



EYFS Long Term Plan



Over Arching Principles

At Sharow CE Primary School, we place play, relationships and wellbeing at the heart of our Early Years provision. We believe every child is unique, capable and full of potential, and that children learn best when they feel safe, valued and engaged.

Warm, positive partnerships with families and the wider community support children to develop confidence, independence and a strong sense of belonging. Our enabling environments — both indoors and outdoors — are safe, stimulating and responsive to children's interests, promoting exploration, curiosity and sustained engagement.

Play is central to all learning. Through a balance of child-initiated and adult-guided play, children develop language, social skills, creativity, problem-solving and resilience. We recognise that children learn at different rates and provide appropriate support and challenge so that every child can thrive.

Our aim is to nurture happy, confident, independent learners with a lifelong love of learning, building strong foundations for their future.

Characteristics of Effective Learning

Woven throughout our curriculum are the Characteristics of Effective Learning, which guide us in understanding how children learn, as well as what they learn. These characteristics help us recognise when children are truly engaged, motivated and thinking deeply. We continually reflect on how our interactions, strong relationships and enabling environments create meaningful opportunities for children to develop these behaviours alongside the prime areas of learning.

- **Playing and Exploring** — children investigate, experience new things and confidently 'have a go'
- **Active Learning** — children concentrate, persist through challenges and take pride in their achievements
- **Creating and Thinking Critically** — children develop their own ideas, make connections between them and explore different ways to solve problems

By nurturing these learning behaviours, we support children to become confident, resilient and independent learners.

Progression of skills and knowledge

We recognise that children develop in individual ways and at different rates — physically, cognitively, linguistically, socially and emotionally. While the sequence of learning outlined below reflects typical developmental pathways, it is designed to remain flexible and responsive to the needs of our children.

Alongside this progression, we provide bespoke experiences and carefully planned opportunities that excite, inspire and reflect the interests of our cohort, as well as the key knowledge we want children to retain over time.

Repetition is a deliberate and valued part of our approach. Within this long-term plan, learning is revisited and built upon purposefully to ensure children embed language, deepen understanding and strengthen skills. This enables them to apply their knowledge confidently across a range of contexts, supporting secure and sustained progress.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	<p><i>Marvellous Me!</i></p> 	<p><i>Let's Celebrate!</i></p> 	<p><i>Out of this World!</i></p> 	<p><i>Once Upon a Time... (Fairy tales)</i></p> 	<p><i>Amazing Animals</i></p> 	<p><i>In the Sky, At Sea, Underground</i></p> 
Focus Topics (Please note, these may be adapted to follow children's particular interests and these updates will be noted within our weekly planning)	<p><i>All about me</i></p> <p><i>My Body</i></p> <p><i>My Family</i></p> <p><i>My Feelings</i></p> <p><i>Where do we live?</i></p> <p><i>Local community</i></p> <p><i>Harvest</i></p>	<p><i>Remembrance Day</i></p> <p><i>Diwali</i></p> <p><i>Birthdays</i></p> <p><i>Christmas</i></p> <p><i>Nativity</i></p>	<p><i>Space & Rockets</i></p> <p><i>Planets & Aliens</i></p> <p><i>Who is Neil Armstrong?</i></p> <p><i>The Big STEM ideas</i></p>	<p><i>Goldilocks and the Three Bears</i></p> <p><i>The Gingerbread Man</i></p> <p><i>Jack and the Beanstalk</i></p> <p><i>The Three Little Pigs</i></p> <p><i>Easter</i></p>	<p><i>Habitats</i></p> <p><i>Life Cycles</i></p> <p><i>Animals</i></p> <p><i>Taking care of animals</i></p> <p><i>Eid-ul-Adha</i></p>	<p><i>Pirates & Mermaids</i></p> <p><i>Transport</i></p> <p><i>Around the world</i></p> <p><i>Dinosaurs</i></p> <p><i>Maps</i></p> <p><i>Plants & Growing</i></p>

