

EYFS Action Plan

2026 – 2027

Aim	Further Details	Lead person	Dates	Resource Implications		Progress (fill in blocks)			
				General	Financial	started	½ complete	Nearly complete	completed
Finalise and embed the revised EYFS planning	Complete and review the Nursery and Reception long-term plans (LTPs), ensuring clear progression across the EYFS and between phases. Agree key knowledge, skills, vocabulary and experiences; identify gaps or unnecessary repetition and share the agreed plans with staff.	LI and Nursery and Reception teams	Autumn 1–Spring 1	Staff meeting and planning time; shared documents					
Embed the medium-term planning (MTP) template	Design and agree a practical MTP template for Nursery and Reception. Include sequence of learning, key vocabulary, texts and experiences, adult-led teaching, continuous provision enhancements, assessment and adaptations. Review and refine the template after staff have used it.	EYFS Lead / phase teams	Autumn 1–Autumn 2	Collaborative planning and staff meeting time					
Build and evaluate the Infant Internal Resource Provision (IRP)	successfully set-up the Infant IRP space. Review how the environment, resources and routines support children's individual needs, engagement, independence and inclusion. Gather staff feedback, review participation and progress, and identify any adjustments or additional resources needed.	LI, MB, RK	Autumn 1–Summer 2	Staff collaboration; review of provision and progress					
Support induction and development of the new Reception staff member	Provide a structured induction to the EYFS curriculum, planning expectations, routines, assessment systems and approaches to interactions and continuous provision. Arrange opportunities to observe effective practice, plan collaboratively and receive regular feedback so practice is consistent across Reception.	LI	Autumn 1–Spring 1, then as needed	Joint planning, observation and feedback time					
Establish a structured outdoor provision plan and progression	Create a year-long outdoor provision plan and timetable for introducing, revisiting and extending resources. Map progression across wheeled resources, water and sand, construction, mark-making, physical development and imaginative play. Link enhancements to current learning and ensure experiences build skills over time across Nursery and Reception.	LI / Nursery and Reception teams	Autumn 1–Summer 2	Planning time; audit of existing resources					

Next Steps

This part of the action plan is to consider future impacts and strategy which should be considered. This is in brief detail and may change in light of circumstance and/or change of strategy.

2027-28 (2 nd Year of Action Plan)	
Aim	Associated Information
Review and refine the EYFS curriculum and planning model	Use staff feedback, monitoring, observations of children and assessment information to evaluate the impact of the revised LTP, MTP and weekly planning. Refine progression and address identified gaps.
Embed a progressive outdoor learning offer	Evaluate the year-long outdoor plan and ensure resources, adult interactions and experiences build progressively from Nursery to Reception.

2028-29 (3 rd Year of Action Plan)	
Aim	Associated Information
Sustain consistent, high-quality EYFS practice	Review curriculum implementation, inclusion and adult interactions across Nursery and Reception; use findings to agree the next cycle of development.
Develop provision in response to children's needs	Use assessment, pupil progress and evaluation of the environment, including the IRP and outdoor provision, to identify future priorities and resource requirements.

Vision Box If money wasn't a barrier...		
Idea	Other details	Cost
High-quality outdoor learning environment	Purpose-built, all-weather outdoor areas with accessible storage and high-quality resources for physical development, construction, investigation, mark-making and imaginative play.	To be costed
Enhanced Early Years IRP environment	Flexible specialist resources and adaptable spaces to support regulation, communication, independence and inclusive access to learning.	To be costed

