

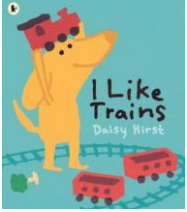
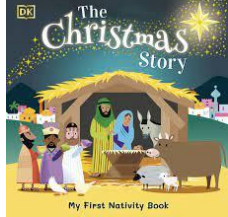
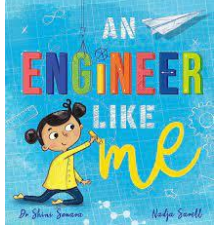
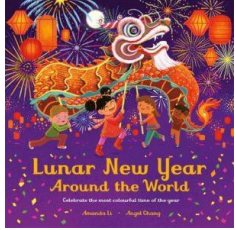

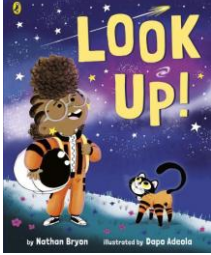
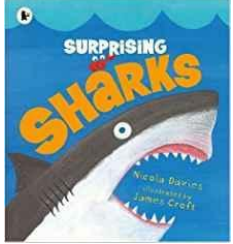
Foundation Stage Long term Plan 2025-2026

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?	I wonder what festivals and faiths there are?	I wonder how things are made?	I wonder what we can explore?	I wonder about the world around me?	I wonder how many pebbles are on the beach?
Possible ideas, mini themes F1 & F2 (These themes may change or be replaced depending on child interest or fascination)	Starting School New Beginnings Feelings / Being kind Houses and homes Harvest People who help us My Family Where do I live? Staying Safe Season – Autumn	Birthdays Special Occasions Halloween Bonfire Night Remembrance Day Diwali Christmas Winter	Mechanisms Materials Magnets Float and sink Hot and cold Food Chinese New Year Valentines Season – Winter	Weather Animals Day and Night Comparing places and environments – hot and cold climates Maps Easter Our World Season- Spring Human Body	Growing and Changing Plants and Flowers Life Cycles Space Planets Season- Summer	Seaside Seaside in the past Environment Water Boats Waves Sea creatures Season- Summer
Core Texts to read and use during KUW topic and continuous provision	Hello Friend – making friends  I like Trains – interests and family	Binny's Diwali  Christmas Story	The Three Little Pigs  An engineer like me	Blue Penguin – hot and cold climates  We're Going on a Bear Hunt – journey	How to find a Fruit Bat – growing and journeys  Look Up – space	Billy's Bucket – sea creatures  Surprising Sharks – non-fiction – sea mammals/ocean

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			 <p>Lunar New Year Around the World</p> 	<p>comparing places</p> 		
<p>Enrichment/ Nursery & Reception</p>	<p>Harvest Festival Rosh Hashanah Black History Month</p>	<p>Bonfire Night Diwali Hanukkah Christmas Time/ Nativity Remembrance Day</p>	<p>Chinese New Year Big School's bird watch Number Day Valentine's Day Shrove Tuesday St David's Day World Book Day Women's History Day Holi Mother's Day Ramadan</p>	<p>Palm Sunday Passover Good Friday Easter Earth Day St George's Day World Penguin Day Eid-UL-Fitr</p>	<p>Enviromental Day World Ocean's Day</p>	<p>International Day of Friendship Father's Day</p>

