EYFS LTP 2026 - 2027	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 5 weeks	Spring 2 5 weeks	Summer 1 8 weeks	Summer 2 7 weeks
Theme	**Marvellous Me**	**Food and Festivals**	**Once Upon a Time**	**Minibeasts**	**On the Farm**	**Let's go to the Beach**
Communication & Language	Understand how to listen carefully and why listening is important. Engage in story times.	Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Engage in story times.	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Describe events in some detail. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.	Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts.
	• Learn new vocabulary • Use new vocabulary throughout the day • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems & songs. • Use new vocabulary in different contexts					
	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.		Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.		Think about the perspectives of others. Manage their own needs.	

Personal, Social and Emotional Development	• These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.					
Physical Development	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and efficient.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
	• Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. • Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop overall body-strength, balance, co-ordination, and agility					
Literacy	Read individual letters by saying the sounds for them. **Literacy Book:** The Something **Focus Books** Super Duper You, Our Class is a Family, The Colour Monster, A Sense of Autumn, Don't Hog the Hedge, Room on the Broom.	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. **Literacy Book:** Star in the Jar **Focus Books** Sparks in the Sky, CBeebies Poppies, Diwali, The Nativity, How to Catch a Star, The Christmas Jolly Postman.	Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonics programme. **Literacy Book:** Juniper Jupiter **Focus Books** Jack and the Beanstalk, Goldilocks and the three Bears, We're Going on a	Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. **Literacy Book:** Little Red	Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. **Literacy Book:** The extraordinary Gardiner **Focus Books** The Little Red Hen, A Squash and a squeeze. Wonky Donkey, Rosies Walk, The Three Little Pigs, What the Ladybird	Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. **Literacy Book:** The Storm Whale **Focus Books** The Rainbow Fish, Tiddler, Barry the Fish with Fingers, Penguins, If

			Bear Hunt, The Gruffalo, Little Red Riding Hood.	**Focus Books** The Very Hungry Caterpillar, Mad About Minibeasts, Superworm, Norman the Slug with the Silly Shell, The Easter Story.	Heard, Katie and the Sunflowers.	Sharks Disappeared, Snail and the Whale.
Phonics	Phase 1, Phase 2 *See separate Phonics LTP*	Phase 3 *See separate Phonics LTP*	Phase 3 *See separate Phonics LTP*	Phase 3 *See separate Phonics LTP*	Phase 4 *See separate Phonics LTP*	Phase 5 *See separate Phonics LTP*
Mathematics	**Subitising** – subitising within 3 **Counting, Ordinality & Cardinality** – focus on counting skills **Composition** - Explore how all numbers are made of 1s. Focus on composition of 3 and 4 **Subitising** - Subitise objects & sounds **Comparison** - Comparison of sets, 'just by looking'. Use the language of comparison: more than and fewer than	**Counting, Ordinality & Cardinality** – focus on counting skills **Comparison –** Comparison of sets by matching. Use the language of comparison: *more than, fewer than, an equal number.* **Composition –** Explore the concept of 'whole' and 'part'. **Composition –** Focus on the composition of 3, 4 and 5. **Counting, Ordinality & Cardinality** – Practise object counting skills, match numerals to quantities within 10, verbal counting beyond 20.	**Subitising –** Subitise within 5 focusing on die patterns, match numerals to quantities within 5. **Counting, Ordinality & Cardinality** – focus on ordinality and the 'staircase' pattern. See that each number is one more than the previous number. **Composition –** Consolidate their understanding of the composition of 5, composing and decomposing numbers. Investigate part-part-whole relations. **Composition –** Numerosity of sets, equal and unequal, manipulating the number of objects to make them equal.	**Counting, Ordinality & Cardinality** – focus on the 'staircase' pattern and ordering numbers. **Comparison –** Focus on ordering numbers to 8. Use language of *less than.* **Composition –** Focus on 7. **Composition –** Doubles – explore how some numbers can be made with equal parts. Sorting numbers according to attributes – odd and even numbers. **Composition –** sorting numbers according to attributes e.g. odd and even numbers.	**Building numbers beyond 10 –** use a range of resources. Recognize numbers 1-9, repeat after every full 10. **Counting patterns beyond 10 –** count on and back from different starting points, say what comes before and after a given number and to place a sequence of numbers in order. **Spatial reasoning –** Select and rotate shapes, match arrangements of shapes, use positional language to describe where shapes are in relation to each other.	**Subitising –** Continue to identify when the sets can be subitised and when counting is necessary. Develop conceptual subitising. **Compisition –** Explore a range of repesentations of numbers, including the 10-frame, see how coubles can be arranged in a 10-frame. **Comparison –** Compare quantities and numbers. Continue to develop a sense of magnitude. **Number Patterns –** Generate about 'one more than' and 'one less than' numbers within 10. **Counting –** Continue to develop counting skills. **Consolidation of key skills**

Understanding the World	Talk about members of their immediate family and community. Name and describe people who are familiar to them.	Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.	Recognise some environments that are different to the one in which they live.	Understand that some places are special to members of their community.	Explore the natural world around them. Draw information from a simple map.	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.
	• Understand the effect of changing seasons on the natural world around them. • Describe what they see, hear, and feel whilst outside.					
Expressive Arts & Design	Develop storylines in their pretend play.	Sing in a group or on their own, increasingly matching the pitch and following the melody.	Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Create collaboratively sharing ideas, resources, and skills.	Listen attentively, move to and talk about music, expressing their feelings and responses.	Watch and talk about dance and performance art, expressing their feelings and responses
	• Explore, use, and refine a variety of artistic effects to express their ideas and feelings • Explore and engage in music making and dance, performing solo or in groups.					
RE	Creation and Covenent	Prophecy and Promise	Galillee to Jerusalem	Desert to Garden	To the ends of the Earth	Dialogue and Encounter
Personal Development	RHE	Created and Loved by God	Created and Loved by God	Created to Love Others	Created to Love Others	Created to Live in Community	Created to Live in Community
	PSHE	Establishing positive relationships Rules, expectations and goal setting.	Anti-bullying week Fairtrade fortnight	Understanding differences	Fairtrade fortnight	British Values	Transition
	Character Education	Love of Learning & Generosity	Citizenship & Prayer	Love of Neighbour & Friendship	Self Control	Confidence & Trustworthy	Courage & Wisdom

Physical Education	Me & Myself	Movement & Development	Throwing & Catching	Ball Skills	Fun & Games	Working with Others
Music (Kapow)	**Movement & Music** Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music	**Celebration Music** Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah and Kwankzaa. **Nativity / Christmas**	**Musical Stories** A unit based on traditional childrens' tales and songs, where pupils learn that music and instruments can be used to convey moods or represent characters	. **Exploring Sound** Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment.	**Transport** Using voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score.	**Big band** Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience.