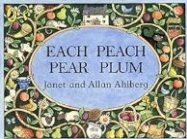


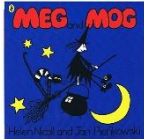
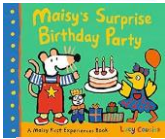
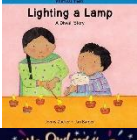


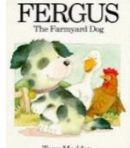
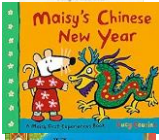

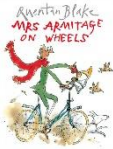
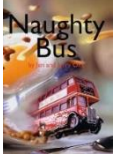
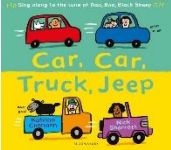
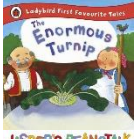

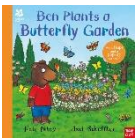
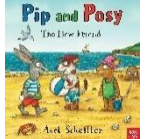
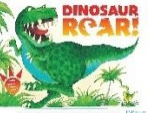
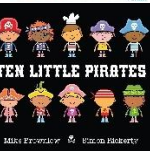



At the heart of EYFS at The Lancaster School is the child and their individual needs and interests. Children are beginning their school journey in EYFS and every care is taken to ensure this time is happy, safe and stimulating for all. We want children to leave EYFS confident, independent and resilient – ready for the next chapter of their school adventure.

The Lancaster School FS1 Long Term Plan – 2025-2026

Our learning journey may be adapted at various points to encompass the interests of the children, needs of the cohort and events acknowledged by the school community.
The planning of our inspired curriculum is supported by non-statutory guidance, Development Matters

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	I Love This Book!	Let's Celebrate	Animals Galore	Things That Go	Let It Grow/Minibeast Detectives	A Day at the Seaside!/Ocean Explorers
Core Values	Respect	Collaboration	Resilience	Creativity	Nurture	Aspirational
Key Texts	  	   	   	  	  	   

						
Nursery Rhymes	Miss Polly Had a Dolly Wind the Bobbin Up	Twinkle Twinkle (Christmas Concert Songs)	Old MacDonald Five Little Ducks	The Wheels on the Bus Row Row Your Boat	The Grand Old Duke of York Incy Wincy Spider	12345 Once I Caught a Fish Alive Row Row Your Boat
I wonder... (pre and post assessment question)						
I wonder...	...what makes a good story?	...what is a celebration?	...where animals live?	...how people travel?	...how plants grow? ...what minibeasts do?	...what happens at the beach? ...what happens under the sea?
Memorable Moments	Caterpillar Music Exploring our school Bear Hunt retell Making Gingerbread Men	Christmas Fair Christmas Concert Indian Dancing? Trip to Little Lincoln? Walk to post-box	Whitepost Farm Animals Tiger Tea Party Handa's Fruit tasting Mothers Day activities	Trainmaster Traffic Survey Spring Walk Easter activities	Planting seeds and plants Caterpillars Minibeast Day Sunshine Garden	Seaside Day Sports Day Loan Boxes – Fossils, Victorian Seaside. Summer Fair

						Transition
Termly Vocabulary	Book Page Turn Story Next, then Rhyme	Celebration Celebrate Festival Party Decorate Send/post Believe	Animal Habitat Farm/Farmyard Africa Village Visit Jungle	Transport Vehicle Move/Drive/Sail Track/Road Driver/Passenger	Plant Grow/change Seed Soil Shoot/root/leaf – Minibeast/Insect Crawl Grow/change Habitat	Beach Seaside Remember Sand/waves Shore Paddle – Ocean/sea Coral Fish/animals Habitat Save/Recycle

Communication & Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development.

The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.

Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive.

Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	I know I'm ready for Reception when:
<ul style="list-style-type: none"> I can use three word phrases such as 'more juice please' I can use a range of single words for function and description. I start to use simple plurals 	<ul style="list-style-type: none"> I can put four words together to make short sentences, e.g. 'he took my ball' I can use a range of single words for time and space. 	<ul style="list-style-type: none"> I can ask and answer simple questions particularly 'who' 'what' and 'where' I can use action words such as 'run' and 'fall' as well as words for the names of things. 	<ul style="list-style-type: none"> I can use language to explain and retell information in everyday situation I can use pronouns 'he' 'she' 'her' and 'his'. I am beginning to use the past tense 	<ul style="list-style-type: none"> I can use some story vocabulary. I can answer simple 'why' questions. I can use prepositions of 'in' 'on' 'under' 'in front' 'behind' 	<ul style="list-style-type: none"> I can listen to and talk about familiar stories and rhymes. I can use simple conjunctions to link words in sentences. 	<ul style="list-style-type: none"> I can speak in a full sentence. I can answer a simple question. I can listen and engage with simple, familiar stories. I can use my words to build friendships I can use my words to tell you what I am doing/playing I am confident being part of a conversation