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Community	Local Area observational changes	Dentist – visitor Local Area observational changes	Lollipop Lady Local Area observational changes	Police – visitor Local Area observational changes	Litter Picking-local Park Local Area observational changes	Visit Local Library Local Area observational changes
Parental Involvement	Parent Workshop - Phonics	Parent’s Evening Grandparent session Christmas Nativity	Parent’s Evening Stay and Play – Maths	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 Toilet Help me Sit Stand	Coat Bag Give Drinks Snack/eat Me	Home Tidy up we Yes Wash hands Shoes	Happy Sad Hurt Sorry Upset no	Mum Dad Where? Why Come	Running Singing Playing Walking Lining up
Key Vocabulary F1 and F2 (Including but not limited to)	F1 Family, special, feelings, baby, child, Autumn, different, same F2 Emotions, unique, respect,	F1 Parade, celebrate, party, God F2 Celebration, festival, decorate, banquet, gift, tradition, culture, belief, faith, Christian, God	F1 – building, material, force, movement, magnet, attract, repel F2 Construct, stack, build, material, transparent, hard, soft, gears, links,	F1 Cold, warm, weather, world, exploring, winter, hot, cold F2 Frozen, seasons, environment, temperature, habitat, journey passport, Season, winter	F1 Body, healthy, exercise, grow, spring, space, planets, Earth F2 Universe, galaxy, atmosphere, gas, solid, liquid, growth, lifecycle,	F1 Ocean, land, sharks, fin, waves, summer F2 Current, tides, coast, dorsal fin, gills, mammal, carnivore,

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	<i>kindness, manners, rules, baby, toddler, adult, season, Autumn.</i>		<i>mechanisms, mechanics</i>			
Spanish	Greetings	Merry Christmas (2 weeks)	Colours and Numbers	Transport	Under the Sea	Anita and the Teddy Bear

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.

	<i>F1 Sing rhymes and explore picture books</i>	<i>F1 To talk about celebrations at home</i>	<i>F1 To begin to use a wide range of vocabulary</i>	<i>F1 To listen to stories and retain key vocabulary</i>	<i>F1 To listen to stories and retain key vocabulary</i>	<i>F1 To develop a wide range of vocabulary</i>
	<i>To talk about themselves and their families in their play</i>	<i>To listen to stories about celebrations such as Diwali, Christmas and talk about why they are celebrated</i>	<i>To talk in short sentences so that others can understand.</i>	<i>To be able to talk about the setting and characters in the story</i>	<i>To be able to Answer questions and share opinions using the relevant vocabulary</i>	<i>To listen to different nursery rhymes and be able to join in singing words confidently and clearly</i>
	<i>To develop their communication that can be understood by others</i>	<i>To listen to and follow simple instructions</i>	<i>To listen to and follow simple instructions To respond to questions appropriately</i>	<i>To be able to use connectives</i>	<i>To be able to talk about the setting and characters in</i>	<i>To be able to answer questions and share opinions using the relevant</i>

