

Our Learning

Onslow Early Years – Long term plan 2025-2026						
	Celebrating Us		Once Upon a Time		Our World	
Areas of Learning	Autumn 1 (7.5 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (7.5 weeks)
Topic Content	Stay & Play 2 Home visits	Fireworks (week 1) Birthdays	Traditional tales	Fantasy themes e.g. fairies, wizards, witches, mermaids, dragons	Farm	Eid 27 th (week 1)
<i>Flexible and will be led by children's interests and backgrounds.</i>	Setting in / learning about our school Introduce rolling snack bar Enabling environments: Learning all areas inside and out. Classroom set up encourages rich language through collaboration, enquiry and discussion Autumn Families Babies - changes Different home countries Different languages Families invited into school to read stories or upload videos to Tapestry (ask parents to create signs for the classroom in home language – picture with word) Parent workshop: Welcome to Reception (19/9) Grandparent's & harvest assembly Diwali (20 th Oct) Week 8	Christmas Start reading rocket and library volunteers Christmas performance & party Parent workshop: Phonics, reading and maths	Pie Corbett – Talk 4 writing Storytelling Baking gingerbread men Parents to read traditional tales in different languages Safer Internet Day 10 th Feb (week 6) Join Achievement assembly	Verbally retelling and adapting stories Pancake Day 17 th February Lunar new year 17 th Feb (week 1) World Book Day 5 th March (week 2) World Poetry Day 21 st March Easter (week 5)	Zoo Minibeasts Healthy Eating Class Assemblies Join singing assembly	Under the sea Sports Day Transition Reception trip: Nower Wood Thursday 25 th June End of year party WOW Week: STEM Week & Farm visit

