

**Explorers 2025-2026**  
**ELP Long Term Plan**

Topics 	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		<b>Belonging and Being Me</b>	<b>Magical Tales and Make-Believe</b>	<b>Big Dreams, Little Explorers</b>	<b>Our Colourful World</b>	<b>Kind Hearts, Brave Minds</b>
<b>Seasonal Mini Topics</b>	<b>All About Me Harvest Diwali</b>	<b>Fireworks and Night Sky Christmas</b>	<b>Space Journeys and Transport Chinese New Year</b>	<b>Rainbows and Weather Signs of Spring Holi Festival of Colours</b>	<b>Courageous Creatures Random Acts of Kindness</b>	<b>Mini-beast Mayhem Under the Sea</b>
<b>Phonics</b> <i>Little Wandle SEND Programme</i>	Phase 2	Phase 2	Phase 2	Phase 3	Phase 3	Phase 3
<b>English</b>  CUSP Early Years	<i>What Happened to You? The Body Book My Hair</i>	<i>You Choose – Fairy Tales The Three Little Pigs Favourite Nursery Rhymes</i>	<i>Astro Girl The Queens Hat The Way Back Home</i>	<i>The Extraordinary Gardener Tidy Errol's Garden</i>	<i>The Good Egg The Same But Different Too All Through The Night</i>	<i>Tiddler Do Baby Elephants Suck Their Trunks? Home is Where the Birds Sing</i>
	<ul style="list-style-type: none"> <li>Engage in extended conversations about stories</li> <li>Ask questions about a book</li> <li>Make comments and share own ideas</li> </ul>	<ul style="list-style-type: none"> <li>Anticipate key events and phrases in rhymes</li> <li>Discuss own choices and accept other people's choices</li> <li>Talk about how characters are feeling using simple words and expressions</li> </ul>	<ul style="list-style-type: none"> <li>Engage with non-fiction</li> <li>Empathise with characters in the story</li> <li>Show interest in different places</li> </ul>	<ul style="list-style-type: none"> <li>Identify and talk about people's similarities and differences</li> <li>Ask questions about a book, make comments and share their own ideas</li> <li>Re-tell key events in a story</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use comparative language</li> <li>Talk about things that are the same in the story</li> <li>Enjoy listening to longer stories</li> </ul>	<ul style="list-style-type: none"> <li>Understand and explain some similarities and differences</li> <li>Explain some of the story vocabulary</li> <li>Talk about personal experiences</li> </ul>
<b>Maths</b>  White Rose Maths	<b>Getting to Know You &amp; Exploring Numbers</b> <ul style="list-style-type: none"> <li>Counting to 3</li> <li>Matching &amp; sorting</li> <li>Simple AB patterns</li> <li>Circles and triangles</li> <li>Number vocabulary</li> </ul>	<b>Sorting, Space and Numbers</b> <ul style="list-style-type: none"> <li>Counting to 5</li> <li>Sort, match compare groups</li> <li>Repeating patterns</li> <li>Positional language</li> </ul>	<b>Numbers and Measures</b> <ul style="list-style-type: none"> <li>Counting 6,7,8</li> <li>Subitising small sets</li> <li>Comparing size, length and height</li> </ul>	<b>Shape and Number Structure</b> <ul style="list-style-type: none"> <li>Building to 10</li> <li>2D &amp; 3D shapes</li> <li>Visualising and mapping</li> </ul>	<b>Exploring Groups and Composition</b> <ul style="list-style-type: none"> <li>Composing and decomposing numbers</li> <li>Sharing and equal groups</li> <li>More, fewer and equal</li> </ul>	<b>To 20 and Beyond and Shape Recap</b> <ul style="list-style-type: none"> <li>Extend beyond 10</li> <li>Consolidate 2D &amp; 3D shapes</li> <li>Using number in context</li> </ul>