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	<p>To separate from main carer and learn to adapt to the new Nursery environment</p> <p>To choose and use resources/ activities with support if required</p> <p>To wash hands after using the toilet</p> <p>To see themselves as a member of the school community</p> <p>To begin to follow the class routines and rules</p> <p>To know some feelings e.g. sad, happy</p> <p>To be supported to choose their snack preference</p> <p>To become familiar with using the toilet – may need some support</p> <p>To know why we have to wash our hands before food</p>	<p>To increasingly follow the routines and rules</p> <p>To choose and use resources/ activities with support if required</p> <p>To discuss how they are feeling and talk about these e.g. happy</p> <p>To play with others – elaborating play ideas</p> <p>To enjoy playing with others</p> <p>To choose their own snack independently</p> <p>To use the toilet mostly independently</p> <p>To wash their hands with little reminders</p> <p>To keep themselves safe by roads</p> <p>F2 To express and</p>	<p>To listen to and follow the rules</p> <p>To make some choices/ decisions for themselves</p> <p>To play with others – elaborating and extending ideas in a group</p> <p>To understand feelings and begin to understand how others may feel in certain situations</p> <p>To learn how to share resources and take turns (with support)</p> <p>To help new starters with their snack preferences</p> <p>To know how to keep my teeth clean</p> <p>To use the toilet mostly independently</p>	<p>To play with others – elaborating and extending ideas in a group</p> <p>To become more outgoing with unfamiliar people in the setting/ bubble</p> <p>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</p> <p>To use the toilet mostly independently</p> <p>To wash their hands with little reminders</p> <p>F2 To build strong, mutually respectful relationships – what makes a great friend?</p> <p>To understand how to manage their own</p>	<p>To show more confidence in new social situations</p> <p>To play with others – elaborating and extending ideas in a group</p> <p>To talk about a range of feelings, identifying these in themselves and others</p> <p>To be supported to find solutions to conflicts and accepting that they have to take turns</p> <p>To make healthy food choices</p> <p>F2 To show an understanding of healthy foods and healthy choices – why are they important?</p> <p>To look after others and understand how they feel about something</p>	<p>To play with others – elaborating and extending ideas in a group</p> <p>To find solutions to conflicts and suggesting new /other ideas</p> <p>To talk to others to solve conflicts</p> <p>To have a go with new activities and explore new parts of the classroom / environment</p> <p>To make healthy exercise choices</p> <p>F2 To show understanding towards looking after our planet e.g. recycling, global warming</p> <p>To understanding how to look after themselves as they grow / move on</p>
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	<p><i>and after using the toilet</i></p> <p><i>To learn to look after the resources in the class</i></p> <p>F2 <i>To see themselves as a valuable individual in the class and school</i></p> <p><i>To know the class rules and routines</i></p> <p><i>To take responsibility for keeping their classroom welcoming</i></p> <p><i>To begin to build relationships in the class, showing respect to others</i></p> <p><i>To express and identify their feelings</i></p> <p><i>To use the toilet independently</i> <i>To wash hands</i></p>	<p><i>identify their own feelings</i> <i>To build close relationships and form friendships, showing respect to others</i></p> <p><i>To share resources and toys with others</i></p> <p><i>To use the toilet independently and manage hygiene</i></p> <p><i>To follow instructions given by an adult and act upon these</i></p> <p><i>To be confident in the familiar school environment</i></p> <p><i>To use the toilet independently</i></p> <p><i>To wash hands independently and correctly</i></p> <p><i>To be able to cross the road safely</i></p>	<p><i>To wash their hands with little reminders</i></p> <p>F2 <i>To express and identify their feelings and moderate these both socially and emotionally</i></p> <p><i>To think about their own feelings and those of others by given examples of how others might feel in certain situations</i></p> <p><i>To try new activities in the environment</i></p> <p><i>To follow rules in the wider school community</i></p> <p><i>To understand the importance of tooth brushing</i></p>	<p><i>needs, hopes and dreams</i></p> <p><i>To try new activities in the environment</i></p> <p><i>To follow rules in the wider school community</i></p> <p><i>To understand the importance of 'sensible' amounts of screen time</i></p>	<p><i>To show resilience and perseverance in the face of a challenge</i></p> <p><i>To discuss why we take turns, wait politely, tidy up after ourselves etc</i></p> <p><i>To play with others and solve conflicts – with little adult support</i></p>	<p><i>To take part in sports day with an understanding of winning and losing</i></p> <p><i>To show resilience and perseverance in the face of a challenge</i></p> <p><i>To play with others and solve conflicts – with no adult intervention</i></p> <p><i>To understand the importance of exercise on overall health and wellbeing</i></p>
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	<i>independently and correctly</i>					
	<i>To know the importance of hand washing and overall hygiene to health and well-being</i>					
RSE Jigsaw (F1 and F2)	Me and World	Celebrating Goals	Dreams & Goals	Healthy Me	Relationships	Changing Me
<h2 style="margin: 0;">Physical Development</h2> <p style="margin: 0;"><i>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.</i></p>						
	F1 Real PE (Cats) To explore different wheeled balance equipment To find a comfortable	F1 Real PE (Clown) To run and stop. To explore different wheeled balance equipment To begin to make large muscle	F1 Real PE (Bikes) To explore different wheeled balance equipment e.g. bikes, scooters To work with others to move	F1 Real PE (space) Dance to music, they like To create their own dance moves in line with the music they can hear	F1 Real PE (Fairytale) To explore rolling and jumping in different ways To explore different wheeled balance equipment To put their coat	F1 Real PE (Seaside) Explore playing team games to achieve an end goal e.g. parachute games To take turns in games

