

FS1 Long Term Plan

2025-2026

Arboretum Primary School Vision

We are privileged to work in a community where we have a positive impact on children's lives and future every day. Our children are entitled to the best in education so they have the powerful knowledge and skills to compete at the highest level.

This will be achieved by:

- A well-sequenced, **knowledge-rich** curriculum with reading at the heart
- Planning that takes into account, research into **cognitive science**
- Extending and enriching their **vocabulary** across and beyond the curriculum
- Planning **experiences** that widen the children's knowledge base
- Our commitment to staff **development**
- Supporting our pupils to '**Reach for the Stars**'

We believe that for our children to compete at their highest level, we must guide them to 'reach for the stars'; providing them with the knowledge and skills to be sensational both now and in their future.

Reach for the Stars

- S** - Safe
- T** - Tenacious
- A** - Ambitious
- R** - Respectful
- S** - Sensational

We want our children to know they can be what they want to be – there are no limitations!

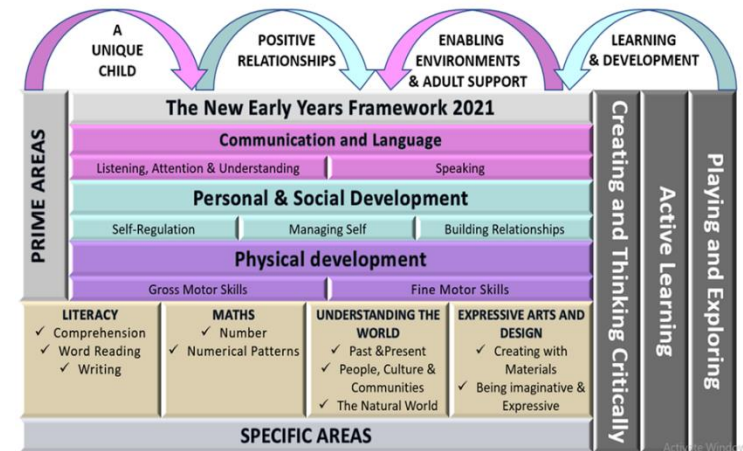
Curriculum intent

In our EYFS unit we intend for children to be ready, respectful and safe. Ready for the next stage in their learning journey. Ready to be challenged and to challenge themselves.

We teach children to be respectful of others and of the many wonderful differences that make each child unique.








We support children to feel safe through our positive relationships and our stimulating environment. We aspire for all children to feel safe to explore, manage their own risks and to make safe choices.

We are determined for our children to be confident, independent and to believe in themselves.

