



Fairfield Spencer Academy – EYFS Long Term Plan - Learning Journey 2025-2026

Successful High Expectations Independence Never Give Up Equality - Be Kind

* We understand that children's learning pathways are unique therefore these half-termly timeframes are adapted accordingly

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Half termly themes	*These may change or be replaced depending on children’ s current interests and fascinations	All About Me, my family & friends Real life Superhero’s	Autumn Festivals & Celebrations	Winter and Polar Regions Maps and Transport	Space Spring & Lifecycles	Fantastic Farms Traditional Tales Beautiful Bees	Summer Africa Under the Sea / Seaside
Quality Text(s)							
SHINE Experiences		Wow Experience:- Weekly visits from real life hero’s; police, fire service, dental nurse etc. Line of Enquiry: What makes me, me? Speech Scenario: My family -Photos from home Active Citizenship: Looking after my belongings. Creative: Self-Portraits	Wow Experience:- Owl Visit Church Visit Line of Enquiry: Does everyone celebrate Christmas? Speech Scenario: Nativity Performance Active Citizenship: Looking after my classroom. Creative: Diya Lamps - Diwali feast Fairfield Foragers Nurture -Autumn walk - Bonfire, Hot Chocolate & marshmallows	Wow Experience:- Winter warmer day Line of Enquiry: Would a penguin make a good pet? Speech Scenario: My pets/my birthday Active Citizenship: Caring for my school. Creative: 2D winter collage Fairfield Foragers- Winter Walk Now Press Play - Transport	Wow Experience:- Hatching Chicks Church Visit Line of Enquiry: Is Easter about chocolate eggs? Speech Scenario: Poetry Performances Active Citizenship: Caring for the school garden/foragers Creative: Starry Night (Vincent Van Goph) Fairfield Foragers Mothers Day Breakfast	Wow Experience:- Farm Trip Bee Talk Line of Enquiry: Are bees important? Speech Scenario: My House – Photos Active Citizenship: Community Bee Corridor Creative: Bee Corridor -Now press play On the Farm - Fringe Festival	Wow Experience:- African Drumming and Dance Workshop Line of Enquiry: Who lives on the African Savannah? Speech Scenario: Endangered animal vote Active Citizenship: Wider world – Protecting endangered animals Creative: Savannah Collages - Go Wild Day - Beach/Pirate dress up day -Now press play – On safari. - Fathers Day Foragers Session - Disco Day Graduation - Singing Fairfield Foragers Nurture



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		-Singing Autumn songs to parents Fairfield Foragers Nurture	Now Press Play - Christmas Story	Chill with a book/Parents to read favourite stories	Now Press Play Space - Easter Egg Hunt	Fairfield Foragers Nurture Parent Craft Session	
Communication & Language	<u>Listening, Attention and Understanding</u> Begins to understand how to listen carefully and can show the physical attributes of a good listener (sit, look, listen, simple comprehension and memory). Children will listen carefully to a story. Children will ask ‘what’ questions. <u>Speaking</u> Begins to show the physical attributes of a good speaker, for example, face the person they are communicating with etc. Children will know and retell a song/rhyme. Children will know and use vocabulary linked to the current theme including ‘different’, proud’ and ‘brave’.	<u>Listening, Attention and Understanding</u> Demonstrates good listening through increased interaction and understand why listening is important. Children will listen to and talk about stories - joining in with repeated refrains. Children will ask ‘who’ questions. <u>Speaking</u> Starts to interact with more confidence and makes use of social phrases. Children will know and retell a simple poem (Whizz Bang). Children will know and use vocabulary linked to the current theme: Fantastic Festivals: tradition, celebrate, feast, Diwali, religion and firework. Owl Babies: trunk, hunt & swoop Little Red Riding Hood: disguise, flee, menacing and crafty. The Nativity Story: astonished, weary, congested and frantic.	<u>Listening, Attention and Understanding</u> Children will talk about key events in a story. Children will ask ‘when’ questions. <u>Speaking</u> Children will know and retell a simple story/event in some detail. Children will express ideas using past and present tense. Children will know and use vocabulary linked to the current theme including: -globe, country, land, sea, pet, delivery & distance Penguin Parcel: refused, abandoned, reunited & eagerly Penguin Huddle: locate, baffled, assistance and protect Review: astonished, weary, congested, frantic -engine, passengers, porter, - drifts, curve, city, map, street and universe.	<u>Listening, Attention and Understanding</u> Children will identify the main characters in the story and talk about their feelings. Children will ask where questions. <u>Speaking</u> Children will know and retell a story using recently introduced vocabulary. Children will know and retell a simple poem (Spring is Here). Children will know and use vocabulary linked to the current theme including: -Alien, space, planet, lure, clambered, suspicious and soared - season, Spring, Robin, gently, grow, stem, petal, seed, life-cycle. Children will connect one idea or action to another using a range of connectives.	<u>Listening, Attention and Understanding</u> Children will link events in a story to their own experiences. Children will ask why questions. <u>Speaking</u> Children will know and retell a familiar traditional tale with their own twist. Children will know and use vocabulary linked to the current theme, including: - farm animals and their young dainty, cunning, applauded and murmur - Detached, semi-detached, terraced bungalow, flat, trotted, sale, chimney and purchase - Nectar, honey, pollinate, hive, rowdy, hibernate, parched and shook. Children will articulate their ideas and thoughts in well-formed sentences .	<u>Listening, Attention and Understanding</u> Children will ‘hot seat’ characters from a story. Children will confidently ask questions to find out more and to check they understand what has been said to them. <u>Speaking</u> Children will know and retell a story using really introduced vocabulary. Children will know and use vocabulary linked to the current theme : - Africa, continent, savannah, endangered, protect, shade, frock and dash. - ocean, sodden, content, emerge Children will express ideas using past and present tense.	