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	<p>hand grip to mark make</p> <p>To use a paintbrush to paint a picture</p> <p>To develop their confidence to try and put on their own coat</p> <p>F2 Real PE (follow instructions)</p> <p>To develop walking in different pathways</p> <p>To develop jumping in different ways</p> <p>To develop hopping with additional movement</p>	<p>movements using streamers imitating circles, vertical lines and horizontal lines</p> <p>To use different tools to paint Pictures</p> <p>To climb up the side wall of climbing frame and back down with support</p> <p>F2 Real PE (Play with others)</p> <p>- To develop bouncing into a space</p> <p>To combine pushing, rolling and bouncing</p> <p>To throw to a peer /target</p> <p>To catch a ball with two hands</p>	<p>large objects to make an obstacle course</p> <p>To begin to find a more comfortable hand to mark make</p> <p>To use scissors to make snips in paper</p> <p>To join large jigsaw pieces together</p> <p>F2 Real PE (follow rules)</p> <p>To develop different rolls with control</p> <p>To be able to move in different</p>	<p>To explore different wheeled balance equipment</p> <p>To use a rolling pin to change materials</p> <p>To explore a knife and a fork</p> <p>To line up as a class or in a group</p> <p>To use hand- eye coordination to place objects with control</p> <p>To balance bricks to build vertically</p> <p>Climb side wall of climbing frame independently</p> <p>F2 Real PE (observe and copy)</p>	<p>on independently</p> <p>To pull up a zip after an adult has started it</p> <p>To use a comfortable grip to mark make</p> <p>To begin to use a knife and fork to eat different foods</p> <p>To have a dominant hand when mark making/writing</p> <p>To thread objects with large objects on a string such as pasta, large beads</p> <p>F2 Real PE (move in different ways)</p> <p>To move a ball with feet to kick</p> <p>To dribble a ball</p>	<p>To explore different wheeled balance equipment e.g. bikes, scooters</p> <p>To put their coat on independently</p> <p>To use a comfortable grip to mark make</p> <p>To have a dominant hand</p> <p>To select their own tools appropriately for the task</p> <p>To climb over the top of the climbing frame with support</p> <p>F2 Real PE (exercise and good health)</p>
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	<p>To develop movement and balance with wheeled vehicles</p> <p>To begin to develop good pencil control</p> <p>To use scissors to cut along a straight line</p> <p>To line up and queue patiently</p>	<p>To develop movement and balance with wheeled vehicles</p> <p>To demonstrate a good pencil control</p> <p>To use scissors to cut across a curved line</p>	<p>ways e.g. tip toes, jumping etc</p> <p>To be able to jump in different ways e.g. tuck as well as landing safely</p> <p>To develop balancing with control</p> <p>To develop movement and balance with wheeled vehicles</p> <p>To develop their posture when eating in the dinner hall</p> <p>To manage large objects with peers safely</p> <p>To use scissors to cut a circle</p>	<p>To show awareness of space</p> <p>To move safely and time with the music</p> <p>To combine movements with some fluency to create a dance</p> <p>To develop movement and balance with wheeled vehicles</p> <p>To sit comfortably at a table to write</p> <p>To use scissors to cut purposeful shapes</p>	<p>with two feet around cones</p> <p>To dribble against an opponent</p> <p>To develop movement and balance with wheeled vehicles</p> <p>To form Phase 2/ 3 letters correctly</p> <p>To sit comfortably at a table to write with an adult</p> <p>To use a range of tools competently</p> <p>To put on a coat independently and zip / button up</p>	<p>To be able to take turns</p> <p>To understand how to keep the score of game / importance of this</p> <p>To understand and play by the rules of a game</p> <p>To be able to win and loose</p> <p>To know all Phase 2/ 3 sounds</p> <p>To sit comfortably at a table to write with an adult</p> <p>To use a range of tools competently</p> <p>To put on a coat independently and zip / button</p>
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			To join small jigsaw pieces together	To put on a coat independently and zip / button up with little help		To write confidently and comfortably holding a pencil correctly
			To know what happens when our bodies when we exercise	To thread objects with small holes on a string such as small beads		
<p>Literacy</p> <p><i>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)</i></p>						
Literacy – core books (The write stuff)	<i>We're Going on a Bear Hunt I want a Pet Dog Perfectly Norman</i>	<i>Proudest Blue How to Count to one Christmas Stories and Nativity</i>	<i>Pigs might Fly Sam and Dave Dig a Hole How to make a chocolate mug cake</i>	<i>Penguins Meet the weather Lost and Found</i>	<i>Katie and the Sunflower Jack and the Jellybean Where the Wild things are</i>	<i>The Snail and the Whale If sharks disappear Rainbow Fish</i>
Phonics	F1 <i>Phase 1 Environmental and instrumental sounds</i> F2 <i>See separate phonics plans</i>	F1 <i>Phase 1 rhythm and rhyme</i> F2 <i>See separate phonics plans</i> <i>Guided reading and home books begin</i>	F1 <i>Phase 1 – Alliteration</i> F2 <i>See separate phonics plans</i> <i>Guided reading and home books</i>	F1 <i>Phase 1 – Little Wandle – foundation stage</i> F2 <i>See separate phonics plans</i>	F1 <i>Phase 1 – Little Wandle – foundation stage</i> F2 <i>See separate phonics plans</i> <i>Guided reading and home books</i>	F1 <i>Phase 1 – Little Wandle – foundation stage</i> F2 <i>See separate phonics plans</i>

