Lunsford Primary School Year R Panda Class Long Term Curriculum Map 2026 – 2027

Development Matters used as a progression document in EYFS

	Autumn Term 1 All about me Roleplay: Home corner	Autumn Term 2 Night Time Roleplay: Home into Christmas setting	Spring Term 1 Amazing animals Roleplay: Vet clinic	Spring Term 2 Journeys Roleplay: Airport	Summer Term 1 Let's go outside Roleplay: Garden centre	Summer Term 2 The Ocean Roleplay: Seaside area
General themes	Starting school Zones of regulation Rules and values – safe, ready and respectful Our families Harvest – healthy food Autumn	Celebrations The Nativity Christmas Lists Letters to Father Christmas Autumn into Winter	Grouping animals Looking after animals Animals around the world - habitats Hibernation Night and day animals Winter	Where do we live? What is it like? How do I get there? Around the world How are places and people different? Winter into Spring	Plants & flowers Nature hunts Planting seeds Life cycles Healthy eating linked to seasonal fruit & veg Spring into Summer	Under the sea Seaside habitats Off on holiday! Send me a postcard Seaside now and then Summer
Enrichment activities and key events	Harvest assembly Guest visitor linked to RE or families unit – opportunity for a special person to visit: TBC Phonics workshop	Halloween Bonfire night Remembrance day Nativity performance Christmas celebrations Anti-bullying week Phonics pop in Forest School x 3	Balance-ability bike sessions with PASS Valentine's day disco Meet an animal session Forest School x 3	Easter celebrations Mother's Day event Trip to the post office to buy stamps for cards Forest School x 3 Maths Workshop	Planting Seasonal food tasting/cooking School trip Tyland Barn Father's Day event Forest School x 3	Sports day End of year disco Teddy Bear's Picnic Class assembly Forest School x 3 Visits to Year 1
KCC RE Scheme of work	Which people are special and why?	What times are special and why?	What is special about our world?	Which stories are special and why?	Which places are special and why?	Being special – where do we belong?
Literacy Tree Writing Roots	Zones of Reg core texts: The Way I Feel The Colour Monster Literacy Tree Text: So Much	Literacy Tree Texts: Ning and the Night Spirits Look Up! Story time texts: Whatever Next!	Literacy Tree Texts: Hairy McLairy from Donaldson's Dairy Oi Frog! Story time texts: Our Very Own Dog	Literacy Tree Texts: Bringing the Rain to Kapiti And Tango Makes Three Story time texts:	Literacy Tree Texts: The Tiny Seed The Extraordinary Gardener Story time texts: Errol's Garden	Literacy Tree Texts: The Night Pirates The Magic Paintbrush Story time texts: Billy's Bucket The Storm Whale

	Story time texts: Please Mr Panda Zones of reg box books Starting school books	Can't You Sleep Little Bear? The Magic Sky Night Time	Lulu Gets a Cat Mog and the V.E.T The Perfect Pet	Ticket Around the World Where Should We Go? We're Going on an Airplane Train Ride	Yucky Worms Oliver's Vegetables I Will Not Ever Never Eat a Tomato	Splash, Anna Hibiscus! Tiddler Billy and the Pirates Aqua Boy

EYFS Prime Area: Personal, Social and Emotional Development:

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Personal,. social and emotional development Development Matters: Child in Reception *(Some children may need the earlier documentation)*	Kapow scheme: Building Relationships: Special Relationships Zones of Regulation: Introducing zones Zone bingo Time for refuelling x2 DM: See themselves as a valuable individual Build constructive and respectful relationships Express their feelings Manage own needs – personal hygiene	Kapow scheme: Self-Regulation: My Feelings Zones of Regulation: Time for refuelling – okay & confused thoughts The zones in video The zones in me DM: Express their feelings and consider the feelings of others Identify and moderate their own feelings Start to show resilience Manage own needs – personal hygiene	Kapow scheme: Self-Regulation: Listening and Following Instructions Zones of Regulation: Me in my zones Exploring sensory support tools DM: Identify and moderate their own feelings socially and emotionally Think about the perspectives of others Continue to build resilience Manage own needs – personal hygiene	Kapow scheme: Building Relationships: My Family and Friends Zones of Regulation: Exploring tools for calming Exploring tools for thinking strategies part 1 DM: Think about the perspectives of others Show resilience and perseverance in the face of challenge Talk about factors linked to health and well-being: exercise, eating, toothbrushing, sleeping	Kapow scheme: Managing Self: My Well-Being Zones of Regulation: Exploring tools for thinking strategies part 2 Exploring tools for thinking strategies part 3 DM: Think about the perspectives of others Show resilience and perseverance in the face of challenge Talk about factors linked to health and well-being: screen time amounts, being a safe pedestrian	Kapow scheme: Managing Self: Taking on Challenges Zones of Regulation: My zones across the day Caution – triggers ahead! ELGS: Support children to reach their end of Year R ELG in self-regulation, managing self and building relationships (criteria below)