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Listening, Attention and Understanding:

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking:

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

SCARF: Me and My Relationships;

Key Themes:

Feelings (*Colour Monster*)
Getting Help.

Learning Intention:

1. Talk about similarities and differences.
2. Name special people in their lives.
3. Describe different feelings
4. Identify who can help if they are sad, worried or scared
5. Identify ways to help others or themselves if they are sad or worried.

SCARF

Workshop/Real Life Superhero's:

Children will know how regular teeth brushing is important for their health.

SCARF: Valuing Difference (British Values)

Key Themes:

Being kind and caring
Recognising and respecting difference (Odd Sock Day)

Learning Intention:

1. Be sensitive towards others and celebrate what makes each person unique.
2. Recognise that we can have things in common with others.
3. Use speaking and listening skills to learn about the lives of their peers.
4. Know the importance of showing care and kindness towards others.
5. Demonstrate skills in building friendships and cooperation.

Road Safety Week:

Children will know how to keep themselves safe when crossing the road.

SCARF: Keeping Myself Safe

Key Themes:

Asking for help
Staying Healthy
Staying Safe around Medicines

Learning Intention:

1. Talk about how to keep their bodies healthy and safe.
2. Name ways to stay safe around medicines.
3. Know how to stay safe in their home, classroom and outside.
4. Know age-appropriate ways to stay safe online.
5. Name adults in their lives and those in their community who keep them safe.

SCARF: Rights & Respect

Key Themes:

Special People, Caring for my home, classroom & world, Looking after money

Learning Intention:

1. Understand that our special people can be different to those of others.
2. Identify ways to care for a friend in need
3. Recognise the importance of taking care of a shared environment
4. Name ways in which they can help take care of the environment
5. Identify the uses of money.
6. Talk about why it's important to keep money safe;

SCARF: Being My Best

Key Themes:

Making Healthy Choices
Being Persistent

Learning Intention:

1. Feel resilient and confident in their learning.
2. Name and discuss different types of feelings and emotions.
3. Learn and use strategies or skills in approaching challenges.
4. Understand that they can make healthy choices.
5. Name and recognise how healthy choices can keep us well.

SCARF: Growing & Changing

Key Themes:

Growing and Changing
Girls and Boys

Learning Intention:

1. Understand that there are changes in nature and humans.
2. Name the different stages in childhood and growing up.
3. Use the correct vocabulary when naming the different parts of the body.
4. Know how to keep themselves safe.

Water Safety Week: Children will know how to stay safe in the sun and around water.