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				Guided reading and home books		Guided reading and home books
F1 and F2 skills & knowledge Comprehension Word Reading Writing	F1 To develop their mark making and begin to identify their marks e.g. patterns and shapes 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 – 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	F1 To develop their mark making and begin to identify their marks e.g. patterns and shapes To develop their play linked to stories and retelling To begin to form the first letter in their name and others as appropriate 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 and back cover F2 To sequence and retell stories though role play and small world play.	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 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	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 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	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) F2 To use and understand new vocabulary To read simple sentences using known phonic knowledge To use their fingers to point at words	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 with the same letter F2 To check, confirm and modify own reading To develop fluency and confidence when reading To read tricky words To write tricky words

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	<p>To practise writing their name with good pencil control (may still be developing)</p> <p>To identify and write some initial sounds</p> <p>To recognise words that rhyme e.g. sat and cat</p>	<p>To identify middle sounds in words</p> <p>To identify end sounds in words</p> <p>To begin to segment words into their single sounds e.g. cat for writing</p> <p>To blend sounds together to create words for reading</p> <p>To write simple CVC words / label</p> <p>To read Tricky words –</p>	<p>To begin to identify when two letters make one sound (digraph)</p> <p>To begin to write CVCC words</p> <p>To write Tricky words</p>	<p>using their phonics knowledge</p> <p>To begin to write simple captions using finger spaces and their learnt phonics knowledge</p>	<p>when reading</p> <p>To write simple sentences using Phonics knowledge</p> <p>To be able to read all Phase 3 tricky words</p> <p>To begin to write some Phase 3 tricky words</p>	<p>To show awareness of basic punctuation capital letter and full stops when writing sentences</p>
Genres explored	Labels, lists, captions, recipe, poster, instructions, letters, stories, postcards, poems, recounts					
<h2 style="margin: 0;">Maths</h2> <p>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.</p>						
	F1 WK1 -Colours - red, blue and yellow		F1		F1 Wk1 -Sequencing	

