



Long Term Plan 2025-2026



		Autumn		Spring		Summer	
EYFS AOL	NC Subject area	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
L I T E R A C Y	Topic Title	This is me! (My Family and Home) How do families compare?	Once Upon a journey... (Journeys/High Halden) What are the important places in my world?	Paws, Claws, Whiskers and Tails. Which animals live in different parts of our world?	Are We Nearly There Yet? How has transport changed?	Celebrate Together! How do celebrations around the world compare?	Oh I do like to be beside the seaside. How does the coast compare to High Halden?
	Class Text	Whatever Next 5 Minutes Peace A Quiet Night In Home The Big Book of Families The Family Book Goldilocks and The Three Bears Book of Numbers Ten Little Fingers and Ten Little Toes A Squash and a Squeeze (Maths) Rosie's Walk (Maths) Counting Creatures (Maths)	The Gingerbread Man 3 Billy Goats Gruff There's a Pig up My Nose Little Red Riding Hood Rosie's Walk (Maths) The Very Hungry Caterpillar (Maths) Night Monkey Day Monkey (maths) What do you See When you Look at a Tree? Nature Trail (Science)	The Great Kapok Tree Possum Magic Handa's Surprise Wombat Walkabout The Ugly 5 The Big book of Beasts Animalphabet, Julia Donaldson (Science) Our World (Science)	Johnny Duddle Pirate Books. The Night Pirates Portside Pirates The Two Stubborn Pirates Mega Trucks Emergency Choo Choo Clickety Clack Dig Dig Digging Look Inside Trains Non-Fiction texts from library Wright brothers Little People Big Dreams George Stephenson Word Sparks boats through the ages.	Celebrations around the world. Festivals. Supertato Carnival Catastro-Pea! Mog's Birthday Little Glow Tiny McToot The Full Stop That Got Away The Giant Jam Sandwich	Lucy and Tom go to the seaside Shirley Hughes. The Lighthouse Keeper's Secret. What the Ladybird Heard Goes to the Beach Mr Gumpy's Day Out My Odd Day My Even Day

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L I T E R A C Y	Phonics	Floppy Phonics: Level 1 Tricky words: Level 1 and 1+	Floppy Phonics: Recap Level 1 Tricky words: Level 2	Floppy Phonics: Level 2 Tricky words: Level 3	Floppy Phonics: Level 2 Tricky words: Level 4	Floppy Phonics: Level 3 Tricky words: Level 5	Floppy Phonics: Level 3 and Revision Tricky words: Revision
	Pathways Text	Peace at Last by Jill Murphy	Three little Pigs by Mara Alperin	Let's all Creep to Crocodile Creek by Jonny Lambert	The Pirates are Coming! by Matt Condon	Something Else Kathryn Cave	The Sea Saw by Tom Percival
L I T E R A C Y	Writing Outcomes	Give meaning to marks Identify Initial sounds Link sounds to letters Use some clearly identifiable letters to communicate meaning Write labels	Begin to break the flow of speech into words Write labels and captions Write CVC words	Begin to break the flow of speech into words Write labels and captions Write CVC words	Attempt to write short sentences in meaningful contexts	Write simple sentences which can be read by themselves and others Have an awareness of a capital letter and full stop when writing a simple sentence (EXC)	Write simple sentences which can be read by themselves and others Have an awareness of a capital letter and full stop when writing a simple sentence (EXC)
M A T H E M A T I C S	Maths - S,S,M and P taken from White Rose	Step 1 Compare size Step 2 Compare mass Step 3 Compare capacity Step 4 Explore simple patterns Step 5 Copy and continue simple patterns Step 6 Create simple patterns	Step 1 Identify and name circles and triangles Step 2 Compare circles and triangles Step 3 Shapes in the environment Step 4 Describe position Step 1 Identify and name shapes with 4 sides Step 2 Combine shapes with 4 sides	Step 1 Compare mass Step 2 Find a balance Step 3 Explore capacity Step 4 Compare capacity Step 1 Explore length Step 2 Compare length Step 3 Explore height Step 4 Compare height Step 5 Talk about time	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	Step 1 Identify units of repeating patterns Step 2 Create own pattern rules Step 3 Explore own pattern rules Step 4 Replicate and build scenes and constructions Step 5 Visualise from different positions Step 6 Describe positions Step 7 Give instructions to build	Step 8 Explore mapping Step 9 Represent maps with models Step 10 Create own maps from familiar places Step 11 Create own maps and plans from story situations

