



Ladybird room's Long term Curriculum planning 2026



Our long term planning is informed using the EYFS statutory framework and the Development Matters guidance. Alongside our Medium term planning, both planning documents set out expectations for the year and provide key topics and learning intents to promote children's interests and development areas.



Morning and Afternoon meeting in small key groups before meal times- giving the children 5-10 minutes to choose to sing songs, read stories or play a game (Promoting a communication friendly environment).

Parents and Partners - we will encourage parents/carers to upload parent observations so we have more relevant information for children interests at home.

Our curriculum is built on a nurturing 'key person' approach, focusing on security and sensory exploration.

Children transitioning between rooms will be supported through the use of transition sheets, providing background knowledge of the child to all practitioners. The use of transitional visits will also support a smooth transition. New Children will be supported through gradual transitional visits allowing a top priority to develop strong and loving relationships with the practitioners and key person.

Our developing continuous provision allows the children to become more independent using their exploration skills to investigate activities both indoors and outdoors. We will continue to review and reflect upon our continuous provisions using enhancements to further develop the children's learning; using Spring display photos to prompt discussion and investigation.

Use a mirror during tummy time for self-recognition, provide cuddles and reassurance to build security, and let babies safely explore their reflections.

Our continuous provision resources allow children to choose where they would like to play alongside practitioners supporting and extending their play through sustained shared thinking and scaffolding.



Implementing the use of our song bag and puppets as a prompt to improve communication and language, alongside encouraging children to join in group activities with songs using actions and language.

Focusing on specific vocabulary each month relating to the children's age and ability. Singing, talking, reading, and responding to babbles to encourage language development.

Effective use of modelled language by staff in activities as well as in free play.

Structured routine and play throughout some of our daily routine will allow the children to respond and listen to simple instructions such as sitting down for song/story time, come to get nappy changed or putting on our coats to go outside or home.

Incorporate the use of action rhymes and games such as 'peek-a-boo', allowing the children to anticipate words and actions in their favourite songs.

Practitioners take time to respond and listen to the children and allowing them to take the lead and then respond to their communications.

Practitioners promote spoken language through modelling speech such as by using gestures and context e.g. pointing to a cup and saying "cup".

Practitioners respond to incorrectly pronounced words by replying to the child and using the words they have mispronounced to help promote confidence.

Practitioners listen patiently to the children who hesitate and repeat sounds to encourage children to talk without overloading with too many questions.



Physical development

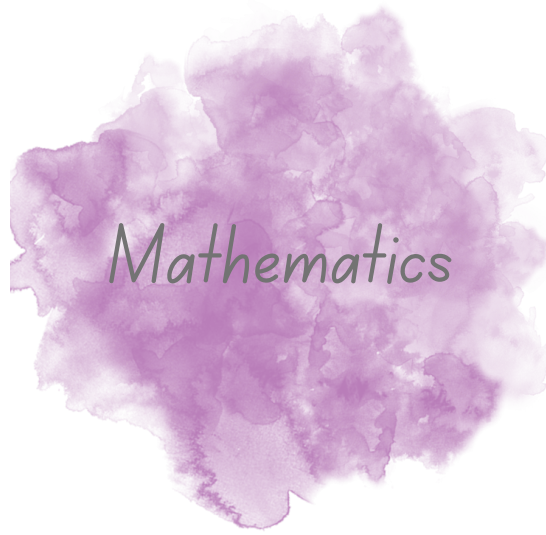
Promoting developed gross motor skills in garden areas through the use of balance bikes, stepping stones and simple obstacles. Providing opportunities to develop risky play and confidence with larger movements.

Encouraging and modelling use of spoons during mealtimes and transitioning to an open cup - promoting independence and guiding them towards their transition to the Caterpillar room.

We will continue to focus on 'All about me' themes using songs such as "If you're happy and you know it" to highlight our different body parts such as wiggling our toes, stamping our feet or clapping our hands. Using home corner props we will learn to develop self care skills such as pretending to brush our hair, eat pretend food and care for others.