	<ul style="list-style-type: none"> I can use pronouns 'me' and/or 'I' to describe myself. I am beginning to use the past tense 	<ul style="list-style-type: none"> I can form a simple sentence. 			<ul style="list-style-type: none"> I use talk to organise my thoughts. ... 	
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Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	I know I'm ready for Reception when:
<ul style="list-style-type: none"> I recognise happy and sad feelings. I am beginning to understand the importance of working with others. I am beginning to understand my part in my Nursery class. 	<ul style="list-style-type: none"> I feel proud when I have worked hard. I can talk about why I am special. I am beginning to see similarities and differences between 	<ul style="list-style-type: none"> I recognise angry and worried feelings. I am beginning to show motivation and resilience. I can talk kindly to others. I play confidently with others I can start to think about the jobs I might like 	<ul style="list-style-type: none"> I can find solutions to problems and conflicts I can follow the rules of the class independently I can name some parts of the body. I am beginning to understand what 'healthy' means. I am independent in my self-care and 	<ul style="list-style-type: none"> I can talk about my family. I can talk about a special friend. I know what to say or do if someone is unkind to me. I am independent using the Nursery environment. 	<ul style="list-style-type: none"> I know that I grow and change. I can talk about things I have enjoyed in Nursery. I can talk simply about moving to Reception. I am gaining confidence in 	<ul style="list-style-type: none"> I can talk about how I am feeling. I can play with other children. I am beginning to solve problems independently. I am beginning to understand different rules. I am learning to do lots of things on my own. I can seek help from familiar grown-ups.

	myself and others. <ul style="list-style-type: none"> I can use my words if I am upset. 	to do when I am older.	know why it's important. <ul style="list-style-type: none"> I know what to do if I am lost. 		new social situations <ul style="list-style-type: none"> I can understand gradually how others are feeling. 	
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Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, coordination and positional awareness through tummy time, crawling and play movement with both objects and adults.

By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, coordination and agility.

Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision help with hand-eye coordination which is later linked to early literacy.

Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	I know I'm ready for Reception when:
<ul style="list-style-type: none"> I can use my large muscles to move in different ways. I can roll a ball with increasing control. I am beginning to aim when I throw a ball. I experiment with different ways of moving a ball. 	<ul style="list-style-type: none"> I can use my large and small muscles to play with lots of different resources. I enjoy games such as Musical Statues. I remember a simple rhythm or 	<ul style="list-style-type: none"> I can make my own games that help me move in different ways I am gaining confidence doing things independently (e.g. putting on coats, doing zips & buttons) I am developing a sense of balance. 	<ul style="list-style-type: none"> I can move a bike or trike using both feet. I can move through a planned route e.g., a simple track 	<ul style="list-style-type: none"> I can complete a simple short race. I am developing movement skills i.e., jumping, hops I am beginning to use tools effectively and independently. 	<ul style="list-style-type: none"> I can follow simple instructions involving movement. I am using creative and mark-making tools with control. 	<ul style="list-style-type: none"> I can control my body in different ways (using small and large muscles) I can move in different ways. I am independent in looking after myself I can plan with others games which help me develop my large and small muscles.

	pattern linked to familiar music.	<ul style="list-style-type: none"> I can climb safely on and off of apparatus. 				
Literacy It is crucial for children to develop a life-long love of reading. Reading consists of 2 dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).						
Autumn 1 <ul style="list-style-type: none"> I join in with familiar rhymes and songs. I show I am listening when a story is being read. I am beginning to show book behaviour – holding books, turning some pages. I can identify some environmental sounds. I enjoy mark making as a sensory experience. 	Autumn 2 <ul style="list-style-type: none"> I enjoy sharing simple stories with adults. I recognise my name. I can identify some environmental print and its use. I create a variety of marks on paper I can copy rhythms linked to words (syllables) 	Spring 1 <ul style="list-style-type: none"> I repeat words and phrases from familiar stories. I recognise familiar letters i.e. first letter of name. I am more confident handling books independently I give meaning to marks (drawings) I am aware of words that have the same initial sound (alliteration) 	Spring 2 <ul style="list-style-type: none"> I retell simple stories using props to support me I understand that print has meaning. I can answer questions and make comments on familiar stories I make marks to represent 'writing'. I am beginning to show awareness of rhyme. 	Summer 1 <ul style="list-style-type: none"> I can recall key events of stories e.g. setting, characters. I make marks that look like letters. I can suggest a word that rhymes with another. I can engage in conversations about stories to help me to learn new vocabulary. I explore and am interested in a range of texts (e.g. non-fiction books) 	Summer 2 <ul style="list-style-type: none"> I can hear the sounds in words and starting to blend them back together. I am aware of the way stories are structured. I can have long conversations about my favourite stories using new words. I write letters, giving some correct meaning e.g. 	I know I'm ready for Reception when: <ul style="list-style-type: none"> I can blend sounds together to say words. I can share and talk about favourite books. I am developing my muscles ready for writing. I enjoy making a variety of marks. I can use and read words I have learned (e.g. their name)