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	Fire Safety: Children will know how to keep themselves safe around a bonfire/fireworks.					
	Self-Regulation: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability. Managing Self: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Building Relationships: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.					
Physical Development	Core real PE- Personal Context: Footwork and one leg balance Develop fundamental movement skills to support balance, coordination and control, including balancing, walking, running and other foundation movement patterns. Develop the ability to navigate space, change direction and speed safely.	Core real PE- Social Context: Jumping and landing and seated balance Develop fundamental movement skills to support balance, coordination and control, including core stability, jumping and landing, as well as other foundation movement patterns. Develop the ability to control take-off, flight and landing, and maintain control of core muscles in a range of situations.	Real Gym- Cognitive Context: Shape, travel, flight and rotation Reinforce the development of fundamental movement skills to support balance, coordination and control, including balancing, walking, running and other foundation movement patterns. Develop the ability to navigate space and obstacles safely.	Core real PE- Health and Fitness Context: Ball chasing and balancing floor work Develop fundamental movement skills to support balance with a partner, and coordination and control with a ball. Develop the ability to control counterbalance and control a ball to prepare for activities and games using equipment.	Core real PE- Applying Physical Context: Sending and receiving and action and response Develop fundamental movement skills to support a good starting position and coordination and control with a ball. Develop control with a ball to prepare for activities and games using equipment.	Real Dance- Creative Context: Perform a diverse range of different standing and floor shapes with a partner Develop fundamental movement skills to support balance, coordination and control, including balancing, walking, running and other foundational movement patterns. Develop the ability to navigate space, change direction and speed safely.



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	<u>Fine Motor Skills</u> Begins to make marks and shapes using simple equipment. Children will know the correct pencil grip and posture for writing Children will know how to write the letters in their name. <u>Fine Motor Skills</u> Uses a wider range of equipment to make more refined shapes and marks, models, and construction. Adds more detail to shapes and objects created as control increases (Owl drawings) Children will know how to use two-hole scissors to make snips in paper. Children will form lower case letters using the correct sequence of movements, when modelled and aided by the Read Write Inc. formation rhymes. <u>Fine Motor Skills</u> Adds more detail to shapes and objects created as control increases (Penguin drawings). Children will know how to use a knife and fork. Children will know how to use two-hole scissors to cut along a line. Children will form lower case letters using the correct sequence of movements, aided by the Read Write Inc. formation rhymes. <u>Fine Motor Skills</u> Shows increased control to use a range of tools to create more complex shapes, objects, and writing (chick drawings). Children will form lower case letters using the correct sequence of movements. Children will know how to use two-hole scissors to cut shapes out. <u>Fine Motor Skills</u> Shows increased control to use a range of tools to create more complex shapes, objects, and writing (flower drawings). Children will know how to use two-hole scissors to cut shapes out with accuracy. Children will form capital letters in the correct direction. <u>Fine Motor Skills</u> Children will form capital letters in the correct direction. Children will develop the foundations of a handwriting style which is fast, accurate and efficient.					
	ELG: Gross Motor Skills - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ELG: Fine Motor Skills - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.					
Literacy	<u>Reading</u> Read single-letter Set 1 sounds (first 16)	<u>Word Reading</u> Read all Set 1 single letter sounds. Blend sounds into words orally	<u>Word Reading</u> Blend sounds to read words	<u>Word Reading</u> Read short Ditty stories Read Set 1 Special Friends	<u>Word Reading</u> Read Red Storybooks Read 4 double consonants	<u>Word Reading</u> -Read Green or Purple Storybooks Read first 6 Set 2 sounds
	<u>Comprehension</u> Shows an interest in reading often choosing a book to	<u>Comprehension</u> Listens to a story and can give simple details about the story.	<u>Comprehension</u> Can answer questions about the content of a book and	<u>Comprehension</u> Shows a preference for a book, story type, genre, author. Chooses	<u>Comprehension</u> Can answer more complex questions about books and stories.	<u>Comprehension</u> Can answer more complex questions about books and stories.



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look at themselves or with friends.	Starts to use some of the events in their own play.	shows an interest in reading by themselves.	to read to friends. Like to join in with reading in class.		
Inference Make simple links between what has been read and their own experiences using pictures and text.					
Writing Children will know how to write their name. Children will know how to write initial sounds. Children will write a label.	Writing Children will know how to write CVC words. Children will write a card.	Writing Children will write cvc/cvcc words with more confidence. Children will know how to write a short phrase.	Writing Children know how to write a short phrase with more confidence. Children will write a simple character description (aliens).	Writing Children will know how to write a short sentence using finger spaces. Children will write a short story.	Writing Children will write a sentence that can be read by themselves and others. Children will begin to use a capital letter and full stop. Children will innovate their own story.
ELG: Comprehension - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. ELG: Word Reading - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. ELG: Writing - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.					