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			Step 3 Shapes in the environment Step 4 My day and night	Step 6 Order and sequence time			
M A T H E M A T I C S	Maths- Number and Number patterns	• identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers • within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching		• continue to develop their subitising skills for numbers within and beyond 5, • and increasingly connect quantities to numerals • • begin to identify missing parts for numbers within 5 • • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers • understand that two equal groups can be called a 'double' and connect this to finger patterns • sort odd and even numbers according to their 'shape' • • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern • order numbers and play track games		• continue to develop their counting skills, • counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 • begin to generalise about 'one more than' and 'one less than' numbers within 10 • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek	



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		- begin to develop the language of 'whole' - when talking about objects which have parts		join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers			
UNDERSTANDING OF THE WORLD	RE	Christianity	Christianity	Christianity	Christianity	World Faiths	World Faiths
		CREATION Why is the word 'God' so important to Christians?	INCARNATION Why do Christians perform Nativity plays at Christmas?	Which stories are special and why? (New Testament) Which stories are special and why? (Old Testament)	SALVATION Why do Christians put a cross in an Easter garden?	Which stories are special and why? (world faiths) with support from RE Today unit	Which stories are special and why? (world faiths) with support from RE Today unit
	History	Theme This is Me	Theme Once Upon a Journey		Theme Are We Nearly There Yet?		
		Enquiry Q How do families compare ?	Enquiry Q What are the important places in my world?		Enquiry Q How has transport changed ?		
		Sources photographs of each family. <u>Family trees: How do families compare?</u> - What is history? - Who is in my family? How does my family tree compare to my friends? - What is in mine and my family's history? What has happened in my lifetime? My parents' lifetime? My grandparents' lifetime?	<u>Local History: What are the important places in my world?</u> - How has High Halden changed in my lifetime? (Housing, traffic, purpose of buildings etc) - How has High Halden changed in my parents/grandparents lifetime? How do their experiences of High Halden		Sources Non-fiction books, photographs. <u>History of transport: How has transport changed?</u> - How have different forms of transport changed over time? How have cars changed? How have planes changed? How have boats changed? - How do timelines show the changes		

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UNDERSTANDING OF THE WORLD

		How do their life experiences compare ? • What does a historian do? How does the job of a historian compare to other jobs I know?	compare?		over time? How have cars changed? How have planes changed? How have boats changed? • How do pirate ships compare with other boats? How do pirate ships look? How do row boats, motor boats, cruise ships compare ?		
Geography			Theme Once Upon a Journey	Paws, Claws, Whiskers and Tails.		Celebrate Together!	Theme Oh I do Like to be beside the seaside.
			Enquiry Q What are the important places in my world ? Fieldwork - local village walk	Enquiry Q Which animals live in different parts of our world ? Fieldwork - Live footage from Kruger National Park in Africa		Enquiry Q: How do celebrations around the world compare ?	Enquiry Q How does the coast compare to High Halden? Field Work Trip to Hastings - observational drawings
		<u>Local Geography: What are the important places in my world?</u> • What is Geography? What and where on a local map is High Halden? What impact does High Halden have on my world ? • Where do I live? Where do other pupils live? Where is the school? How do I get to school?		<u>Animals From Around the World: How do animals and plants change?</u> • What are some of the continents in our world? Where		• What is a festival and why do people celebrate them around the world ?	<u>High Halden Vs Hastings: How does our village compare to a coastal town?</u> • Where is Hastings? What is a coastal town?



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UNDERSTANDING OF THE WORLD

- What do I see on my way to school?
- **What are the features of our immediate surroundings?** How does this **compare** to where I live? How does where I live **compare** to where my peers live?
 - **What are the features (human and physical) of High Halden?** How are different features identifiable and represented on a simple map?
 - **What are the changes that have taken place in my local area?** What has been the **impact** of these **changes** on my **world**?

