



**Stoneferry Primary School
Early Years Foundation Stage
Long Term Plan Statement**

In the Early Years Foundation Stage we strive to offer each child meaningful experiences that will enhance their development and allow them to become confident learners.

We adopt a child-centred ethos, particularly through our use of a 'Planning in the Moment' approach. In practice, this means that learning themes evolve as we observe and note children's interests; for instance several children taking part in a specific theme in their role-play or children re-visiting a particular concept are examples of starting points that may be used by practitioners. We respond to these interests there and then, (literally in the moment) when appropriate and possible, but they may turn into longer term themes that draw more children in. We also use traditional tales or other quality children's literature to create themes that encompass all areas of learning.

In FS2, an area of interest often emerges through the current Focus child/children. When a learning theme has been identified a knowledge harvest is sometimes used to establish what the children already know, understand or can do; it can also reveal misconceptions. Children then have the opportunity to voice their ideas for possible lines of development.

Certain seasonal opportunities that are regularly used are outlined below.

Term	Autumn	Spring	Summer
Celebrations or other key events	Autumn Winter Diwali Hallowe'en Rosh Hashanah Christmas	Winter Spring Chinese New Year Easter Holi Birthday of Guru Nanak Wesak Mother's Day	Summer Dharma Day Ramadam Father's Day
On-going Opportunities	Gardening Food technology Woodwork (FS2)	→	→

(The timing of some religious festivals varies from year to year.)

Practitioners remain aware that children need access to the whole of the EYFS curriculum and endeavour to ensure they are developing a wide range of skills and knowledge encompassing the development of key skills; phonics, reading, writing and mathematics. To ensure that children are given broad and balanced opportunities I have created a Long Term Plan that outlines an expectation of coverage. This is used as a guide or checklist throughout the year, rather than being chopped up into prescribed, termly units.

We believe this more organic approach allows us tailor our provision to reflect the needs and interests of particular groups of children; children have more ownership of their learning paths and are empowered by the process but we can feel confident we deliver a balanced curriculum.