Hague Bar Primary School Early Years Foundation Stage Cycle A Long-Term Plan

EYFS Curriculum Principles:
At Hague Bar Primary School: • We place communication and language at the heart of learning. • We develop children's independence through high-quality continuous provision. • We value outdoor learning and first-hand experiences. • We promote inclusion and celebrate diversity. • We build strong foundations through play, exploration and enquiry. • We develop the knowledge, skills and vocabulary needed for future learning. • We ensure every child feels that they belong.

Continuous Provision at Hague Bar Primary School

At Hague Bar Primary School, continuous provision is at the heart of our Early Years curriculum. Through carefully planned indoor and outdoor environments, children revisit, practise and apply their learning independently across all areas of the EYFS. Our provision reflects our vision of "Where Everyone Belongs" and supports children to Be Kind, Be Inclusive and Be Your Best.

Characteristics of Effective Learning

Through continuous provision, children develop:

- Playing and Exploring by investigating, creating and following their interests.
- Active Learning by concentrating, persevering and celebrating success.
- Creating and Thinking Critically by solving problems, testing ideas, making connections and reflecting on their learning.

Outdoor Learning

Our outdoor environment is an extension of the classroom, providing daily opportunities for exploration, investigation, physical development, risk-taking, teamwork and discovery. Children regularly access Forest School experiences, helping them develop confidence, independence, resilience and a lifelong connection with the natural world

	Provision
Communication & Language	Role play, storytelling, small world play, puppet storytelling and vocabulary development.
Literacy	Mark making, independent writing opportunities, reading areas and storytelling opportunities.
Mathematics	Counting, pattern, shape, measure, sorting, number games, practical problem-solving and mathematical investigations.
Understanding the World	Investigation, construction, technology, maps, seasonal observations, living things and exploration of the local and wider world.
Expressive Arts & Design	Painting, drawing, collage, junk modelling, music, dance, imaginative play and creative storytelling.
Physical Development	Fine motor activities, malleable materials, cutting and joining, outdoor equipment, balancing, bikes and scooters.
Personal, Social & Emotional Development	Collaborative play, turn-taking, independence, resilience, self-regulation, wellbeing and relationship building.

Cycle A				
	Autumn 1 **My Places, My People**	**Autumn 2** **Let's Celebrate!**	**Spring** **On the Move**	**Summer** **Little Explorers**
Suggested Topic Themes (including other seasonal themes)	• Marvellous Me • Homes and houses • Families • Our pets • Friendship • People who help us • Emotions and feelings	• Special family celebrations • Bonfire night • Remembrance Day • Diwali • Christmas in the UK • Christmas around the world	• Transport on land • Transport at sea • Air transport • Emergency transport • Pancake day • Valentine's day • Transport in the past • Journeys to other countries • Space travel • Empathy week • Science Week • Easter	• Countries of the world • People around the world • Animals around the world • World Bee day • Plants and flowers • Looking after plants • World Ocean day • Homes around the world • Habitats around the world • Hot and cold places • Looking after our world • Food around the world
Communication and Language	**Listening and responding** — listening to others talk about themselves and asking simple questions. **Vocabulary development** — naming body parts, describing themselves (hair colour, likes, strengths). **Describing environments** — talking about their home and what rooms are used for. **Sharing experiences** — talking about family routines, celebrations, and traditions. **Speaking in full sentences** — describing themselves, their home, their family, and their emotions. **Conversational skills** — initiating play, responding appropriately, using polite language.	**Listening and attention** — listening to stories and discussions about celebrations and festivals. **Understanding questions** — responding to "why do we celebrate…?", "who celebrates…?", "what happens when…?". **Vocabulary development** — using words linked to celebrations (festival, tradition, ceremony, fireworks, remembrance). **Speaking in full sentences** — describing their own celebrations and traditions. **Sharing experiences** — talking about family events, cultural traditions, and special days. **Retelling events** — recounting what happens during celebrations (lighting candles, decorating, visiting family). **Following instructions** — completing	**Listening and attention** — listening to stories and information about transport, journeys, and celebrations. **Understanding questions** — responding to "how does it move?", "where does it go?", "why do we travel?". **Vocabulary development**— using words linked to transport (engine, wheels, sail, cockpit, astronaut, emergency). **Speaking in full sentences** — describing journeys, vehicles, and travel experiences. **Explaining ideas** — talking about how vehicles work or how people travel in different places. **Retelling events** — recounting trips, journeys, or celebrations like Pancake Day or Easter.	**Listening and attention** — listening to stories and information about countries, animals, habitats, and world celebrations. **Understanding questions** — responding to "where does it live?", "why is it hot/cold?", "how do people live there?". **Topic vocabulary** — using words linked to geography, habitats, plants, oceans, bees, and global cultures. **Speaking in full sentences** — describing places, animals, plants, and world traditions. **Explaining ideas** — talking about how animals survive, how plants grow, or how people live in different climates. **Retelling events** — recounting journeys, planting activities, or

