

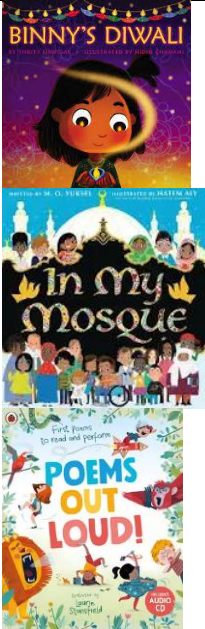
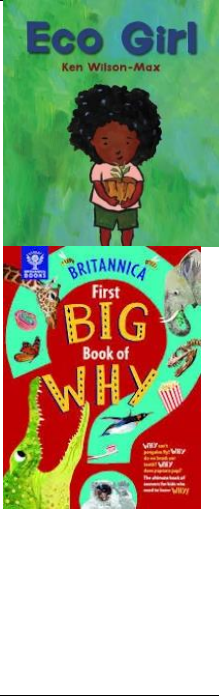
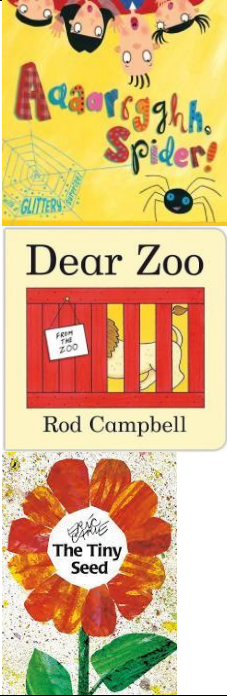
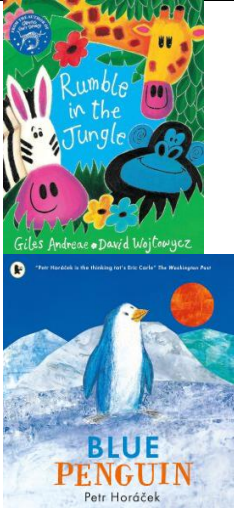
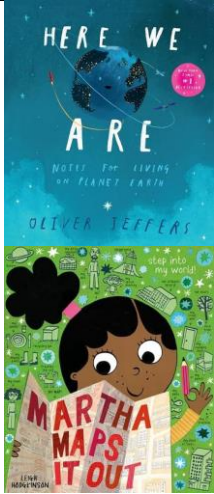
Foundation Stage Long term Plan 2026-2027

We welcome children from the age of 3 to 5 into our Foundation Stage Unit. We are a mixed aged class of nursery and reception children. For context F1 stands for (3-4 year olds) and F2 stands (4-5 year olds).

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	I wonder what is special about me. My new class Staying healthy Human body How have I changed? My family What am I good at? How do I make others feel? Being kind / staying safe	I wonder how people celebrate Explore a variety of celebrations and special events.	I wonder what is out there? Space People Who help us Looking after our planet Dinosaurs Fossil Hunters	I wonder Plants and Flowers Spring Lifecycles Minibeasts Planting	I wonder what is Marine Life Five Oceans Arctic and Antarctic animals Safari animals Farm animals Habitats	I wonder what is around the world Around the World Continents Houses and homes Places of worship Climate Travel
Key Events	Autumn trail Harvest Black History Rosh Hashanah	Bonfire Night Diwali experience Day Christmas Nativity Hanukkah Remembrance Day	Valentines Day Lunar New Year Pancake Day Spring Trail Theatre Trip	World Book Day Mother's Day St David's Day Easter Eid-al-Fitr Inclusion Day	St George's Day Summer trail Father's Day Vesek Day (Buddhism)	Transition Day Farm/Zoo Trip