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	<p>WK2 –Colours, green, purple, mix of colours WK3 -Match - Buttons and colours - Matching towers Matching shoes WK4 - Match number shapes Match shapes WK5 - Pattern handprints – big and small WK6 - Sort colour, size, shape Sort What do you notice? Guess the rule, guess the rule WK7 - Number 1 – Subitising, counting, numeral WK8 - Number 2 - subitising dice pattern, subitising random pattern Subitising – different sizes WK9 - Number 2, counting, numeral, numeral pattern WK10 - Extend AB colour patterns, extend AB outdoor patterns, AB movement patterns WK11 - Fix my pattern, extend ABC colour patterns, extend ABC outdoor patterns WK12 - Consolidation activities - winter activity week</p> <p>F2 Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame 	<p>WK1 - Number 3 Subitising, subitising, subitising WK2 - Number 3, 3 Little pigs, 1:1 counting numerals/triangles WK3 - Number 4, 1:1 counting, numerals, squares/rectangles WK4 - Number 4 Composition of 4, composition of 4, composition of 4 WK5 - Number 5, 1:1 counting, numerals pentagon WK6 - Number 5, composition of 5, composition of 5, composition of 5 WK7 -Consolidate 1 - 5 WK8 -Number 6 Introduce 10 frame WK9 -Height & Length, tall and short, long and short, tall/long and short WK10 - Mass Relate to books 3 little pigs goldilocks WK11- Capacity WK12 -Consolidation</p> <p>F2 Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • 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 	<p>WK2 -Positional Language WK3 -More than/fewer than WK4 -Shape – 2D, revisit pattern from Autumn WK5 -Shape – 3D revisit pattern from Autumn WK6 Consolidation: More than/fewer one more and one less WK7 - Number composition 1 – 5 WK8 -What comes after? WK9 -What comes before? W10 -Numbers to 5 WK11 -Consolidation / Activity weeks SUMMER WK12 -Consolidation / Activity weeks</p> <p>F2 - Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • 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 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
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	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 • begin to develop the language of ‘whole’ when talking about objects which have parts <p>Alongside the NCTEM the children will have one lesson a week on Shape, space and measure topics – from White Rose</p> <p>Match, sort and compare Talk about measure and Patterns Circles and Triangles 4 sided shapes</p>	<ul style="list-style-type: none"> • 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. <p>Alongside the NCTEM the children will have one lesson a week on Shape, space and measure topics – from White Rose</p> <p>Recap 2D shape Mass and capacity Length, height and time</p>	<ul style="list-style-type: none"> • develop conceptual subitising skills including when using a rekenrek. <p>Alongside the NCTEM the children will have one lesson a week on Shape, space and measure topics – from White Rose</p> <p>3D shapes Recap mass, capacity, length, height and time</p>
<p>Understanding the World</p>			

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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.