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Personal, Social and Emotional Development (including circle time)	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peacefully. These attributes will provide a secure platform from which children can achieve at school and in later life.	Values: Belonging and Friendship	Values: Respect	Values: Happiness	Values: Responsibility	Values: Honesty	Values: Confidence
Discuss 'All about me' booklet – parents fill out and bring in.	Circle time: Firework Safety Christmas for different cultures.	Introduce CGL Dinosaurs: 'Hairy and His Bucketful of Dinosaurs' – Use this book to introduce Explorer (Independently accessing areas inside and out)	Introduce subject characters – add to visual timetable CGL Dinosaurs: 'Shamrock (Sham)' Circle time: 'Thomas that is' through stories	Introduce subject characters – add to visual timetable CGL Dinosaurs: 'Hairy and His Bucketful of Dinosaurs' – Use this book to introduce Explorer (Independently accessing areas inside and out)	Circle time: 'Thomas that is' through stories	CGL Dinosaurs: 'Hairy and His Bucketful of Dinosaurs' – Use this book to introduce Explorer (Independently accessing areas inside and out)	CGL Dinosaurs: 'Hairy and His Bucketful of Dinosaurs' – Use this book to introduce Explorer (Independently accessing areas inside and out)
Add family photo to house role play to encourage discussion about families	Link colour master emotions to stories read in class e.g. how is the character feeling? Emotion ups and downs or jar to show how they are feeling (Cover any class issues that arise)	Circle time: morals of stories e.g. what makes people happy, ways that we can help each other, telling the truth, playground behaviour, listen to both sides of story Board games and puzzles –encourage independent turn taking and social skills (linked to maths and literacy)	Circle time: 'Thomas that is' through stories	Using stories to link to healthy eating and healthy lifestyles e.g. gherkin salad is not Healthy food, Rapunzel has dirty hair, growing vegetables for the enormous turnip, baking with the little red hen and exploring where food comes from	Circle time: 'Thomas that is' through stories	Circle time: 'Thomas that is' through stories	Circle time: 'Thomas that is' through stories
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Physical Development	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.	Get Set 4 PE	Gymnastics	Ball Skills	Games	Sports Day Practice
Getting changed for PE & Start PE scheme 'Get Set 4 PE' introduction to PE Unit 1	Get Set 4 PE introduction to PE Unit 1 complete	Squiggle while you wiggle	Squiggle while you wiggle	Squiggle while you wiggle	Introduce balance bikes and teach lessons	Upright and over - Relay race - Skipping race - Bat and bean bag
Outside area – introduce all equipment e.g. trim trail, digging path, mud kitchen, large construction, weighing scales, obstacle course, net, saws, wheelbarrows, water play, clips with pegs and marks, painting and drawing.	Outside area – introduce all equipment e.g. trim trail, digging path, mud kitchen, large construction, weighing scales, obstacle course, net, saws, wheelbarrows, water play, clips with pegs and marks, painting and drawing.	Apply key skills from PE scheme into outdoor area planning	Apply key skills from PE scheme into outdoor area planning	Apply key skills from PE scheme into outdoor area planning	Upright and over obstacle course e.g. balancing a bean bag on head, holding a heavy object	Circle time: reducing screen time, the importance of quality sleep
Fine motor: link to small world table and resources in continuous provision e.g. locks and keys, puzzles, tweezers, mosaic tiles, peg boards, peg boards, small construction, playdough, painting. Lots of fine motor activities to build muscles prior to writing.	Fine motor: link to small world table and resources in continuous provision e.g. locks and keys, puzzles, tweezers, mosaic tiles, peg boards, peg boards, small construction, playdough, painting. Lots of fine motor activities to build muscles prior to writing.	Baking bread and gingerbread	Baking bread and gingerbread	Baking bread and gingerbread	Discuss what farms produce and link to a balanced diet	Sports Stars CPD
Modelling use of workshop scissors, glue, sellotape	Modelling use of workshop scissors, glue, sellotape	Growing and tasting herbs and vegetables	Growing and tasting herbs and vegetables	Growing and tasting herbs and vegetables	Develop skipping and hula hooping through daily sessions – resources available during continuous provision	Team games
Cutting skills – teaching how to hold and use scissors	Cutting skills – teaching how to hold and use scissors	NSPCC Parents campaign	NSPCC Parents campaign	NSPCC Parents campaign	Building enclosures/habitats using large construction	
Begin weekly woodland sessions	Begin weekly woodland sessions	Set up equipment to encourage different movement and sensory exploration e.g. spinning, rolling, bouncing, sliding, twirling, rocking and sitting	Set up equipment to encourage different movement and sensory exploration e.g. spinning, rolling, bouncing, sliding, twirling, rocking and sitting	Set up equipment to encourage different movement and sensory exploration e.g. spinning, rolling, bouncing, sliding, twirling, rocking and sitting	Circle time: sleep, dental hygiene	
Introduce Sebastian as a visual target for 'Jinny Hopper' – using a tripod grip	Introduce Sebastian as a visual target for 'Jinny Hopper' – using a tripod grip	Direct teaching of motor skills	Direct teaching of motor skills	Direct teaching of motor skills		

<https://onslowinfantguildford.secure-primariesite.net/early-years-curriculum/>

You can find the long term planning on the school website.





Autumn 1 learning

EYFS Autumn 1: Celebrating us

Understanding the World

Autumn

Diwali

Different languages we speak

How we have changed since being a baby

What changes do you notice in Autumn?

Key vocabulary

- Autumn
- Season
- Changes
- Weather
- Babies
- Birthday
- Home
- Diwali
- Religion

PSED

Settling into school

Key vocabulary

Family, same/different, friend, kind, share, please, thank you, growing, feelings

Our Families

School Value

Class & School Rules

Dates for the diary:

- Thursday 4th: Stay & Play 9.30 – 11am
- 5th – 10th: Home Visits
- Thursday 11th: Morning only 8.45 – 11.45am (no lunch)
- Friday 12th: Morning and lunch 8.45 – 1.15pm
- Monday 15th: Full time
- Friday 19th September: Meet the teacher & PTA welcome meeting
- TBC - Grandparents Day & Harvest assembly
- Friday 24th October, INSET day.

This will come out every half term (website and Tapestry) to show you what your child will be learning.



Do they just play all day?

Our classrooms and outside areas are set up carefully to enable children to 'play' within the 7 areas of learning.



We use carpet times to teach skills and knowledge and then the children have a go at practising these during 'choosing time'.

We also do weekly adult led group sessions e.g. writing, maths.