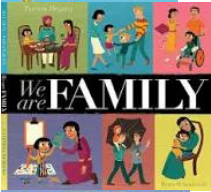
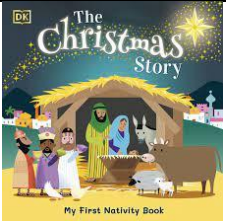
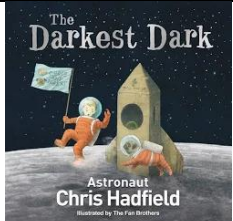
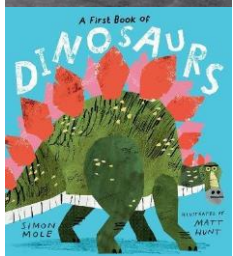
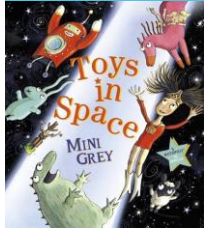
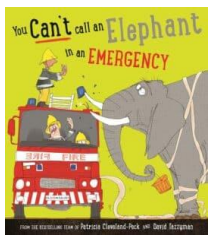
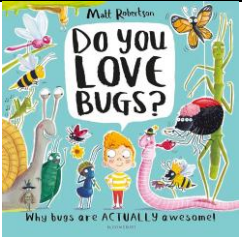
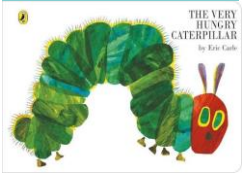
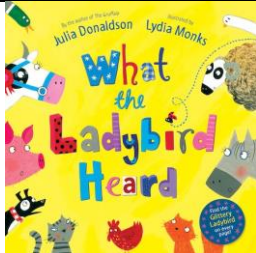
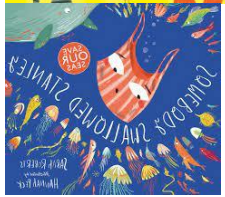
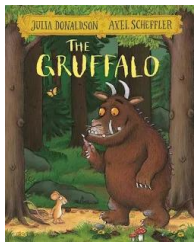
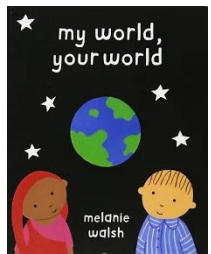
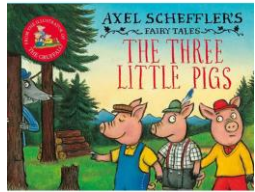
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Big Ideas F1 & F2 (These themes may change or be replaced depending on child interest or fascination)	I am special and unique I belong here I can talk about myself and my feelings I am getting used to new routines My family is important to me	We celebrate together Light shines in dark times People remember important events Traditions are special Everyone celebrates	The world is amazing and full of wonder We can explore things we can't see up close The past is fascinating We must look after our planet We can ask big question	Things grow and change Living things need care Spring brings new life We can nurture and protect Stories can inspire exploration	The world is made up of oceans The sea is full of life We can explore imaginary and real worlds Water environments are important Adventure stories inspire creativity	The world is big and diverse People live differently around the world Animals adapt to where they live Climate affects habitats Travel connects us
Core Texts						

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Community	Local Area observational changes	Dentist – visitor Visit nursing home	Local Area observational changes	Police – visitor	Litter Picking	Nurse/vet visit

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			Community Centre breakfast	Woodoaks visit – forest school	Local Area observational changes	
Parental Involvement	Stay and Play - Phonics workshop	Parent's Evening Christmas Nativity Christmas Craft session with Grandparents	Stay and Play – Maths Workshop	Parents Evening Story reading sessions – parent can book sessions over the term 2.45	Stay and play - transition	Sports Day Annual school report
MAKATON	Hello Goodbye Please Thank you Toilet Help Tidy up	Coat Bag hat Drink Snack/eat Yes No	Home Where? Boy girl Wash hands Shoes	Happy Sad Hurt Sorry Upset Scared	Mum Dad Hear more see Come	Running Singing Playing Walking Lining up
Key Vocabulary F1 and F2 (Including but not limited to)	F1 family, home, baby, child, grown-up, friend, feelings, happy, sad, angry, excited, kind, share, same, different, autumn, leaves, tree, change F2 emotions, unique, respect, kindness, manners, rules, responsibility,	F1 celebrate, party, parade, music, dance, lights, food, family, special, God, church, candle, gift F2 celebration, festival, tradition, culture, belief, faith, Christian, God, church, worship, decorate, banquet, ceremony, symbol, community, Diwali, Christmas,	F1 - travel, sky, day, night, moon, sun, stars, dark, light, rocket, astronaut, space, Earth, planet, dinosaur, egg, bones, big, small F2 universe, solar system, orbit, astronaut, satellite, galaxy, planet, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus,	F1 seed, plant, flower, leaf, stem, roots, grow, water, soil, rain, sun, bug, caterpillar, butterfly, bee, spring F2 germinate, lifecycle, pollination, blossom, bulb, shoot, habitat, nutrition, insect, minibeast, chrysalis, cocoon, larvae, nectar, pollen, observe, compare, healthy, environment	F1 sea, ocean, water, fish, crab, shell, sand, beach, wave, boat, whale, dolphin F2 marine, habitat, coral reef, coastline, ocean, Pacific, Atlantic, Indian, Southern, Arctic, surface, sunlight zone, twilight zone, midnight zone, seabed, current, conservation, pollution	F1 world, map, globe, journey, travel, country, town, village, road, bridge, river, mountain, hot, cold, animal F2 continent, Europe, Asia, Africa, North America, South America, Antarctica, Australia, climate, environment, habitat, transport, destination, route, culture,