<p>'WOW' Moments/ Enhancements</p>	<ul style="list-style-type: none"> • Harvest Festival • 'Autumn treasures' walk- Visit our local woods • Dentist Visit • Making Autumnal soup • Make a bird feeder 	<ul style="list-style-type: none"> • Putting crosses on war graves at our local church • Visit from Santa! • Christmas lunch & Party! • Christmas Carols around the tree • Nativity Play 	<ul style="list-style-type: none"> • Rocket launch • Nursing home visit • Spacecraft roleplay 	<ul style="list-style-type: none"> • School trip • Easter service & play • World Book Day • Baking a Gingerbread Man • Porridge tasting • Gummy Bear experiment 	<ul style="list-style-type: none"> • Sports Week • Grow our own butterflies • Wormery • Visitor- Aqua Finatics 	<ul style="list-style-type: none"> • Visit to the beach • Summer Fayre • New starters • Transition day • Celebration Service • KS2 play • Treasure hunt • Gardening
<p>Literacy</p>  <p>Drawing Club: Book Tale Animations</p>  <p>Ready, Steady Write</p>	 <p>Story Dough!</p> <p>The wonderfully simple yet powerful way to immerse children in the worlds of story dreaming, chat, mark making and finger strength.</p>	<ul style="list-style-type: none"> • Superworm • Little Red Hen • Bananaman meeting Dr Gloom • Room on the Broom • Hansel & Gretel • Wacky Races 	<ul style="list-style-type: none"> • The Hairy Toe • The Magic Porridge Pot • Trapdoor • Mr Tiger Goes Wild • The Elves and the Shoemaker • Roadrunner 	<ul style="list-style-type: none"> • Would you Rather...? • Chicken Licken • Pink Panther • The Scarecrow Wedding • Jack and the Beanstalk • Mr Benn-zookeeper 	<p>The Extraordinary Gardener</p> <p>Narrative: A Plant Growing Theme Purpose: To tell and write sentences around the theme</p> <p>Instructions: How to grow a garden plant / vegetable Purpose: To instruct</p>	<p>The Storm Whale</p> <p>Narrative: A Seaside Theme Purpose: To tell and write sentences around the theme</p> <p>Poems: Sea creature poems Purpose: To describe</p>



Little Wandle
Phonics
RECEPTION

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Week 1- s a t p Week 2- i n m d Week 3- g o c k is Week 4- c k e u r I Week 5- h b f l the</p>	<p>Week 1- ff ll ss j as Week 2- v w x y and has his her Week 3- z zz qu ch words with -s /s/ added at the end go no to into Week 4- sh th ng nk she he of Week 5- words with -s /s/ added at the end Words ending in s /z/ and with -s /z/ added at the end</p>	<p>Week 1- ai ee igh oa Week 2- oo oo ar or was you they Week 3- ur ow oi ear my by all Week 4- air er words with double letters: dd mm tt bb rr gg pp are sure pure Week 5- longer words</p>	<p>Week 1- ai ee igh oa oo oo ar or ur ow oi ear Week 2- ai ee igh oa oo oo ar or ur ow oi ear er air Words with double letters Longer words Week 3- words with two or more digraphs Week 4- longer words Words ending in -ing Compound words Week 5- Longer words Words with s /z/ in the middle Words with -s /s/ /z/ at the end Words with -es /z/ at the end</p>	<p>Week 1- Short vowels CVCC said so have like Week 2- Short vowels CVCC CCVC some come love do Week 3- Short vowels CCVCC CCVC CCVCC were here little says Week 4- Longer words Compound words there when what one Week 5- root words ending in - ing, -ed /t/, -ed /id/ /ed/, -est out today</p>	<p>Week 1- Long vowel sounds CVCC CCVC Week 2- Long vowel sounds CCVC CCCVC CCV CCVCC Week 3- Phase 4 words with -s /s/ at the end Phase 4 words with -s /z/ at the end Phase 4 words with -es /z/ at the end Longer words Week 4- Root words ending in: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ Week 5- Root words ending in -er, -est Longer words</p>
<p>Little Wandle Foundation Phonics NURSERY</p>	<p>Rhyme Time & Sharing Stories</p>	<p>Week 1- s Week 2- a Week 3- t Week 4- p Week 5- i Week 6- n</p>	<p>Week 1- m Week 2- d Week 3- g Week 4- o Week 5- c Week 6- k Week 7- e</p>	<p>Week 1- u Week 2- r Week 3- h Week 4- b Week 5- f Week 6- l</p>	<p>Week 1- j Week 2- v Week 3- w Week 4- y Week 5- z Week 6- qu Week 7- ch</p>	<p>Week 1- ck Week 2- x Week 3- sh Week 4- th Week 5- ng Week 6- nk</p>

Phonemic awareness focus: Teach the children to **hear** and **identify** the same initial sound for words and names of objects. Move on to **articulate** sounds correctly.

Oral blending focus: Teach children to blend a wide range of words using oral blending when playing.