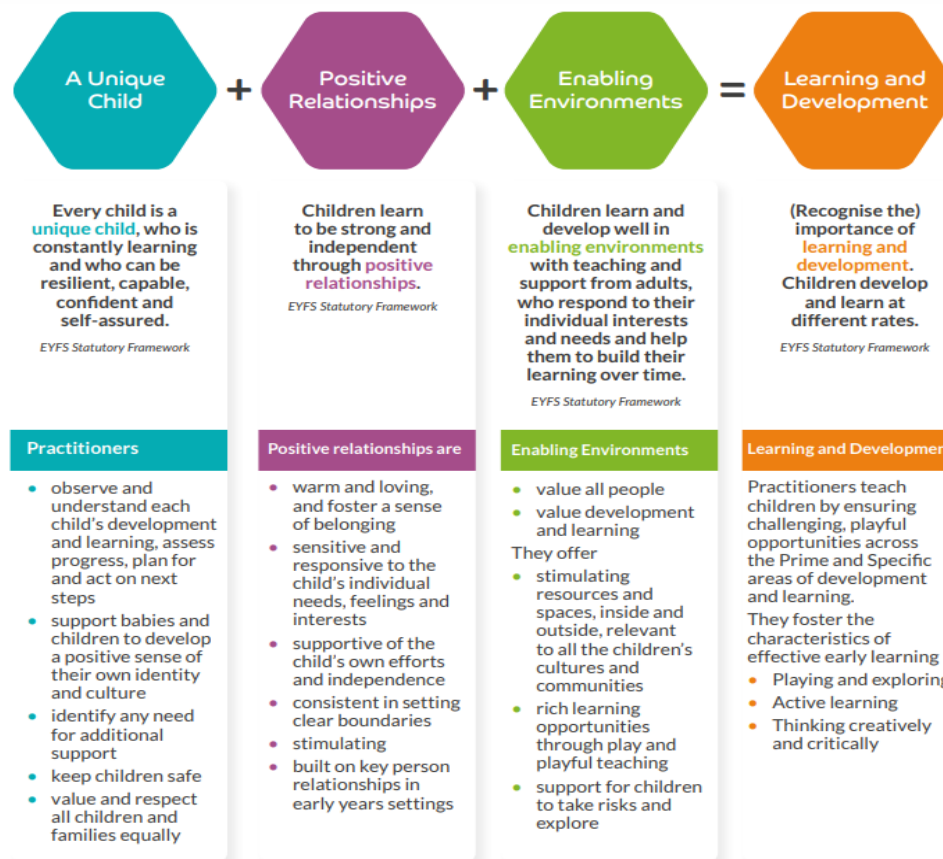


FS1 – Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Potential Themes and possible lines of enquiry NB: These themes may be adapted at various points to allow for children's interests to flow through the provision</p>	<p>New Beginnings <i>Who am I? What makes me special? Who lives in my house? Self portraits and My Family drawing and mark making Labelling body parts How can I be kind? Making friends What makes a good friend?</i></p>	<p>Once Upon a Time <i>Traditional tales Retelling stories and rhymes Making up stories with small world models and props Celebrations and traditions Seasons</i></p>	<p>Down on the Farm <i>Who lives on the farm Naming animals Farming equipment Jobs on the farm Lifecycles - chicks/frogs/caring for caterpillars</i></p>	<p>Food, Glorious Food! <i>Where does food come from? Planting and growing Making healthy choices Looking after our teeth Food and drink from around the world Cooking and tasting food Seasons</i></p>	<p>Superheroes <i>Real-life superheroes - people who help us How can I make a difference? Looking after our world</i></p>	<p>Are We Nearly There Yet? <i>Transport and Journeys The Seaside Seasons Holidays</i></p>
<p>Possible Celebrations & Experiences</p>	<p>European Day of Language Harvest Halloween Diwali Black History Month</p> <p>Storyteller Visit</p>	<p>Halloween Guy Fawkes / Bonfire Night Christmas Remembrance day Anti- Bullying Week Nursery rhyme week</p> <p>Parent Story Time session (bedtime stories)</p>	<p>Burns Night Chinese New Year Story Telling Week Random Acts of Kindness Week Valentine's Day Internet Safety Day</p> <p>Zoo Lab Caring for caterpillars</p>	<p>Lent Easter Mothers Day Science Week Pancake Day Eid</p> <p>Cooking Club Tooth brushing</p>	<p>St George's Day Eid al-Adha</p> <p>Visit from emergency services</p>	<p>Father's Day</p> <p>Dantastic/dancing work shop</p>

<p>Focus Texts</p>						
<p>Linked Texts</p>	<p>Include Poems and Non-Fiction Texts</p> 	<p>Include Poems and Non-Fiction Texts</p> 	<p>Include Poems and Non-Fiction Texts</p> 	<p>Include Poems and Non-Fiction Texts</p> 	<p>Include Poems and Non-Fiction Texts</p> 	<p>Include Poems and Non-Fiction Texts</p> 
<p>The Arboretum Promise 50 Things</p>	<p>5. Listen to a storyteller</p>		<p>6. Hold a tarantula</p>		<p>4. Wear fancy dress costumes</p>	
<p>Parental Involvement</p>	<p>Story time workshop – modelling how to share stories with children Parent information meeting</p>	<p>Parent Christmas craft afternoon Parents Evening</p>	<p>Story time workshop – modelling how to share stories with children Parent information meeting</p>	<p>Mother's day afternoon tea Parents Evening</p>	<p>Parent information meeting Nursery Library</p>	<p>Father's day activities End of year celebration Parents Evening</p>
<p><u>CHARACTERISTICS OF EFFECTIVE LEARNING</u></p>		<p>Playing and exploring: Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.</p> <p>Active learning: Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>				

PRINCIPLES OF THE EYFS
Birth to 5 Matters



COMMUNICATION AND LANGUAGE

Statutory Guidance from the EYFS Framework for Communication and 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, story-telling 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.