Personal, Social and Emotional Development Early Learning Goals for Summer Term:

Self-Regulation:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships:

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

EYFS Prime Area: Communication and Language

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Communication and language Development Matters: Child in Reception *(Some children may need the earlier documentation)*	DM: Understand how to listen carefully and why listening is important Learn new vocabulary Use new vocabulary throughout the day Develop social phrases Engage in story time Learn rhymes, poems and songs	DM: Continue to use new vocabulary Ask questions to find out more and check they understand what has been said to them Describe events in some detail Listen to and talk about stories to build familiarity and understanding Learn rhymes, poems and songs	DM: Articulate their ideas in well-formed sentences Use talk to help work out problems, to organise thinking, explain how things work and why they might happen Retell the story once they have developed a deep familiarity with the text, some as repetition and some in their own words Listen carefully to rhymes and songs, paying attention to how they sound	DM: Connect one idea or action to another using a range of connectives Use talk to help work out problems, to organise thinking, explain how things work and why they might happen Use new vocabulary in different contexts Engage in non-fiction books	DM: Use talk to help work out problems, to organise thinking, explain how things work and why they might happen Use new vocabulary in different contexts Engage in non-fiction books Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary	ELGS: Support children to reach their end of Year R ELG in listening, attention, understanding and speaking (criteria below)

Communication and Language Early Learning Goals for Summer Term:

Listening, Attention and Understanding:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

EYFS Prime Area: Physical Development

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Physical development Development Matters: Child in Reception *(Some children may need the earlier documentation)*	PE: BEAM sessions for core strength DM: Revise and refine gross motor skills already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	PE: Impact: Hockey, tri-golf, pickle ball DM: Embed more fluent style of moving with grace and control. Develop overall body strength, co-ordination, balance and agility.	PE: Gymnastics DM: Continue to show grace and control in fluent movements. Combine movements with ease and fluency. Continue to embed body strength, co-	PE: Impact: Street dance, spike-ball, gymnastics DM: Further develop and refine a range of ball skills including: throwing, catching, passing, kicking, batting and aiming.	PE: Ball skills into team games DM: Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	PE: Impact: Cricket, baseball, kickball Sports Day ELGS: Support children to reach their end of Year R ELG in gross and fine motor skills (criteria below) LW Handwriting:

	Develop fine motor skills with simple tools, eg pencils, brushes, scissors, knives, forks, spoons. Develop skills to manage the day successfully, eg lining up, queuing and meal times. LW Handwriting: Gross and fine motor Practising Patterns (4 weeks) 1. Horizontal, vertical, wavy, circles. 2. Up-curves, down-curves, mixed-height curves, c shape.	Use core strength to develop posture for sitting at table or floor. Embed fine motor skills to use tools competently and carefully. LW Handwriting: Continue patterns 3. Spirals, crosses, turrets, diagonals. 4. Zigzags, sideways v,, letter x, triangles. Teach lower case letters Curly letters (3 weeks) c, a, d o, g, q e, s, f	ordination, balance and agility. Safely use large and small apparatus indoors, outside, alone and group. Develop foundations of a handwriting style: fast, accurate and efficient. LW Handwriting: Teach lower case letters Long letters (2 weeks) l, i, t j, u, y Bouncy letters (2 weeks) m, n, r b, p, h Zigzag letters (2 weeks) v, w, x z, k	Continue to use large and small apparatus indoors and outside, alone and in a group. Embed the foundations of a handwriting style which is fast, accurate and efficient. LW Handwriting: Teach capital letters and revisit lower case C A D O G Q E S F L I T J U Y	Secure overall body strength, co-ordination, balance and agility. Secure the foundations of a handwriting style which is fast, accurate and efficient. LW Handwriting: Teach capital letters and revisit lower case M N R B P H V W X Z K Digraphs and trigraphs ff, ll, ss zz, ck, qu ch, sh, th	Continue digraphs and trigraphs ng, nk, ai ee, igh, oa oo, ar, or ur, ow, oi ear, air, er