		craft activities, cooking tasks, or role-play sequences linked to celebrations.	**Following instructions** — completing STEM challenges, building vehicles, or following recipes.	celebrations like Easter or World Bee Day. **Following instructions** — completing planting tasks, habitat building, or simple cooking activities.
Personal, Social and Emotional Development	**Self-awareness** — recognising what makes them unique and special. **Sense of belonging** — identifying who is in their family and community. **Understanding emotions** — naming and recognising feelings in themselves and others. **Self-regulation** — using strategies to calm down, solve problems, and manage big feelings. **Building relationships** — forming friendships, showing kindness, and cooperating in play. **Conflict resolution** — using words to negotiate and solve disagreements. **Respect and diversity** — recognising that families, homes, and people can be different. **Independence** — managing routines, making choices, and taking responsibility for belongings	**Sense of belonging** — recognising their place within family, school, and cultural communities. **Understanding emotions** — recognising excitement, pride, sadness (e.g., Remembrance), anticipation. **Respect and diversity** — understanding that people celebrate different things in different ways. **Building relationships** — celebrating together, sharing traditions, cooperating in group activities. **Confidence and self-esteem** — talking about their own celebrations and cultural identity. **Self-regulation** — using strategies to calm down (breathing, talking). **Empathy** — understanding why we remember others (Remembrance Day).	**Self-confidence** — sharing personal experiences of travel or celebrations. **Empathy** — understanding others' journeys, feelings, and challenges (Empathy Week). **Self-regulation** — managing excitement during experiments, role-play, or celebrations. **Building relationships** — cooperating in transport-themed play or group STEM tasks. **Respect and diversity** — recognising that people travel differently around the world. **Understanding emotions** — exploring feelings linked to journeys, celebrations, and special days. **Turn-taking** — sharing resources in construction, role-play, and small-world transport play.	**Respect and diversity** — recognising that people live differently around the world. **Empathy** — understanding how people, animals, and environments need care (Empathy Week). **Self-regulation** — managing emotions during sensory exploration (ice, sand, water). **Sense of responsibility** — caring for plants, habitats, and the environment. **Building relationships** — cooperating in small-world play, habitat building, or planting tasks. **Understanding emotions** — exploring feelings linked to journeys, animals, or caring for the world. **Turn-taking** — sharing tools, resources, and exploration equipment.
Physical Development	**Gross motor control** — moving confidently, balancing, climbing, negotiating space. **Coordination** — moving safely around others, using equipment with control. **Fine motor strength** — threading, pinching, squeezing, using tools. **Pencil grip development** — progressing towards a tripod grip. **Tool use** — using scissors, glue spreaders, tweezers, and construction pieces. **Self-care routines** — dressing, toileting, handwashing, managing snack time. **Healthy choices** — understanding sleep, hygiene, food, and exercise.	**Fine motor control** — creating decorations, threading, cutting shapes, making Rangoli patterns, using tools safely. **Gross motor movement** — dancing to celebration music, moving in patterns (e.g., fireworks movement). **Hand–eye coordination** — placing sequins, using paintbrushes, building models of celebration scenes. **Tool use** — using scissors, glue, clay tools, cooking utensils. **Health and safety awareness** — understanding safety around candles, fireworks, busy events.	**Gross motor movement** — moving like different vehicles (fast, slow, gliding, rolling). **Coordination** — navigating obstacle courses representing journeys or transport routes. **Fine motor control** — building vehicles, using tools, threading, cutting, joining. **Tool use** — using scissors, glue, construction tools, cooking utensils (Pancake Day). **Health and safety awareness** — understanding safety around roads,	**Gross motor movement** — moving like animals, navigating obstacle courses representing habitats or journeys. **Coordination** — using nets, magnifiers, watering cans, and gardening tools. **Fine motor control** — planting seeds, threading, cutting leaves, creating small-world habitats. **Tool use** — using scissors, trowels, glue spreaders, tweezers, and paintbrushes. **Health and safety awareness** — understanding safety around plants,