Outdoor provision will be enhanced using our local area to go on walks, allowing children to practice gross motor skills as we investigate our local park. We will continue to incorporate our core songs to enhance larger movements such as jumping like a bunny, crawling like a Ladybug.

During both indoor and outdoor play, children will be encouraged to use their fine motor skills.



Children have free access to a range of objects that encourage mathematical skills such as exploring objects when stacking and building such as using the wooden and metallic building blocks.

During group times and spontaneous song time, practitioners use finger rhymes to encourage early counting skills. Using traditional fingerplays like "Five Little Ducks" or "Round and Round the Garden". This builds an early awareness of numbers and rhythm.

Provide cups, bowls, and spoons so babies can practice filling and emptying in water and sand exploration. This introduces early concepts of capacity, volume, weight while using terms of all gone, more, big, small, full and empty.

During physical activities, practitioners encourage language such as 'up' and 'down' when climbing over or under obstacles.

Within our continuous provision, We offer a range sorting and matching wooden resources such as inset puzzles and posting objects are freely accessed to promote mathematical problem solving.

Patterns and shapes are repeated through a range of objects and materials within our continuous provision, allowing the children to explore and investigate repeated patterns.



We will explore a range of themed books as we expand our imaginative skills using story sacks, soft toys, puppets and props to aid our understanding of following along to books!

We will encourage the children to explore photo books of themselves, their families or special people and their special pets. We will model language by pointing and naming what the children are doing or who they are with.

We will continue to use our song bag when selecting songs to sing while using Makaton signing. Practitioners will give the children the opportunity to sing along with everyone.

On local walks we will make random songs about what we see in the world around us and sing traditional songs such as the wheels on the bus

Our reading corner provides an enticing area to share and explore books with a range of visual aids to enhance the area such as touchy feel, hide and seek flaps and finger puppets books.

Our continuous provision provides a wide range of stimulating equipment to encourage mark making such as making marks with their fingers in sand or flour or using paintbrushes to create marks with paint.



Understanding of the World

We will inspire the children's curiosity skills as we explore a range of sensory toys including items which may give off light, learning the difference between dark and light.

Throughout a range of activities we will include photos of their families and friends, pets, animal flash cards to encourage recognition of familiar faces or animals to prompt language. These photos may be used during small world activities or hidden with messy play activities where the photos will play peek-a-boo beneath gloop or shaving foam!

Action songs, provide children with an opportunity to explore movements such as touching and wiggling their fingers and toes.

Our outdoor play allows children to enjoy and explore the natural world such as jumping in the puddles on a rainy day, observing flowers bloom and looking for worms and minibeasts.

Our children can explore and engage with a range of technology toys that cause and effect through repetition in play, this helps children understand what may happen next.

We will support the children's interests in animals through each season such as caring for Sticky our stick insect, Timmy our tortoise or our ducklings in the spring season.

Introduce sensory baskets filled with safe, everyday items of different materials (e.g., a metal spoon, a wooden spoon, and a soft cloth) so babies can explore different temperatures and textures.



Using natural resources to explore the seasons and a range of topics including; the weather and colours all whilst developing our senses and understanding the of textures and materials.

Treasure Baskets: Fill small, shallow baskets with everyday, safe household items (wooden spoons, silicone spatulas, clean metal whisks, and different textured fabrics) for babies to explore using all their senses.

We will continue to develop of pretend play using the soft toys and our caring nature to care, and pretend to feed the dolls using our home corner resources.

Offer mirrors, shakers, and bells. Let babies experience non-toxic, edible finger paints on a tray to explore colours and textures safely.

Using the musical instruments and our own musical instruments we may create, enjoying the exploration of the various sounds and rhythms we can make together as we shake, rattle and roll!

Sensory Bottles: Filled with rice, water, glitter, or dry beans to make homemade rattles and visual tracking tools.

Our physical environment includes objects and materials that have different patterns, colours tones and textures for children to investigate and explore.