

Onslow Early Years – Long term plan 2026-2027

	Celebrating Us		Once Upon a Time		Our World	
Areas of Learning	Autumn 1 (6.5 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (7 weeks)	Summer 2 (7 weeks)
Topic Content <i>Flexible and will be led by children's interests and backgrounds.</i>	Stay & Play 2 Home visits Settling in / learning about our school / Building relationships Introduce whole class snack 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 (25/9) Grandparent's & harvest assembly	Fireworks (week 1) Diwali (8 th Nov) Week 2 Birthdays Focus on stories and key author: Julia Donaldson Winter Christmas Start reading rocket Christmas performance & party Parent workshop: Phonics, reading and maths	Traditional tales Reading stories Pie Corbett – Talk 4 writing Storytelling Baking gingerbread men, tasting porridge and different bread Reception trip: Nower Wood – March Parents to read traditional tales in different languages Lunar new year 6th Feb (week 5/6) Safer Internet Day 9th Feb (week 6) Join Achievement assemblies	Fantasy themes e.g. fairies, wizards, witches, mermaids, dragons Verbally retelling and adapting stories Spring World Book Day 4th March (week 2) - Bedtime stories - Readathon World Poetry Day 21st March Easter (week 5)	Farm Zoo/Wild animals Minibeasts Healthy Eating Eid 16th (week 5/6) Join singing assemblies	Under the sea Sports Day Transition to Y1. Discuss favourite memories of Reception year. Summer Class Assemblies End of year party WOW Week: Health & Fitness

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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 peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
	Values: Belonging and Friendship Discuss 'all about me' booklet – parents fill out and bring in. Add family photo to house role play Circle time: introducing school rules (move carefully, listen to each other, respect everyone) High expectations of learning behaviours, friendship, sharing Introduce class mascot / tour of school / star of the week Colour Monster & Colour Monster goes to School – recognising and labelling emotions. Link to classroom display and putting a button in emotion jars Ourselves – link to growing and changes over time Children have their own area to tidy. Ask for help, access toilet independently and wash hands	Values: Respect Circle time: Firework Safety. Resolving conflict. Link colour monster emotions to stories read in class e.g. how is the character feeling? Emotion spoons (Cover any class issues) Discuss OPAL programme for lunchtimes: health and safety/risk management Board games and puzzles – encourage independent turn taking and social skills (linked to maths and literacy) Winter: how to look after our body e.g. wearing warmer clothes Follow simple daily routines and follow simple instructions Dressing and undressing for PE. Introduce subject characters – visual timetable	Values: Positivity 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 Using stories to link to healthy eating and healthy lifestyles e.g. goldilocks eating a healthy breakfast, gingerbread is not healthy food, baking with the little red hen and exploring where food comes from NSPCC Pants campaign	Values: Responsibility Circle time: Themes that arise through stories Friendship group issues Class issues Revisit school/class rules What have the children done that is responsible? Keeping our bodies healthy – dentists and doctors. Visits from real dentists and doctors. Linked to 'Zog and the flying doctors'.	Values: Honesty Circle time: Looking after minibeasts/animals/plants Looking after our world Model setting simple goals by verbalising their next steps – encourage children to become independent over time.	Values: Confidence Circle time: What I have enjoyed about Reception. Year 1 transition/ worries. Summer safety. Healthy Lifestyles including healthy teeth

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Physical Development (skill progression posters to be made and displayed each term)	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.					
	Getting changed for PE & Start PE scheme ‘Get Set 4 PE’ Introduction to PE Unit 2 Outside area – introduce all equipment e.g. trim trail, digging patch, mud kitchen, large construction, weighing scales, obstacle course, see saws, wheelbarrows, water play, stage with puppets and masks, painting and drawing, bikes and cars Fine motor: link to small world table and resources in continuous provision e.g. locks and keys, puzzles, tweezers, mosaic tiles, geo boards, peg boards, small construction, playdough, painting. Lots of fine motor activities to build muscles prior to writing Modelling use of workshop: scissors, glue, sellotape Introduce Sebastian as a visual target for ‘pinchy fingers’ – using a tripod grip PPA: Squiggle while you wiggle (gross movements) Begin woodland sessions	Get Set 4 PE Fundamentals Introduce bikes and scooters Fine motor intervention Introduce Beryl the Boat keep writing on the line Cutting skills assessment – teaching how to hold and use scissors Introduce Drawing club PPA: Squiggle while you wiggle (fine motor) Playdough table	Get Set 4 PE Gymnastics Fortnightly bikes and scooters – add road safety signs (link road safety to circle times) Baking bread, gingerbread and tasting porridge (plain, sweet, salty) PPA: Handwriting curly letters (Add letters to writing warm up) Scissor skills intervention	Get Set 4 PE’ Ball Skills Using cutlery and playdough to practise cutting Small and large balls available in outside area Toothbrushing – dentist visit. Model teeth in classroom to ‘brush’ Circle time: sleep, dental hygiene PPA: Handwriting ladder letters and one armed robot letters Introduce balance bikes and teach lessons	Get Set 4 PE’ Games Discuss what farms produce and link to a balanced diet Develop skipping and hula hooping through daily sessions – resources available during continuous provision Building enclosures/habitats using large construction PPA: Handwriting zig zag monster letters. Develop den building outside Healthy eating – Eatwell plate	Sports Day Practice - Under and over - Quoit on head - Running race - Hoop race - Bat and bean bag Circle time: reducing screen time, the importance of quality sleep Team games PPA: Handwriting: recap tricky letters. Introduce handwriting books Pencil grip handover to Y1