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Understanding the World	History		<u>Past and Present</u> Children will talk about their personal past – previous Christmas’ or family celebrations. Children will know that Remembrance Day is to remember soldiers who died in the war.	<u>Past and Present</u> Children will talk about their personal past - how they have changed from being a baby to being 4/5. Children will talk about toys from their past. Children will know that the past is anything before the current day. Children will know that the present is now. Children will look at images of transport from the past and identify similarities and differences.		<u>Past and Present</u> Children will talk about their personal past – previous visits the farm.	<u>Past and Present</u> Children will talk about their personal past - holidays Children will be able to talk about and sequence events that have happened in their past.
	Geography		<u>People, Culture and Communities</u> Children will know that the green on a globe is land and the blue is sea. Children will know that we do not have certain animals in England and will compare with the Polar regions. Children will know that school in in Stapleford/Nottingham is in England. Children will draw information from a simple map.	<u>People, Culture and Communities</u> Children will know that the green on a globe is land and the blue is sea. Children will know that we do not have certain animals in England and will compare with the Polar regions. Children will know that school in in Stapleford/Nottingham is in England. Children will draw information from a simple map.		<u>People, Culture and Communities</u> Children will talk about and recognise their role within the local community and beyond – bee corridor.	<u>People, Culture and Communities</u> To know that there are 7 continents. Children will know that a globe shows different countries around the world. Children will identify similarities and differences between life in Nottingham and life in Africa. Children will talk about ways in which they can help to look after planet earth and protect endangered animals.



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				Children will talk about how some people celebrate Chinese New Year.			Children will identify typical weather in Summer.
	RE	<u>People, Culture and Communities</u> What makes people special? Children will talk about members of their immediate family and local community.	<u>People, Culture and Communities</u> What is Christmas? Children will recognise that people have different beliefs and celebrate special times in different ways, including Diwali and Christmas.		<u>People, Culture and Communities</u> What is Easter? Children will know the Easter story. Children will visit a church and explain its purpose.		
		How do people celebrate? What can we learn from stories? What makes places special?					
Science		<u>The Natural World</u> Children will know the 5 senses.	<u>The Natural World</u> Children will know that this time of year is Autumn.	<u>The Natural World</u> Children will know that this time of year is Winter. Children will observe the changes in ice when it is frozen and when it melts. Children will explore floating and sinking (boats – junk modelling/parent craft)	<u>The Natural World</u> Children will know that there are 8 planets in the solar system. Children will know the life cycle of a chick. Children will observe changes and growth of chicks (observational drawings) Children will know that this time of year is Spring. Children will explore the key features of a flower and know how to care for it (observational drawings of flowers)	<u>The Natural World</u> Children will understand the important role of bees. Children will be able to match farm animals and their young. Children will explore the properties of different materials to make a house for the 3 Little Pigs. Children will explore the key features of a flower and know how to care for it (observational drawings of sunflowers)	<u>The Natural World</u> Children will know that this time of year is Summer. Children will know that some animals can live underwater. Children will identify objects made of plastic and metal. Children will know the names of the 4 seasons and weather associated with them. Children will observe how a tree has changed over the 4 seasons



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Successful

High Expectations

Independence

Never Give Up

Equality

- Be Kind

Children will melt and solidify different substances such as chocolate and butter.

ELG: Past and Present:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG: The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and	Music	Being Imaginative Children will know the nursery rhymes/songs: -1,2,3 it's good to be me. - Eyes are looking, Ears are listening. - Draw a portrait	Being Imaginative Children will know the nursery rhymes/songs: -I'm a little Diya lamp - Autumn leaves are falling down - Nativity songs	Being Imaginative Children will know the nursery rhymes/songs: - Cold & Frosty Morning - I'm a little penguin in the snow. - Wheels on the bus.	Being Imaginative Children will know the nursery rhymes/songs: - 5 little aliens in a flying saucer - Zoom Zoom Zoom - Spring is Here	Being Imaginative Children will know the nursery rhymes/songs: -Old Mc Donald Had a farm. - Pigs, Where are you? - Buzzy Bees in the hive	Being Imaginative Children will know the nursery rhymes/songs: - Continents Song - Che Che Kule (Call and Response Song from Ghana). - Graduation Song



