Fledglings Long Term Plan 2026-2027

	Autumn Term 2026		Spring Term 2027		Summer Term 2027	
	3rd Sept- 22nd Oct	**2nd Nov-18th Dec**	**5th Jan-12th Feb**	**22nd Feb-25th Mar**	**13th Apr-28th May**	**7th Jun-21st Jul**
The Big Question	Who am I?	How do we celebrate?	What makes you happy?	What makes living things grow?	Do all places look the same as here?	Who helps you the most?
Core Value	Respect	Responsibility	Trust	Perseverance	Compassion	Courage
Themes and Topics	- All about me ○ Bodies ○ Families ○ Feelings ○ Emotions - Autumn exploration	- Seasonal changes - Space - Christmas	- Pantomime - Traditional Tales - Winter and Nocturnal animals	-Spring changes -Farm animals - Planting and plant life cycle	- Minibeasts and animal life cycles - Habitats and homes - Transport	- People who help us - Superhero's (fantasy and real-life superhero's – people who help us) - Sea creatures and the beach
Significant Events	-Harvest festival (5/10) - World mental health day (10/10)	- Bonfire night (5/11) -Diwali (6-10/11) - Remembrance Day (11/11) - Children in Need (20/11) Christmas (December) -Risers Christmas play (15/12)	-National Storytelling week (30/1) - Children's mental health week (1/2) - Chinese New Year (6/2) - Ramadan begins (8/2) - Pancake day (9/2)	- World Book Day (4/3) - Mother's Day (7/3) - Easter (28/3)	-Walk to school week (19/5) - World Bee Day (20/5)	-World Ocean Day (8/6) - Risers Sports Day (17/6) - Father's Day (20/6) -Risers Graduation (21/7)
Key texts	'You Choose' Fantastic Families The Little Red Hen Funny bones The Colour Monster	Depal's Diwali – Twinkl eBook Whatever Next Stickman - Julia Donaldson The Christmas story	Jack and the beanstalk Goldilocks and the three bears Gingerbread man Three little pigs Owl Babies Brown Bear, Brown Bear	Mr Wolfs pancakes World book day books – The Gruffalo, 10 Little Pirates, The Tiger who came to tea A squash and a squeeze The Wonkey Donkey	The Hungry Caterpillar The Perfect Ribbit Handa's Surprise Children's Picture Atlas	Snail and the Whale Tiddler Go, Go, Pirate Boat
Communication and Language	**Birth to 3** - Enjoy singing, music and toys that make sounds - Listen and respond to simple sounds - Turn towards familiar voices - Begin to	**Birth to 3** - Copy gestures and words - Use simple sounds and single words - Point to communicate needs	**Birth to 3** - Understand more complex instructions - Recognise familiar objects and people - Join in repeated phrases	**Birth to 3** - Begin using short phrases - Enjoy conversations - Name familiar people and objects	**Birth to 3** - Use language to share experiences - Respond to simple questions	**Birth to 3** - Use language increasingly for communication - Enjoy conversations - Listen to longer stories

	understand simple words **3 to 4 years** - Understand how to listen carefully and why listening is important - Engage in story times - Listen to and talk about stories - Learn new vocabulary	**3 to 4 years** - Ask questions - Use longer sentences - Develop conversations - Sing songs and rhymes	**3 to 4 years** - Understand "why" questions - Develop vocabulary - Retell familiar stories	**3 to 4 years** - Use talk to organise ideas. - Describe events. - Extend vocabulary through play	**3 to 4 years** - Use a wider vocabulary - Talk confidently with adults and children - Learn rhymes and poems	**3 to 4 years** - Understand a range of questions - Retell stories with increasing accuracy -Participate in group discussions
Personal, Social and Emotional	**Birth to 3** - Thrive as they develop secure relationships with familiar adults - Begin to express preferences - Separate from main carer with support **3 to 4 years** - Select and use activities independently - Develop sense of responsibility - Build constructive relationships with adults and peers	**Birth to 3** - Express feelings - Seek comfort when needed - Begin playing alongside others **3 to 4 years** - Become more outgoing with unfamiliar people - Show resilience - Follow classroom routines	**Birth to 3** - Begin to show affection - Begin to understand feelings - Notice others emotions **3 to 4 years** -Express feelings appropriately -Understand others emotions - Develop friendships	**Birth to 3** - Become more independent - Attempt self-care routines **3 to 4 years** - Manage own needs/emotions with co-regulation support if needed - Increasingly independent in toileting and hygiene - Follow simple rules	**Birth to 3** - Show confidence in new experiences - Cooperate with others **3 to 4 years** - Develop positive attitudes - Play cooperatively - Resolve simple conflicts with support	**Birth to 3** - Show increasing confidence - Develop sense of self **3 to 4 years** - Show confidence in abilities - Follow routines independently - Prepare for transitions