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Communication & Language	The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
Julia Donaldson – focus author	Starting school books: Harry and the dinosaurs go to school Where’s My Peg?: My First Day at School All Are Welcome The Gotcha Smile My class is a Family The Colour Monster Goes to School Pumpkin Soup The Leaf Thief Hello Autumn <i>It’s a baby</i> Set up home corner – familiar for all pupils. Babies Birthdays Show and tell e.g. weekend with class mascot, Tapestry photos from home Introduce ‘Big talk’ group sessions – high quality image to encourage use of ‘wow’ words/new vocabulary Tonies boxes Diwali story. Role play house – decorate for Diwali festival Reading area	<i>The Gruffalo</i> <i>The Gruffalo’s Child</i> <i>Stick Man</i> Hello Winter Introducing narrative cards: who, where, what Ensure storytimes are high quality and texts are chosen with a purpose Singing, rhyme and poetry sessions (during snack) Morning images on board to encourage discussion and writing Start weekly library visits. Teach children how to access books independently – take one book home Begin drawing club – use high quality vocabulary Start to take 2 books from the library – 1 for home and 1 for book corner	The gingerbread man The Little Red hen Goldilocks A range of traditional tales Alternative versions to each focus story e.g. The Runaway Chapati, Goldilocks and the 3 dinosaurs Describe different food using senses	Zog Zog and the flying doctors Room on the broom Smeds and Smoots That’s my Flower Hello Spring Celebrating children’s achievements outside school and them talking to class about it. Super sentence – start to encourage children to copy simple sentences (morning writing).	Dear Zoo What the ladybird heard / Next / on holiday Spinderella Superworm <i>The Ugly Five</i> Non-fiction books Animal stories Super sentence – Incorporate wow words and conjunctions.	Tiddler Snail and the whale <i>What the ladybird heard at the seaside</i> <i>Sharing a shell</i> Non-fiction sea creatures Hot seat Tiddler Discuss favourite memories in Reception and what they are looking forward to in Y1 (using past & future tenses)

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Literacy	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).					
Phonics & Reading	Read single-letter Set 1 sounds (first 16). Phonics: Begin RWInc scheme with oral blending and segmenting. Begin to teach 4 sounds a week. Send reading books home: Lilac books (no words). Assess each child and put onto colour bands. Daily poetry & storytime	Read all Set 1 single letter sounds. Blend sounds into words orally. Phonics: continue RWInc after assessment. Group across YR. Password of the day – sounds. Library books	Blend sounds to read words. Read short Ditty stories. Phonics: continue RWInc after assessment. Join whole school groupings. Password of the day – ‘special friends’ Introduce book vote	Read red storybooks. Read Set 1 special friends. Phonics: continue RWInc after assessment. Password of the day – green words	Read green storybooks. Read 4 double consonants. Phonics: continue RWInc after assessment. Book QR codes in reading corner Password of the day – red words	Read green storybooks Read first 6 Set 2 sounds. Phonics: continue RWInc after assessment. Password of the day – super sentence
Writing	Directional mark making & initial sounds Handwriting homework with formation videos. Name writing – initial assessment (pencil grip) and name trains for wall spaces Mark making using ‘secret symbols’ – introduce message centre Writing opportunities in all areas inside and outside. Introduce writing folders and display their best learning on squares Drawing Club: secret symbols and sounds Writing characters: Sebastian, Beryl the boat, correct sitting position	Writing CVC words using set 1 single sounds. Introduce writing target pencils – link to PSED setting simple goals. New writing characters: fred frog (segmenting) Christmas cards. Christmas post box Introduce Big Talk as a carpet input to develop vocabulary Morning writing: letters on writing repeater Introduce writing challenge each week	Writing CVCC words/simple dictated captions Pie Corbett big talk / talk for writing: 2 weeks of each story Drawing story maps Retelling stories using story language inc Once upon a time, the end. Role play, costumes etc Introduce ‘message pouches’ – children to write to a character/a buddy/ another grown up and receive messages back (on wall spaces) Introduce Minion writing character (finger spaces)	Dictated phonics sentences – CVC set 1 words Adapting stories using Pie Corbett method. Story mapping Use narrative cards to come up with fantasy stories and settings/events Recording stories to listen to (ipads) Write a list of ingredients to make a spell Introduce Kung Fu Panda character – full stops	Dictated phonics sentences – based on individual phonic ability (Set 2 sounds) Writing facts about animals Making non-fiction books Lift the flap books linked to Dear Zoo – writing clues Higher expectations across continuous provision e.g. writing labels for models and a description of what they have made, instructions for marble mazes etc	Descriptive writing using wow words Retell Tidder story then make up own version by changing some events and characters Write facts and make a fact booklet about sea creatures Final writing for purple writing journey: what I want to be when I grow up Write a letter to new teacher Introduce Captain America – Capital letters

