The Grove Primary School EYFS

Pre-School Long Term Plan 2026-2027

	Autumn Term		Spring Term		Summer Term	
Number of weeks 2026-2027	**8 Weeks**	**6 Weeks**	**7 weeks**	**4 Weeks**	**7 weeks**	**7 weeks**
Nursery Topics	**Who am I?**	**What's around us?**	**Animal explorers**	**Animal explorers**	**Story explorers**	**Around we go**
Themes	All About Me My Family	Bonfire Night Christmas Seasonal Change -Winter	Once upon a time…	What can we see? Houses, trees, road, people, bus stop	Animals around the world	Seaside Boats Under the Sea
Important Dates and Celebrations	Nursery Rhyme Week Harvest Festival	Halloween Bonfire Night Christmas	Chinese New Year Pancake Day	Mother's Day Easter	Earth Day	Sports Day
Visits/Visitors *Enrichments*	Chartwells-healthy eating 29/9/25	Whole School Christmas Fayre (3/12/25)	Lunar experience Wednesday 18/02/26-11-11:30am	Visit to library on bus Face your fears-Crazy Creatures 31/03/26 (Morning)	Animals about town visit Far field day-Sports links-Colour run-sponsored event. Wednesday 20th May	Visit to beach/water day Whole school community event-The Great Get Together-Friday 19th

						June 2026. Date TBC
Key Vocabulary	family, me, face, eyes, head, shoulder's knees, toes, nose, ears, eat, bath, bed, mam, dad, people harvest	Santa, Polar bear, Christmas, fire, firework, halloween, scary	Home, park, pancake, eat, house, kitchen	Car, bus, bike, taxi, aeroplane, street, park, shop, road, tree, flower, grass, flower and cloud.	Horns, cow, cat, dog, ant, beetle, worm, ladybird, wings, fur, tail, beak, claws, teeth	Hot, sun, sky, rain, rainbow, shade, ice cream, watermelon, strawberry, picnic, hat, sunglasses, sandals.
Core Texts	Goat goes to playgroup Toddle Waddle From head to toe, All kinds of people Maisy big, maisy small Meg and Mog	Dear Santa Squirrels snowman snowman Polar bear, polar bear Fox's socks Hug	Oh Dear, Who's at the farm Busters Zoo, Farm 1,2,3 Dear Zoo Who's at the zoo	Walking through the jungle, Brown bear brown bear,, A busy day for birds	Hide and seek pig, Frogs day out, Chocolate mousse for greedy goose Rosie's walk Where's spot A good place	Who's at the seaside? Hooray fish Splish Splash Ducky Little fish's ocean, If I were under the sea
Core action rhymes	Head, shoulders, knees and toes You are my sunshine Incy Wincy Spider	Twinkle Twinkle, It's raining, it's pouring	I'm a little tea pot Cobbler, Cobbler fix my shoe The Grand Old Duke of York	Down at the station The wheels on the bus Zoom, zoom, zoom Baa baa black sheep	The Bear went over .. Down in the jungle Incy Wincy	Row, row, row your boat Baby shark A sailor went to ..

	Humpty Dumpty sat on the wall	Wind the bobbin up		Sleeping bunnies		
Counting rhymes	1,2,3,4,5, Once I caught a fish alive This old man (start with 1-3 only) One, two buckle my shoe One little finger	5 little snowmen melt away Count to 5 and jump a live 5 little fireworks jump and pop 1 Little Duck	5 currant buns 5 little peas in a pod One potato, two potato Count and march (to the beat of 1-5)	Hop little bunnies (count how many bunnies hop) Counting flowers 1 to 5 5 fat sausages	5 Little Speckled frogs 5 Little Ducks 5 little monkeys 5 little bears in a bed roll over	5 little bees 5 green bottles 5 little fish swimming in the sea 1-5 dance song (create your own with simple moves)
C+L	**Listening & Attention** Begins to respond to familiar sounds (e.g name, key phrases in songs/stories). Shows an interest when spoken to by adults (e.e turns head, eye contact). Can follow simple one-step instructions with visula support (e.g. get your shoes). **Understanding** Understands familiar everyday words and phrases in context (e.g coat on, drink time). Points to named objects or pictures when prompted (e.g where's the ball?). Shows an understanding through action (e.g. getting an object when asked). **Speaking** Uses single words to express wants, needs or interests. Imitates familiar words or sounds in songs and sounds in routines.		**Listening & Attention** Listens to short stories or rhymes with increasing interest. Begins to anticipate key events or phrases in familiar stories. Can sit and attend for short group activities (1-2mins). **Understanding** Understands and follows simple two-step instructions (e.g get your coat and line up). Understands more action words. Identifies basic body parts when asked. **Speaking** Begins to combine two words (e.g. more juice). Names familiar people, objects and actions. Uses a growing range of vocabulary linked to everyday experiences.		**Listening & Attention** Joins in with repeated refrains and anticipates phrases in stories/rhymes. Listens and responds appropriately in small group interactions. Maintains attention for longer periods during adult-led activities. **Understanding** Understands a wider range of vocabulary including descriptive words (big/small, hot/cold). Responds appropriately to questions (e.g. where is it? what do you want?). **Speaking** Uses short three- to four-word phrases or simple sentences (e.g. I want more juice). Begins to ask simple questions using question words (e.g. what's that?). Starts to use pronouns (me, mine, you) and plurals.	

	Begins to use gestures and sounds to communicate (e.g. pointing, babbling with tone).		
PSED	**Self-Regulation** Begins to express basic feelings (happy, sad) using gestures or single words. **Managing self** Starts to accept comfort from familiar adults and willing to explore when key person is close by. **Building relationships** Shows preference for familiar adults and begins to watch or play near peers.	**Self-Regulation** Expresses needs with short phrases. Begins to understand and respond to simple boundaries. **Managing self** Attempts simple self-care tasks (washing hands, putting on coat). Tries to feed self with increasing independence. **Building relationships** Plays briefly alongside or with peers. Begins to show an interest in others' play.	**Self-Regulation** Labels basic feelings (e.g. happy/sad) Responds to adults setting boundaries. **Managing self** Independently attempts simple self-care (e.g. toileting with support). Chooses own activities and begins to persist with tasks. **Building relationships**
PD	**Gross motor skills** Walks, runs and climbs with improved balance. Begins to explore how their body moves (e.g. spinning, crawling). **Fine motor skills** Explores using large mark making tools (e.g. chunky crayons). Uses both hands together in simple tasks (e.g. stacking blocks).	**Gross motor skills** Runs with more control (e.g. stops/starts on request). Begins to climb with purpose and confidence. **Fine motor skills** Starts to thread large beads, complete simple inset puzzles. Begins to use spoon or fork with less spillage.	**Gross motor skills** Runs, climbs and jumps with increasing coordination. Starts to avoid obstacles or hazards in play. **Fine motor skills** Holds a crayon or paintbrush using a whole-hand or tripod grip. Begins to use scissors with support.