



EYFS Ribblesdale Medium Term Planning Year A Autumn Term 2026-2027



EYFS PSHE Plan

Relationships, Health and Wellbeing, Living in the Wider World

Worship Year A 2026-27	Generosity	Compassion	Courage	Forgiveness	Friendship	Respect
Worship Year B 2025-26	Thankfulness	Trust	Perseverance	Justice	Service	Truthfulness
Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS Single year (Followed in FS1)	Why are we special? I Belong PANTS Super Me!	Why are other people special? Is Good to Share Fabulous Friends	How do we stay safe and healthy? PANTS, Roads, Online, Stranger Danger, healthy teeth, healthy eating, healthy food, healthy body, healthy mind,		How can we look after each other, our community and our environment? Look What I Can Do!	What will change as we go into Year 1 and what will stay the same? <u>Yes</u> I can!
Week 1	PANTaSaurus	PANTaSaurus	PANTaSaurus	PANTaSaurus	PANTaSaurus	PANTaSaurus
Week 2	Look at the All about me book – celebrate each other	Respecting other people – why?	How do we stay safe in the dark, including road safety? Firefighters visit	Why is having healthy teeth important?	Why should we look after each other?	What is the same about me as was in September?
Week 3	Look at the All about me book – celebrate each other	Why is listening to each other a good idea?	How do we stay safe from bugs? Why do we need to wash our hands and our bodies?	Why is eating healthy food important?	Why should we look after our town? What could we do?	How am I changing? What will carry on changing?
Week 4	Families What makes a family?	Why is sharing and trust important?	First aid – what do we do in an emergency? Visit from a Nurse or Doctor	How do we keep our bodies healthy?	Why should we look after the oceans?	How can I cope with change?
Week 5	What is special about our School Family – RMS/Malhamdale	Resolving conflict.	How do we stay safe online?	Why do we need to look after pets?	Why should we look after the animals?	What do I want to find out about Year 1?
Week 6	Being thankful for each other	Telling the truth and keeping promises.	What do the police/army do to keep us safe?	How do we keep our minds healthy?	Why should we pick up litter?	What have I learnt this year? What do I want to get better at next year?



	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
Festivals/Celebrations	Yom Kippur Rosh Hashanah	Christmas Sukkot Chanukah Diwali		Easter Ramadan Eid-ul-Fitr Passover	Wesley Day Pesach	
	Believing What is the important fact about...		Expressing Why is it special?		Living What is it like to be....	
FS Understanding Christianity	Incarnation Why do Christians perform nativity plays at Christmas?		Salvation Why do Christians put a cross in an Easter Garden?		Creation (God) 'Why is the word 'God' so important to Christians?	
FS Christianity Judaism Islam Hinduism	F2 Which people are special and why?		F3 Which places are special and why? Virtual Visits..		F5 Being special: where do we belong? Methodism	F6 What is special about our world?

	7 th September 7 th September Training Day	14.9.26	21.9.26	28.9.26	5.10.26	12.10.26	19.10.26		2.11.26	9.11.26	16.11.26	23.11.26	30.11.26	7.12.26	14.12.26
Celebrations		National Coding Week	Harvest	Harvest Poetry Day Introduce Libraries Month	Black History Month (Theme: Honouring Our Communities / Reclaiming Narratives) Wormery Experience Space Week	Black History Month (Theme: Honouring Our Communities / Reclaiming Narratives) Ghanian Cafe Experience	Black History Month (Theme: Honouring Our Communities / Reclaiming Narratives)		Bonfire Night – Firework Safety Diwali	Remembrance Sunday Tomorrow's Engineers Week Recycling Week	Anti Bullying Week Protecting Our Planet Day World Children's Day		St. Andrew's Day Hanukkah Guru Nanak's birthday	Advent	Christmas