		Independence — dressing for performances, managing costumes, preparing for celebrations	water, air travel, and emergency vehicles. **Independence** — managing clothing, equipment, and routines during active play.	insects, water, and outdoor exploration. **Independence** — managing outdoor clothing, equipment, and planting routines.
Literacy	Please see English long-term plan and medium-term planning			
	Suggested texts: - All Are Welcome – Alexandra Penfold - This is Our House – Michael Rosen - Who's in my Family? – Robie H Harris - Lost and Found – Oliver Jeffers - The Squirrels Who Squabbled – Rachel Bright - The Barnabus Project – Eric Fan - The Smartest Giant in Town – Julia Donaldson - A Superhero Like you! – Ranj Singh - Ruby's Worry – Tom Percival - Barbra throws a wobbler – Nadia Shireen	Suggested texts: - So Much — Trish Cooke - The Great Big Book of Families — Mary Hoffman - The Very Noisy Night — Diana Hendry - Where the Poppies Now Grow — Hilary Robinson - Lighting a Lamp: A Diwali Story — Jonny Zucker - Rama and Sita: The Story of Diwali — various retellings - Stick Man — Julia Donaldson - Christmas Around the World — Lesley Sims	Suggested texts: - The Hundred Decker Bus — Mike Smith - The Snail and the Whale — Julia Donaldson - Emma Jane's Aeroplane — Katie Hawort - Whatever Next! — Jill Murphy - Look Up! — Nathan Bryon - The Most Magnificent Thing — Ashley Spires (Science Week) - Rosie Revere, Engineer — Andrea Beaty - Mr Wolf's Pancakes — Jan Fearnley - We're Going on an Egg Hunt — Laura Hughe	Suggested texts: - Here We Are — Oliver Jeffers - Somebody Swallowed Stanley — Sarah Roberts - The Tale of a Toothbrush — M.G. Leonard - Clean Up! — Nathan Bryon - The Last Wolf — Mini Grey - The Extraordinary Gardener — Sam Boughton - The Honeybee — Kirsten Hall - A Planet Full of Plastic — Neal Layton - The Koala Who Could — Rachel Bright - The Great Explorer — Chris Judge - Handa's Surprise — Eileen Browne - The Big Book of the Blue — Yuval Zommer
	Writing area opportunities: - All about me - Thank you letters to the people who help us - Family picture labelling	Writing area opportunities: - Party invitations - Birthday cards - Letters to Father Christmas	Writing area opportunities: - Instructions - Recipes for pancakes - Greetings cards - Writing questions to someone who lived in the past	Writing area opportunities: - Postcards from around the world - Instructions for how to look after a plant - Bee fact files
Understanding the World	**Past and present** — noticing how they have grown or changed. **Human body knowledge** — identifying basic body parts and their functions **Different types of homes** — recognising that homes vary (flats, houses,	**Cultural awareness** — learning about Diwali, Christmas, Remembrance, and how families celebrate differently. **Past and present** — understanding why we remember people on	**Past and present** — comparing old and new transport. **Geography awareness** — exploring maps, journeys, and travel to other countries.	**Geography awareness** — exploring maps, continents, countries, and climates. **Cultural awareness** — learning about people, homes, and traditions around the world.

