



EYFS Reception 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
BI	Expressive Arts &		Technology		Expressive Arts &		Understanding		Understanding the World – The Natural	Understanding the World – Past and	Understanding the World – Past and	Understanding the World – People,	Understanding the World – People,	Understanding	

O b j e c t i v e s	Design – Linked to Art How can we draw what we really see?	How can we use technology to help us learn, create and explore?	Design – Linked to DT Food Technology – Focus on Harvest How can we use harvest foods to make something healthy and delicious?	the World (Linked to Geogra phy) What makes our local area special?	World Linked to Science Animals including humans What makes animals and people special?	Present – Linked to History How can we put events in order and understand when they happened?	Culture, Communities How do people celebrate special times and traditions?	the World – People, Culture, Communities Linked to R.E.
	K + U S t i c k y K n o w l e d g e	• Knows how to operate simple equipment, eg turns on music devices, uses a remote control, can navigate touch-capable technology with support • Shows an interest in technological toys with knobs or pulleys, real objects such as photographic equipment,	• Look closely at similarities, differences, patterns & change • Know & talk about the different factors that support their overall health & well-being	• Observe, find out about and identify features in the place they live and in the natural world. • Find out about their environment and talk about those features they like/dislike. • Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house',	• Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping & hygiene can contribute to good health • Describe what they see, hear & feel • Identify different parts of their body & animals • Be able to show care and concern for living things • Know the effects exercise has on their bodies	• Use talk to organise, sequence and clarify thinking and events • Compare & contrast characters from stories, including figures from the past • Comment on images of familiar situations in the past	• Compare & contrast characters from stories, including figures from the past • Talks about past & present events in their own life & in the lives of family members • Talk about members of their immediate family & community • Enjoys joining in with family customs & routines • Understand that some places are special to members of their community	Christm as

and
touchscreen
and voice
control
devices such
as mobile
phones and
tablets

- Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images
- Knows that information can be retrieved from digital devices and the internet
- Selects from a range of materials to learn cause and effect, eg makes a string puppet using dowels and string to suspend the puppet, or

'flat',
'temple'
and
'synagogue', to help children make distinctions in their observations.

- Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment.

- Recognise some environment

• Have some understanding of growth and change

• Talk about things they have observed including animals

- Observational drawings of animals

• Know about similarities & differences between themselves & others, & among families, cultures & traditions

• Knows that other children do not always enjoy the same things, & is sensitive to this

		makes and flies a range of simple kites						
F o c u s Q u e s t i o n s	- What can you see when you look at your face? - Where are your eyes, nose and mouth? - How many eyes, ears, arms and legs do we have? - What shape is your face? - What colour are your eyes and hair? - Where does your nose sit on your face? - What is different about you and your friends? - What is the same about everyone? - How can we draw a person? - What happens if we look carefully before we draw? - What details can you add to make your picture look like you? - Which drawing tools can you use? - How can you improve your drawing?	- What is technology? - Where do we see technology at home and at school? - What different types of technology can we use? - How do we use technology safely? - What can a computer or tablet help us do? - How do we use a mouse or touchscreen? - How can we take a photograph? - How can we use technology to create a picture or drawing? - What happens when we	- What is harvest? - Where does our food come from? - Which foods grow on farms or in gardens? - What fruits and vegetables can you name? - How do we prepare food safely? - What tools can we use to prepare food? - How can we make a healthy snack? - What colours, textures and tastes can we notice? - Why is it important to wash our hands before cooking? - How can we work safely when preparing food? - What do you like or dislike about different foods? - How can we	Where do I live? What is the name of our town or city? What can we see in our local area? How do people travel around our local area? What buildings and places are near our school? What is a map? How can a map help us? What is the difference between a town, city and countryside? What	- What is an animal? - What animals can you name? - How are animals the same? - How are animals different? - What body parts do people and animals have? - What do humans and animals need to stay alive? - Where do different animals live? - What do different animals eat? - How do animals move? - How do we use our five senses? - How can we keep our bodies healthy?	- What does <i>past</i> mean? - What does <i>present</i> mean? - What does <i>future</i> mean? - How do we know when something happened? - What happens first, next and last? - How can we order events in our own lives? - How have we changed from being a baby to now? - What can a timeline show us? - How can photographs help us remember the past? - What things happened before we were born? - How is life	- What is a celebration? - Why do people celebrate special days? - What celebrations are important to different people? - What is the same and different about celebrations around the world? - How do families celebrate Hanukkah? - Why do Jewish people light the menorah during Hanukkah? - How do people celebrate Diwali? - Why is Diwali known as the Festival of Lights?	