B o o k F o c u s	Expressive Arts & Design – Linked to Art	Technology	Expressive Arts & Design – Linked to DT Food Technology – Focus on Harvest	Understanding the World (Linked to Geography)		Understanding the World – The Natural World Linked to Science Animals including humans	Understanding the World – Past and Present – Linked to History	Understanding the World – People, Culture, Communities	Understanding the World – People, Culture, Communities Linked to R.E.
	What can we notice when we look closely and draw?	What can technology help us do?	How can we use food to make something we can enjoy?	What can we find where we live?		What makes animals and people special?	What happened before and what happens next?	How do people celebrate things that are special to them?	
K + U s t i c k y K n o w l e d g e	- I can look closely at things around me. - I can notice colours, shapes and features. - I can make marks using different tools. - I can use crayons, pencils and paintbrushes. - I can draw lines and circles. - I can choose colours for my picture. - I can make marks that mean something to me. - I can draw a person with some features.	- I can explore different types of technology. - I can use simple technology with support. - I can press buttons and use touchscreens. - I can use technology to make pictures, sounds or recordings. - I can talk about what technology does. - I can use technology safely. - I can ask an adult for help when using technology.	- I can explore different foods using my senses. - I can name some fruits and vegetables. - I can help prepare simple foods. - I can use tools safely with support. - I can mix, spread and combine ingredients. - I can talk about what food looks, smells and tastes like. - I can make choices about foods I enjoy. - I can help tidy up after preparing food.	I can talk about places I know. I can recognise familiar places near me. I can name people who help us in our community. I can notice things I see around me. I can explore my local area. I can talk about where I go with my family. I can notice similarities and differences between places. I can use simple words to describe where things are.		- I can name some animals and people I know. - I can notice how animals and people are the same and different. - I can name some parts of my body. - I can explore how animals move. - I can talk about what animals and people need to stay healthy. - I can use my senses to	- I can talk about things that have happened. - I can remember familiar events and routines. - I can use words like before and next. - I can talk about what happens first and what happens after. - I can notice changes as I grow. - I can look at photographs and talk about what I see. - I can recognise	- I can talk about things that are special to me. - I can recognise celebrations that are important to my family. - I can join in with songs, stories and activities linked to	Christmas

I can talk about my picture.
I can explore different ways to create artwork.

explore the world around me.

- I can show care and kindness towards animals and living things.
- I can talk about things I notice about animals and people.

familiar people, places and experiences.
I can talk about my own experiences.

celebrations.

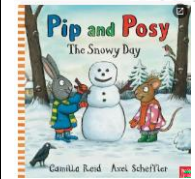
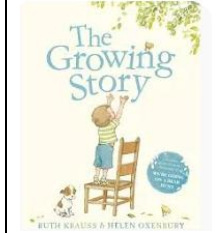
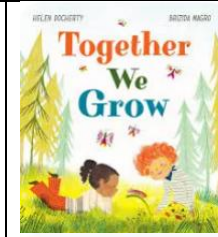
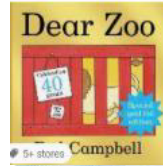
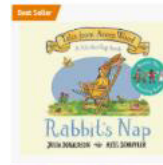
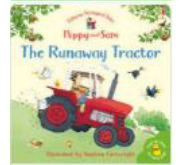
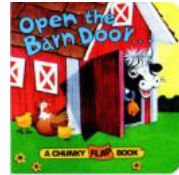
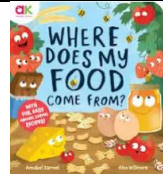
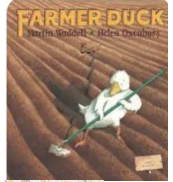
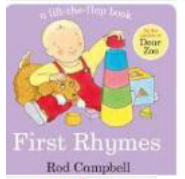
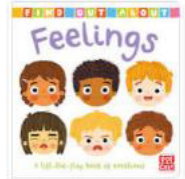
- I can notice that people celebrate in different ways.
- I can explore special foods, clothes, music and decorations.
- I can talk about what I enjoy.
- I can show respect and interest in other people's celebrations.
- I can share my own experience

							s with others.	
F o c u s Q u e s t i o n s	• "Tell me what you can see." • "I wonder what you notice when you look closely?" • "What mark will you make next?" • "Can you find that feature on your face?" • "What could you add to your picture?" • "How did you make that mark?"	• "What do you notice?" • "How does it work?" • "What could we use this for?" • "Which button could we press?" • "How can we look after our technology?"	• "What do you notice about this food?" • "How does it feel?" • "What could we do with this ingredient?" • "Can you help me mix/stir/spread?" • "What did you make?" • "Would you choose this food again?"	"What can you see around you?" "Do you recognise this place?" "Where have you been before?" "Who works here and how do they help us?" "What is near our school/home?" "Can you tell me about this place?" "What do you notice?" "How are these places the same or different?"	• "What do you notice about this animal?" • "Can you show me that body part?" • "How does it move?" • "What does it need to be happy and healthy?" • "How are we the same?" • "How are we different?" • "How can we care for this animal?" • "What can you see, hear or feel?"	• "What happened before this?" • "What comes next?" • "Can you tell me what happened?" • "What do you remember?" • "How have you grown and changed?" • "Who can you see in this photo?" • "What was different then?" • "What is the same now?"	• "Can you tell me about this celebration?" • "What do people do when they celebrate?" • "What can you see?" • "What is special about this?" • "Who do you celebrate with?" • "How does this make you feel?" • "What is the same or different?" • "Can you share something special about your family?"	
V o c a b u	• Art • Artist • Draw • Make • Create	• Technology • Computer • Tablet • Screen	• Food • Fruit • Vegetable • Harvest • Healthy	Home, school, local area, community	• Animal • Human • Person • Body • Head	• Before • After • Next • First • Then	• Celebrate • Celebration • Special	Christmas, celebrate, festival,