<u>Physical Development Early Learning Goals for Summer Term:</u>

<u>Gross Motor Skills:</u>

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

<u>Fine Motor Skills:</u>

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

<u>EYFS Specific Area: Literacy</u>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Literacy (link with Literacy Tree Writing Roots and core texts) Development Matters: Child in Reception *(Some children may need the earlier documentation)*	DM: Read individual letters by saying the sounds for them. Read some letter groups that each represent one sound and say sounds for them. Orally blend sounds into words.	DM: Continue to read letter groups that each represent one sound & say sounds for them. Orally blend sounds into words, start to read short words made up of known letter-sound correspondences. Read a few tricky words. Start to spell words by identifying sounds and then writing the sound with letters to match. Start to read simple phrases with known letter-sound correspondences.	DM: Continue to blend sounds into words, and start to read short words made up of known letter-sound correspondences. Continue to read tricky words. Continue to spell words by identifying the sounds and then writing the sound with letters to match. Read simple phrases and sentences made up of words with known letter-sound correspondences, and a few tricky words.	DM: Start to re-read books to build up confidence in word reading, fluency and their understanding and enjoyment. Secure reading tricky words. Develop formation of lower case and capital letters correctly. Start to write sentences using words with known letter-sound correspondences, beginning to use a capital letter & full stop.	DM: Secure re-reading books to build up confidence in word reading, fluency and their understanding and enjoyment. Embed formation of lower case and capital letters correctly. Embed writing sentences using words with known letter-sound correspondences, using a capital letter and full stop. Re-read what they have written to check that it makes sense.	ELGS: Support children to reach their end of Year R ELG in comprehension, word reading, and writing (criteria below)
Phonics	Sound games Little Wandle Phase 2	Little Wandle Phase 2	Little Wandle Phase 3	Little Wandle Phase 3	Little Wandle Phase 4	Little Wandle Phase 4

<u>Literacy Early Learning Goals for Summer Term:</u>

<u>Comprehension:</u>

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.

Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.

<u>Word Reading:</u>

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

<u>Writing:</u>

- Write recognisable letters, most of which are correctly formed.

	Terms 1 and 2		Terms 3 and 4		Terms 5 and 6	
Maths NCETM Mastering Number Plans White Rose Maths for shape, space, measures	NCETM: Build on previous experiences of number from home and nursery. Further develop subitising and counting skills. Explore the composition of numbers within 5. Begin to compare sets of objects and use the language of comparison. Talk about measures and patterns Circles and Triangles Shapes with 4 sides		NCETM: Continue to develop subitising and counting skills and explore the composition of numbers within and beyond 5. Begin to identify when two sets are equal or unequal and connect two equal groups to doubles. Begin to connect quantities to numerals. Mass and Capacity Length, Height and Time Explore 3D shapes		NCETM: Consolidate counting skills, counting to larger numbers and developing a wider range of counting strategies. Secure a knowledge of number facts through varied practice. To 20 and beyond Sharing and grouping Visualise, build and map	
Development Matters: Child in Reception *(Some children may need the earlier documentation)*	DM: Count objects, actions and sounds Start to subitise Continue, copy and create repeating patterns Recognise shapes can have others shapes within them	Embed counting objects, actions and sounds Embed subitising Compare numbers Start to link the number symbol (numeral) with its cardinal number value Start to explore the composition of numbers to 5 Select, rotate and manipulate shapes to develop spatial reasoning Secure repeating patterns	Secure counting objects, actions and sounds Secure subitising Embed linking the number symbol (numeral) with its cardinal number value Secure comparing numbers Start to understand the one more than/one less than relationships between consecutive numbers Compare length, weight and capacity	Count beyond 10 Secure the one more than/one less than relationships between consecutive numbers Explore the composition of numbers to 10 Start to recall number bonds for 0 to 5 and some to 10 Compose & decompose shapes, recognising shapes have other shapes within them	Secure counting beyond 10 Embed exploring the composition of numbers to 10 Embed automatic recall of number bonds for 0 to 5 and some to 10 Secure the composition of shapes, and develop spatial reasoning skills Compare length, weight and capacity	ELGS: Support children to reach their end of Year R ELG in number and numerical patterns (criteria below)

- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

EYFS Specific Area: Mathematics

Mathematics Early Learning Goals for Summer Term:

Number:

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns:

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

EYFS Specific Area: Understanding the World

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Development Matters: Child in Reception *(Some children may need the earlier documentation)*	Talk about members of their immediate family Name and describe people who are familiar to them Explore the natural world around them Start to understand that some places are special to members of their community Autumn Exploring weather: sun, wind, rain	Compare and contrast characters from stories, including figures from the past Describe what they see, hear and feel whilst outside Continue to explore the natural world Night time changes Start to recognise that people have different beliefs and celebrate special times in different ways Autumn into Winter	Comment on images of familiar situations in the past Draw information from a simple map Start to understand the effect of changing seasons on the natural world Recognise some similarities and differences between life in this country and life in other countries Different animal habitats of the world Winter	Secure commenting on images of familiar situations in the past Secure drawing information from a simple map Secure understanding that some places are special to members of their community Recognise some environments that are different to the one in which they live Winter into Spring Exploring weather: rain, wind, sun	Secure understanding the effect of changing seasons on natural world Secure recognising some environments are different to the one in which they live Secure recognising that people have different beliefs and celebrate special times in different ways Secure comparing and contrasting characters from stories, including figures from the past	ELGS: Support children to reach their end of Year R ELG in Past & Present, People, Cultures & Communities, and The Natural World (criteria below) Summer Exploring weather: sun, heat, shady areas

		Exploring weather: rain, wind, shadows	Exploring weather: ice, sleet, cold climates		Spring into Summer Exploring weather: sun, heat, shady areas	

Understanding the World Early Learning Goals for Summer Term:

Past and Present:

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World:

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

EYFS Specific Area: Expressive Arts and Design

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6

Development Matters: Child in Reception *(Some children may need the earlier documentation)*	Start to explore a variety of artistic effects Start to create collaboratively, sharing ideas, resources and skills Start to listen attentively, move to and talk about music Start to sing in a group or on their own Start to develop storylines in their pretend play Kapow: Marvellous Marks	Continue to explore, use & refine a variety of effects to express ideas & feelings Build on their previous learning, refining ideas and developing their ability to represent them Create collaboratively, sharing ideas, resources and skills Listen attentively, move to & talk about music, expressing feelings & responses Watch & talk about dance & performance art, expressing feelings & responses Continue to sing in a group or on their own Kapow: Paint my World	Continue to create collaboratively, sharing ideas, resources and skills Start to match the pitch and follow the melody when singing Continue to use storylines in their pretend play Continue to build on their previous learning, refining ideas and developing their ability to represent them Embed exploring, using and refining a variety of artistic effects to express their ideas and feelings Kapow: Junk Modelling	Secure building on their previous learning, refining ideas and developing their ability to represent them Secure listening attentively, moving to and talking about music, expressing their feelings and responses Secure watching and talking about dance and performance art, expressing their feelings and responses Secure singing in a group or on their own Kapow: Creation Station	Secure using storylines in their pretend play Secure creating collaboratively, sharing ideas, resources and skills Secure exploring and engaging in music making and dance, performing solo or in groups Secure singing, increasingly matching the pitch and following the melody Secure using a variety of artistic effects to express their ideas and feelings Kapow: Bookmarks Rainbow Salad (archived but still links with healthy living)	ELGS: Support children to reach their end of Year R ELG in Creating with Materials, and Being Imaginative and Expressive (criteria below) Kapow: Structures - Boats

<u>Expressive Arts and Design Early Learning Goals for Summer Term:</u>

<u>Creating with Materials:</u>

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.

- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive:

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.