



St Bernadette's EYFS Long Term Plan 2025-2026

Learn to love, love to learn

Nursery




Areas of Learning	Autumn 1 All About Me	Autumn 2 Let's Celebrate!	Spring 1 Change	Spring 2 People Who Help Us	Summer 1 Animals and Insects	Summer 2 Our Wonderful World
Values	Grateful and Generous	Attentive and Discerning	Loving and Compassionate	Faith-filled and Hopeful	Eloquent and Truthful	Curious and Active
Possible Themes and Key Texts Traditional Tales in bold	<i>We're Going on a Bear Hunt</i> The Dot Peepo! I Don't want to wash my hands Dear Zoo Brown Bear, Brown Bear, what do you see? The Colour Monster Three Little Kittens (Plague) Little Red Riding Hood	<i>Owl Babies</i> (Plague) We're Going on a Leaf Hunt How to catch a Star Whatever Next? Room on the Broom Funny Bones The Proudest Blue Goldilocks and the Three Bears	<i>The Snowy Day</i> Stick Man Peace at Last One Snowy Night Dot in the Snow Grandpa (Plague) Seasons-Non-Fiction books The Gingerbread Man	<i>The Train Ride</i> When I Grow Up It's a No Money Day Daddy Do My Hair The Bus Is for Us The Shopping Basket Lost and Found (Plague) Mr Wolf's Pancakes The Three Billy Goats	<i>The Very Hungry Caterpillar</i> The Tiger Who Came to Tea Slow Down: Bring calm to a busy world (Non-Fiction) The Life Cycle of a Butterfly Pass the Jam, Jim A Good Place The Gruffalo The Three Little Pigs	<i>The Little Red Hen</i> Each Peach Pear Plum Titch Giraffe's can't dance Oi Frog Handa's Surprise Starting School Hairy Maclary
Communication and Language	Enjoy listening to longer stories. Pay attention to more than one thing at a time. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".	Listening to others in small groups. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Sing a growing repertoire of songs. Know an increasing number of rhymes.	Develop their communication skills and begin to use more complex sentences to link thoughts. Use a wider range of vocabulary linked to our topic. Develop their pronunciation of words.	Use longer sentences of four to six words. Talk about familiar books, and be able to tell a long story. Follow simple directions, for example: how to plant a seed, or following simple instructions like baking a cake.	Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	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. Use a wider range of vocabulary.
Personal, Social and Emotional Development	Settling in – building relationships with peers and with staff. Learning to manage own feelings when separating from care givers.	Develop their sense of responsibility and membership of a community. Develop the	Become more outgoing with unfamiliar people in the safe context of nursery. Show more confidence in	Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Develop appropriate ways of being assertive.	Preparing for change and the transition to school Understand

	Learning and following boundaries and nursery/school rules. Select and use activities and resources, with help when needed. Learning to name basic feelings and knowing that it is okay to feel different feelings. .	class charter and ensure children understand what it means. Building self confidence in their nursery setting. Big emphasis on tidy up time- using songs to encourage this.	new social situations. Play with one or more other children, extending and elaborating play ideas. How to be a kind friend- begin to find solutions to conflicts.	remind them Talk with others to solve conflicts.		gradually how others might be feeling.
Physical Development	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Use one-handed tools and equipment, for example, making snips in paper with scissors.	Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to draw lines and circles and make marks. Using scissors and tools safely Start eating independently and learning how to use a knife and fork.	Start taking part in some group or team activities. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.	Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Make healthy choices about food, drink, activity and tooth brushing.	Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.	Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Use a comfortable grip with good control when holding pens and pencils.
Literacy All Literacy is linked to topic, books and children's interests. Children learn the structure of books and storytelling. Phonics phase 1 is covered in	Understand that print has meaning. Develop their phonological awareness, so that they can: - spot and suggest rhymes Begin to engage in conversation about stories.	Understand that we read English text from left to right and from top to bottom Sensory mark marking Recognise their own name.	Understand that print can have different purposes, e.g. a shopping list, story, recipe, etc. Develop their phonological awareness so they can clap the syllables in words. Begin to write some of their name.	Identify and name the different parts of a book, e.g. front cover, pages, etc. Develop their phonological awareness to recognise words with the same initial sound, such as money and mother. Write some or all of their name.	Understand page sequencing. Recognise words with the same initial sound, such as money and mother. Engage in extended conversations about stories, learning new vocabulary. Write some or all of their name.	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some letters accurately.

