

Daisyfield Primary School – Long Term Plan 2025-26 EYFS – Little Daisies

ETTS – Little Daisies							
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Theme	All About Me	Cracking Celebrations	Winter Wonderland	Helping Hands	Come Outside	Wonderful world	
British Value Focus	Democracy	The rule of law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs		
Communication and Language	Listening, Attention and Understanding Children will point out objects/pictures in a story. Speaking Children will know and retell most of the story 'Peace At Last'. Children will know and use vocabulary linked to their theme 'All About Me!' including family, home, and friends	Listening, Attention and Understanding Children will understand 'what' questions. Speaking Children will know and retell the story 'The Gingerbread Man.' Children will know and use vocabulary linked to their theme 'Cracking Celebrations!' including, Halloween, Autumn and Christmas. Understand a question or instruction that has two parts.	Listening, Attention and Understanding Children will understand 'where' questions. Speaking Children will know and retell the story 'Goldilocks and The Three Bears'. Children will know and use vocabulary linked to their theme 'Winter Wonderland!' including Winter and hibernation. Use longer sentences of 4-6 words.	Listening, Attention and Understanding Children will understand 'when' questions. Speaking Children will know and retell the story 'Supertato'. Children will know and use vocabulary linked to their theme 'Helping Hands!' including transport, maps, spring & habitats Use a wider range of vocabulary.	Listening, Attention and Understanding Children will understand 'who' questions. Speaking Children will know and retell the story 'Jack and The Beanstalk'. Children will know and use vocabulary linked to their theme 'Come Outsidel' including seeds, beans, fruit, vegetables. Use talk to organise themselves and their play. Know many rhymes, be able to talk about familiar books and be able to tell a long story.	Listening, Attention and Understanding Children will understand and answer 'why' questions. Speaking Children will know and retell the story 'The Earth Book'. Children will know and use vocabulary linked to their theme 'Our Wonderful World!' including recycling, helping the earth, Eid, and summer.	
PSED	Self-Regulation Children will separate from main carer to come into school. Managing Self Children will know the class rules: - Looking eyes - Listening ears - Hands in lap Children will know to wash and dry their hands before eating and after using the toilet. Building Relationships Children will know how to play alongside each other.	Self-Regulation Children will know what adults can help them in school. Managing Self Children will know how to look after resources using the rhyme 'Choose it, use it, put it away'. Children will know to drink water to be healthy. Building Relationships Children will know how to play partner games.	Self-Regulation Children will become confident with visitors in school. Managing Self Children will know examples of healthy food. Building Relationships Children will share resources and play in a group.	Self-Regulation Children will show confidence walking around our local area. Managing Self Children will know to exercise to be healthy. Building Relationships Children will take turns whilst playing and waiting patiently to have a go.	Self-Regulation Children will show confidence in visiting the local shop to buy their snack. Managing Self Children will know how to calm themselves by stopping and taking deep breaths. Children will know to brush their teeth to be healthy. Building Relationships Children will consider their feelings and the feelings of others in different stories.	Self-Regulation Children will show confidence in visiting a local farm. Managing Self Children will follow class rules and understand why they are important. Building Relationships Children will know how to listen to a friend and agree a compromise.	