• Mark • Line • Shape • Colour • Detail • Look • Notice • See • Face • Eyes • Nose • Mouth • Hair • Body • Pencil • Crayon • Paint • Brush • Picture • Portrait	• Camera • Button • Press • Touch • Click • Tap • Record • Photo • Sound • Video • Robot • Safe • Help	• Taste • Smell • Look • Feel • Sweet • Crunchy • Soft • Mix • Stir • Cut • Spread • Make • Recipe • Ingredients • Safe • Wash	y, place, street, road, shop, park, house, garden, building, people, family, friend, help, near, far, here, there, map, look, find.		• Eyes • Ears • Nose • Mouth • Hands • Feet • Legs • Arms • Fur • Feathers • Tail • Wings • Move • Eat • Drink • Grow • Baby • Healthy • Care • Senses • See • Hear • Smell • Taste • Touch	• Last • Now • Today • Yesterday • Tomorrow • Past • Present • Baby • Grow • Change • Old • New • Remember • Time • Family • Photo	• Family • Community • Festival • Tradition • Party • Birthday • Food • Music • Song • Dance • Clothes • Decorations • Lights • Gift • Share • Together • Happy • Different • Same	family , Jesus, baby, nativity, story, gift, tree, star, lights, decorations, card, song, church , special, together, kindness, tradition.
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Method
Predicted
Texts



Range 2 Birth to 5 Matters – Autumn Term focus

Prime Areas

Personal, Social and Emotional Development (PSED)

Building Relationships

- Builds strong attachments with familiar adults.
- Shows preferences for particular people and seeks comfort from them.
- Responds to familiar voices, faces and interactions.
- Begins to show interest in other children.
- Enjoys shared play and interactions with adults.

Self-Regulation

- Expresses feelings through sounds, facial expressions and movements.
- Uses familiar adults for reassurance and support.
- Begins to anticipate routines and what happens next.
- Responds to simple boundaries and consistent routines.

Managing Self

- Explores confidently when they feel secure.
- Shows increasing independence in feeding, movement and exploration.
- Begins to make choices and show preferences.
- Develops awareness of their own needs.

Communication and Language

Listening, Attention and Understanding

- Turns towards familiar sounds and voices.
- Responds to their name.
- Enjoys songs, rhymes and simple stories.
- Understands familiar words and simple instructions.
- Pays attention to interactions with adults.

Speaking

- Uses sounds, gestures and actions to communicate.
- Babble sounds become more varied.
- Uses single words and early phrases.
- Copies sounds, words and actions from others.
- Communicates needs and interests.

Physical Development

Gross Motor Skills

- Sits independently and begins to move in different ways.
- Crawls, cruises or walks with increasing confidence.
- Explores spaces through movement.
- Develops coordination and balance.
- Reaches, grasps and manipulates objects.

Fine Motor Skills

- Picks up and explores small objects.
- Passes objects from hand to hand.
- Uses fingers to point, poke and investigate.
- Begins to use tools such as spoons and mark-making materials.
- Develops control through sensory exploration.

Specific Areas

Literacy

Comprehension

- Enjoys looking at books with adults.
- Shows interest in pictures and familiar stories.
- Responds to familiar rhymes and songs.
- Begins to anticipate repeated parts of stories.

Word Reading

- Shows interest in books, print and pictures.
- Recognises familiar symbols and objects.
- Enjoys listening to sounds, songs and rhymes.

Writing

- Explores making marks using hands and tools.
- Makes random marks through sensory experiences.
- Develops control through grasping and manipulating objects.