all aspects of learning for reading.						
Maths	<ul style="list-style-type: none">-Make comparisons between objects relating to size.-Compare sizes using gestures and language: 'bigger/little/small.'-Compare quantities using language: 'more than', 'fewer than'.-Talk about and explore 2D and 3D shapes-Notice patterns and arrange things in patterns.-Recite numbers past 5.-Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').-Understand position through words alone – for example, "The bag is under the table," – with no pointing.	<ul style="list-style-type: none">-Fast recognition of up to 3 objects, without having to count them individually ('subitising').-Recite numbers past 5.-Say one number for each item in order: 1,2,3,4,5.-Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').-Show 'finger numbers' up to 5.- Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.-Solve real world mathematical problems with numbers up to 5.-Experiment with their own symbols and marks as well as numerals.-Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.	<ul style="list-style-type: none">-Compare quantities using language: 'more than', 'fewer than'.-Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.			
Maths – Ongoing throughout the year	<ul style="list-style-type: none">• Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'• Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.• Combine shapes to make new ones – an arch, a bigger triangle etc.• Understand position through words alone – for example, "The bag is under the table," – with no pointing.• Describe a familiar route. <p>Discuss routes and locations, using words like 'in front of' and 'behind'</p>					
Understanding the World People Culture and Communities	Science Topic: Humans Meeting each other and learning about our families and names Learn our prayers and how to be respectful	Science Topic: Living things and their Habitats Family celebration and birthday photographs –	Science Topics: Materials, electricity Chinese New Year, tasting food, noodle dance experiment (change), craft dragon.	Science Topics: Materials continued, light Holi 14 th March Explore the festival 'Holi', Create some art outside using powder paint.	Science Topics: Animals Excluding Humans Real Life Experience Celebrate Ramadan/Eid–ask parents to send	Science Topics: Plants, sound Real Life Experience Father's Day Games

<p>The Natural World Past and Present</p>	<p>Talk positively about different experiences, skin colours and hair types Diwali</p> <p>Exploring Nursery garden and use senses in hands on exploration of natural experiences e.g. water area and mud kitchen. Exploring with natural materials in continuous provision</p> <p>Discuss holidays/experiences the children may have been on over the summer Talk about how to keep healthy- introduce My Happy Minds. Real Life Experiences-Human life cycle-visits from babies/pregnancy etc.</p> <p>Chn to take home teeth brushing packs and information for parents Children to bring in photos of when they were babies</p>	<p>birthday home corner (Christmas/Eid) Making a Christmas grotto-wow moment Bonfire Night Safety Visit to our school Library</p> <p>Transient art – use vocabulary linked to senses Seasonal change – use vocabulary linked to senses. Autumn walk (hear, see, smell, touch, taste (pumpkins) etc.) Real life Experience-Baking Autumn leaf biscuits Curiosity cube – natural autumnal objects Learning about owl habitats, visit from the Owl Sanctuary.</p> <p>Black History Awareness</p>	<p>Using Google Earth to locate China Safer Internet Day</p> <p>Real life Experience Materials- Ice experiment melting/freezing (change) -Exploring icy weather/frost outside (painting with Ice and exploring senses) Real life Experience-Baking gingerbread (links with traditional tales)</p> <p>Sharing Baptism photos and resources</p>	<p>Experiement with colour and mixing colours (Real Life Experience Visit from a care home EYFS Easter Bonnet Parade Mother's Day Breakfast Real Life Experience-Visit the pretend supermarket to buy ingredients to make pancakes (change) Making large trains outside-links with story map book Holy Week</p> <p>Electricity- Identify electrical devices, Use battery-powered Devices. Use Bee-Bots/torches-links with 'light'. Recognise that laptops need to be charged using a mains plug-simple city. Go on a walk around to look for objects that use electricity/batteries. Light- Creating dens outside and explore with torches. Shadow drawing outside</p> <p>St Patricks Day Discuss the importance of St Patrick. Show pictures of St Patricks Day in the past. Real Life Experience Learn about roles of professionals- visit from play town</p>	<p>pictures of Eid celebrations. Share traditional food.</p> <p>Forces- floating and sinking using the water tray, exploring magnetic materials Animals Excluding Humans- Learn about the life cycle of animals- Real Life Experience Observe how baby animals change over time-order caterpillars and observe how they change</p> <p>Compare adult animals to their babies St Bernadette Saints Day</p>	<p>EYFS Charity-helping others in need</p> <p>Plants- plant and care for seeds and bulbs Gather seeds from fruit and explore Real Life Experience- Children to plant and care for their own sunflower seed Real Life Experience Transition to Reception. Meet our new teachers</p> <p>Real Life Experience Baking bread-links with The Little Red Hen</p>
<p>RE Learning and Growing</p>	<p>Baseline God The Creator</p>	<p>God Our Father Cares For Us Advent Christmas</p>	<p>Baptism God's Family</p>	<p>Lent Holy Week</p>	<p>Easter Pentecost</p>	<p>Special Celebrations Baseline</p>