- We will share key WOW moments that we see your child having in school.
- We value quality over quantity so some weeks you may not get anything.
- Please do comment and like posts, but questions need to be with the teachers on the gate or via email (yearR@onslow.surrey.sch.uk).
- Please add key WOW moments your child has at home so we can share these in class.
- Homework to be uploaded to Tapestry - sound sheets.
- We occasionally set topic homework too e.g. go on an Autumn walk and upload a photo.
- Please check it weekly.

Baseline Assessment

Guidance

Reception baseline assessment: information for parents

Updated 15 September 2025

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Do you have a child starting reception class?

If so, your child will participate in the reception baseline assessment (RBA) within the first 6 weeks of starting reception. The purpose of the assessment is to provide the starting point for a progress measure that will help parents understand how well schools support their pupils to progress between reception and year 6.

What is the RBA?

The RBA is a short, interactive and practical assessment of your child's early literacy, communication, language and mathematics skills when they begin school.

What does participating in the RBA mean for my child?

The main purpose is to create a starting point to measure the progress schools make with their pupils. It is not about judging or labelling your child or putting them under any pressure. Your child cannot 'pass' or 'fail' the assessment.

The RBA gives your child valuable one to one time with their teacher at an early stage, helping them to understand your child better. It provides a helpful snapshot of your child's skills and abilities when they enter reception, allowing teachers to support your child in the most appropriate way.

We are currently doing the government baseline assessments with all children.

We are also doing our own initial teacher assessments to find out your child's starting points.



Reading Books

Lilac books will be coming home. They have no words. Children get used to the process of changing books. Please encourage your child to 'tell' the story using the pictures.

Begin to 'Fred talk' with your child e.g. sound out objects in their books or things around the house:

c-a-t
d-o-g
c-oa-t

Phonics videos on Tapestry each week to watch at home



Fiction





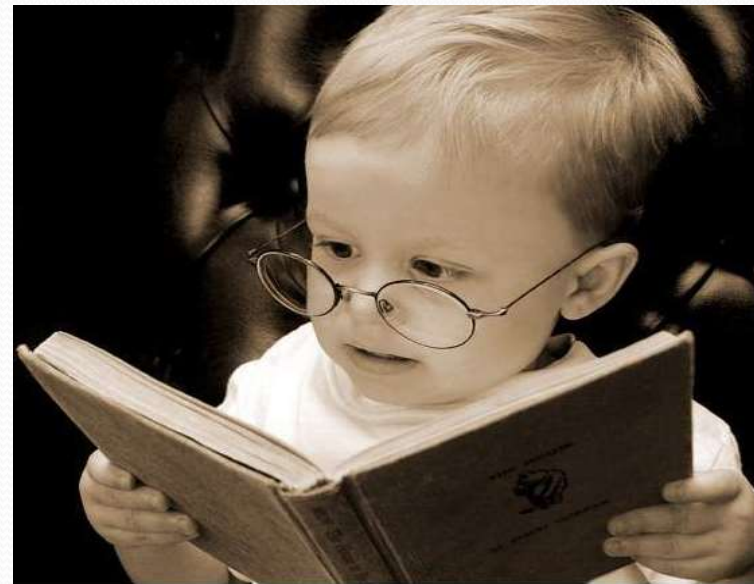
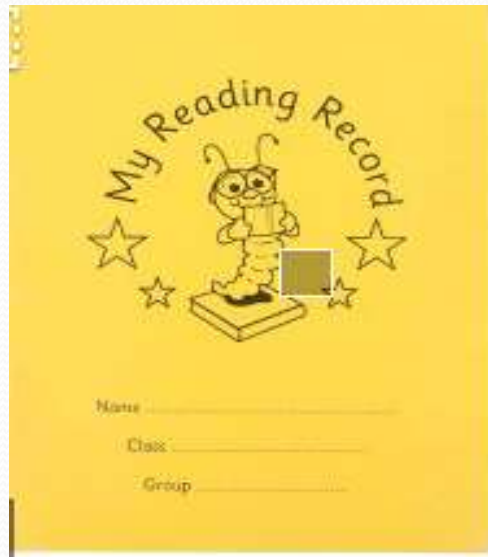
Reading Books

Reading for pleasure books changed Monday, Wednesday Friday.
Staff and parent/carer comments.

Read daily.

Enjoyment is the key.

Library books later this term.