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	community, belong, similarities, differences, relationships, baby, toddler, child, teenager, adult, elderly, season, autumn, harvest	Hanukkah, Eid, remembrance	Neptune, fossil, palaeontologist, extinct, prehistoric, meteor, protect, recycle, pollution			tradition, compare, explore, adventure
Communication and 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.						
	F1 Sing rhymes and explore picture books To talk about themselves and their families in their play To develop their communication that can be understood by	F1 To talk about celebrations at home To listen to stories about celebrations such as Diwali, Christmas and talk about why they are celebrated To listen to and follow simple	F1 To begin to use a wide range of vocabulary To talk in short sentences so that others can understand. To listen to and follow simple instructions	F1 To listen to stories and retain key vocabulary To be able to talk about the setting and characters in the story To listen to and follow simple instructions To respond to	F1 To listen to stories and retain key vocabulary To be able to Answer questions and share opinions using the relevant vocabulary To be able to talk about the setting and characters in the story	F1 To develop a wide range of vocabulary To listen to different nursery rhymes and be able to join in singing words confidently and clearly To be able to answer questions and share opinions using the relevant

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	others F2 To talk about themselves and others in full sentences To enjoy singing songs, joining in stories and group time discussions To speak about a range of texts, sharing ideas and thoughts with adults and peers	instructions F2 To compare different festivals using vocabulary they have acquired from their learning To make comments about their observations To use talk to organise their thinking	To respond to questions appropriately To express a point of view F2 To give opinions and share ideas with confidence in different situations To describe features of different stories To talk to others and take it in turns to talk To demonstrate good listening behaviours To follow instructions with two or more parts	questions appropriately To talk in short sentences so that others can understand F2 To describe familiar texts with detail and using full sentences To ask questions about familiar aspects of their environment and learning	To be able to use connectives in their speech To take turns to speak in a conversation F2 To share ideas in small groups and whole class situations confidently To respond to what other people say e.g. peers, teachers etc	vocabulary To be able to talk about the setting and characters in the story with confidence F2 To use a full vocabulary bank To use conjunctions in sentences To use past, present and future forms To ask questions about what I have heard To explain events that have already happened in detail
Oracy	F1 Listening: Listen to stories and respond with words, gestures or actions. Begin to take turns in conversations. Vocabulary: Learn and use words about themselves,	F1 Listening Listen attentively to stories, songs and rhymes about different celebrations. Follow simple instructions and begin to respond to the ideas of others	F1 Listening Listen attentively to stories and information about space, the night sky and dinosaurs. Follow simple explanations and respond to	F1 Listening Listen attentively to stories and simple explanations about plants, animals and growing. Follow simple instructions during practical	F1 Listening Listen attentively to stories, poems and information about the ocean and sea creatures. Follow simple instructions during investigations and respond to questions in	F1 Listening Listen attentively to stories, non-fiction texts and the experiences of others about different countries and cultures. Respond appropriately during group