Physical Development	**Birth to 3** - Gradually gain control of body - Reach, grasp and explore objects - Begin feeding themselves **3 to 4 years** - Continue developing movement skills - Match movements to songs - Use large-muscle movements - Develop independence with dressing	**Birth to 3** - Climb safely - Explore different ways of moving - Build confidence outdoors **3 to 4 years** - Skip, hop and balance - Use wheeled toys confidently - Develop pencil grip between 3 fingers comfortably	**Birth to 3** - Throw and kick balls - Use push/pull toys - Develop hand-eye coordination **3 to 4 years** - Catch large balls - Ride tricycles/develop pedalling - Use one-handed tools effectively	**Birth to 3** - Develop fine motor skills through exploration - Begin using spoons and cups independently **3 to 4 years** - Hold pencil comfortably - Use scissors with increasing control	**Birth to 3** - Move confidently over varied surfaces - Develop coordination **3 to 4 years** - Balance on equipment - Negotiate space safely - Develop core strength	**Birth to 3** - Develop overall body strength and coordination - Build independence in self-care **3 to 4 years** - Use small tools accurately - Demonstrate good coordination in large and small movements
Super Sounds – Prephonics *- Listening and making sounds*	I join in with, match and copy everyday sounds, using my mouth to make different sounds and noises	I join in with action songs and rhymes. I use instruments to make sounds	I join in with clapping, tapping or stamping a steady beat when I join in with stories,	I fill in the rhyming gaps in a story, rhyme or song	I join in with tongue twisters and games where 2 or 3 words begin with the same sound I remember and say two alternative	I join in with oral blending and segmenting activities I hear and remember the separate spoken sounds in words, orally blending these

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- *Recalling and sequencing sounds* - *Talking about sounds*	I name and match some animals/objects, making their sounds in sequence I talk about stories, making everyday sounds to go with the pictures	matched to pictures I name different instruments and change how I play them, by following instructions e.g. fast/slow, loud/quiet I use words to describe actions e.g. clapping, creeping, flapping and rolling	songs and rhymes I continue, repeat, and make up a rhythm by clapping or using an instrument I clap the beats in my name and other familiar words	I recognise when 2 words rhyme I say a string of words that rhyme with a given word	words which describe an object in a story, song or game I spot when two words don't begin with the same spoken sounds, and when they do	together to say whole words matched to objects or actions I say whole words, separating these into separate spoken sounds by orally segmen+ting them
Read, Write, Inc	-	-	-	-	-	Set One (Only risers that are ready) m, a, s, d, t i, n, p, g, o c, k, u, b, f e, l, h, r, j, v, y, w, z, x, sh, th, ch, qu, ng, nk
White Rose - Mathematics	Comparison 1 – More than, fewer than, same Shape, space and measure 1 – Explore and build with shapes and objects Pattern 1 – Explore repeats Counting 1 – Hear and say number names	Counting 2 – Begin to order number names Subitising 1 – I see 1, 2, 3 Pattern 2 – Join in with repeats Shape, space and measure 2 – Explore position and space	Subitising 2 – Show me 1, 2, 3 Counting 3 – Move and label 1, 2, 3 Shape, space and measure 3 – Explore position and routes Pattern 3 – Explore patterns	Counting 4 – Take and give 1, 2, 3 Shape, space and measure 4 – Match, talk, push and pull Subitising 3 – Talk about dots Comparison 2 – Compare and sort collections	Pattern 4 – Lead on own repeats Shape, space and measure 5 – Start to puzzle Pattern 5 – Making patterns together Subitising 4 – Make games and actions	Counting 5 – Show me 5 Pattern 6 – My own pattern Counting 6 – Stop at 1, 2, 3, 4, 5 Comparison 3 – Match, sort, compare