Ongoing Communication and Language skills developed throughout the year through high quality interactions, group discussions, Story Time, singing and weekly intervention	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	New Beginnings	Once Upon a Time	Down on the Farm	Food, Glorious Food!	Superheroes	Are We Nearly There Yet?
	<ul style="list-style-type: none"> Children will continue to learn new vocabulary and its meaning. Children will continue to use new vocabulary in conversations and discussions – with teachers and peers. Children will continue to learn new rhymes, poems and songs – some of which they can recite from memory. 					
Listening, Attention and Understanding	<p>Children will begin to: Listen to stories and rhymes Listen to instructions Listen during adult led activities</p> <p>Children understand what we use objects for e.g using scissors to cut with</p>	<p>Children will listen to stories and rhymes They will listen to others in one to one or small groups.</p> <p>Children understand what we use objects for e.g using scissors to cut with</p>	<p>Children will continue to enjoy listening to stories and rhymes They will begin to join in with repeated refrains</p> <p>Children will listen to others and begin to continue a conversation, following on from what has been said.</p> <p>Children will begin to understand instructions involving two parts</p>	<p>Children will continue to enjoy listening to stories and rhymes. They will begin to pay increasing attention to what is happening in the stories being read.</p> <p>Children will listen to others and begin to continue a conversation, following on from what has been said.</p> <p>Children will begin to understand instructions involving two parts</p>	<p>Children will listen with increasing care and attention. They will begin to understand why listening is important.</p> <p>Children will begin to pay attention to more than one thing at a time.</p> <p>Children will begin to understand 'why' and 'how' questions</p>	<p>Children will listen to longer stories, join in with repeated refrains and be able to remember much of what happens.</p> <p>Children will pay attention to more than one thing at a time.</p> <p>Children will begin to understand 'why' and 'how' questions</p>
Speaking	<p>Children will learn new vocabulary Children will begin to join in with familiar songs and rhymes Children will begin to express their point of view</p>		<p>Children will use a wider range of vocabulary Children will join in with familiar songs and rhymes Children will use sentences of 4 words They will be beginning to use a range of tenses Children will express a point of view They will use talk to initiate conversations Children will be able to use talk to explain what is happening and anticipate what might happen next</p>		<p>Children will know many rhymes, be able to talk about familiar books, and be able to tell a long story. Children will be able to sing our agreed 20 Nursery rhymes. Children will use longer sentences of 4 to 6 words. Children will say when they agree or disagree with a friend using words as well as actions They will use talk to organise their play and pretend that objects stand for something else</p>	

