



The Hawthorns Primary School Long term curriculum plan EYFS 2025/2026



	Autumn		Spring		Summer	
Topic name	Marvellous Me	The Night Sky	Frozen!	Snippety Snappety!	Come Outside	Our animal friends
Related themes	My family Pets Home Traditional tales Harvest Food	Bonfire Diwali Space Christmas Autumn	Lunar New Year Winter season Hibernation	Pancake day St David's day St Patricks day Mother's Day Spring	Healthy Me Growing beans Safe in the sun Life cycles Life cycle of a butterfly	Water Oceans Sea creatures Farm animals and care of animals
Hooks	Getting to know you Local walk Autumn walk Diwali	Role play bonfire party Space station role play Post a letter to Santa	Snow / ice Police visit Fire service visit Hedgehogs	Ingredients for a pancake 3 pig toys A basket of food	Planting beans Visit to Morrisons Caterpillars	Farm workshop Life cycle of a butterfly Pond dipping Beach day
Rich text driver	Alex and Alex  Our House  Some Pets	Bim Bam Boom - poetry  Zim Zam Zoom – poetry  Whatever Next 	People who help us: Police/Fire/Ambulance Stories of the Animals Race (Lunar new year)  One Snowy Night  Winter Sleep	Mr Wolf's Pancakes  The three little pigs  Little Red Riding Hood	The very Hungry caterpillar  Jaspers beanstalk  Pips in pots	Oliver's Vegetables  What the Ladybird heard  Who's Hiding on the Farm

	 Little Red Hen 	Stickman 	 It was a cold dark night 	 We're going on an egg hunt 	 Life cycle of a bean  The Enormous Turnip 	 Big Book of the Blue 
Parallel texts	Mirror – Jeannie Baker Mr Big – Ed Vere Funny bones My Family In our House My Hair	Aliens love underpants Non-Fiction Space books Winnie in Space How to catch a star	Jack Frost Bear's Winter sleep	Wolves nonfiction books The true story of the three little pigs Three Billy goats Gruff	The enormous turnip Oliver's vegetables Slip Slap Slop The tiny seed Pips in pots	Tiddler The snail and the whale Shark in the Dark The fish who could wish Rumble in the jungle
Planned writing learning journey 1	Outcome: Draw self and write about likes. Purpose: Begin forming letters/pencil grip Audience: class Form: Fact	Outcome: Draw a rocket. identify rhyming words. Purpose: Understand rhyming words Audience: Self Form: Poetry	Outcome: write a speech/ thought bubble for different pictures of the text. Purpose: understand what a speech/thought	Outcome: write facts about dinosaurs Purpose: short sentences including adjectives. Audience: Class	Outcome: Instructions on planting beans Purpose: forming letters/Short sentence/finger spaces Audience: Parents Form: Instructions	Outcome: To write a caption about a fish Purpose: To write an information caption / sentence Audience: Class Form: Factual

			bubble is- letter formation. Audience: Class Form:	Form: information writing		
Planned writing journey 2	Outcome: Draw a house and label with initial sounds Purpose: Begin forming letters/pencil grip Audience: Self Form: Fact	Outcome: Sequence images and write descriptive. Purpose: to sequence a story, form letters/pencil grip Audience: Self Form: Fiction – repetitive narrative	Outcome: Perform a poem Purpose: to recognise rhyming words and a beat to a poem. Audience: perform to each class Form: Poetry	Outcome: To write a letter from Mr Wolf Purpose: features of letter writing. Audience: class Form: letter writing	Outcome: comparative writing of 2 texts. Purpose: forming letters/Short sentence/finger spaces Audience: Class Form: fiction	Outcome: To identify and write rhyming words about sea life creatures. Purpose: use phonics skills to write rhyming words. Audience: Class Form: Poetry
Planned writing journey 3	Outcome: Sequencing story And caption writing. Retelling the story with actions – Pie Corbett style Purpose: Begin forming letters/pencil grip Audience: Self Form: Fiction	And 4. Outcome: create a story map. Purpose: Begin forming letters/pencil grip/Short sentence Audience: Self Form: Fiction Draw and label characters from the book. C- add adjectives Story map	Outcome: to describe the different modes of transport. Purpose: Begin forming short captions Audience: Self Form: Fiction	Outcome: To write words that can be read by others Purpose: To write a short sentence / caption Audience: class Form: Non-fiction	Outcome: Butterfly lifecycle recount Purpose: forming letters/Short sentence/finger spaces Audience: Self Form: Non-fiction recount	Outcome: to write a story about an animal from the story. Purpose: story writing Audience: Class Form: fiction
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, we 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 will become comfortable using a rich range of vocabulary and language structures.					
C&L is developed throughout the year through high quality interactions, daily group discussions, circle time PSHE times, stories, singing, MTTT. Daily story times	Welcome to EYFS Settling in activities Children talking about experiences that are familiar to them Rhyming and alliteration Shared stories Develop social phrases Develop vocabulary Retell stories Story language Listening and responding to stories Following instructions Take part in discussion Understand how to listen carefully and why listening is important – introducing talking partners.		Encourage and model the use of how and why questions Retelling a story with story language – provide puppets and props in CP. Encourage and model describing events about stories to build familiarity and understanding. Learn rhymes, poems and songs. Encourage and model the use of time connectives Sustained focus when listening to a story		Re-read some favourite stories/ stories we have used in our learning to revisit and consolidate vocabulary and events – making our learning sticky! Children will independently use tier 2 vocabulary in their speech and develop speaking in longer sentences and answering questions in a full sentence.	
Personal, Social and Emotional Development	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. NSPCC Pants		Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.		Think about the perspectives of others. Manage their own needs. Develop self-regulation with support Learn to solve conflicts	
Jigsaw PSHE	Being me in my world	Celebrating difference	Dreams and Goals	Healthy me	Relationships	Changing me
Physical Development	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene Develop fine and gross motor skills – hold a pencil with a	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	Develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine,	Combine different movements with ease and fluency Develop the foundations of a handwriting style which is accurate and efficient. Confidently and safely use a range of large and small apparatus indoors	Practice ball skills – rolling, kicking, throwing, catching. Practise skills for team sports eg running, throwing, balancing, turn taking and working as a team.