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Mathematics <i>Use White Rose resources</i>	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
	Getting to know you Key times of day Match, sort and compare (wk 3&4) Talk about measure and patterns (wk 5&6) It's me 1,2,3 (wk 7) Introduction to maths areas inside and out – baskets of self selection items e.g. numicon, counters etc Number: Counting songs with props Finger rhymes Construction area – self selection, block play Make number posters for each number taught – include number bonds from the start Numberblocks – make your own	Circles (oval) and triangles (wk 9) 1,2,3,4,5 (Wk 10&11) Shapes with 4 sides (wk 12) Puzzles Board games Patterns: Diwali – rangoli patterns Continue exploring pattern and form with fireworks Subitizing to 5 – use different objects/dots, magnetic 10 frames Numberblocks – numbers to 5	Alive in 5! (2 wks) <i>Zero</i> Find 0 to 5 Subitise 0 to 5 Represent 0 to 5 1 more 1 less Composition Growing 6, 7, 8 SSM: Weighing and comparing Making gingerbread men-measuring Capacity	Length, time & height (2 wks) Building 9 & 10 (3 wks) Explore 3D Shapes Number: Introduce Addition Annie symbol Introduce maths challenge each week	To 20 and Beyond (2 wks) How many now? (1 wk) Manipulate, compose & decompose (2 wks) Introduce Subtraction Sammy SSM: Measuring length of worms. What the Ladybird Heard – positional language and maps Spinderella problem solving ELGs & GLD Assessment	Sharing & Grouping Visualise, Build and Map (3 wks) Positional Language Make Connections (1 wk) Teach more formal recording methods for adding and subtracting. Capacity – water Assessment – transition to Y1 Introduce Eddie Equals

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Understanding The World	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
	Similarities and differences between family and friends – religions, countries, languages, clothes, homes, food. Share stories representing different family structures, cultures, races etc Family photos brought in and displayed in home corner. Photos of family life on Tapestry with class mascot. Encourage Tapestry posts from home – ask for photos in weekly update How have I changed since I was a baby? Bring in a photo of them as a baby. Harvest – learns songs to perform Investigation area e.g. magnets, magnifying glasses, binoculars What changes happen in Autumn? Woodland, outside areas, sensory exploration. Animal hibernation. Class photo album – changes over the year	Why do people celebrate bonfire night? Fireworks 2Simple pictures. What is Diwali? What is Christmas – talking about different cultures and places of worship Begin to use iPads for taking pictures of models. Tonies boxes What changes happen in Winter?	Compare traditional tales from around the world What is the past? Discuss events that happened before they were born. Safer Internet Day: E-safety Begin to record weather in class and outside area (volunteer?). Local area walk – what features do you notice? Take pictures of what we find e.g. road signs, street names, postboxes etc What is Lunar new year – parent visit. Look at places of interest	Stories from around the world Past and present time e.g. highlight features of the past within key texts e.g. Zog Geography – using the globe to look at different places around the world History – what have we done in the past? Doctor and dentist visit. What changes happen in Spring? Growing plants What is Easter? Reception trip – Nower Wood. Sensory trail and minibeats hunt. Can you recount what we did on our trip?	Minibeast hunt and classification – observations of changes over time Looking at maps using stories as a starting point. Habitats – looking after animals Begin to use iPads to research using internet (kid Rex) What is a farm? What animals can you find in a zoo? What is a minibeast? Beebots – add to provision and model how to use them What is Eid?	What creatures live in the sea? Facts about sea creatures & habitats Compare a beach town to Guildford Different oceans What changes happen in Summer? What do I want to be when I grow up – discuss different occupations and make class poster What was your favourite memory of being in Reception? Maps of our school and woodland area. Aerial view of school and local area. WOW week – healthy lifestyles