Phonics in Reception

Practise handwriting

Maisie, mountain, mountain

Practise sound-writing

m

Letter formation is key!




















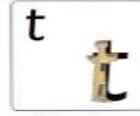
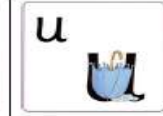





They need to form them in one continuous flow to help with later joined up writing (which starts in Y1).

We practise, practise, practise!

3 - 4 a week once established in class.

Please upload to Tapestry – do not need to return to school.

Phonics in Reception

<p>a </p> <p>Around the apple and down the leaf.</p>	<p>b </p> <p>Down the laces to the heel and around the toe.</p>	<p>c </p> <p>Curl around the caterpillar.</p>	<p>d </p> <p>Around the dinosaurs bottom, up his tall neck & down to his toes.</p>	<p>e </p> <p>Lift off the top and scoop out the egg.</p>	<p>f </p> <p>Down the stem and draw the leaves.</p>
<p>g </p> <p>Around the girls face, down her hair and give her a curl.</p>	<p>h </p> <p>Down the head, to his hooves and over his back.</p>	<p>i </p> <p>Down the body and dot for the head.</p>	<p>j </p> <p>Down his body, curl, dot for his head.</p>	<p>k </p> <p>Down the kangaroo's body tail and leg.</p>	<p>l </p> <p>Down the long leg.</p>
<p>m </p> <p>Down Maisie, mountain, mountain.</p>	<p>n </p> <p>Down Nobby and over his net.</p>	<p>o </p> <p>All around the orange.</p>	<p>p </p> <p>Down the pirates plait and around his face.</p>	<p>qu </p> <p>Round her head, up past her earring, down her hair, and flick.</p>	<p>r </p> <p>Down the robots back and curl over his arm.</p>
<p>s </p> <p>Slither down the snake.</p>	<p>t </p> <p>Down the tower, across the tower.</p>	<p>u </p> <p>Down and under, up to the top and draw the puddle.</p>	<p>v </p> <p>Down a wing, up a wing.</p>	<p>w </p> <p>Down, up, down, up.</p>	<p>x </p> <p>Down the arm and leg, repeat the other side.</p>
<p>y </p> <p>Down a horn, up a horn and under head.</p>	<p>z </p> <p>Zig-zag-zig.</p>				



Writing

- Your child will be introduced to Sebastian who is a visual reminder to use 'pinchy fingers'.
- We are starting to encourage a 3 finger grip whenever they draw, write or mark make.
- We say "1 2 3, pinch with me" as they pick up a pencil.
- Our first aim is to make sure all children can write their name. Please practise at home using the name cards we gave you.
- Lots of fine motor games will help to strengthen their fingers and make them better at writing:
 - Lego
 - Tweezers
 - Playdough
 - Threading
 - Peg boards
 - Puzzles



Class Mascots



Ollie the Owl



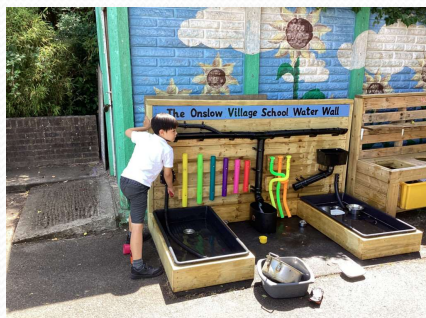
Rosie Rabbit

Star of the week certificate – every Friday.
That child will bring home the class
mascot for the weekend.
Share the books together at home.



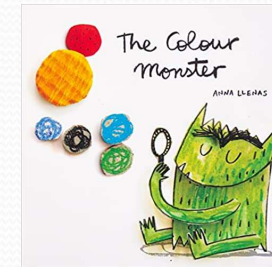
OPAL

We are an OPAL school (outdoor play and learning).
Our pupils are trusted to manage risk and follow their own ideas at
lunchtime, supported by adults where needed.



Supporting every child

- Colour monster book to discuss emotions - great to use at home too
- Set phrases to help your child communicate their needs at school:
 - “Help me please”
 - “Stop I don’t like it”
 - “Can I go to the toilet?”
- Teach your child to tell us straight away if something happens so we can help them (we will introduce worry monsters next week)



Any questions?

