'To use our gifts from God to help others and bring joy and peace to our world.
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St. Richard's Catholic Primary School Long Term Plan
Year R (Early Years) 2026 – 2027

In the EYFS, planning will be adjusted according to the interests and needs of the children.
Throughout all learning, we will ensure activities and interactions support the
Characteristics of Learning:
Playing and exploring – Engagement: Finding out and exploring, playing with what they know, being willing to 'have a go'
Active learning – Motivation: Being involved and concentrating, Keeping trying, enjoying achieving what they set out to do
Creating and thinking critically – Thinking: Having their own ideas, making links, choosing ways to do things

	Autumn 1 **Term 1** **Me and My Community** **Who is in my community?** 	**Autumn 2** **Term 2** **Sparkle and Shine!** **How do people celebrate special times?** 	**Spring 1** **Term 3** **Starry Night** **What can we see in the sky at night?** 	**Spring 2** **Term 4** **Once upon a time!** **What makes a good story?** 	**Summer 1** **Term 5** **Plants and Growing** **How can I care for nature?** 	**Summer 2** **Term 6** **Under the Sea** **What can we see and hear at the seaside?**
Project Hook	Local members of our community in to talk about their roles.	Celebrations e.g. Bonfire night	Planetarium Visit	Fairytale Dress Day	Class butterflies	A trip to the beach
Texts	Little Hedgehogs Big Day Elmer The Colour Monster Real Superheroes You Can't Call An Elephant In An Emergency Clothesline Clues For Job People Do	The Best Diwali Ever Little Glow Cake Jolly Christmas Postman Selection of non-fiction texts about different festivals, including The Bible	Welcome to Alien School How to Catch a Star Whatever Next Meet the Planets Little People Big Dreams – Mae Jemison I Love Chinese New year	The Three Little Pigs Jack and the Beanstalk Little Red Riding Hood Goldilocks and the Three Bears	Bug Hotel Eerol's Garden Yucky Worms The Very Hungry Caterpillar	Commotion in the Ocean Hooray for Fish! The Rainbow Fish Billy's Bucket Pirates Love Underpants
Festivals, Celebrations & other Special Events	Seasonal walk Phonics workshop Harvest Festival Buddies Year R Welcome Assembly Black History Month (October)	Diwali Hinduism Day Bonfire Night Remembrance Sunday Advent St Nicholas Day Christingle Christmas Nativity Christmas Party	Chinese New Year Chinese food tasting Chinese dragon dance Valentines Day Candle Mass Pancake Day	Making porridge Seasonal walk Stay and Play World Book Day Holi- Judaism Day Mothers Day Ash Wednesday Lent Easter Assembly	Mass for Mary Growing plants of our own	Sports Day Fathers Day St Richard's Day Islam Day End of year pirate party!

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Literacy **Comprehension** **Word reading** **Writing**	Recognise and write own name Make meanings to marks Recognise, rhyme, rhythm, and alliteration Join in with repeated refrains Handle books carefully Understand that English text is read from left to right Sequence events in a story Recognise taught phase 2 sounds Hear and say initial sounds in words Recognise taught tricky words Begin to form some letters Begin to orally blend	Begin to answer questions about the stories read to them Recognise words with the same initial sounds Orally blend Blend sounds to read words using taught sounds Begin to segment to spell simple cvc words Recognise taught tricky words Develop pencil control to form some recognisable letters & handwriting patterns Recognise rhyme, rhythm and alliteration.	Begin to predict what may happen next in the story. Recognise taught tricky words Begin to write simple captions Order a caption (sentence building) Use phonic knowledge to write words in ways which match spoken sounds Begin to form capital letters Sequence events Join in with repeated refrains Re-tell a simple story	Use and understand new vocabulary Talk about characters in the stories read to them. Recognise diagraphs in words and blend the sounds together. Recognise taught tricky words Develop decoding skills Blend to read words and captions independently Develop pencil control to form recognisable lower case letters Form capital letters Write short sentences	Re-tell stories and narratives using recently introduced vocabulary Read and understand simple sentences Recognise taught tricky words Form lower case and capital letters correctly which can be read by themselves and others Write sentences using simple conjunctions	Demonstrate understanding when talking about what they have read Recognise taught tricky words Read and understand simple sentences. Build on fluency and enjoyment. Write sentences using a capital letter, finger space and a full stop, which can be read by themselves and others Re-read own writing to check it makes sense