Story time	Children's language skills are developed through daily story time sessions. Children focus on a quality text (a variety of both fiction and non-fiction) over two weeks. Daily sessions encourage children to listen attentively, understand and use new vocabulary, story language and signs. Our Reading area is enhanced to provide opportunities for children to talk about the illustrations in the story, practise of key vocabulary and begin to sequence the key events in the story. There will be opportunities for them to use props and small world resources to retell and act out familiar stories both with adults and peers.
Core Songs and Rhymes	1,2,3,4,5, Once I caught a fish alive, A Sailor Went To Sea, Baa, Baa, Black Sheep, Down at the Station, Hey, Diddle, Diddle, Hickory, Dickory, Dock, Humpty Dumpty, Incy, Wincy, Spider, Jack and Jill, Mary, Mary, Quite Contrary, Miss Molly Had A Dolly, One, Two, Buckle My Shoe, Pat-a-cake, Ring-a-ring-a-roses, Round and Round the Garden, Row, Row, Row Your Boat, The Grand Old Duke of York, The Wheels on the Bus, Twinkle, Twinkle, Little Star, Wind The Bobbin Up
Implementation	<p>Adults will:</p> <ul style="list-style-type: none"> - Promote and model active listening skills - Signal when they want children to listen, e.g. using the 'stop' sign - Use Makaton signs alongside Wigit symbols - Identify new vocabulary before planning activities - Introduce categories when teaching vocabulary, e.g. a strawberry is a type of fruit - Use intentional vocabulary in provision - Use specific focus vocabulary repeatedly throughout the day - Refer back to previously taught vocabulary regularly and review it in different contexts - Think out loud, 'I wonder why...' - Use complete sentences in every day talk - Help children to build sentences - Provide a running commentary or narrative of their own and children's actions - Ask open questions - Instead of correcting, repeat back, modelling correct use of grammar, e.g. 'that's right, you drank your drink quickly.' - Regularly remind children of previous events, 'remember when we...' - Extend children's thinking, 'how will you stop your tower from falling down?' - Give children problem solving words and phrases, 'so that', 'because', 'it might be...' - Share several stories throughout the day - Carefully choose quality texts which develop children's vocabulary - Show parents how to share stories with their children - Make time for children to tell each other stories and to create their own stories - Model noticing how words sound, e.g. 'frog, log - those words rhyme.' - Share traditional and contemporary poems with children - Re-read selected books and make them available for children to share and read independently.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Statutory Guidance from the EYFS Framework for 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
	New Beginnings	Once Upon a Time	Down on the Farm	Food, Glorious Food!	Superheroes	Are We Nearly There Yet?
Self -regulation	Children begin to understand our school rules and begin to follow them with support Children begin to express their feelings	Children begin to learn about feelings and emotions through stories	Children begin to talk about their feelings using words like 'happy' 'sad' 'angry' or 'worried'	Children remember the rules of Ready, Respectful and Safe without being reminded They increasingly follow our rules and begin to understand why they are important	Children begin to understand and talk about how others might be feeling. They are beginning to understand how their behavior/actions can impact others	Children show increasing control over their feelings and behavior. They are able to talk about how they and other people are feeling and why
Managing self	Children become increasingly confident in separating from their main carer. Children use the toilet with some adult support although may have some accidents	Children use the toilet independently but may need reminders Children develop a sense of responsibility and enjoy being a valued member of our Nursery.	Children are confident to take risks and try new things. Children show increasing confidence in new situations They can express their needs and ask adults for help if necessary.	Children can select and use activities and resources independently Children begin to understand about foods that are healthy and unhealthy	Children are increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet. Washing and drying hands thoroughly Children making healthy choices about food, drink, activity and toothbrushing Children are more outgoing towards unfamiliar people	

<p>Building relationships</p>	<p>Children enjoy playing alone, alongside and with others Children begin to take turns with others with support</p>	<p>Children seek out companionship with adults and begin to share their experiences with other children</p>	<p>Children talk about their home life, family and talk to others when playing</p>	<p>Children demonstrate friendly behavior and begin to form good relationships with adults and peers</p>	<p>Children practice skills of assertion, negotiation and compromise and use adults to support them in resolving conflict with others.</p>	<p>Children begin to find solutions to conflicts and may suggest other ideas</p>
<p>Implementation</p>	<p>Adults will:</p> <ul style="list-style-type: none"> - Make time to get to know each child and their family through transition and communication throughout the year - Take opportunities to highlight and explore children's interests and fascinations - Provide opportunities for play which involves sharing and cooperating - Set high expectations, with high levels of support when necessary - Model positive behavior at all times - Highlight exemplary behavior through the use of Class Dojo, positive notes home and behavior wristbands - Encourage children to express their feelings safely - Help children to reflect and self-evaluate their work - Demonstrate that mistakes are an important part of learning - Give children strategies for staying calm - provide space and time to calm down and return to an activity - Support children in understanding the rules Ready, Respectful and Safe and why they are important - Model good hygiene practices - Work with parents/health visitor/school nurse where necessary - Use books and other resources to explain the importance of the different aspects of a healthy lifestyle - Model and refer to their own feelings, 'I was feeling frustrated because...so I...' - Remind children that there are no bad feelings 					