Expressive Arts and Design	<p>Creating sounds using instruments. Take part in simple pretend play, using an objects to represent different things Begin to remember and sing entire songs.</p> <p>Artist: Elma Thomas (printing shapes) Links :BHM, exploring with new materials</p>	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make. Play instruments with increasing control to express their feelings and ideas. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Enjoy dancing and joining in with ring games</p> <p>Artist: Georgia O'Keeffe Oil pastel poppies Links: Remembrance Day</p>	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Sing the pitch of a tone sung by another person ('pitch match').</p> <p>The Snowy Day: Making 'Puffy Paint'</p> <p>Artist: Andy Goldsworthy (Land Art) Links: using natural materials</p>	<p>Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Artist: Jackson Pollock Links-Holi-art outside</p>	<p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Use drawing to represent ideas like movement or loud noises. Explore colour and colour-mixing. Play instruments with increasing control to express their feelings and ideas.</p> <p>Artist: Eric Carle (collage and junk modelling) Links-The Very Hungry Caterpillar</p>	<p>Show different emotions in their drawings – happiness, sadness, fear etc. Respond to what they have heard, expressing their thoughts and feelings. Create their own songs, or improvise a song around one they know.</p> <p>Artist: Vincent Van Gough-sunflowers (observational painting) Links-planting sunflowers</p>
Nursery Rhymes More will be added across the year	<p>One Two Three, My Mother Caught a flea! One, Two Three Blow Head, Shoulders, Knees and Toes Old Macdonald Had a Farm Ring a Ring a roses Incy Wincy Spider Wind the Bobbin up If you're happy and you know it</p>	<p>Twinkle Twinkle Dingle Dangle Scarecrow Christmas Nativity songs Here is the Beehive</p>	<p>Miss Polly Had a Dolly Pat-a-Cake I'm a little tea pot One Potato</p>	<p>Five Little monkey's jumping on the bed Five buns in a baker's shop See the little bunnies Emily and Dan songs</p>	<p>One two buckle my shoe Alice the Camel Creepy Crawly Caterpillar (RE) Emily and Dan Songs</p>	<p>Emily and Dan Songs Polly Put the Kettle On</p>
Poetry Basket 	<p>Chop chop</p>	<p>Leaves are falling</p>	<p>Popcorn</p>	<p>Pancakes</p>	<p>Monkey Baby</p>	<p>I have a little frog</p>