					first letter of name.	
<p>Maths</p> <p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.</p> <p>By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures.</p> <p>It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.</p>						
<p>Autumn 1</p> <ul style="list-style-type: none"> • I can name the colours. • I can match colours and shapes. • I can sort by colour and size. 	<p>Autumn 2</p> <ul style="list-style-type: none"> • I recognise Number 1 and identify a set of 1. • I recognise Number 2 and identify a set of 2. • I can extend a given pattern. • I can create my own ABAB pattern. 	<p>Spring 1</p> <ul style="list-style-type: none"> • I recognise Number 3 and identify a set of 3. • I recognise Number 4 and count a set of 4. • I recognise Number 5 and count a set of 5. • I can quickly recognise a group of up to 3 objects. 	<p>Spring 2</p> <ul style="list-style-type: none"> • I recognise Number 6 and count a set of 6. • I can use my fingers to represent numbers. • I understand and use tall/long/short. • I understand and use empty/full. • I understand and use heavy/light. 	<p>Summer 1</p> <ul style="list-style-type: none"> • I can order familiar events. • I can describe a sequence using words such as next. • I can use explore position practically. • I am beginning to use simple positional vocabulary such as in and on. • I can use shapes to build and make. • I can identify and describe simple 2D and 3D shapes. 	<p>Summer 2</p> <ul style="list-style-type: none"> • I can talk about how numbers are made. • I can identify the number that comes after. • I explore the number that comes before. • I can match numeral and quantity to 5. • I explore mathematical symbols and marks. 	<p>I know I’m ready for Reception when:</p> <ul style="list-style-type: none"> • I can talk confidently about my Maths learning. • I understand lots of way to make number patterns (to 5) • I can use matching and sorting skills well. • I can compare objects and show/explain my understanding.

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community.

The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world.

As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	I know I'm ready for Reception when:
<ul style="list-style-type: none"> • I explore materials in a sensory way, learning vocabulary to describe them. • I explore my classroom and the different areas (i.e. outdoor area) • I can name some features of my environment (i.e. tree, climbing frame) • I can talk about differences between myself as a baby and as a child. • I am beginning to build friendships with others. 	<ul style="list-style-type: none"> • I observe and talk simply about changes to materials (temperature, texture etc) • I can explore shadow when outside, and know how to change the shape of my shadow. • I notice some changes in nature due to seasons. • I can name and talk about 	<ul style="list-style-type: none"> • I explore and compare natural materials • I understand different animals live in different environments • I explore stories that are set in another country. • I understand there are different types of buildings/landmarks in my wider environment and talk simply about their purposes or features. • I understand more about my family relationships i.e. grandparents are mums/dads. 	<ul style="list-style-type: none"> • I explore forces (pushes and pulls) and talk about what I see. • I explore floating and sinking and can talk about what I have experienced. • I notice some changes in nature due to seasons. • I can talk about similarities and differences between my local area and an area further afield. • I can talk about my experiences in another place e.g. beach. • I understand some events happened long ago (castle being built) 	<ul style="list-style-type: none"> • I use my senses to explore and talk plants and flowers in my environment. • I can observe changes to seeds as they grow. • I can talk about simple changes that happen in an animal's life. • I can talk about the features of a hot and cold place. • I can talk about an event that happened in a family member's life. • I understand books are special and can be special for groups of people. 	<ul style="list-style-type: none"> • I can talk simply about the features of different environment • I explore recycling through junk modelling and other craft projects. • I understand the need to care for our planet. • I notice differences in pictures/illustrations between now and long ago. • I understand objects have changed over time. 	<ul style="list-style-type: none"> • I am confident exploring and talking about my environment using all my senses. • I understand simple changes that occur in nature and in my everyday experiences. • I show interest and talk about my and others life experiences. • I understand there are different places in the world and have some vocabulary to describe them.

	familiar places in my local environment (e.g. shops) <ul style="list-style-type: none"> • I can talk simply about a special celebration I have experienced • I can talk simply about similarities and differences between celebration 	<ul style="list-style-type: none"> • I can compare myself to another child positively (i.e. different likes and dislikes) 	<ul style="list-style-type: none"> • I can talk about a special/favourite place of mine. • I can listen to another person talking about their special place. 			
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Expressive Arts & Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.