PHYSICAL DEVELOPMENT

Statutory Guidance from the EYFS Framework for 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, co-ordination 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, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, 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
	New Beginnings	Once Upon a Time	Down on the Farm	Food, Glorious Food!	Superheroes	Are We Nearly There Yet?
Gross motor skills	Children move their bodies in different ways, e.g. rolling, crawling, walking, jumping, hopping and skipping Children can use large-muscle movements to wave flags, fabric, paint and make marks	Children can walk up and down steps and stairs, or use climbing apparatus using alternate feet. They can maintain balance when walking down steps or slopes whilst carrying an object	Children move around safely with awareness of others and can negotiate space successfully by adjusting speed or direction. Children continue to develop their movement, balancing, riding and ball skills.	Children can travel in a variety of different ways using a wide range of body parts. Children can skip, hop, and balance on one foot.	Children can kick a stationary ball with either foot. They can throw a ball with increasing control They can catch using two hands to grasp and release a ball, bean bag or an object Children are able to use and remember sequences and patterns of movements relating to music and rhythm	Children match their skills to tasks or activities, e.g. they decide whether to crawl, walk or run They work with others to manage large items, e.g. carrying large blocks
Fine motor skills	Children will hold a pencil (fisted/digital pronate grip) to make marks Children will turn pages in a book	Children will fit jigsaw pieces together They will use a pincer grasp to pick up small objects	Children will use tweezers with increasing control They will use tools such as cutters and rollers in play dough	Children will show increasing control over mark making tools Children will grip	Children will use a four finger grip to hold a pencil They will use tweezers and threading equipment	Children can use scissors effectively and safely to cut straight lines in paper They begin to use


		Children will use one handed tools and equipment, e.g. make snips in paper with scissors.	effectively Children can take off and put on their own shoes (using Velcro) Children will put on their own coat and begin to fasten their zip (e.g. pull it up if started off)	a pencil using five or two fingers and thumb for control.	with increasing control and confidence	three fingers (tripod grip) to hold pencils.
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Implementation	<p>Adults will:</p> <ul style="list-style-type: none"> - Facilitate regular opportunities for free flow, providing children with space to practice and refine large movements both inside and outside - Model precise vocabulary to describe movement and directionality - Offer children further physical challenges when they are ready, such as climbing higher, running faster, jumping further - Allow for time to be still and quiet - Encourage children to be highly active, getting out of breath several times a day - Before teaching children correct pencil grip and posture for writing adults will check that children have developed their upper arm and shoulder strength sufficiently and that they can move and rotate their lower arms and wrists independently - Provide activities and resources that further refine small motor skills, e.g. threading and sewing, woodwork, pouring, stirring, using spray bottles etc. - Observe children's pencil grip and handling of tools- model this regularly - Create obstacle courses that demand a range of movements to complete - Encourage children to draw freely
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LITERACY

Statutory Guidance from the EYFS Framework for Literacy:


It is crucial for children to develop a life-long love of reading. Reading consists of two 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	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	New Beginnings	Once Upon a Time	Down on the Farm	Food, Glorious Food!	Superheroes	Are We Nearly There Yet?
	Daily Rhyme Time session with a focus on: Listening • Syllables • Rhyming • Alliteration • Sound knowledge.	Daily Rhyme Time sessions alongside Tuning into Sounds <i>at least twice per week:</i> Learn the sound: What's in the box? • Practise the sound: Sound game • Blend with the sound: Blend from the box • Practise blending: Oral blending games				

MATHEMATICS

Statutory Guidance from the EYFS Framework for Mathematics:

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. 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. 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	New Beginnings	Once Upon a Time	Down on the Farm	Food, Glorious Food!	Superheroes	Are We Nearly There Yet?
	More than, fewer than, same Explore and build with shapes and objects Explore repeats Hear and say number names	Begin to order number names I see 1, 2, 3 Join in with repeats Explore position and space	Show me 1, 2, 3 Move and label 1, 2, 3 Explore position and routes Explore patterns	Take and give 1, 2, 3 Match, talk, push and pull Talk about dots Compare and sort collections	Lead on own repeats Start to puzzle Making patterns together Make games and actions	Show me 5 My own pattern Stop at 1, 2, 3, 4, 5 Match, sort, compare