- are the continents on a map? How does the climate in each continent **compare**?
- **What is the African Savannah like?** Which animals are in the African Savannah? How does the African Savannah **compare** to the other habitats in our **world**?
 - **What is the Australian outback like?** Which animals are in the Australian outback? How does the Australian outback **compare** to the other habitats in our **world**?
 - **What is the Amazon Rainforest like?** Which animals are in the Amazon Rainforest? How does the Amazon Rainforest **compare** to the other habitats in our **world**?
 - **What is the Arctic/Antarctic like?** Which animals are in the Arctic and

- How do people celebrate Las Fallas in Spain?
- How do people celebrate the Moon Festival in China?
- What special food, clothes or traditions are part of each festival?
- What is the same and what is different **(compare)** about these two festivals?

- Where is Hastings **compared** to High Halden?
- **What are the noticeable features/landmarks of Hastings** and how do these **compare** to High Halden?
 - **How do the maps of High Halden and Hastings compare?** What are aerial images? How do aerial images of High Halden and Hastings **compare**?



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U N D E R S T A N D I N G O F T H E W O R L D				Antarctic? How do these habitats compare to the other habitats in our world ?			
	Science	<u>Understanding the world: Changes</u> - What are the different seasons? What are the key differences I can observe between the seasons? How does the amount of rainfall change through the seasons from Autumn to Summer? How have I changed over the school year? What have been the impact of these changes? <u>Understanding the world: Places (habitats)</u> What is a habitat? What habitats are we likely to find in 'my world'? Where in the world are we likely to find different habitats? How do different animal habitats compare? What is the impact of habitats on the lives of animals?	<u>Understanding the world: Places (habitats)</u> What is a habitat? What habitats are we likely to find in 'my world'? Where in the world are we likely to find different habitats? How do different animal habitats compare? What is the impact of habitats on the lives of animals?	<u>Understanding the world: Places (habitats)</u> What is a habitat? What habitats are we likely to find in 'my world'? Where in the world are we likely to find different habitats? How do different animal habitats compare? What is the impact of habitats on the lives of animals? <u>Understanding the world: Living things</u> What are the names of body parts of animals I am familiar with? How do different animal body parts compare? What does nocturnal and diurnal mean? How do the lives of	<u>Understanding the world: Changes</u> - What are the different seasons? What are the key differences I can observe between the seasons? How does the amount of rainfall change through the seasons from Autumn to Summer? How have I changed over the school year? What have been the impact of these changes?		<u>Understanding the world: Changes</u> - What are the different seasons? What are the key differences I can observe between the seasons? How does the amount of rainfall change through the seasons from Autumn to Summer? How have I changed over the school year? What have been the impact of these changes?



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		the lives of animals?		these animals compare? • How do adult and baby animals compare? Which animals are we likely to find in a pet shop? What do different animals eat? How do their diets compare? • How do animals move? How do different animal movements compare? • What impacts on how well a plant grows? How do plants change depending on their light, water, soil and air?			
E X P R E S S I V E	Art	<u>ART TECHNIQUES</u> • What are colours? What are the primary colours? <u>ARTIST AND ARTWORK</u> • Who is Mondrian? What are the features of Mondrian art? How do different pieces of		<u>ART TECHNIQUES</u> • What are the secondary colours? How do different colours compare? • What happens when I mix colours? How can I use primary colours to make a desired secondary colour?		<u>ARTIST AND ARTWORK</u> • How does the artwork of Mondrian compare with other explored artists such as Miro and Pissarro? • How does this style of producing artwork compare to	



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ART AND DESIGN			wall? How do walls, towers and frameworks compare? What are the basic features of each? - How do I use scissors correctly and safely? Which materials in my classroom are appropriate for construction? - What are the different strategies for joining card or paper? How do they compare?	compare? What is the impact of using glue, paper fasteners or masking tape? How can I change a piece of paper or card by cutting and shaping it?	and finish a product when using a piece of card? How does cutting, joining and finishing compare? What is a construction kit? Where do moving wheels fit onto a construction kit?	fabric? What is the most effective way of cutting fabric? Where are fabrics used in my world? What impacts do fabrics have on my world? (headaddresses)	smell? How does the appearance of different fruits and vegetables compare? What can be used to cut soft fruit and vegetables? What different strategies are there for cutting soft fruits and vegetables? What is a utensil? What impact do utensil have in cooking?
	Music	Chant with the Animals	Creative Moves	Lilting Lullaby	Number Time	Wellbeing Matters	Rhythm Adventure
PD	PE	Write Dance Cricket (Mon)	Cycling Gymnastics (Team Theme)	Dance	OAA (Team Theme)	Multiskills (Sports Day Preparation)	Hockey Mon Athletics (Team Theme)
U of the W	Computing		Computing systems and networks 1: Using a computer - Learn about the main parts of a computer and how to use the keyboard and mouse. - Logging in and out	Programming: All about instructions - The children learn to receive and give instructions. - Understand the importance of precise instructions	Computing systems and networks 2: Exploring hardware - Tinker and explore with different computer hardware. - Learn to operate a camera	Programming 2: Programming Bee Bots - Learn about directions - Experiment with programming a Bee-bot - Tinker with hardware	Data Handling: Intro to data - Sort and categorise data - Introduction to branching databases and pictograms