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	family, feelings and school. Discussion: Talk about themselves using simple sentences. Answer simple questions. Presentation: Share an idea or object with a familiar adult or small group. Story Talk Questions: Who is this? What happened? How do they feel? Sentence Openers I can see... I think... I feel... My favourite part was... F2 Listening: Listen attentively in whole-class discussions and respond appropriately. Vocabulary: Use ambitious vocabulary to	during small-group discussions. Vocabulary Learn and use words linked to celebrations, family, traditions, festivals, community and belonging. Begin to use new vocabulary during play and conversations. Discussion Talk about their own experiences of birthdays and celebrations. Answer simple questions and begin to ask questions using <i>who, what</i> and <i>where</i>. Presentation Share an experience or memory with a familiar adult or small group. Join in with repeated phrases, rhymes and storytelling.	questions during group discussions. Vocabulary Learn and use new words such as <i>planet, star, moon, rocket, dinosaur, fossil</i> and <i>space</i>. Begin to use new vocabulary during play and conversations. Discussion Talk about what they notice, see and wonder. Make simple predictions about stories and investigations. Answer questions using simple sentences. Presentation Share ideas with a partner or small group using a clear voice. Retell familiar stories using pictures, props and repeated story language.	investigations and respond to questions. Vocabulary Learn and use words such as <i>seed, plant, flower, leaf, root, grow, baby, chick</i> and <i>change</i>. Begin to use new vocabulary during play and discussions. Discussion Talk about what they observe when planting seeds and exploring nature. Describe simple changes using short sentences. Ask simple questions about how things grow. Presentation Share observations with a partner or small group. Retell stories about growing using pictures and props. Story Talk – Key Questions What has changed? What do you notice?	small-group discussions. Vocabulary Learn and use words such as <i>sea, ocean, beach, shell, fish, crab, octopus, habitat, sand</i> and <i>water</i>. Begin to use new vocabulary during play and conversations. Discussion Talk about sea animals and their habitats using simple sentences. Describe what they notice in pictures, videos and investigations. Ask simple questions about underwater life. Presentation Share ideas with a partner or small group using a clear voice. Retell familiar stories about the sea using props and repeated story language. Story Talk – Key Questions What can you see?	discussions and follow simple instructions linked to new learning. Vocabulary Learn and use words such as <i>country, world, map, globe, travel, culture, village, city, continent</i> and <i>journey</i>. Begin to use new vocabulary in conversations and imaginative play. Discussion Talk about different places they have learnt about using simple sentences. Describe similarities and differences between their own experiences and those of others. Ask simple questions about the world around them. Presentation Share something they have learnt about another place with a
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	describe themselves, relationships and emotions. Discussion: Speak in full sentences, explaining ideas and responding to others. Presentation: Share ideas confidently with a group using a clear voice. Story Talk Questions: Why did they do that? How do you know? What would you do? Sentence Openers I noticed... I know this because... I agree because... In my opinion...	Story Talk – Key Questions Who is celebrating? What happened? How are they feeling? What do you notice? Have you celebrated something like this? Sentence Openers I remember... I can see... I noticed... I like... We celebrate... F2 Listening Listen attentively during whole-class stories and discussions. Respond appropriately to the ideas of others and follow conversations with increasing attention. Vocabulary	Story Talk – Key Questions What can you see? What do you think will happen next? Which part was your favourite? What do you wonder about space? What did you notice? Sentence Openers I can see... I think... I wonder... My favourite part was... I noticed... F2 Listening Listen carefully to stories, non-fiction texts and discussions, responding appropriately to questions and the ideas of others. Sustain attention during longer	What does a plant need to grow? What do you think will happen next? How do you know? Sentence Openers I noticed... It is growing... I think... First... Then... F2 Listening Listen carefully to explanations, discussions and non-fiction texts about life cycles and habitats. Respond thoughtfully to questions and build on the ideas of others. Vocabulary Use ambitious vocabulary such as <i>germinate, life cycle, habitat, pollination, offspring, roots, stem, nutrients</i> and <i>survive</i> accurately in discussion.	Where does this animal live? What do you notice? Which sea creature is your favourite? What do you think is happening? Sentence Openers I can see... I noticed... I think... My favourite is... It lives... F2 Listening Listen carefully to stories, non-fiction texts and discussions about oceans, marine life and conservation. Sustain attention during whole-class discussions and respond thoughtfully to the ideas of others. Vocabulary Use ambitious vocabulary such as <i>ocean, marine, habitat, coral reef, predator, prey, pollution, conservation, protect</i>	partner or small group. Retell stories from different cultures using pictures and props. Story Talk – Key Questions Where is this story set? What is the same? What is different? What have you learnt? Where would you like to visit? Sentence Openers I noticed... I can see... I learnt... It is different because... I would like to visit... F2 Listening Listen carefully to a range of stories, information texts and discussions about different countries, cultures and environments.
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		Use ambitious vocabulary such as <i>celebration, tradition, festival, community, religion, respect, Diwali, Hanukkah, Christmas and Remembrance</i>. Explain the meaning of new vocabulary in context. Discussion Compare different celebrations and explain similarities and differences. Ask and answer questions using full sentences and recently taught vocabulary. Build on the ideas of others during discussions. Presentation Share information confidently about a celebration or tradition using a clear voice and full sentences.	discussions and investigations. Vocabulary Use ambitious vocabulary such as <i>orbit, astronaut, Earth, explore, extinct, fossil, prehistoric, evidence</i> and <i>planet</i> confidently in discussion. Explain the meaning of newly learnt vocabulary. Discussion Predict, explain and justify ideas using evidence from stories, photographs and investigations. Retell stories and events in sequence using full sentences and subject-specific vocabulary. Ask thoughtful questions to deepen understanding. Presentation Present findings from investigations	Explain the meaning of new scientific vocabulary. Discussion Explain how plants and animals grow and change using full sentences and subject-specific vocabulary. Make predictions, explain observations and answer <i>how</i> and <i>why</i> questions. Build on the ideas of others during discussions. Presentation Present findings from investigations using clear explanations and scientific vocabulary. Explain the stages of a simple life cycle to others. Story Talk – Key Questions Why did that happen? What would happen if the plant had no water?	and <i>environment</i> accurately in discussion. Explain the meaning of newly introduced vocabulary. Discussion Explain how animals are adapted to different underwater habitats. Compare sea creatures and habitats using subject-specific vocabulary. Discuss how people can help protect the oceans, giving reasons for their ideas. Build on the comments and ideas of others during discussions. Presentation Present learning confidently to a group using clear explanations and ambitious vocabulary. Explain why oceans are important and how we can care for them. Story Talk – Key Questions	Sustain attention during whole-class discussions, responding thoughtfully and respectfully to the ideas of others. Vocabulary Use ambitious geographical vocabulary such as <i>continent, country, culture, environment, climate, equator, journey, community, tradition</i> and <i>landmark</i> accurately in discussion. Explain the meaning of newly introduced vocabulary and use it confidently in different contexts. Discussion Compare countries, cultures and environments using subject-specific vocabulary. Explain similarities and differences, giving reasons for their ideas.
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		Explain why celebrations are important to different people and communities. Story Talk – Key Questions Why is this celebration important? How is this the same or different from another celebration? Why do people celebrate in different ways? What clues helped you understand the story? What would you like to ask the character? Sentence Openers I think... I noticed that... This is similar because... This is different because... I know this because... In my opinion...	and explain learning clearly to a group. Use recently taught vocabulary confidently when sharing ideas. Story Talk – Key Questions What makes you think that? How do you know? What evidence can you find? Why do you think that happened? What would happen if...? Sentence Openers I predict... I know this because... The evidence shows... I found out... It reminds me of... I think... because... I wonder if...	How has it changed over time? Can you explain the life cycle? What evidence supports your idea? Sentence Openers I think... because... I know this because... The evidence shows... It changed because... I predict... First... Next... Then... Finally...	Why does this animal live there? How are these sea creatures similar and different? What would happen if the ocean became polluted? Why is it important to protect the sea? What evidence from the story helped you understand? Sentence Openers I think... because... I agree because... I disagree because... The evidence shows... I discovered... I can explain... In my opinion...	Ask thoughtful questions and build on the ideas of others during collaborative discussions. Reflect on what they have learnt throughout the year. Presentation Present learning confidently to an audience using clear explanations, ambitious vocabulary and full sentences. Respond to questions and explain their thinking with increasing independence. Story Talk – Key Questions What have you learnt from this story? Why is this place special? How is it different from where we live? Why is it important to learn about other cultures? How has your thinking changed?
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		I wonder why...				Sentence Openers In my opinion... I believe... because... I discovered... I can explain... This is similar because... This is different because... I would recommend...
Spanish (Language Angels)	Greetings	Greetings	Colours and Numbers	Colours and Numbers	Under the Sea	Transport
Personal, Social and Emotional 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.						
	F1 To separate from main carer and learn to adapt to the new Nursery environment To choose and use resources / activities	F1 To increasingly follow the routines and rules To choose and use resources / activities with support if required To discuss how they are feeling and talk	F1 To listen to and follow the rules To make some choices / decisions for themselves To play with others elaborating and extending ideas in a group	F1 To play with others elaborating and extending ideas in a group To become more outgoing with unfamiliar people in the setting	F1 To show more confidence in new social situations To play with others elaborating and extending ideas in a group To talk about a range of feelings,	F1 To play with others elaborating and extending ideas in a group To find solutions to conflicts and suggesting new /other ideas