Phonics **Little Wandle**	Autumn 1 2 Phase 2 graphemes and tricky words	Autumn 2 Phase 2 graphemes and tricky words	Spring 1 Phase 3 graphemes and tricky words	Spring 2 Phase 3 graphemes (Tricky word review)	Summer 1 Phase 4 and tricky words	Summer 2 Phase 4 (Review tricky words)
Maths **Mastering Number**	Revision of numbers 1-5. 1:1 Correspondence. Counting to 5. Counting Rhymes and Songs. Showing and making numbers using objects. Language of Comparison.	Subitise within 5 Patterns within 4 Use fingers to represent quantities. 1:1 Correspondence/ know the last number counted is how many. Counting rhymes and songs Count beyond 5 Recognise numerals to 5 Compose own numbers within 5 Explore parts and whole Compare sets Language of comparison Compare by looking/subitising Compare equal sets Patterns AB ABB AAB	Subitise within 5 Structured and random patterns to 5 and more than 5 Patterns with small groups and 1 more Match arrangements to fingers Verbal counting to 20 and beyond. Counting objects Order numbers Composition of 5 with missing/hidden parts Composition of 6 Numbers to 10 as 5 and some more Compare and use language to compare Play comparison games Compare by matching equal sets Explore making unequal sets. 2D and 3D shapes	Symmetrical Patterns/Doubling Cardinality of numbers within 10 Counting beyond 20 Odd and even numbers using the 'shape' of these Begin to link even numbers to double. Begin to explore composition within 10 Compare numbers and reason using its 'how manyness'/position in the number system Positional and ordinal language.	Know when to count and when to subitise Verbal counting to 20 and beyond Counting from different starting points Composition of 10 Order sets of objects Height and length- ordering 3 objects by a set criteria	Review and assess
Religious Education **Lighting the Path**	Year R, Branch 1: Creation and covenant	Year R, Branch 2: Prophecy and promise	Year R, Branch 3: Galilee to Jerusalem	Year R, Branch 4: Desert to garden	Year R, Branch 5: To the ends of the Earth	Year R, Branch 6: Dialogue and encounter
Communication & Language **Listening, attention and understanding** **Speaking**	Understand why it is important to listen Enjoy listening to stories follow directions Stop and listen carefully for environmental sounds Talk and share ideas in a small group Talk to the class teacher and TA's. Learn new vocabulary Develop confidence to ask questions	Engage in story times, joining in with repeating phrases and actions Begin to understand how and why questions Respond to instructions that have more than one step Anwser questions and share ideas in front of larger groups Use new vocabulary throughout the day Develop confidence to predict and share story language.	Ask questions to find out more Begin to understand humour Understand a range of complex sentence structures Develop the confidence to talk to other adults that they see around school Talk in sentences using conjunctions such as; and, because.	Retell a story Follow a story without pictures or props Engage in role-play and imaginary play scenarios Taking turns and listening to their friends Stand in front of the class and share their pieces of work, show and tell and / or adventures with Browny Bear Use new vocabulary in different contexts. Use language to imagine and recreate roles and experiences within play	Understand questions such as: who, what, when, where, why and how Have an understanding of prepositions Link statements and stick to a main theme Use language to organise, sequence and clarify thinking, ideas, feelings and events Use story language during class inputs. Engage in non-fiction books	Have conversations with adults and peers with back-and-forth exchanges explain why it is important to pay attention by looking and listening when others are speaking Link statements and stick to a main theme Use language to organise, sequence and clarify thinking, ideas, feelings and events Use story language during class inputs. Engage in non-fiction books.