Mathematics

Number

- Notices changes in quantity.
- Begins to understand simple number concepts through play.
- Explores groups of objects.
- Uses actions and sounds to show interest in counting.

Numerical Patterns

- Explores shape, space and size.
- Notices similarities and differences between objects.
- Investigates how objects fit together.
- Explores patterns through movement, sounds and play.

Understanding the World

Past and Present

- Recognises familiar people and routines.
- Begins to understand that familiar events happen regularly.
- Responds to changes in routines and experiences.

People, Culture and Communities

- Develops relationships with familiar people.
- Shows awareness of their own family and community.
- Begins to notice similarities and differences in experiences.

- Explores natural materials using senses.
- Shows curiosity about animals, plants and objects.
- Investigates cause and effect through play.
- Notices changes in the environment.

Expressive Arts and Design

Creating with Materials

- Explores different textures, colours and sounds.
- Uses hands and simple tools to investigate materials.
- Enjoys sensory experiences such as water, sand, paint and dough.
- Makes marks through exploration.

Being Imaginative and Expressive

- Responds to music, songs and rhymes.
- Moves their body in response to sounds.
- Imitates actions, sounds and facial expressions.
- Enjoys simple pretend play with familiar objects.

These outcomes support children developing within **Range 2 (approximately 6–18 months)** as they move towards **Range 3**, with learning centred around secure relationships, communication, exploration, movement and sensory experiences.

Range 3 in **Birth to 5 Matters** generally refers to children aged approximately **18–27 months**. At this stage, children are becoming more independent, developing language, building relationships, gaining confidence in movement and exploring the world through active play.

Range 3 Birth to Matters – Spring Term

Prime Areas

Personal, Social and Emotional Development (PSED)

Building Relationships

- Shows interest in other children and begins to play alongside them.
- Develops friendships and enjoys being with familiar people.
- Seeks comfort from familiar adults when needed.
- Begins to show awareness of others' feelings.

Self-Regulation

- Expresses a range of emotions through words, actions and behaviour.
- Begins to understand simple expectations and boundaries.
- Responds to familiar routines and instructions.
- Begins to manage feelings with support from adults.

Managing Self

- Shows increasing independence in everyday routines.
- Attempts to do things for themselves, such as feeding, dressing and washing.
- Makes choices and expresses likes and dislikes.
- Begins to understand simple healthy choices.

Communication and Language

Listening, Attention and Understanding

- Listens to familiar stories, songs and conversations.
- Understands simple questions and instructions.
- Responds to their name and familiar words.
- Begins to pay attention for longer periods.

Speaking

- Uses a growing vocabulary to communicate.
- Begins to combine words into short phrases and sentences.
- Uses language to express needs, ideas and interests.
- Names familiar people, objects and actions.
- Begins to talk about experiences.

Physical Development

Gross Motor Skills

- Walks, runs and climbs confidently.
- Begins to balance and move safely.
- Enjoys exploring different ways of moving.
- Uses playground equipment with increasing confidence.
- Develops coordination through active play.

Fine Motor Skills

- Uses tools such as crayons, spoons and brushes with growing control.
- Turns pages in books and manipulates small objects.
- Builds towers and joins materials together.
- Begins to make marks intentionally.
- Develops hand-eye coordination.

Specific Areas

Literacy

Comprehension

- Enjoys sharing books with adults.
- Shows interest in pictures and familiar stories.
- Joins in with repeated phrases and actions.
- Begins to answer simple questions about stories.

Word Reading

- Enjoys songs, rhymes and rhythm.
- Notices sounds in the environment.
- Recognises familiar symbols and print.
- Shows growing interest in books.

Writing

- Makes marks and begins to give meaning to them.
- Explores different mark-making materials.
- Uses movements to create lines, circles and shapes.
- Begins to represent ideas through drawing.

Mathematics

Number

- Begins to notice numbers in everyday life.
- Uses number words during play.
- Counts small groups of objects with support.
- Understands ideas such as *one*, *two*, *more* and *all gone*.

Numerical Patterns

- Explores size, shape and quantity.
- Begins to compare objects using words such as *big*, *small*, *more* and *less*.
- Notices simple patterns and sequences.
- Matches and sorts objects by simple features.

Understanding the World

Past and Present

- Recognises familiar people, routines and experiences.
- Begins to understand changes in their own lives.
- Talks about recent experiences.