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	with support if required To wash hands after using the toilet To see themselves as a member of the school community To begin to follow the class routines and rules To know some feelings e.g. sad, happy To be supported to choose their snack preference To become familiar with using the toilet – may need some support To know why we have to wash our hands before food and after using the toilet To learn to look after the resources in the class F2	about these e.g. happy To play with others – elaborating play ideas To enjoy playing with others To choose their own snack independently To use the toilet Mostly independently to wash their hands with little reminders To keep themselves safe by roads F2 To express and identify their own feelings To build close relationships and form friendships, showing respect to others To share resources and toys with others	To understand feelings and begin to understand how others may feel in certain situations To learn how to share resources and take turns (with support) To help new starters with their snack preferences To know how to keep my teeth clean To use the toilet mostly independently - To wash their hands with little reminders F2 To express and identify their feelings and moderate these both socially and emotionally To think about their own feelings and those of others by given examples of	To begin to speak up for themselves in a way which is respectful e.g. saying how you feel, asking for what you want or need To use the toilet mostly independently to wash their hands with little reminders F2 To build strong, mutually respectful relationships – what makes a great friend? To understand how to manage their own needs, hopes and dreams To try new activities in the environment To follow rules in the wider school community To understand the importance of ‘sensible’ amounts of screen time	identifying these in themselves and others To be supported to find solutions to conflicts and accepting that they must take turns To make healthy food choices F2 To show an understanding of healthy foods and healthy choices – why are they important? To look after others and understand how they feel about something To show resilience And perseverance in the face of a challenge To discuss why we take turns, wait politely, tidy up after ourselves etc To play with others and solve conflicts – with little adult support	To talk to others to solve conflicts To have a go with new activities and explore new parts of the classroom / environment To make healthy exercise choices F2 To show understanding towards looking after our planet e.g. recycling, global warming To understand how to look after themselves as they grow / move on To take part in sports day with an understanding of winning and losing To show resilience and perseverance in the face of a challenge To play with others and solve conflicts – with no adult intervention To understand
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	To see themselves as a valuable individual in the class and school To know the class rules and routines To take responsibility for keeping their classroom welcoming To begin to build relationships in the class, showing respect to others To express and identify their feelings To use the toilet independently To wash hands independently To know the importance of hand washing and overall hygiene to health and well-being	To use the toilet independently and manage hygiene To follow instructions given by an adult and act upon these To be confident in the familiar school environment To use the toilet independently To wash hands independently To know how to cross the road safely To know the importance of dental hygiene	how others might feel in certain situations To try new activities in the environment To follow rules in the wider school community To understand the importance of brushing their teeth			the importance of exercise on overall health and wellbeing
RSE Kapow (F1 and F2)	Self-regulation – my feelings	Building relationships – special relationships	Managing self – taking on challenges	Self-regulation – listening and following instructions	Building relationships – my friends and family	Managing self – my wellbeing
Physical Development						

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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.