Autumn Term 1

Subitising	Cardinality, ordinality and counting	Composition	Comparison
<ul style="list-style-type: none"> perceptually subitise within 3 identify sub-groups in large arrangements create their own patterns for numbers within 4 practise using their fingers to represent quantities which they can subitise experience subitising in a range of contexts, including temporal patterns made by sounds. 	<ul style="list-style-type: none"> relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting have opportunities to develop an understanding that anything can be counted, including actions and sounds explore a range of strategies which support accurate counting. 	<ul style="list-style-type: none"> see that all numbers can be made of 1s compose their own collections within 4. 	<ul style="list-style-type: none"> understand that sets can be compared according to a range of attributes, including by their numerosity use the language of comparison, including 'more than' and 'fewer than' compare sets 'just by looking'.

Autumn Term 2

<ul style="list-style-type: none"> continue from first half-term subitise within 5, perceptually and conceptually, depending on the arrangements. 	<ul style="list-style-type: none"> continue to develop their counting skills explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand begin to count beyond 5 begin to recognise numerals, relating these to quantities they can subitise and count. 	<ul style="list-style-type: none"> explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot explore the composition of numbers within 5. 	<ul style="list-style-type: none"> compare sets using a variety of strategies, including 'just by looking', by subitising and by matching compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.
---	---	--	--

White Rose Maths (SSM): Match, sort & compare, Measure & Patterns, Circles & Triangles, Shapes with 4 sides



Maths

RECEPTION

NURSERY	Week 1: Patterns	Week 2-8: Numbers 0-5	Week 9: Sorting and Comparing	Week 10-11: Measuring Week 12: Shape
RECEPTION	Spring Term 1			
	Subitising	Cardinality, ordinality and counting	Composition	Comparison
	<ul style="list-style-type: none"> continue to compare sets by matching, identifying when sets are equal explore ways of making unequal sets equal. explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part experience patterns which show a small group and '1 more' continue to match arrangements to finger patterns. 	<ul style="list-style-type: none"> continue to develop verbal counting to 20 and beyond continue to develop object counting skills, using a range of strategies to develop accuracy continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10 order numbers, linking cardinal and ordinal representations of number. 	<ul style="list-style-type: none"> continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5 explore the composition of 6, linking this to familiar patterns, including symmetrical patterns begin to see that numbers within 10 can be composed of '5 and a bit'. 	<ul style="list-style-type: none"> continue to compare sets using the language of comparison, and play games which involve comparing sets continue to compare sets by matching, identifying when sets are equal explore ways of making unequal sets equal.
	Spring Term 2			
<ul style="list-style-type: none"> explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'. 	<ul style="list-style-type: none"> continue to consolidate their understanding of cardinality, working with larger numbers within 10 become more familiar with the counting pattern beyond 20. 	<ul style="list-style-type: none"> explore the composition of odd and even numbers, looking at the 'shape' of these numbers begin to link even numbers to doubles begin to explore the composition of numbers within 10. 	<ul style="list-style-type: none"> compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system. 	
White Rose Maths (SSM): Mass, Capacity, Length and Time, Exploring 3D Shapes				
NURSERY	Week 1: 1 more and 1 less	Week 2-4: Composition of numbers to 5	Week 5-9: Numbers 6-10	Week 10: Shape revisit Week 11-12: Part and whole model

RECEPTION	Summer Term 1					
	Subitising		Cardinality, ordinality and counting		Composition	Comparison
	<ul style="list-style-type: none"> continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 be encouraged to identify when it is appropriate to count and when groups can be subitised. 		<ul style="list-style-type: none"> continue to develop verbal counting to 20 and beyond, including counting from different starting numbers continue to develop confidence and accuracy in both verbal and object counting. 		<ul style="list-style-type: none"> explore the composition of 10 	<ul style="list-style-type: none"> order sets of objects, linking this to their understanding of the ordinal number system.
	Summer Term 2					
<ul style="list-style-type: none"> In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers. 						
White Rose Maths (SSM): Visualise, Build and Map & Consolidation						
NURSERY						
In this term, the nursery children will consolidate their learning.						
 PSHE						
PSHE	<u>Self-regulation: My feelings</u> In this unit, children are learning to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and	<u>Building relationships: Special relationships</u> In this unit, children are learning to explore why families and special people are valuable, understand why it is important to share and develop	<u>Managing self: Taking on challenges</u> In this unit, children will understand why we have rules, the importance of persistence and perseverance in the face of challenges, learn how to	<u>Self-regulation: Listening and following instructions</u> In this unit, children will learn why it is important to be an honest, thoughtful and resilient active listener who can respond to instructions and how they can become one.	<u>Building relationships: My family and friends</u> In this unit, children will learn how we all have different beliefs and celebrations, what	<u>Managing self: My wellbeing</u> In this unit, children will learn how to look after their wellbeing through exercise, meditation, a balanced diet and care for themselves.