People, Culture and Communities

- Shows interest in their family and familiar community.
- Recognises familiar places and people.
- Begins to notice similarities and differences between themselves and others.
- Explores different experiences through play and stories.

These outcomes support children developing within **Range 3 (approximately 18–27 months)** as they move towards **Range 4 (2–3 years)**, with a focus on communication, independence, social development, physical confidence and curiosity.

Range 4 in Birth to 5 Matters generally refers to children aged approximately **2–3 years**. At this stage, children are developing independence, expanding their communication skills, forming friendships, gaining confidence in movement and becoming increasingly curious about the world around them.

Range 4 Birth to 5 Matters Summer Term Focus

Prime Areas

Personal, Social and Emotional Development (PSED)

Building Relationships

- Begins to develop friendships with other children.
- Plays alongside others and starts to join shared play.
- Shows awareness of others' feelings and responds with support.
- Seeks familiar adults for reassurance and support.
- Begins to cooperate with others during play.

Self-Regulation

- Expresses a range of emotions and begins to talk about feelings.
- Begins to understand simple rules and expectations.
- Responds to adult guidance and support.
- Starts to manage frustrations and changes with help.
- Develops attention and concentration during activities.

Managing Self

- Shows increasing independence in daily routines.
- Attempts to manage dressing, feeding and personal care.
- Makes choices and communicates preferences.

- Begins to understand healthy routines.
- Shows confidence exploring new experiences.

Communication and Language

Listening, Attention and Understanding

- Listens to simple stories, songs and conversations.
- Understands and follows simple instructions.
- Responds to questions and comments.
- Joins in with familiar rhymes and repeated phrases.
- Pays attention for longer periods.

Speaking

- Uses a growing vocabulary.
- Combines words into sentences.
- Talks about experiences, ideas and feelings.
- Asks questions and responds to others.
- Uses talk during play to explain what they are doing.

Physical Development

Gross Motor Skills

- Moves confidently in a range of ways.
- Runs, jumps and climbs with increasing control.
- Begins to balance and coordinate movements.

- Uses outdoor equipment safely.
- Enjoys physical challenges and active play.

Fine Motor Skills

- Uses tools such as crayons, brushes, spoons and scissors with increasing control.
- Makes marks and gives meaning to drawings.
- Builds and constructs using different materials.
- Develops hand strength and coordination.
- Begins to use a comfortable pencil grip.

Specific Areas

Literacy

Comprehension

- Enjoys listening to stories and talking about books.
- Joins in with familiar stories and repeated phrases.
- Answers simple questions about characters and events.
- Begins to retell parts of familiar stories.

Word Reading

- Enjoys songs, rhymes and rhythm.
- Notices sounds in words and the environment.
- Shows interest in letters, print and symbols.
- Recognises some familiar words and symbols.

- Makes purposeful marks.
- Draws lines, circles and simple shapes.
- Begins to represent ideas through drawing.
- Uses a range of mark-making tools.

Mathematics

Number

- Begins to recognise numbers in everyday contexts.
- Uses number words in play.
- Counts small groups of objects.
- Understands ideas such as more, less, one and lots.
- Begins to notice quantities without counting.

Numerical Patterns

- Explores shapes, sizes and patterns.
- Sorts and matches objects.
- Uses mathematical language such as big, small, long and short.
- Notices simple sequences and patterns.
- Explores position and space.

Understanding the World

Past and Present

- Talks about familiar experiences and events.
- Begins to understand changes over time.
- Recognises familiar people, places and routines.
- Talks about things that happened recently.

People, Culture and Communities

- Talks about their family and community.
- Shows interest in similarities and differences between people.
- Explores different experiences through stories, play and activities.
- Begins to understand that people have different backgrounds and traditions.

The Natural World

- Explores and observes plants, animals and natural materials.
- Notices changes in the environment.
- Asks questions and investigates through play.
- Begins to understand how to care for living things.

Expressive Arts and Design

Creating with Materials

- Explores a variety of materials, tools and techniques.
- Creates drawings, paintings, models and constructions.
- Experiments with colour, texture and shape.
- Talks about what they have created.

Being Imaginative and Expressive

- Joins in with songs, rhymes and music.
- Uses imagination in pretend play.
- Creates simple stories and role-play situations.
- Explores movement, sounds and different ways to express ideas.

These outcomes support children developing within **Range 4 (approximately 2–3 years)** as they build independence, communication, confidence and curiosity, preparing them for **Range 5 (3–4 years)**.