	correct grip, use scissors effectively.		engaging in activities that involve a ball.	being a safe pedestrian.	and outside, alone and in a group.	
	<p>Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop overall body-strength, balance, co-ordination, and agility</p>					
PE Get set for PE	Introducing PE unit 1 Dance unit 1	Introducing PE unit 2 Gymnastics unit 1	Fundamentals unit 1 Dance unit 2	Games unit 1 Gymnastics unit 1	Ball skills unit 1 Fundamentals unit 2	Games unit 2 Ball skills unit 2
Mathematics (following NCETM Mastering Number)	Subitising Counting, ordinality and cardinality Composition	Subitising Counting, ordinality and cardinality Composition	Subitising Counting, ordinality and cardinality Composition	Subitising Counting, ordinality and cardinality Composition	Subitising Counting, ordinality and cardinality Composition	Review and assess
Understanding the World	My family Pets Home Harvest	Bonfire Diwali Space Christmas	Lunar New Year People who help us Understanding seasonal change	St David's day St Patricks day Mother's day	Healthy Me Growing beans Safe in the sun Life cycles – butterfly	Water Father's Day Oceans and seas Observing similarities and differences
Understanding the World	All about me Humans Irreversible change – bread making Diwali	Guy Fawkes Day Space and planets Changing seasons Autumn walk	Pancake Day Investigating materials Understanding Lunar New Year Understanding Easter	Materials for pig homes – investigate properties Animals- living things and their habitats	In the Garden-Growing plants and understanding stages of growth Wildlife	Developing understanding of animals and how to respect and care for them Water and water creatures Forces and sounds The importance of water
Religious Education	What makes people special? Christianity, Judaism	What is Christmas? Christianity concept: Incarnation	Celebrations Hinduism Mixed Worldviews	What is Easter? Christianity concept: Salvation	What can we learn from stories? Christianity, Islam, Hinduism, Sikhi	What makes places special? Christianity, Islam, Judaism

<p>Expressive Arts and Design.</p> <p>And see music below</p>	<p>Self portrait Painting my home Painting pets Clay diva Sponge printing</p>	<p>Marble rolling Rangoli patterns D&T baubles Clay decoration Stick man character puppets</p>	<p>Painting dragons Creating puppets D&T vehicles – making a bus Painting with vehicle wheels</p>	<p>Stick puppets Potato printing footprints Colour mixing – inventing new colours</p>	<p>Create an enormous beanstalk Painting from observation – fruits / flowers</p>	<p>Water colour painting Texture painting – paint with sand / PVA</p>
<p>Music</p>	<p>Jolly Music – Finding the singing voice Listening and responding Find the pulse learning and singing nursery rhymes, familiar songs, songs linked to topics</p>	<p>Jolly Music Finding the singing voice Listening and responding Find the pulse learning and singing nursery rhymes, familiar songs, songs linked to topics</p>	<p>Jolly Music Pitch – high and low Tempo – fast and slow Perform pulse actions precisely learning and singing nursery rhymes, familiar songs, songs linked to topics</p>	<p>Jolly Music Pitch – high and low Tempo – fast and slow Perform pulse actions precisely learning and singing nursery rhymes, familiar songs, songs linked to topics</p>	<p>Jolly Music Use the voice in different ways Perform the rhythm of songs Begin to show pitch with hand movements Begin to work with visual representations of pulse learning and singing nursery rhymes, familiar songs, songs linked to topics</p>	<p>Jolly Music Use the voice in different ways Perform the rhythm of songs Begin to show pitch with hand movements Begin to work with visual representations of pulse</p>