	F1 15 Minute Hiit Ball skills To explore different wheeled balance equipment To find a comfortable hand grip to mark make To use a paintbrush to paint a picture To develop their confidence to try and put on their own coat	F1 15 Minute Hiit Hiit To run and stop. To explore different wheeled balance equipment To begin to make large muscle movements using streamers imitating circles, vertical lines and horizontal lines To use different tools to paint Pictures To climb up the side wall of climbing frame and back down with support	F1 15 Minute Hiit Balancing To explore different wheeled balance equipment e.g. bikes, scooters To work with others to move large objects to make an obstacle course To begin to find a more comfortable hand to mark make To use scissors to make snips in paper To join large jigsaw pieces together	F1 15 Minute Hiit Listening Dance to music, they like To create their own dance moves in line with the music they can hear To explore different wheeled balance equipment To use a rolling pin to change materials To explore a knife and a fork To line up as a class or in a group To use hand- eye coordination to place objects with control To balance bricks to build vertically	F1 15 Minute Hiit skills To explore rolling and jumping in different ways To explore different wheeled balance equipment To put their coat on independently To pull up a zip after an adult has started it To use a comfortable grip to mark make To begin to use a knife and fork to eat different foods To have a dominant hand when mark making/writing	F1 15 Minute Hiit Dance Explore playing team games to achieve an end goal e.g. parachute games To take turns in games To explore different wheeled balance equipment e.g. bikes, scooters To put their coat on independently To use a comfortable grip to mark make To have a dominant hand To select their own tools appropriately for the task
	F2 15 Minute Hiit Ball skills	F2 15 Minute Hiit	F2 15 Minute Hiit Ball skills			

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	To develop walking in different pathways To develop jumping in different ways To develop hopping with additional movement To develop movement and balance with wheeled vehicles To begin to develop good pencil control To use scissors to cut along a straight line To line up and queue patiently	Ball skills - To develop bouncing into a space To combine pushing, rolling and bouncing To throw to a peer /target To catch a ball with two hands To develop movement and balance with wheeled vehicles To demonstrate a good pencil control To use scissors to cut across a curved line	To develop different rolls with control To be able to move in different ways e.g. tip toes, jumping etc To be able to jump in different ways e.g. tuck as well as landing safely To develop balancing with control To develop movement and balance with wheeled vehicles To develop their posture when eating in the dinner hall To manage large objects with peers safely To use scissors to cut a circle To join small jigsaw pieces together To know what happens when our bodies when we exercise	Climb side wall of climbing frame independently F2 15 Minute Hiit Ball skills To show awareness of space To move safely and time with the music To combine movements with some fluency to create a dance To develop movement and balance with wheeled vehicles To sit comfortably at a table to write To use scissors to cut purposeful shapes To put on a coat independently and zip / button up with little help To thread objects with small holes on	To thread objects with large objects on a string such as pasta, large beads F2 15 Minute Hiit Ball skills To move a ball with feet to kick To dribble a ball with two feet around cones To dribble against an opponent To develop movement and balance with wheeled vehicles To form Phase 2/ 3 letters correctly To sit comfortably at a table to write with an adult To use a range of tools competently To put on a coat independently and zip / button up	To climb over the top of the climbing frame with support F2 15 Minute Hiit Ball skills To be able to take turns To understand how to keep the score of game / importance of this To understand and play by the rules of a game To be able to win and loose To ensure all Phase 2/ 3 letters correctly To sit comfortably at a table to write with an adult To use a range of tools competently To put on a coat independently and zip / button To write confidently and comfortably holding a pencil correctly
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				a string such as small beads		
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	F1 Phase 1 - rhyme time and Environmental sounds F2 See separate phonics plans	F1 Phase 1 - rhyme time and Environmental sounds F2 See separate phonics plans	F1 Little Wandle Foundation phonics F2 See separate phonics plans	F1 Little Wandle Foundation phonics F2 See separate phonics plans	F1 Little Wandle Foundation phonics and letter formation F2 See separate phonics plans	F1 Little Wandle Foundation phonics and letter formation F2 See separate phonics plans
F1 and F2 skills & knowledge Comprehension Word Reading Writing	F1 To develop their mark making and begin to identify their marks To join in with stories, rhymes and songs as they become familiar To know their favourite story and the reason why To begin to show interest in letters –	F1 To develop their mark making and begin to identify their marks To develop their play linked to stories and retelling To begin to form the first letter in their name and others as appropriate	F1 To develop their mark making and begin to identify their marks To begin to sequence and retell stories linked to pictures they can see To develop more print knowledge e.g. text is read from left to right	F1 To develop their mark making and begin to identify their marks To begin to sequence and retell stories To use story language in their play To be able to write some letters from their name F2	F1 To develop their mark making and begin to identify their marks e.g. patterns and shapes To acquire and use new vocabulary To count and clap syllables in their name To recognise rhyming words (not written- listening)	F1 To produce emergent writing using initial sounds To write their own name forming some letters correctly To recognise words that have the same initial sounds e.g. money and mummy To find their name from a selection of other names starting