	press different buttons? • How can we make a programmable toy move? • What instructions do we need to give it? • How can technology help people in their everyday lives?	improve our food creation?	natural features can we see where we live? How can we care for our local environment? What is the same and different about other places? Why is our local area important to us?		• How do we care for animals and ourselves?	different now compared to the past? • How can we describe the order of events? • Why is it useful to know when things happened?	• Who was Guru Nanak and why is his birthday remembered? • How do Sikhs celebrate Guru Nanak's Gurmurti? • What is St Andrew's Day and why is it celebrated? • What is Advent? • Why do some Christians use an Advent calendar? • What special objects, foods, songs or clothing are linked to celebrations? • How do celebrations bring people together? • How can we respect and learn about other people's traditions?	
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Vocabulary	• Self-portrait • Portrait • Face • Head • Eyes • Ears • Nose • Mouth • Hair • Neck • Shoulders • Arms • Hands • Legs • Feet • Features • Observe • Draw • Sketch • Line • Shape • Detail	• Technology • Computer • Tablet • Interactive whiteboard • Keyboard • Mouse • Screen • Touchscreen • Camera • Photograph • Video • Microphone • Robot • Bee-Bot • Program • Instructions • Direction • Forward • Backward • Left • Right • Button • Click • Tap • Safe • Login • Password (introduced simply,	• Harvest • Fruit • Vegetable • Healthy • Ingredients • Recipe • Taste • Smell • Texture • Crunchy • Soft • Sweet • Sour • Juicy • Peel • Chop • Slice • Mix • Stir • Spread • Wash • Hygienic • Safe • Design • Make • Evaluate	- Local area - Home - School - Community Town - City - Village - Countryside - Map - Globe - Route - Road - Street - Building House - Shop - Park - Library - Church - River - Forest	• Animal • Human • Mammal • Bird • Fish • Reptile • Amphibian • Insect • Pet • Wild • Habitat • Home • Body • Head • Eyes • Ears • Nose • Mouth • Arms • Legs • Hands • Feet • Fur • Feathers • Scales • Wings • Tail • Healthy • Exercise • Food • Water • Sleep • Senses	• Chronology • Timeline • Order • Sequence • Before • After • First • Next • Then • Last • Past • Present • Future • Long ago • Recently • Yesterday • Today • Tomorrow • Older • Younger • Beginning • Middle • End • Change • Remember	• Celebration • Festival • Tradition • Culture • Community • Family • Religion • Belief • Respect • Similar • Different • Special • Hanukkah • Menorah • Jewish • Diwali • Hindu • Sikh • Guru Nanak • Gurbur • Gurdwara • St Andrew • Scotland • Advent • Christian • Christmas	Christmas, celebrate, festive, family, Jesus, baby, nativity, story, gift, tree, star, lights, decorations, card, song, church, special, together, kindness, tradition.
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- where appropriate)
- Digital

Environment

Near

Far

Next to

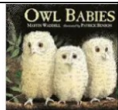
Around
Direction

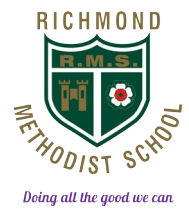
Journey

- Sight
- Hearing
- Smell
- Taste
- Touch
- Care

- Calendar
- Light
- Candle
- Prayer
- Symbol
- Story
- Ceremony

Predicted Texts





Prime Areas Range 5 Birth to 5 Matters Autumn Term Focus

Doing all the good we can

Personal, Social and Emotional Development (PSED)

- Shows increasing confidence in new situations.
- Begins to manage feelings and behaviour with support.
- Plays cooperatively with other children.
- Develops friendships and shows empathy for others.
- Becomes more independent in managing personal needs.

Communication and Language

- Listens attentively during stories and group activities.
- Understands more complex instructions.
- Speaks in longer sentences to express ideas and feelings.
- Asks and answers questions to extend conversations.
- Uses language for imagining, reasoning and problem-solving.

Physical Development

- Moves confidently with coordination and balance.
- Uses large equipment safely and skilfully.
- Develops fine motor control for drawing, cutting and using tools.
- Manages dressing, toileting and handwashing with increasing independence.

Specific Areas

Literacy

- Enjoys sharing books and retelling familiar stories.
- Recognises some letters, especially those in their name.
- Begins to hear and identify sounds in words.
- Gives meaning to marks and begins early writing.
- Understands that print carries meaning.

- Counts objects accurately and recognises numerals.
- Compares quantities using mathematical language.
- Explores patterns, shapes and measures.
- Begins simple addition and subtraction through practical play.
- Understands sequencing and order.

- Talks about family, community and past experiences.
- Explores similarities and differences between people and places.
- Shows curiosity about the natural world.
- Uses technology for a purpose with support.
- Investigates how things work through play.

- Uses a variety of materials creatively.
- Sings songs and explores rhythm and movement.
- Engages in imaginative and role play.
- Creates representations through drawing, painting, construction and music.
- Expresses ideas, thoughts and feelings through creative activities.

These outcomes describe the typical development expected by the end of **Range 5**, while recognising that children progress at different rates and may achieve these milestones at different times.



Prime Areas Range 6 Birth to Fiver Matters – Spring Term Focus

Doing all the good we can

Personal, Social and Emotional Development (PSED)

- Shows confidence and resilience in trying new activities.
- Understands and follows rules and routines.
- Manages feelings and behaviour appropriately.
- Works and plays cooperatively, taking turns and sharing.
- Demonstrates increasing independence in self-care and decision-making.