	Increasingly follow rules understanding why they are important. Talk about their feelings using words like happy, sad, scared and angry.	Play with one or more children, extending and elaborating play ideas.				
	Gross Motor Children will know how to ride a scooter.	Gross Motor Children will know how to ride a tricycle.	Gross Motor Children will know how to throw a ball.	Gross Motor Children will know how to climb using alternate feet.	Gross Motor Children will know how to skip, hop and stand on one leg.	Gross Motor Children will know how to work together to carry large items such as planks of wood.
	Fine Motor	Fine Motor	Fine Motor	Fine Motor	Fine Motor	
PD	Children will explore large mark	Children will know how to	Children will know how to use	Children will know how to use	Children will know how to use a	<u>Fine Motor</u>
PE Passport Unit	making to develop cross the mid-	zip up their coat.	hammers to hit a large headed	loop scissors to make snips in	comfortable grip when holding a	Children will show preference for a
	line movements.	Be increasingly	nail.	paper.	pencil.	dominant hand.
		independent as they get			Skip, hop, stand on one leg and hold	
		dressed, undressed, fasten			a pose.	
		coats and go to the toilet.			Make healthy choices.	
	Comprehension	<u>Comprehension</u>	Comprehension	Comprehension Children will know the names	Comprehension	Comprehension Children will know how to read
	Children will know the logos for local supermarkets.	Children will know a range of signs including bus stop,	Children will know print has different purposes by exploring	of different parts of a book	Children will know how to turn the pages of a book carefully.	from left to right and top to
	Children will read and re-read a	parking, stop.	menus, magazines,	including the cover, title,	Children will read and re-read a	bottom.
	selection of books to engage in	Children will read and re-	newspapers, labels.	author.	selection of books to engage in	Children will read and re-read a
	conversations about the story,	read a selection of books to	Children will read and re-read a	Children will read and re-read a	conversations about the story,	selection of books to engage in
	develop understanding and learn	engage in conversations	selection of books to engage in	selection of books to engage in	develop understanding and learn	conversations about the story,
	new vocabulary.	about the story, develop	conversations about the story,	conversations about the story,	new vocabulary.	develop understanding and learn
	Word Reading Children will spot and suggest	understanding and learn new vocabulary.	develop understanding and learn new vocabulary.	develop understanding and learn new vocabulary.	Word Reading Children will know the ELS pictures	new vocabulary. Word Reading
Literacy	rhymes.	Word Reading	Word Reading	Word Reading	for u, b, f, e, l, h, r, j, v, y, w, z.	Children will know the ELS pictures
2.00.009	Writing	Children will clap syllables	Children will know familiar	Children will know the ELS	Writing	for sh, th, ch, qu, ng, nk.
(Supported by	Children will know how to draw	in a word.	words with the same initial	pictures for m, a, s, d, t, i, n, p,	Children will write the initial sound	Writing
Super Six	horizontal lines.	Writing	sound such as mum and milk.	g, o, c, k.	in their name.	Children will write their name.
literature books)	Ongoing:	Children will know how to draw vertical lines.	Writing Children will know how to draw	Writing Children will know how to draw	Use some of their print and letter	
iiterature books)	Understand the five main	draw vertical lilles.	circles.	diagonal lines.	knowledge in their early writing.	
	concepts about print:				and the same of th	
	1. Print has meaning					
	2. Print can have different					
	purposes					
	3. We read English from left to right, top to bottom					
	4. The names of different					
	parts of a book					
	5. Page sequencing					

	Number Children will recite and count to 5. Numerical Patterns Children will sort by colour, size and object.	Number Children will count to in correspondence to 5. Numerical Patterns Children will compare big and small.	Number Children will count in correspondence to 5, knowing that the total is 5. Children will show 'finger	Number Children will recite numbers to 10. Children will identify more/less. Numerical Patterns	Number Children will count in correspondence to 10. Children will subitise to 3. Numerical Patterns	Number Children will count recognise numbers 1, 2 and 3. Numerical Patterns Children will make an AB repeating pattern.
Maths	Children will sequence events using language including first, then and after. Children will identify patterns around them such as stripes on clothes.	Children will identify a circle, square and triangle. Children will use language including sides, corners, straight, flat and round. Know that the last number reached when counting a small set of objects tells you how many there are in total – cardinal principle.	numbers' up to 5. Numerical Patterns Children will use language including tall, long, short. Children will identify a cube. Make comparisons between objects relating to size, length, weight and capacity.	Children will use positional language including on top, under, next to and behind. Children will match objects that are the same.	Children will use language including light, heavy, full and empty. Children will make shape pictures using a tangram. Children will solve real world mathematical problems with numbers up to 5. Solve real world problems with numbers to 5.	Children will notice and correct an error in a repeating pattern. Children will discuss routes and locations using words such as 'in front of' and 'behind'.
Maths Rhymes	1,2,3,4,5 once I caught a fish alive 1 potato 5 little speckled frogs 5 little ducks 5 currant buns 5 sizzling sausages	1 finger, 1 thumb 1,2 buckle my shoe 2 little dickie birds Head, shoulders, knees and toes Zoom, zoom, zoom	Three blind mice Three little kittens 5 snowmen 4 teddy bears 5 fingers Alice the camel	Sing a song of sixpence When Goldilocks I'm a little bean 5 cheeky monkeys	One big hippo Sleeping bunnies 5 monkeys jumping on the bed 5 little apples	5 little men in a flying saucer Humpty Dumpty Ring a Roses London Bridge
History	Past and Present Children will know who is in their family. Children will know they were a baby.	Past and Present Children will know about Remembrance/Poppy Day and Bonfire Night.	Past and Present Children find out about Chinese New Year. The Year of the Dragon.	Past and Present Children will find out about Spring and know before it was Winter and next it will be Summer, then Autumn.	Past and Present Children will find out about St. George's day and how we celebrate.	Past and Present Children will begin to understand that at the moment they attend Reception but soon they will go to 'Year 1.'
Geography	People, Culture and Communities Children will talk about differences and similarities between themselves and people in their local community.	People, Culture and Communities Children will know that a globe represents the world.	People, Culture and Communities Children will know the name of the town that our school is in.	People, Culture and Communities Children will know about hot and cold places in our world.	People, Culture and Communities Children will find out about the England flag.	People, Culture and Communities Children will know where school is from a map.
Science	The Natural World Children will know the names of body parts: heads, arms, hands, legs, feet, neck.	The Natural World Children will know how materials change when cooking, cooling and heating. Children will investigate light, dark and shadows.	The Natural World Children will make collections of natural materials to investigate and talk about. Children will know how materials change when melting.	The Natural World Children will know that a chick comes from an egg. Children will know how to respect and care for living things.	The Natural World Children will know that seeds can turn into plants. Children will begin to understand how it takes time to grow fruit and vegetables. Children will plant and grow a fruit/vegetable/herb. Begin to understand the need to respect and care for the natural environment and all living things.	The Natural World Children will explore and talk about forces including magnets, floating/sinking and stretching.
EAD	Being Imaginative Children will know the nursery rhymes/songs:	Being Imaginative Children will know the nursery rhymes/songs:	Being Imaginative Children will know the nursery rhymes/songs:	Being Imaginative Children will know the nursery rhymes/songs:	Being Imaginative Children will know the nursery rhymes/songs:	Being Imaginative Children will know the nursery rhymes/songs:

Music	- 5 Little Ducks - Humpty Dumpty - Twinkle Twinkle Little Star/ Twinkle Twinkle Chocolate Bar Children will listen to a visitor play an instrument.	- Hickory Dickory Dock - 5 Little Speckled Frogs - Baa Baa Black Sheep/Baa Baa Pink Sheep Remember and sing entire songs.	- 5 Little Ducks - If You're Happy and You Know It - Incy Wincy Spider/Snow Alternative Children will draw to represent ideas like movement and loud noises.	- 5 Currant Buns - Three Blind Mice - Old Macdonald Had a Farm	- 5 Little Men in a Flying Saucer - Jack and Jill - Miss Polly Had a Dolly Children will play sound matching games.	- 5 Little Monkeys Jumping on the Bed - Polly Put the Kettle On - The Wheels on the Bus Children will play a range of instruments to express their feelings and ideas.
Art and Design	Creating with Materials Children will do large scale drawings/paintings. Children will use pencils to free draw. Artist of the Term Giuseppe Arcimboldo.	Creating with Materials Children will paint on a flat surface and an easel. Children will explore and recreate art in the style of Giuseppe Arcimboldo.	Creating with Materials Children will explore and make art in the style of Wassily Kandinsky Children will explore colour mixing. Children will use pencils to draw closed shapes such as squares and rectangles. Artist of the Term Wassily Kandinsky/Vincent Van G	Creating with Materials Children will explore painting with a range of tools such as cotton buds, vegetables, toothbrushes etc. Explore materials freely to develop their ideas about how to use them and what to make.	Creating with Materials Children will explore and make art in the style of Amiria Gale Children will do observational drawings. Artist of the Term Amiria Gale	Creating with Materials Children will explore painting on a range of different surfaces such as tin foil, cling film, sugar paper etc.
Computing	Children will know how to use a camera to take photos.	Children will know how to use the Interactive white board.	Children will know how to select an app on an iPad.	Children will know how to make digital art on the iPad/IWB.	Children will know how to play interactive games on the iPad/IWB.	Children will learn how to operate wind-up toys and pulleys.
RE	People, Culture and Communities Children will know what is special to them and their families.	People, Culture and Communities Children will know that some people celebrate Diwali. Children will know that some people celebrate Christmas.	People, Culture and Communities Children will know what the bible is.	People, Culture and Communities Children will find out about Palm Sunday. Children will know some people celebrate Easter.	People, Culture and Communities Children will look at photos of different churches and Mosques in Blackburn and Darwen.	People, Culture and Communities Children will listen to a selection of bible stories. Book-Stories Jesus Told by Nick Butterworth. Children will take time to reflect and say a short thank you prayer.
Learning Experiences	Local walk	Santa's Grotto Carol singing to Nursing Home Enterprise	Vet visit (Daisy Street Veterinary Centre) Critters to You	Smithills Farm Visit Nurse / police / dentist / Army (Graham) visit	Allotment	Recycling Information Talk / Visit Longley Lane Education Centre (Recycling)