Literacy	**Birth to 3** - Enjoy sharing books with adults - Repeat words and phrases from familiar stories - Pay attention to pictures - Explore books independently **3 to 4 years** - Understand print has meaning - Enjoy songs, rhymes and stories - Engage in extended	**Birth to 3** - Enjoy familiar books repeatedly - Turn pages independently - Join in repeated refrains **3 to 4 years** - Recognise environmental sounds - Begin recognising own name	**Birth to 3** - Notice symbols and logos - Enjoy nursery rhymes - Begin making marks **3 to 4 years** - Develop awareness of rhythm and rhyme - Count or clap syllables - Give meaning to the marks we make	**Birth to 3** - Make marks for different purposes - Enjoy looking at print in the environment **3 to 4 years** - Develop fine motor skills for writing - Write some letters accurately. - Begin writing own name	**Birth to 3** - Listen to longer stories - Recognise favourite books - Repeat familiar phrases **3 to 4 years** - Develop phonological awareness by recognising words with the same initial sound - Read individual letters by saying sounds	**Birth to 3** - Enjoy favourite stories independently - Continue mark making with increasing control **3 to 4 years** - Read some letter groups representing one sound - Write some recognisable letters - Engage confidently in book discussions - Develop oral blending and segmenting

	conversations about books					
Understanding the World	**Birth to 3** - Explore objects using senses - Notice differences between people - Show interest in familiar people and routines **3 to 4 years** - Begin to make sense of their own life story and family history - Talk about members of their immediate family - Name and describe people who are familiar to them	**Birth to 3** - Explore natural materials - Notice seasonal changes - Experience celebrations with others **3 to 4 years** - Explore how things work - Talk about differences between people and families - Explore collections of materials with similar and different properties	**Birth to 3** - Explore living things - Observe animals - Experience different outdoor environments **3 to 4 years** - Understand growth and change - Talk about what they see using a wide vocabulary	**Birth to 3** - Explore plants - Investigate change over time - Explore weather **3 to 4 years** - Understand the key features of the life cycle of plants and animals - Begin to understand the need to respect and care for the natural environment	**Birth to 3** - Explore technology in everyday life - Experience different environments safely **3 to 4 years** - Compare environments - Understand the effect of changing seasons - Continue developing positive attitudes about differences	**Birth to 3** - Notice and explore different occupations **3 to 4 years** - Explore different occupations - Talk about members of the community - Use simple technology appropriately
Expressive Art and Design	**Birth to 3** - Show attention to sounds and music - Move to music - Explore materials freely - Begin pretend play **3 to 4 years** - Take part in simple pretend play - Explore different materials freely - Join different materials together - Sing familiar songs	**Birth to 3** - Experiment with colour and texture - Make marks using different media - Enjoy action songs **3 to 4 years** - Listen with increased attention to sounds - Remember and sing songs - Play instruments with increasing control - Create simple representations	**Birth to 3** - Explore paint and different textures - Express ideas through movement **3 to 4 years** - Create closed shapes with continuous lines - Draw with increasing complexity - Explore colour mixing	**Birth to 3** - Use objects to represent others in play - Explore construction materials **3 to 4 years** - Use drawing to represent ideas - Develop imaginative play - Create collaboratively	**Birth to 3** - Build with blocks and construction - Enjoy role play **3 to 4 years** - Make imaginative models - Develop storylines in pretend play - Perform songs and rhymes	**Birth to 3** - Combine materials creatively - Enjoy music, dance and movement **3 to 4 years** - Explore and engage in music making and dance - Refine artistic skills - Return to and improve previous creations - Share creations with others
EYFS Overarching Principles: - Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured. - Children learn to be strong and independent through positive relationships. - Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers. - Importance of learning and development. Children develop and learn at different rates.						