Physical Development **Fine Motor Skills** **Gross Motor Skills**	Show a preference for a dominant hand Making meanings to marks as they draw and paint Stand still, wait and walk in a line during different activities throughout the school day. Sit at a table or on the floor to complete an activity. Use and remember sequences and patterns of movement	Develop pencil group Begin to form some recognizable letters Use one-handed tools safely Gain independence when dressing Use and remember sequences and patterns of movement	When using pencils, use a comfortable grip, with good control Form recognizable letters Continue to develop control when using one-handed tools. Further develop independence when dressing Define fundamental movement skills. Develop ball skills	Use one-handed tools effectively Continue to develop pencil control Confidently and safely use a range of large and small apparatus Progress towards a more fluent style of moving Develop strength, balance and coordination	Develop handwriting style Develop balance, coordination and agility Further develop and refine a range of ball skills Combine different moves with ease and fluency.	Hold a pencil effectively, using the tripod grid and form clear, recognsable letters which can be read by themselves and others Develop overall body strength, balance, coordination and agility Develop confidence, competence and precision when using a ball Use a range of small tools safely and confidently.

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Physical Education **DSC**	Multi-skills	Multi-skills	Multi-skills	Multi-skills	Sports-specific skills	Striking and fielding
Personal, Social and Emotional Development Self-regulation Managing self Building Relationships	All about Me! See themselves as a valuable individual Talk about our feeling Learning our school rules, classroom rules and school values. Manage our own personal hygiene including going to the toilet and washing our hands To begin to understand sharing and taking turns, with support.	Increasingly follow rules, understanding why they are important Express their feeling and consider the feelings of others. E.g. how do you think X feels when this happens? To play with children who are playing in the same area	Follow rules without adult prompt Know and talk about what makes us mentally and physically healthy including food and drink choices, sleep, exercise and brushing our teeth. Be resilient and persevere when we find an activity challenging when working in the inside and outside learning environment. Manage own self-care needs. Form positive relationships with adults and friendships with peers.	Consider and talk about how others may be feeling or what they might be thinking during different activities. Work and play cooperatively and take turns with others. Show sensitivity to their own and to others' needs. Identify and moderate own feelings socially and emotionally Continue to see self as a valuable individual.	Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Know and talk about the different factors that support their overall health and wellbeing e.g. sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	Journey in Love
Understanding the World Past and Present People, culture and Communities Natural World	Seasons – Autumn Exploring outside Exploring habitats - Signs and symbols that give directions. Using senses to explore and describe what they see, hear, feel and smell Talking about members of their family	Seasons – Autumn and Winter Discussing similarities and differences between known environments Discussing similarities and differences between different cultures and religions Celebrate and value cultural differences Recognising that people have different beliefs	Seasons – Winter and Spring Observation skills. What can you see? Changes -Exploring different materials Discussing similarities and differences between different cultures and religions. Celebrate and value cultural differences Recognising that people have different beliefs	Seasons – Spring Understanding of different environments in the local area How living things grow and live Discussing similarities and differences between different cultures and religions Celebrate and value cultural differences Recognising that people have different beliefs	Seasons – Spring and Summer Understanding that different people around the World have different beliefs, attitudes, traditions, and roles Growing Habitats To learn the life cycle of a butterfly Observing change over time	Seasons - Summer -Understanding that lives were different in the past Respecting and caring for the natural environment Recognising that people have different beliefs To know that some things in the world are man-made and some things are natural
Expressive Arts and Design Creating with Materials Being Imaginative and Expressive	Name colours. Experiment with mixing colours. Create simple representations of people and objects. Draw and colour with pencils and crayons. Role-play using given props and costumes. Remember and sing new songs Experiment with different instruments and their sounds.	Use colours for a particular purpose Share their creations Explore different techniques for joining materials. (Glue stick, PVA, masking tape, tape) Perform songs with actions in the Christmas play. Join in with whole school singing assemblies.	Experiment with different mark making tools such as art pencils, pastels and chalks. Begin to create costumes and resources for role play. Join in with whole school singing assemblies.	Cut carefully. Chare their creations and talk about the process Explore different techniques for joining materials. (Glue stick, PVA, masking tape, tape, split pins) Create costumes and resources for role-play. Act out well known stories. Join in with whole school singing assemblies.	Use natural objects to make a piece of art Draw more detailed pictures of people and objects Create observational drawings Create narratives based around stories Join in with whole school singing assemblies.	Draw more detailed pictures of people and objects. Share creations, talk about process and evaluate their work Invent their own narratives and making costumes and resources for role play. Play cooperatively as part of a group to create, develop and act out an imaginary idea or narrative. Join in with whole school singing assemblies.
Music	Exploring sound	Celebration Music	Musical stories	Music and movement	Drumming	Big band