



Year R: - Long Term Plan (2025-26)

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Magnificent me!	Lets celebrate In a Magical Land Far, Far Away!	In the life around us/ People who help us	Come Outside!	Amazing animals	Fun at the Seaside/ Ticket to ride!
Possible Themes/Interests/ Lines of Enquiry	Starting school my new class New Beginnings People who help us Careers My family PSED focus relationships feelings What am I good at?	Bonfire night celebrations Harvest The Nativity Christmas Lists Letters to Father Christmas Seasons - Autumn	Optician Dentists Shop keepers Teachers Restaurant Librarian Vets Mechanics	Plants & Flowers Weather / seasons Planting beans/seeds Fun Science/Life cycles Space	Life cycles Safari Animals around the world Climates / Hibernation Down on the Farm MiniBeasts Animal Arts and crafts Night and day animals Animal patterns David Attenborough Happy Habitats	Under the sea Off on holiday / clothes Where in the world shall we go? Send me a postcard! Marine life Fossils – Mary Anning Seasides in the past Compare: Now and then! Seaside art Around the Town How do I get there? Where in the world have you been? Where do we live in the UK / world? Fly me to the moon! Vehicles past and Present Design your own transport! Who was Neil Armstrong?
Key texts	Colour Monster Ruby's worries People who help us	Little Red Hen The christmas story Leafman What's in the witch's Kitchen Room on the broom The Gingerbread man	Builders - Three Little Pigs Mr Men chinese new year Chinese new year Burglar Bill The Great Race	life cycle of a bean The tiny seed The very hungry caterpillar Jack and the beanstalk Jaspers beanstalk The ugly duckling	Little red hen Rainbow fish Handa's surprise The very lazy ladybird Monkey puzzle The hare and the tortoise	Continents Asia Africa North/ south America Antarctica Europe Australia Grandad's island Commotion in the ocean
Enrichment	Little city	Autumn walk	Planting	Egg hatching Letter to David Attenborough	Trip - Heathrow gym	local area
Communication and Language	Understand how to listen carefully and why listening is important. Engage in story times , rhymes, and songs. Maintain attention in whole class/groups. Follow 1 step instructions. Understand 'why' questions. Use sentences 4-6 words. Use talk to organise play.	Listen in familiar & new situations. Engage in story times. Maintain attention in new situations. Ask questions to find out more and to check they understand what has been said to them. Follow <i>instructions with 2 parts</i> in a familiar situation. Start a conversation with peers and familiar adults and continue for many turns. Develop social phrases	Listen attentively in a range of situations. Maintain attention during appropriate activity. Engage in non-fiction books. Consider the listener and take turns. Use talk to organise/stand for something else in play. Begin to use past tense. Begin to recount past events.	Understand why listening is important. Maintain attention in different contexts. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Ask questions to find out more and check understanding. Articulate their ideas and thoughts in well-formed sentences. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Begin to connect one idea or action to another using a range of connectives. Describe events in some detail.	Listen and understand instructions while busy with another task. Maintain activity while listening. Understand how, why, where questions. Describe events in some detail. Express ideas about feelings and experiences. Articulate their ideas and thoughts in well-formed sentences. Use language to reason.	Listen and respond with relevant questions, comments, or actions. Attend to others in play. Make comments and clarify thinking with questions. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Speak in well-formed sentences with some detail. Use new vocabulary in different contexts. Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas.
	Learn new vocabulary Use new vocabulary through the day		Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs.		Use new vocabulary in different contexts Listen to and talk about stories to build familiarity and understanding.	