The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts.

The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	I know I'm ready for Reception when:
<ul style="list-style-type: none"> • I use small world equipment to retell and develop stories. • I make large movements (circles, lines) 	<ul style="list-style-type: none"> • I explore simple colour mixing. • I can make different 	<ul style="list-style-type: none"> • I use a variety of materials to make marks in paint, dough etc. • I am using shapes and lines 	<ul style="list-style-type: none"> • I choose different textures/textiles when involved in a creative activity. • I use construction materials to 	<ul style="list-style-type: none"> • I experiment with different materials when engaged in a creative activity. 	<ul style="list-style-type: none"> • I can mould malleable materials to suit my plans. • I can use tools such as scissors, glue 	<ul style="list-style-type: none"> • I create and extend stories using small world and role play resources. • I use a range of materials and tools with growing confidence and skill.

<p>with mark making tools.</p> <ul style="list-style-type: none"> • I give meaning to simple marks. • I join in with parts of familiar rhymes/songs. • I explore my voice and making sounds. 	<p>patterns/shapes.</p> <ul style="list-style-type: none"> • I take part in pretend play. • I explore a range of instruments and how to play them. 	<p>to represent something.</p> <ul style="list-style-type: none"> • I make rhythmic and repetitive sounds. • I am beginning to follow a simple melody. 	<p>support my imaginative play.</p> <ul style="list-style-type: none"> • I am beginning to match pitch with another person. • I am exploring how to play instruments to express myself. 	<ul style="list-style-type: none"> • I create simple pictures with more detail. • I can talk about what I have heard (responding to music) • I sing my favourite songs confidently. 	<p>to make changes to materials.</p> <ul style="list-style-type: none"> • I explore making models using junk materials • I am beginning to plan a project with adult support. • I can talk about some simple processes involved in my project (i.e., cutting, joining) • I create or improvise songs 	<ul style="list-style-type: none"> • I draw to represent a person, object or idea. • I sing a range of familiar songs. • I move my body confidently to my favourite music or songs.
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Characteristics of Effective Learning and Teaching:

The **Characteristics of Effective Learning (CoEL)** are crucial in the Early Years because they focus on *how* children learn rather than *what* they learn. These characteristics help shape lifelong attitudes to learning and are essential for building strong foundations in education and personal development. Understanding CoEL helps practitioners tailor their support, interactions, and environments to foster and extend children's natural learning dispositions.

Characteristics of Effective Learning

Engagement

Playing and Exploring

Finding out and exploring

- Showing curiosity about objects, events and people
- Using senses to explore the world around them
- Engaging in open-ended activity
- Showing particular interests

Playing with what they know

- Pretending objects are things from their experience
- Representing their experiences in play
- Taking on a role in their play
- Acting out experiences with other people

Being willing to 'have a go'

- Initiating activities
- Seeking challenge
- Showing a 'can do' attitude
- Taking a risk, engaging in new experiences, and learning by trial and error

Motivation

Active Learning

Being involved and concentrating

- Maintaining focus on their activity for a period of time
- Showing high levels of energy, fascination
- Not easily distracted
- Paying attention to details

Keeping on trying

- Persisting with activity when challenges occur
- Showing a belief that more effort or a different approach will pay off
- Bouncing back after difficulties

Enjoying achieving what they set out to do

- Showing satisfaction in meeting their own goals
- Being proud of how they accomplished something – not just the end result
- Enjoying meeting challenges for their own sake rather than external rewards or praise

Thinking

Creative and Critical Thinking

Having their own ideas

- Thinking of ideas
- Finding ways to solve problems
- Finding new ways to do things

Making links

- Making links and noticing patterns in their experience
- Making predictions
- Testing their ideas
- Developing ideas of grouping, sequences, cause and effect

Choosing ways to do things

- Planning, making decisions about how to approach a task, solve a problem and reach a goal
- Checking how well their activities are going
- Changing strategy as needed
- Reviewing how well the approach worked