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		Develop storylines in their pretend play.	Children will watch and talk about a performance, expressing their feelings and responses. Sing in a group - performing in the school nativity.	Children will experiment with different ways of playing instruments.	Children will perform a Spring Poem.		Children will know how to tap/clap along to a rhythm – Drumba. Children will join in with choreographed dances. Children will know perform their own dances using steps and techniques that they have learned. Children will continue to sing in a group or on their own, increasingly matching the pitch and following the melody – performing during the Graduation.
	Art and Design	Creating with Materials Children will know how to draw a person – head, body, arms, legs and facial features (Self Portrait/Family Portrait) Children will know how to use a hole punch. Children will use a range of natural materials/loose parts to explore texture. Children explore and create art in the style of Wassily Kandinsky (Circles)	Creating with Materials Children will know how to manipulate malleable materials to explore design and function (Diva lamp). Children will know how to join using glue or tape and which to use for their chosen purpose. Children will know how to make 2D collages. Children will know how to mix the colours red and yellow to make orange.	Creating with Materials Children will know how to make different shades of blue (cold colours/adding white). Children will join using a treasury tag join. Children will know how to make 2D collages.	Creating with Materials Children will know how to mix red and blue to make purple. Children will know how to make a split pin join. Children explore and create art in the style of Vincent Van Gogh (Starry Night)	Creating with Materials Children will know how to use different techniques to make 3D collages. Children will know how to create a flange join. Children will know how to make a split pin join. Children explore and create art in the style of Vincent Van Gogh (Sunflowers)	Creating with Materials Children will know explore warm colours. Children will know how to create a flange join.
		ELG: Creating with Materials - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;					



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- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Mastering Number: Overview of content – Reception

Strand/ Half-term	Subitising	Cardinality, ordinality and counting	Composition	Comparison
1 Children will:	- perceptually subitise within 3 - identify sub-groups in larger 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.	- 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.	- see that all numbers can be made of 1s - compose their own collections within 4.	- 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'.
2 Children will:	- continue from first half-term - subitise within 5, perceptually and conceptually, depending on the arrangements.	- 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.	- 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.	- 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



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				contain the same number and are equal amounts.
3 Children will:	- increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements - 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.	- 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.	- 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'.	- 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.
4 Children will:	explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'.	- continue to consolidate their understanding of cardinality, working with larger numbers within 10 - become more familiar with the counting pattern beyond 20.	- 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.	compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.
5 Children will:	- 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.	- 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.	explore the composition of 10.	order sets of objects, linking this to their understanding of the ordinal number system.
6	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. ELG: Number - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. ELG: Numerical Patterns			



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| | <ul style="list-style-type: none">- Verbally count beyond 20, recognising the pattern of the counting system;- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. |
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Appendix 1 – Handwriting Overview



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Autumn 1	Spring 1	Summer 1
The children will be taught: the 26 letters	The children will revisit: - c a o d g q (around letters) - e f s (curly letters) - v w x z (zigzag letters) 0 6 8 9 5 - capital letters for the letters stated above (Note: letters and numbers with similar movements are grouped together. The similarities should be discussed with the children.)	The children will revisit: - c a o d g q (around letters) - e f s (curly letters) - v w x z (zigzag letters) 0 6 8 9 5 - capital letters for the letters stated above (Note: letters and numbers with similar movements are grouped together. The similarities should be discussed with the children.)
Autumn 2	Spring 2	Summer 2
The children will be taught: - the 26 letters - numbers 0 – 9 (Note: letters and numbers with similar movements are grouped together. The similarities should be discussed with the children.)	The children will revisit: - l t b p k h l j m n r u k (down letters) 2 3 1 4 7 - capital letters for the letters stated above (Note: letters and numbers with similar movements are grouped together. The similarities should be discussed with the children.)	The children will revisit: - l t b p k h l j m n r u k (down letters) 2 3 1 4 7 - capital letters for the letters stated above (Note: letters and numbers with similar movements are grouped together. The similarities should be discussed with the children.)