Personal, Social and Emotional Development	<p><i>Can talk about feelings.</i> Welcome distractions when upset. <i>Increasingly follow rules.</i> <i>Know likes and dislikes.</i> Independently organise belongings in the morning. Manage personal hygiene. Build constructive and respectful relationships.</p>	<p>Beginning to express their feelings and consider the perspectives of others. Begin to take turns and share resources. Independently choose where they would like to play. Continue to build constructive and respectful relationships.</p>	<p>Show pride in achievements. Understand behavioural expectations of the setting. Can explain right from wrong and try to behave accordingly. Manage their own needs. Can identify kindness. Seek others to share activities and experiences.</p>	<p>Can make choices and communicate what they need. Begin to show persistence when faced with challenges. Can keep play going by co-operating, listening, speaking, and explaining. Can reflect on the work of others and self-evaluate their own work.</p>	<p>Beginning to know that children think and respond in different ways to them. Can talk about their own abilities positively. Confident to try new activities Show resilience and perseverance.</p>	<p>Able to identify and moderate own feelings. See themselves as a unique and valued individual. Can seek out a challenge and enjoy the process. Show sensitivity to others' needs and feelings.</p>
	JIGSAW: BEING ME IN MY WORLD	JIGSAW: CELEBRATING DIFFERENCE (INCLUDING BULLYING)	JIGSAW: DREAMS AND GOALS	JIGSAW: HEALTHY ME	JIGSAW: RELATIONSHIPS	JIGSAW: CHANGING ME
Physical development	<p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p>	<p>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.</p>	<p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p>	<p>Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>
	Get set for PE Fundamentals 2 - Places and Spaces	Get set for PE Gym. 2 - Traditional tales	Get set for PE Dance 2 - Places	Get set for PE Ball skills 1 - Minibeasts	Get set for PE Ball skills 2 - Weather	Get set for PE Games 2 - Around the world
	<p>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.</p>					
Understanding the World	<p>Past and present Children will know about their own life story and how they have changed.</p> <p>People culture and communities Children will talk about the lives of people around them.</p> <p>The Natural world Children will understand the terms 'same' and 'different'.</p>	<p>Past and present Children will know some similarities and differences between things in the past and now.</p> <p>People culture and communities Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p> <p>The Natural world Children will explore and ask questions about the natural world around them. Children will understand the terms 'same' and 'different'.</p>	<p>Past and present Talk about the lives of the people around them and their roles in society.</p> <p>People culture and communities Understand that some places are special to members of their community.</p> <p>The Natural world Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live.</p>	<p>Past and present Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>People culture and communities Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>The Natural world Children will make observations about animals discussing similarities and differences. Children will know some important processes and changes in the natural world, including states of matter.</p>	<p>Past and present Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People culture and communities Children will know about features of the immediate environment</p> <p>The Natural world Children will make observations about animals discussing similarities and differences. Understand the effect of changing seasons on the natural world around them</p>	<p>Past and present Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>People culture and communities Recognise some similarities and differences between life in this country and life in other countries.</p> <p>The Natural world Children will talk about features of the environment they are in and learn about the different environments.</p>
	Discovery RE					
Expressive Arts and design	<p>Artist study – Jackson Pollock (collaborative work)</p> <p>Charanga Songs: Autumn 1: Me Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things for Fingers</p> <p>Develop storylines in their pretend play. Portrait skills – drawing themselves, observational work</p>	<p>Artist study – Yayoi Kusama, Piet Mondrian, Kandinsky</p> <p>Charanga Songs: Autumn 2: My Stories I'm A Little Teapot The Grand Old Duke of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Artist Study – Yves Klein</p> <p>Charanga Songs: Spring 1: Everyone! Wind the Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping on The Bed Twinkle, Twinkle If You're Happy and You Know It Head, Shoulders, Knees and Toes</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Charanga Songs: Spring 2: Our World Old Macdonald Incy Wincy Spider Baa, Baa Black Sheep Row, Row, Row Your Boat The Wheels on The Bus The Hokey Cokey</p> <p>Create collaboratively sharing ideas, resources, and skills.</p>	<p>Artist Study – Van Gogh</p> <p>Charanga Songs: Summer 1: Big Bear Funk Big Bear Funk - A Transition Unit: 1. Listen and Appraise 2. Musical Activities - learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments 3. Perform and Share</p> <p>Listen attentively, move to, and talk about music, expressing their feelings and responses.</p>	<p>Charanga Songs Reflect, Rewind & Replay: Consolidation of learning and contextualising the history of music.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p>
	<p><i>Explore, use, and refine a variety of artistic effects to express their ideas and feelings</i> <i>Explore and engage in music making and dance, performing solo or in groups.</i> Singing – well known nursery rhymes, familiar songs and chants.</p>					
Computing	Barefoot - BUSY BODIES	Barefoot - AWESOME AUTUMN	Barefoot - SPRINGTIME	Barefoot - BOATS AHOY	Barefoot - SUPER SPACE	Barefoot - SUMMER FUN

	<p>Concepts & Approaches: Algorithms, Decomposition, Debugging, Logic, Patterns, Abstraction</p> <p>children discover how bodies move and grow. Using the resources provided they explore and learn about parts of the body, growth and movement. Simple algorithms are created and adapted to form a routine of movements.</p>	<p>Concepts & Approaches: Creating, Pattern, Logic, Algorithms, Decomposition, Collaborating</p> <p>The children explore patterns, create a leaf labyrinth and make Pumpkin Soup using computational thinking skills.</p>	<p>Concepts & Approaches: Abstraction, Tinkering, Creating, Collaborating, Algorithms, Persevering, Decomposition</p> <p>Children make a Rabbit run, create Junk scarecrows and explore sequencing whilst planting seeds.</p>	<p>Concepts & Approaches: Algorithms, Decomposition, Creating, Tinkering, Logic, Patterns, Abstraction, Collaborating</p> <p>Children investigate boats. different uses of boats, floating and sinking predictions, creating a good boat through exploring designs and role play</p>	<p>Concepts and Approaches: Algorithms, Collaboration, Persevering, Creating, Pattern, Logical reasoning, Tinkering, Abstraction</p> <p>develop pupils computational thinking and problem solving skills. Include creating algorithms to direct a rocket through space and spotting patterns in pictures of aliens.</p>	<p>Concepts & Approaches: Tinkering, Persevering, Patterns, Logic, Decomposition, Debugging, Collaborating, Algorithms</p> <p>Children explore their surroundings and get creative, take a journey and make a map, and discover seaside tangrams</p>
SMART RULES:	To tell an adult if they see something on a digital device that upsets them		To know not to give out any information about themselves		To know that not everything they see on the internet is true	