Communication and Language

- Listens attentively and responds appropriately in conversations.
- Follows instructions involving several ideas or actions.
- Uses a wide range of vocabulary and speaks in well-formed sentences.
- Explains ideas, events and experiences clearly.
- Participates confidently in discussions and storytelling.

Physical Development

- Demonstrates good balance, coordination and agility.
- Uses equipment and tools safely and effectively.
- Holds a pencil correctly and forms recognisable letters.
- Shows control in fine motor tasks such as cutting, drawing and writing.
- Independently manages personal hygiene and self-care routines.

Specific Areas

Literacy

- Enjoys reading independently and with others.
- Recognises most letters and their sounds.
- Blends sounds to read simple words.
- Reads simple sentences with understanding.

Writes recognisable letters, simple words and short sentences with increasing accuracy.

- Counts reliably beyond 20.
- Recognises and orders numbers.
- Solves simple addition and subtraction problems.
- Explores number bonds and patterns.
- Compares quantities, measures and shapes using mathematical language.

Understanding the World

- Talks about similarities and differences between people, places and cultures.
- Understands changes over time and discusses past and present events.
- Explores the natural world through observation and investigation.
- Uses technology confidently for different purposes.
- Asks questions and explains observations about how things work.

Expressive Arts and Design

- Creates detailed artwork using a variety of materials.
- Sings songs, performs dances and explores musical instruments.
- Uses imagination to develop stories and role-play scenarios.
- Combines materials, movements and sounds creatively.
- Expresses ideas and feelings through art, music, dance and imaginative play.

These outcomes describe the typical development expected by the end of **Range 6**, while recognising that children progress at different rates and may achieve these milestones at different times.

The **Early Learning Goals (ELGs)** describe the expected level of development for children by the end of the Reception year (around age 5). There are **17 ELGs** across the seven areas of learning.



Prime Areas Early Learning Goals – Summer Term Focus

Doing all the good we can

Personal, Social and Emotional Development (PSED)

Self-Regulation

- Shows understanding of their own feelings and those of others.
- Regulates behaviour appropriately.
- Follows instructions involving several steps.
- Focuses attention and persists with challenges.

Managing Self

- Demonstrates confidence and independence.
- Explains the importance of healthy eating, exercise and hygiene.
- Manages personal care independently.
- Shows perseverance and resilience.

Building Relationships

- Forms positive relationships with adults and peers.
- Works and plays cooperatively.
- Takes turns, shares and resolves conflicts appropriately.
- Shows sensitivity and kindness towards others.

Communication and Language

Listening, Attention and Understanding

- Listens carefully in different situations.
- Responds appropriately to questions and instructions.
- Understands and follows multi-step directions.
- Engages in conversations and discussions.



Speaking

- Expresses ideas clearly using full sentences.
- Uses a wide vocabulary.
- Participates confidently in conversations.
- Explains ideas, events and experiences.

Physical Development

Gross Motor Skills

- Demonstrates strength, balance and coordination.
- Moves confidently in a variety of ways.
- Uses equipment safely and effectively.
- Develops overall physical control.

Fine Motor Skills

- Uses a tripod grip effectively.
- Controls small movements with precision.
- Forms letters accurately and fluently.
- Uses tools and equipment confidently.

Specific Areas

Literacy

Comprehension

- Demonstrates understanding of stories and information.
- Predicts and discusses texts.
- Retells stories in sequence.
- Answers questions about what has been read.

Doing all the good we can

- Says sounds for most letters.
- Blends sounds to read unfamiliar words.
- Reads simple sentences accurately.
- Recognises common exception words.

Writing

- Writes recognisable letters correctly.
- Spells words using known sounds.
- Writes simple phrases and sentences.
- Uses capital letters, finger spaces and full stops with increasing accuracy.

Mathematics

Number

- Counts confidently beyond 20.
- Understands number relationships and composition.
- Automatically recalls number bonds to 5 and some to 10.
- Solves simple addition and subtraction problems.

Numerical Patterns

- Recognises, creates and extends patterns.
- Understands sequencing.
- Compares quantities.
- Explores shape, space and measure.

Understanding the World

Past and Present

Talks about events in their own lives.

Understands differences between the past and present.

Uses stories to compare past experiences.

People, Culture and Communities

- Describes their own community.
- Understands similarities and differences between cultures.
- Explores traditions, celebrations and beliefs.
- Respects diversity.

The Natural World

- Explores and observes the natural environment.
- Describes plants, animals and habitats.
- Understands seasonal changes.
- Makes observations and explains what they notice.

Expressive Arts and Design

Creating with Materials

- Safely uses a range of materials and tools.
- Creates artwork with purpose.
- Explores colour, texture, shape and design.
- Shares ideas about their creations.

Being Imaginative and Expressive

- Invents, adapts and tells stories.
- Performs songs, rhymes and music.
- Uses role play and small-world play imaginatively.
- Expresses ideas through drama, movement and creative activities.

These 17 Early Learning Goals are used to assess whether children have reached the **expected level of development** at the end of the Reception



year as part of the **EYFS Profile**.