	bungalows). **Community roles** — identifying helpers (doctors, firefighters, police, teachers). **Cause and effect** — understanding how helpers keep us safe and healthy. **Safety awareness** — identifying dangers in the home (hot, sharp, electrical). **Cultural awareness** — noticing similarities and differences between families.	Remembrance Day. **Family traditions** — exploring how families celebrate special events. **Community roles** — learning about people involved in celebrations (soldiers, firefighters, religious leaders). **Materials and changes** — exploring light, colour, fire, shadows (fireworks, candles, lamps). **Technology in celebrations** — using lights, music players, digital images of celebrations around the world. **Geography awareness** — noticing how Christmas is celebrated in different countries.	**Cultural awareness** — learning how people travel and celebrate around the world. **Science exploration** — investigating forces, ramps, floating/sinking, materials (Science Week). **Space knowledge** — learning about rockets, astronauts, planets, and gravity. **Technology in everyday life** — recognising how vehicles and machines help us move. **Community roles** — learning about emergency transport and people who help us. **Celebration understanding** — exploring Pancake Day, Valentine's Day, Easter and their meanings.	**Habitats and environments** — exploring deserts, oceans, jungles, forests, and polar regions. **Animal knowledge** — understanding where animals live and how they survive. **Plant knowledge** — exploring flowers, trees, seeds, and how plants grow. **Looking after our world** — recycling, reducing waste, protecting habitats, and caring for nature. **Bee awareness** — understanding pollination, why bees matter, and how to protect them. **Ocean awareness** — exploring sea creatures, water pollution, and ocean habitats. **Technology in everyday life** — using globes, cameras, magnifiers, and digital maps.
Expressive Art and Design	**Exploring media** — experimenting with paint, collage, clay, chalk, natural materials. **Joining techniques** — using glue sticks, tape, split pins, and simple construction methods. **Colour mixing** — noticing what happens when colours combine. **Building and constructing** — using blocks, junk modelling, and loose parts to create structures. **Role-play skills** — taking on simple roles, using props, acting out familiar experiences (home corner, shop, doctor). **Storytelling through play** — creating simple narratives with small world figures. **Music and movement** — exploring instruments, copying rhythms, moving in different ways to music.	**Exploring materials** — using glitter, sequins, clay, paint, Rangoli materials, collage. **Creative expression** — representing celebrations through art, music, dance, and drama. **Role-play** — acting out celebrations (family parties, Diwali, Christmas, Remembrance ceremonies). **Music and movement** — exploring festive music, drumming, dance styles from different cultures. **Construction** — building temples, churches, homes decorated for celebrations. **Symbolic representation** — creating poppies, stars, Diya's, Christmas trees. **Storytelling through art** — using drawings and models to show how celebrations happen.	**Exploring materials** — using paint, collage, clay, junk modelling to create vehicles and celebration items. **Construction** — building vehicles, ramps, bridges, rockets, boats. **Creative expression** — representing journeys, celebrations, and space scenes. **Role-play** — acting out travel scenarios, emergency situations, space missions, celebrations. **Music and movement** — moving like vehicles, creating sound effects, exploring celebration music. **Storytelling through art** — drawing or building scenes from journeys or celebrations. **Symbolic representation** — creating hearts, crosses, rockets, maps, flags, and transport symbols.	**Exploring materials** — using natural materials, collage, clay, and paint to represent world themes. **Construction** — building homes, habitats, landscapes, and world landmarks. **Creative expression** — representing animals, plants, oceans, and world cultures through art. **Role-play** — acting out travel, exploration, world celebrations, and caring for nature. **Music and movement** — exploring music from around the world and moving like animals or natural elements. **Storytelling through art** — drawing or building scenes from different countries or habitats. **Symbolic representation** — creating flags, maps, flowers, bees, ocean creatures, and world foods.

	Expressive mark-making — drawing to represent people, places, and feelings.					
Mathematics	Please see NECTM Mastering Number					
Vocabulary	• family • friend • home • community • belong • kind • help • care • feelings • similar • different • unique	• celebrate • special • tradition • festival • remember • together • light • share • respect • joy	• transport • journey • travel • vehicle • road • sea • air • move • emergency • rescue	• past • time • present • country • England • world • space • discover • empathy	• world • map • explore • people • habitat • animal • plant • flower • grow	• environment • ocean • climate • weather • nature • protect • recycle • responsibility • kitchen • cook
Equality, Diversity and Inclusion (EDI) Opportunities	Exploring a range of family set ups Exploring similarities and difference between peers Help children understand that people live differently around the world, but share many common needs and feelings.	Discuss how people around the world celebrate special events Learn about how people from other countries celebrate Christmas	Explore how different people travel, including: wheelchairs, mobility scooters, adapted bicycles, accessible buses and trains Challenge gender stereotypes by highlighting female train drivers, engineers, and racing drivers.		Explore similarities and differences in appearance, language, clothing, homes, cuisine and customs - food tasting from a range of cultures Celebrate languages spoken by children and families within the setting. Use stories, music and photographs from different cultures.	