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P E R S O N A L S O C I A L & E M O T I O N A L D E V	PSHE	Relationships How can I be a good friend? How can I make other children feel happy? How can I play nicely with others? How can adults at school help me?	Keeping Safe How can I play safely? How can I keep safe at school? How can I keep safe at home?	Understanding the Law What are rules? What are consequences? What can I do if I'm feeling big emotions? Who are the police and how do they help us?	Wellbeing How can I be a germ buster? How does food help me? How does exercise help me?	RSE To recognise the importance of friendship To recognise the importance of saying sorry and forgiveness To recognise that all families are different	Transition - TBC
	Enrichment Opportunities	Local Area Walk	Visit residents at Halden Heights Panto Trip	Local Area Walk	Green Farm	Tenterden Library	Local Area Walk Aquarium Trip
	Spiritual Development	Village walk - mindfulness in the meadow Mellow/Yellow Day Kindness Challenge Colour Monster - self regulation All about me. Forest School Seasonal Walks	Intergenerational Care - singing at HHH Seasonal Walks Remembrance Day Children in Need Christmas Building Relationships	Seasonal Walks	Seasonal Walks Comic Relief Easter Service	Flourish Together Day	Seasonal Walks

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Planned Enhancements and Continuous Provision Opportunities	The role play area begins as a home with pictures of the children's families on the wall. Props from the story can be added to the area eg a clock, a toy aeroplane etc. As we move on to discussing about bedtime routines then the role play area will turn into a bedroom and bathroom so the children can act out their bedtime routine. Puppets of the characters will be left out by the dolls house and reading corner so the children can play small world. Fine motor activities will include dressing/undressing Mr Bear into his PJs using buttons. In the creative area the children can make their own picture frames.	The reading corner will be full of traditional tales and alternative versions. Story props will be rotated weekly for each traditional tale. In the construction area and outdoor with the large construction, the children will be challenged to make houses out of different materials. Fans./spray bottles could be used to test strength. Journeys from traditional tales can be marked out in chalk for the bikes and scooters to follow. As we approach Christmas, the children can decorate the role play area with christmas decorations. Christmas card and wrapping will be left in the creative and writing area.	Maps, globes and map jigsaws around the classroom. Each week an interest table will be created to represent the habitat we are learning about eg savana. These will include books, small world animals and materials to create the habitat. The role play area will become a vets. Outside with the large construction a safari jeep can be built as the children role play going on safari. In the creative area animal prints can be explored as well as making animal masks. Children can cut and stick animal camouflage pictures. Explorer outfits will be put into the fancy dress. Peg the tail on the animal can be used for fine motor. Live footage of African National	Treasure map scrolls making with teabags for old effect and ribbons to tie around. The roleplay area will become an airport. Passports and tickets etc will need to be made and written. Planes, trains, boats can be built in both large construction and junk modelling. Water tray used to work out how to build boats that float. Paper aeroplanr making and flying - how can we measure how far it has gone? Treasure hunts around the area. Gold coins in the sand - tweezers to find them.	Dressing up clothes for celebrations. Feast type food and party props added to home corner. In the creative area decorations, lanterns, puppets can be made. Gifts can be made and wrapped and cards and invitations written and delivered in the postbox. Maps, atlases and globes are back out. Loom band bracelets.	The roleplay area can turn into an aquarium. The children can make mini aquariums in jars. Scarves can be made for their favorite teddy. Children can make lockets. Shells can be used in maths - with tweezers for fine motor skills. OS maps (and simpler versions) of Hastings and High Halden. Hama Bead fish. Rockpools can be created outside.
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			Nativity costumes will be in the fancy dress box.	Parks on the IWB during CI time.			
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