials when role playing characters in narratives and stories.</p>



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	<p>representing a face with a circle and including details. (Self portrait)</p> <p>To draw and colour with pencils and crayons.</p> <p>To role play using given props and costumes.</p> <p>To explore different techniques for joining materials. (Glue stick)</p> <p>To know how to work hygienically and safely.</p> <p>To use non-statutory measures (cups and spoons).</p> <p>To use some cooking techniques. (Spreading, cutting -sandwiches)</p> <p>To use different construction materials.</p>	<p>measures (spoons and cups).</p> <p>To use some cooking techniques. (Spreading, cutting, threading, coring)</p> <p>sandwiches and fruit kebabs.</p> <p>To create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>To learn about and compare artists.</p> <p>To create collaboratively, sharing ideas, resources and skills. (Junk Modelling)</p> <p>-Kandinsky – circles (pastels)</p> <p>-Diva Lamps (clay)</p>	<p>To use non-statutory measures (spoons and cups).</p> <p>To use some cooking techniques. (Spreading, cutting, threading, coring, mixing, grating)</p> <p>sandwiches, fruit kebabs and biscuits.</p> <p>To use drawing to represent ideas like movement or loud noises.</p> <p>To create collaboratively, sharing ideas, resources and skills. (Junk Modelling)</p> <p>Marbling – planets</p> <p>Hot air balloons(collage)</p> <p>Chinese New Year picture (printing).</p>	<p>different role play scenarios.</p> <p>To know how to work safely and hygienically.</p> <p>To use non-statutory measures (spoons and cups).</p> <p>To use some cooking techniques. (Spreading, cutting, threading, coring, mixing, grating)</p> <p>sandwiches, fruit kebabs and biscuits.</p> <p>To create collaboratively, sharing ideas, resources and skills. (Junk Modelling)</p> <p>Ephemeral art – Andy Goldsworthy</p> <p>Printing with natural materials</p>	<p>To create observational drawings.</p> <p>To know how to work hygienically and safely.</p> <p>To use non-statutory measures (spoons and cups).</p> <p>To learn about and compare artists. (Georges Seurat – Pointillism at the beach picture)</p> <p>To create a 3D fish by sewing two pieces of felt together.</p> <p>To create collaboratively, sharing ideas, resources and skills. (Junk Modelling)</p> <p>Felt Fish: (Sewing)</p> <p>Beach Scene (Pointillism) – at</p>	<p>about process and evaluate their work.</p> <p>To adapt their work where necessary.</p> <p>To create collaboratively, sharing ideas, resources and skills. (Junk Modelling)</p> <p>Van Gough – Starry night foil painting</p>	
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	<p>To create collaboratively, sharing ideas, resources and skills. (Junk Modelling)</p> <p>-Salt-dough teddy bears</p> <p>-Self portraits</p>			<p>Van Gough's Sunflowers: painting.</p>	<p>Dot painting - Aboriginal art –</p>		
<p><b>Being Imaginative and Expressive</b></p>	<p>To sing and perform nursery rhymes.</p> <p>To join in with whole school singing in Collective Worship.</p> <p>To join in with the Harvest Service at Church.</p> <p>To experiment with different instruments and their sounds.</p> <p>To talk about whether they like or dislike a piece of music.</p>	<p>To take part in the Year R and Year 6 Buddy Collective Worship.</p> <p>To perform a song in the Christmas Nativity.</p> <p>To join in with whole school singing in Collective Worship.</p> <p>To join in with the Christmas Carol Service at church.</p> <p>To sing the melodic shape of familiar songs.</p> <p>To sing entire songs.</p>	<p>To join in with whole school singing in Collective Worship.</p> <p>To create musical patterns using untuned instruments.</p>	<p>To join in with whole school singing in Collective Worship.</p> <p>To join in with the Easter Service at Church.</p> <p>To associate genres of music with characters and stories.</p> <p>To create costumes and resources for role play.</p>	<p>To move in time to music.</p> <p>To learn dance routines.</p> <p>To join in with whole school singing in Collective Worship.</p> <p>To act out well-known stories.</p> <p>To create narratives based around stories.</p>	<p>To take part in the Year R Collective Worship.</p> <p>To listen to poems and create their own.</p> <p>To join in with whole school singing in Collective Worship.</p> <p>To join in with the Leavers' Service at Church.</p> <p>To create own compositions on tuned and untuned instruments.</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well know nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.</p>



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	To create musical patterns using body percussion.  To use costumes and resources to act out narratives	To use costumes and resources to act out narratives.				To invent their own narratives, making costumes and resources.	
<b>Charanga Music Scheme</b>	Unit 1: Me!	Unit 2: My Stories  Nativity Songs	Unit 3: Everyone	Unit 4: Our World	Unit 5: Big Bear Funk	Unit 6: Reflect, Rewind and Repeat	