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	particularly those in their own name To find their name from a small selection of other names F2 To listen to stories with increasing attention and recall To practise writing their name with good pencil control (may still being developed) To identify and write some initial sounds (Phase 2) To recognise words that rhyme e.g. sat and cat	To develop some print knowledge e.g. print has meaning, it is made of letters and words To be able to name a part of the book e.g. front cover F2 To sequence and retell stories through role play and small world play. To identify middle sounds in words (Phase 2) To identify end sounds in words (Phase 2) To begin to segment words into their single sounds e.g. ca-t for writing To blend sounds together to create words for reading To write simple CVC words / labels (Phase 2)	To open the front cover in a book and turn pages carefully To begin to show some emergent mark making including some letters F2 To describe events in familiar stories and predict events To locate the title and blurb in a story To begin to identify when two letters make one sound (digraph) Phase 3 To begin to write CVCC words (Phase 2 knowledge) To write phase 2 Tricky words - l, no, go, to, the, and into	To anticipate key events in stories To draw vocabulary and knowledge from non-fiction and use throughout the day in different contexts To read some Phase 3 tricky words To begin to read simple captions using their phonics knowledge To begin to write simple captions using finger spaces and their learnt phonics knowledge	F2 To use and understand new vocabulary To read simple sentences using known phonic knowledge To use their fingers to point at words when reading To write simple sentences using Phonics knowledge To be able to read all Phase 3 tricky words To begin to write some Phase 3 tricky words	with the same letter F2 To check, confirm and modify own reading To develop fluency and confidence when reading To read sentences containing Phase 2 and 3 tricky words To read some Phase 4 tricky words To write all Phase 3 tricky words To show awareness of basic punctuation capital letter and full stops when writing sentences
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		To read Phase 2 Tricky words – I, no, go, to, the and into				
Genres explored	Labels, lists, captions, recipe, poster, instructions, letters, stories, postcards, poems, recounts					
Maths						
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.						
	F1 Colours Matching Sorting	F1 Number 1 Number 2 Pattern Consolidation Activities	F1 Number 3 Number4 Number 5	F1 Consolidate 1- 5 Number6 Length and height Mass Capacity Consolidation	F1 Sequencing Positional language more and fewer than Shape –3D More than/fewer one more and one less	F1 Number composition 1 –5 What comes before? What comes after? Numbers to 5 Consolidation
	F2 - identify when a set can be subitised and when counting is needed - subitise different arrangements, both unstructured and		F2 - continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals - begin to identify missing parts for numbers within 5		F2 - continue to develop their counting skills, counting larger sets as well as counting actions and sounds - explore a range of representations of numbers, including the 10-frame, and	

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	structured, including using the Hungarian number frame - make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills spot smaller numbers 'hiding' inside larger numbers connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers - hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number - develop counting skills and knowledge, including that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds - compare sets of objects by matching	- explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame - focus on equal and unequal groups when comparing numbers understand that two equal groups can be called a 'double' and connect this to finger patterns - sort odd and even numbers according to their 'shape' - continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern - order numbers and play track games - join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers	see how doubles can be arranged in a 10-frame - compare quantities and numbers, including sets of objects which have different attributes - continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 begin to generalise about 'one more than' and 'one less than' numbers within 10 - continue to identify when sets can be subitised and when counting is necessary - develop conceptual subitising skills including when using a rekenrek
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	- begin to develop the language of ‘whole’ when talking about objects which have parts					
Pattern, measurement, capacity and shape will be taught once a week and interwoven into continuous provision over the year.						
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.						
	F1 To talk about themselves and their immediate family. To know where they live. To make sense of their own life using family photographs. To discuss and develop an understanding that families are different. To talk about some of the ways they have changed over time.	F1 To talk about how people celebrate different events, e.g. Diwali. To notice differences between others positively. To know that Christmas celebrates the birth of Jesus. To talk about what they do with their families during celebrations. To introduce the vocabulary for Autumn.	F1 To know that the Earth is where we live. To know that a map is a picture of the Earth. To know that we live in England. To know there are many countries in the world. To explore different occupations, e.g. police officer, firefighter, doctor. To identify seasonal changes. To explore how things work using	F1 To introduce the vocabulary for Spring. To plant seeds and care for them over time. To understand simple life cycles. To explore the world around them using their senses. F2 To plant seeds and care for them over time, discussing the growing process. To explain what plants need to grow and stay alive.	F1 To explore different collections of natural materials such as shells, pebbles and sand. To explore different materials and identify some of their properties. To explore different habitats through play and investigation. To introduce the vocabulary for Summer. F2 To identify Summer as one of the four seasons.	F1 To explore different types of transport. To know how different transport works. To know there are many countries in the world, including China. To know that people in different countries may eat different foods and use different utensils. To show care and respect for the environment by recycling. F2 To recognise similarities and