<p><b>Differentiated Early Years Outcomes (DEYO)</b></p>	<ul style="list-style-type: none"> <li>Recognizes and responds to own name</li> <li>Expresses preferences and interests</li> <li>Shows awareness of own feelings and begins to regulate them</li> <li>Seeks comfort from familiar adults</li> <li>Engages in parallel play with peers</li> <li>Responds to others' emotions and actions</li> <li>Uses gestures and simple words to express needs</li> <li>Listens to and follows simple instructions</li> </ul>	<ul style="list-style-type: none"> <li>Listens to and joins in with stories and rhymes</li> <li>Anticipates key events in familiar tales</li> <li>Retells simple stories using props or pictures</li> <li>Engages in role-play based on own experiences</li> <li>Uses objects to represent something else in play</li> <li>Creates simple narratives during play</li> <li>Explores different materials and media</li> <li>Sings familiar songs and makes up simple tunes</li> <li>Expresses ideas through movement and dance</li> </ul>	<ul style="list-style-type: none"> <li>Shows concern for others</li> <li>Recognizes and labels emotions in self and others</li> <li>Demonstrates kindness through actions</li> <li>Attempts new challenges with adult support</li> <li>Persists with tasks when faced with difficulties</li> <li>Seeks solutions to simple problems</li> <li>Takes turns and shares with peers</li> <li>Follows rules and routines</li> <li>Participates in group activities</li> </ul>	<ul style="list-style-type: none"> <li>Notices differences in the environment</li> <li>Explores natural materials and phenomena</li> <li>Asks questions about the world around them</li> <li>Participates in cultural celebrations and traditions</li> <li>Recognizes similarities and differences among people</li> <li>Shows interest in different occupations and ways of life</li> <li>Mixes colors and explores color changes</li> <li>Creates representations using various materials</li> <li>Expresses preferences for different artistic styles</li> </ul>	<ul style="list-style-type: none"> <li>Moves confidently in a range of ways</li> <li>Handles tools and equipment effectively</li> <li>Demonstrates coordination and balance</li> <li>Shows curiosity about new experiences</li> <li>Investigates objects and materials</li> <li>Engages in activities that involve risk-taking</li> <li>Talks about features of their immediate environment</li> <li>Recognizes changes in the natural world</li> <li>Shows care for living things and the environment</li> </ul>	<ul style="list-style-type: none"> <li>Notices small details in the environment</li> <li>Watches and discusses the behavior of insects and animals</li> <li>Records findings through drawings or charts</li> <li>Counts objects accurately</li> <li>Sorts items based on attributes (e.g., size, color)</li> <li>Recognizes patterns and sequences</li> <li>Asks questions about living things</li> <li>Participates in simple experiments</li> <li>Makes predictions and discusses outcomes</li> </ul>
<p><b>Personal, Social and Emotional Development</b></p>	<p>Building positive relationships          Sharing and taking turns          School rules – stay safe, be kind, work hard, be proud          Develop sense of responsibility and membership          Show confidence in new social situations          Independence - choosing lunch options</p>	<p>Continue building positive relationships          Show sensitivity to others feelings          Understanding boundaries and routines          Play with others elaborating and extending ideas          Find resolutions to conflicts          Independence in meeting own needs</p>	<p>Work as part of a group          Play cooperatively, taking turns with others          Independence- make choices about our learning          Show resilience and perseverance          Independence - Manage own needs</p>	<p>Identify and moderate their own feelings          Take account of others ideas          Play cooperatively with other children          Talk about own health and well being          Independence – solving challenges without support</p>	<p>Explaining knowledge to others          Resolving conflicts with others/finding a compromise          Think about the perspectives of others          Talk about ways to keep healthy and safe</p>	<p>Resolving conflicts with others/negotiating with others          Explain the reasons for rules          Independence - confident to try new activities          Independence - Manage their own basic hygiene and personal needs          Preparing for transitions to Year 1-How does this make me feel?</p>

<b>Physical Development</b>	Show increasing control in holding, using and manipulating a range of tools and objects Take part in group activities Show preference for a dominant hand Develop a comfortable tripod grip Move over, under, through and around equipment etc	Dress and undress independently Negotiate space successfully Hold a pencil correctly to form letters Developing ball control – patting, rolling throwing and catching Manipulates a range of tools Use scissors to cut along a straight line Refine movement skills – skipping, crawling, running, jumping	Understands how to transport and store equipment safely Handle tools, objects and malleable materials with increasing control Cuts along a curved line Using tools safely Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement	Use a tripod grip most of the time Collaborate with other to transport large items Handles tools, objects, construction and malleable materials safely and with increasing control Develop body strength, co-ordination, balance and agility	Use core muscles to develop good posture Combine different movements Confidently and safely use a range of apparatus Demonstrates Strength, balance and coordination when playing	Negotiate space and obstacles safely Demonstrate strength, balance and coordination Hold a pencil effectively (tripod) Use a range of small tools Begin to show accuracy and care when drawing Develop the foundations of a handwriting style
<b>Job of the Week</b> Every Tuesday	<ul style="list-style-type: none"> <li>▪ Chef</li> <li>▪ Vet</li> <li>▪ Post Officer</li> <li>▪ Builder</li> <li>▪ Librarian</li> <li>▪ Hairdresser</li> <li>▪ Gardener</li> </ul>	<ul style="list-style-type: none"> <li>▪ Police Officer</li> <li>▪ Artist</li> <li>▪ Cleaner</li> <li>▪ Teacher</li> <li>▪ Dentist</li> <li>▪ Doctor</li> <li>▪ Mechanic</li> </ul>	<ul style="list-style-type: none"> <li>▪ Astronaut</li> <li>▪ Firefighter</li> <li>▪ Farmer</li> <li>▪ Bus Driver</li> <li>▪ Photographer</li> <li>▪ Archaeologist</li> </ul>	<ul style="list-style-type: none"> <li>▪ Construction Worker</li> <li>▪ Shop Keeper</li> <li>▪ Baker</li> <li>▪ Train Conductor</li> <li>▪ Nurse</li> <li>▪ Scientist</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ice-cream seller</li> <li>▪ Waiter/Waitress</li> <li>▪ News Reporter</li> <li>▪ Receptionist</li> <li>▪ Lifeguard</li> <li>▪ Pilot</li> </ul>	<ul style="list-style-type: none"> <li>▪ Delivery Driver</li> <li>▪ Magician</li> <li>▪ Tour Guide</li> <li>▪ Paramedic</li> <li>▪ Zoo keeper</li> <li>▪ Pet Groomer</li> </ul>
<b>Role Play Area</b>	House Hospital Hairdressers	The Castle Christmas Café Santa's Workshop	Space Café Tea Shop London Gift Shop	The Farm Shop Flower Shop Garden Centre	Chocolate Café Post Office Party	Aquarium Vets Supermarket
<b>Experiences</b>	Baby pictures Making clay Diya lamps Harvest Festival	Bonfire Night Letters to Santa Baking Gingerbread	Pancake Day Chinese food tasting Paper-mâché planets	Nature hunt Tadpoles Colour Run – Holi Festival	Kindness Challenge Wall Try it Thursday Story-telling	Mini-beast hunt Build a bug hotel Life-cycles
<b>Parent Workshops</b>	<b>Christmas</b> <i>Writing letters to Santa, baking, arts and crafts</i>		<b>Easter</b> <i>Easter egg hunt, arts and crafts</i>		<b>End of Year Celebration</b> <i>Celebrating what we have learn throughout the year</i>	
<b>Trips</b>	ALDI		London Transport Museum		Beckenham Place Park	