	cope with their feelings and emotions.	strategies, see themselves as valuable individual and explore diversity through thinking about similarities and differences.	communicate effectively with others, practice 'grounding' coping strategies, and to learn new skills that will help them show resilience and perseverance in the face of challenge.		characteristics make a good friend, and how we need to listen to one another.	
 <p>RE</p>	<p><u>Why is the word God so important to Christians?</u></p> <ul style="list-style-type: none"> - The word <i>God</i> is a name - Christians believe <i>God</i> is the creator of the universe - Christians believe <i>God</i> made our wonderful world so we should look after it 	<p><u>Why is Christmas special for Christians?</u></p> <ul style="list-style-type: none"> - Christians believe <i>God</i> came to Earth in human form as <i>Jesus</i> - Christians believe <i>Jesus</i> came to show that all people are precious and special to <i>God</i> 	<p><u>Being Special- where do we belong?</u></p> <ul style="list-style-type: none"> - Re-tell religious stories making connections with personal experiences - Share and record occasions when things have happened in their lives that made them feel special - Recall simply what happens at a traditional Christian infant baptism - Recall simply what happens when a baby is welcomed into Islam. 	<p><u>Why is Easter special to Christians?</u></p> <ul style="list-style-type: none"> - Christians remember <i>Jesus'</i> last week at Easter - <i>Jesus'</i> name means 'he saves us' - Christians believe <i>Jesus</i> came to show <i>God's</i> love - Christians try to show love to other 	<p><u>Which places are special and why?</u></p> <ul style="list-style-type: none"> - Show an awareness that some religious people have places which have special meaning for them - Talk about the things that are special and valued in a place of worship - Identify some significant features of sacred places - Recognise a place of worship 	<p><u>Which stories are special and why?</u></p> <ul style="list-style-type: none"> - Give examples of special occasions and suggest features of a good celebration - Recall simple stories connected with Christmas/ Easter and a festival from another faith - Say why Christmas/ Easter and a festival from another faith are special times for believers.



Real PE

<p>Personal Follow</p> <p>Instructions:</p> <ul style="list-style-type: none"> I enjoy working on simple tasks with help. <p>In this unit, the children will develop and apply their footwork and one leg balance through focused thematic stories, songs and games.</p>	<p>Social Play with Others:</p> <ul style="list-style-type: none"> I can play with others and take turns and share with help. <p>In this unit, the children will develop and apply their jumping and landing and seated balance through focused thematic stories, songs and games</p>	<p>Cognitive Follow Rules:</p> <ul style="list-style-type: none"> I can follow simple instructions. <p>In this unit, the children will develop and apply their dynamic balance on a line and stance through focused thematic stories, songs and games.</p>	<p>Creative Observe and Copy:</p> <ul style="list-style-type: none"> I can observe and copy others. <p>In this unit, the children will develop and apply their ball skills and counter balance with a partner through focused thematic stories, songs and games.</p>	<p>Physical Move in different ways:</p> <ul style="list-style-type: none"> I can move confidently in different ways <p>In this unit, the children will develop and apply their sending and receiving and reaction and response through focused thematic stories, songs and games.</p>	<p>Health & Fitness Exercise & good health:</p> <ul style="list-style-type: none"> I am aware of the changes to the way I feel when I exercise. <p>In this unit, the children will develop and apply their ball chasing and floor work balance through focused thematic stories, songs and games.</p>
<p>Assessment</p> <ul style="list-style-type: none"> Reception Baseline assessments Observations Phonics Tracker Maths Checkpoints Pupil Progress- Who is/isn't on track? Parents Consultations 	<ul style="list-style-type: none"> Observations Phonics Tracker Maths Checkpoints Moderation (staff meeting) Pupil Progress- Who is/isn't on track? 	<ul style="list-style-type: none"> Observations Phonics Tracker Maths Checkpoints Pupil Progress- Who is/isn't on track? 	<ul style="list-style-type: none"> Observations Phonics Tracker Maths Checkpoints Moderation (staff meeting) Parents Consultations Pupil Progress- Who is/isn't on track? 	<ul style="list-style-type: none"> Observations Phonics Tracker Maths Checkpoints Pupil Progress- Who is/isn't on track? 	<ul style="list-style-type: none"> Observations Phonics Tracker Maths Checkpoints Moderation (staff meeting) Pupil Progress- Who is/isn't on track? EYFS Profile End of Year Reports