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Expressive Arts and Design	The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
	Introduce workshop and creative ares, including self serve paint station inside and out Making houses with flaps Singing nursery songs and using instruments Drawing Using scissors/sellotape Dispensing glue Harvest & Grandparents assembly songs Daily poetry	Firework paintings using straws Jackson Pollock – splatter painting Firework Dancing. Colour mixing & primary colours Christmas songs and performance Christmas crafts Introduce Charanga: Me! Sketchbook: Draw and colour a self-portrait Split pin characters Rangoli patterns Diva lamps Listen to Indian classical music	Character masks Re-telling stories through props, role play, small world Whole Class art activities Decorating gingerbread men, finger puppets Flange joins Charanga: Everyone Lunar New Year activities- lanterns, dragons, animals Listen to music from China	Topic related songs. Whole Class art activities e.g. designing brooms, painting castles, design shields, wands, potions. Charanga: Our world Sketchbook: Still life drawing with pencils Colour mixing: lighter and darker	Katy Jade Dobson – UK artist Making minibeasts Split pin ladybirds Butterfly symmetry Animal pictures Songs and dances for class assembly. Charanga: Big Bear Funk	Under the sea – accompany with instruments Make own instruments Water painting to music Charanga: Reflect, rewind and replay Mixing different shades of blue – paint the sea Sketchbook: Creating artwork in the style of a famous UK artist Katy Jade Dobson
	Role Play: Basic home corner add babies, Autumn (hats, scarves, sparklers, blankets, hot chocolate), pumpkin/soup recipes, carved pumpkin and candle, Halloween, matching pairs of socks Small world: Dolls house with pets, town scene, train set, garage & cars. Autumn objects .e.g. leaves, conkers, twigs	Role Play: Add gloves/scarves/hats, hot chocolate pots, birthday party, decorate for Christmas, Diwali Small world: Firework mark making Diwali castle & story puppets Gruffalo and Stick man story scenes Nativity scene Christmas tree & decorations	Role play: porridge, 3 chairs & bowls of different sizes, gingerbread men recipes, cooking and weighing equipment, Chinese menus, lanterns, chopsticks, basket of different real food, Small world: each story setting with puppets for retelling	Role play: First aid kit, prescription paper, books on doctors, toothbrushes and toothpaste tube Small world: room on the broom characters, cauldron & magic spells, zog castle with characters, smeds and smoo planet, spring and Easter	Role play: Add in a pet with all equipment, leaflets from zoos, fish tank, gardening gloves, pots, flowers in vase, food posters, recipe books, egg/milk/cheese cartons Small world: minibeasts with real wood, leaves, magnifying glasses, Soil, digging tools, plant pots, seeds etc, different animals and their habitats, farm, zoo	Role play: Summer wear e.g. hats and sunglasses, holiday brochures, fans, beach bags, flip flops, buckets and spades, beach towel, For sale sign, packing boxes Small world: sea creatures, aquarium, snail and the whale, wow week display, free choice

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Assessment	Baseline assessment on entry.	Ongoing assessments	EYFS Final assessment.
	Building Blocks	November Parent's Evening	End of year reports to parents
	Own class assessment to pinpoint starting points and building blocks (end of half term)	Spring 1: Update Building Blocks and Tapestry	Windscreens for Y1 handover
	October half term Tapestry lockdown	Mid term report to parents during February parents evening	Finalise Building Blocks

Continuous provision

- Daily routines using class visual timetables and visuals for morning routine.
- PE visual instructions for changing
- Seasons & weather
- Days of the week / months of the year
- Characteristics of effective learning – evidence on stickers and Tapestry
- High expectations for tidy up time and all children to 'put things back when they belong'. Children allocated an area for tidy up time.
- Photos of each resources on shelving so children know where to find things.

Onslow quality first teaching and learning approach:

- Extend learning and move children on by:
 - "I wonder..."
 - "What if..."
 - "How could you/we..."
 - Always trying to question and develop learning without interfering or damaging morale.
- Less time behind Ipads and more time for quality interactions with pupils – questioning, discussing and encouraging. Also time to develop strong, supportive relationships with pupils.
- Quality observations on Tapestry and stickers
- Quality interactions with parents
 - Meetings and workshops throughout the year
- Teaching children set phrases e.g. "Can I go to the toilet". "I need help please". "I need a drink", "stop I don't like it". Adults model correct language and use of full sentences.
- Using Makaton to support communication.
- EYFS behaviour plan – discuss choices made with children and give them examples of what the correct choice would have been. Restorative practice. Using other children as good examples of positive behaviour to set expectations.
- Adults use clear, positive praise specific to the skill e.g. "I like how you added wheels to your model, well done".
- Each child has their own display space to showcase 'best learning' and efforts
- Follow children's interests when planning weekly. Interactions with children allow for adults to follow their individual interests in the moment.
- Neutral, calm environments
- Effective transition into Reception and then into Y1