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	To use their senses to explore themselves and the environment. F2 To identify their family and wider family members, naming relationships. To talk about their neighbours and friends, making comparisons. To talk about how they have changed over time and compare this with others. To compare and contrast characters from stories, including figures from the past. To use their five senses to describe what they observe.	To explore seasonal changes in Autumn. F2 To recognise that people have different beliefs and understand how these are celebrated, e.g. Diwali. To know that Christmas celebrates the birth of Jesus and how it is celebrated around the world. To identify Autumn as one of the four seasons. To talk about the environmental changes in Autumn and why these happen. To take a photograph of their work using an iPad.	simple mechanical equipment. F2 To know that a globe is a representation of the Earth. To know that the Earth is round. To draw a simple map. To describe what they see, hear and feel whilst outside. To observe and interact with natural processes, including shadows, magnets, floating and melting.	To understand and describe changes in a life cycle using developing vocabulary. To identify Spring as one of the four seasons. To talk about the environmental changes in Spring and why these happen.	To talk about the environmental changes in Summer and why these happen. To compare similarities and differences between different habitats and the animals that live there. To observe and describe animals in different environments.	differences between contrasting locations around the world. To locate England, India and China on a map. To understand that people have different beliefs and places of worship around the world. To understand the importance of recycling and how we can care for our local environment. To recognise how climate and location can influence how people live.
RE	F1 Autumn 1 Big Question - Who is special to us?	F1 Autumn 2 Big Question - Why is Christmas special?	F1 Spring 1 Big Question - How can we help others?	F1 Spring 2 Big Question - What does Easter mean to Christians?	F1 Summer 1 Big Question - What makes each person special?	F1 Summer 2 Big Question - How can we care for our world?

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	Christian Creation God made everyone special. F2 Big Question 1 – What does the word “God” mean? Christian Creation Why is the word “God” so important to Christians?	Christian Incarnation Christians believe Jesus was a special baby. F2 Big Question 2 – Why are some people revered? Christian Incarnation Why do Christians perform nativity plays at Christmas?	Christian Salvation Christians believe we should help others. F2 Big Question 3 – Is it always easy to help someone? Christian Salvation How can we help others when they need it?	Christian Salvation The cross is an important Christian symbol. F2 Big Question 4 – Does everyone need some help? Christian Salvation Why do Christians put a cross in an Easter garden?	Christian Creation Christians believe everyone is unique and loved by God. F2 Big Question 5 – Is every one of us special? Christian Incarnation What makes every single person unique and precious?	Christian Creation Christians believe God created the world and people should care for it. F2 Big Question 6 – What is important to do? Christian Creation How can we care for the wonderful world?
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.						
	F1 To express their ideas through pretend play To make rhythmic sounds e.g. drumming To sing familiar songs as a whole class and in provision To engage in small world play and pretend play pretending that objects stand for others things		F1 To create more intricate and complex small world set ups To play musical instruments demonstrating control when playing To develop own stories through role play and small world play linked to what they know To use musical instruments to make their own music		F1 To develop own stories through role play and small world play linked to what they know To sing songs showing awareness of melody To use musical instruments to make their own music To explore colours and colour mixing To create their own songs To create music with rhythm, pitch and melody	

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	To explore musical instruments and the sounds they make Drawing and Painting- Autumn 1 To understand the purpose of a painting apron To know how to hold a paintbrush To experiment with paint To draw from observation To explore different art materials To cut materials using snips with the scissors F2 To explore and use a range of art tools To explore and use different materials when crafting and creating To begin to perform songs, stories and rhymes To explore and engage well in music making - To express themselves in different ways Drawing and Painting- Autumn 1 To know how to wear a painting apron To experiment with colours and make new colours (painting) for a purpose To explore drawing on different surfaces To draw from observation with details To explore and use art materials for a purpose To cut different fabrics using scissors To colour and decorate fabrics using beads, buttons, pens and paint	To have their own ideas and know how they want to create them To explore making shapes with playdough To cut materials making snips with scissors To build models using the junk modelling F2 To begin to perform songs, stories and rhymes (lyrical recital) To sing in a group or alone To explore and engage well in music making To refine their ideas and designs To listen attentively and move to music rhythmically To develop storylines in pretend play To refine their ideas and designs To create collaboratively To explore making recognisable shape/ objects using clay for a purpose To explore ways of joining materials together using glue, staples etc To cut different materials using scissors cutting continuously To know how to make a structure taller To explore ways of joining materials together using glue, staples etc To cut different materials using scissors cutting continuously	To create designs and self-select materials to create To explore printing with body parts and loose objects F2 To experiment with colour, form, function, texture and design To perform songs, stories and rhymes expressing their feelings and emotions To imprint onto a range of textures e.g. newspaper To explore making their own printing block To change paper in different ways by curling, bending and tearing To name basic construction tools e.g. glue, tape, scissors.
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