	<p>F1 To talk about themselves and their immediate family</p> <p>To know where they live e.g. England, Rickmansworth</p> <p>To make sense of their own life using family photos</p> <p>To discuss and develop an understanding that families are different</p> <p>To use their senses to explore the outdoor environment and natural features</p> <p>To explore collections</p>	<p>F1 To talk about how people celebrate things differently to us</p> <p>To notice the differences between others positively</p> <p>To know that Christmas is when Jesus is born</p> <p>To be able to talk about what they do with their families During Christmas</p> <p>To talk about festivals/celebration they celebrate at home</p> <p>To identify traditions of Diwali</p> <p>F2</p>	<p>F1 To identify key features of Winter</p> <p>To explore different collections of materials</p> <p>To feel different forces e.g. push and pull</p> <p>To know how different transport works e.g. A boat goes on the water</p> <p>To know there are many countries in the world, one of these being China</p> <p>To know explore different foods and traditions of other cultures</p>	<p>F1 To identify seasonal changes</p> <p>To explore the world around them making comments –using their senses</p> <p>Explore how things work</p> <p>Provide mechanical equipment for children to investigate. Suggestions: wind-up toys, pulleys, sets of cogs with pegs and boards.</p> <p>F2 To draw a simple map</p> <p>Describe what they see, hear and feel whilst outside.</p>	<p>F1 To talk about some of the ways I have changed over my life so far</p> <p>To introduce the vocabulary for seasons (Spring)</p> <p>To plant seeds and care for them over time</p> <p>To understand life cycle</p> <p>To know that the Earth is where we live</p> <p>To know that a map is a picture of the Earth</p> <p>To know that we live in England</p> <p>To explore different countries in the world</p>	<p>F1 To introduce the vocabulary for seasons (summer)</p> <p>To show care and respect for our environment by recycling</p> <p>F2 To identify Summer as one of the four seasons</p> <p>To talk about the environmental changes in Summer and why this happens</p> <p>To understand the importance of recycling and why we recycle</p> <p>Learn how we can help take care of our local environment</p>
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	<p><i>of materials and their differences developing a wide range of vocabulary</i></p> <p><i>To introduce the vocabulary for seasons (Autumn)</i></p> <p>F2 <i>To identify their family and wider family members, naming them and discussing what relation they are to them</i></p> <p><i>To talk about their neighbours and friends making comparisons</i></p> <p><i>To use the 5 senses to describe when Exploring outside</i></p> <p><i>To identify Autumn as one of the four seasons</i></p> <p><i>To talk about the changes in Autumn</i></p>	<p><i>To recognise that people have different beliefs and understand how these are celebrated e.g. India</i></p> <p><i>To recognise similarities and differences in contrasting locations all over the world e.g. India and England</i></p> <p><i>To be able to locate India on a map</i></p> <p><i>To be able to locate England on a map</i></p> <p><i>To know that Christmas is Jesus' birthday and how it is celebrated across the world in different countries</i></p>	<p><i>To explore different collections of materials and identify their properties e.g. shells and pebbles for the beach</i></p> <p>F2 <i>To identify Winter as one of the four seasons.</i></p> <p><i>To talk about the environmental changes in Winter and why this happens</i></p> <p><i>To recognise that people have different beliefs and understand how these are celebrated</i></p> <p><i>To recognise similarities and differences in contrasting locations all over the world e.g. China and England</i></p> <p><i>To explore the world map</i></p>	<p><i>Observe and interact with natural processes</i></p> <p><i>Explore ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object</i></p> <p><i>Floating and sinking</i></p>	<p>F2 <i>To know that a globe is a representation of the Earth</i></p> <p><i>To know that the Earth is round and not flat</i></p> <p><i>To plant seeds and care for them over time, discussing the growing process</i></p> <p><i>To explain how to keep a plant alive e.g. water and sun to grow</i></p> <p><i>To talk about how I have changed over my life (the past) and compare this with others</i></p> <p><i>To identify Spring as one of the four seasons.</i></p> <p><i>To talk about the Environmental changes in Spring and why this happens</i></p> <p><i>To compare and</i></p>	
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	<i>and why this happens</i>				<i>contrast characters from stories, including figures from the past</i>	
					<i>To understand and describe the changes</i>	
<h2>Expressive Arts and Design</h2> <p>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.</p>						
	<p>F1 <i>To express their ideas through pretend play</i></p> <p><i>To make rhythmic sounds e.g. drumming</i></p> <p><i>To sing familiar songs as a whole class and in provision</i></p> <p><i>To engage in small world play and pretend play pretending that objects stand for others things</i></p> <p><i>To explore musical instruments and the sounds they make</i></p> <p><i>Drawing and Painting- Autumn 1</i></p> <p><i>To understand the purpose of a painting apron</i></p>	<p>F1 <i>To create more intricate and complex small world set ups</i></p> <p><i>To play musical instruments demonstrating control when playing</i></p> <p><i>To develop own stories through role play and small world play linked to what they know</i></p> <p><i>To use musical instruments to make their own music</i></p> <p><i>To have their own ideas and know how they want to create them</i></p> <p><i>To explore making shapes with playdough</i></p>	<p>F1 <i>To develop own stories through role play and small world play linked to what they know</i></p> <p><i>To sing songs showing awareness of melody</i></p> <p><i>To use musical instruments to make their own music</i></p> <p><i>To explore colours and colour mixing</i></p> <p><i>To create their own songs</i></p> <p><i>To create music with rhythm, pitch and melody</i></p> <p><i>To create designs and self-select materials to create</i></p> <p><i>To explore printing with body parts and loose objects</i></p>			

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<p><i>To know how to hold a paintbrush</i></p> <p><i>To experiment with paint</i></p> <p><i>To draw from observation</i></p> <p><i>To explore different art materials</i></p> <p><i>To cut materials using snips with the scissors</i></p> <p>F2</p> <p><i>To explore and use a range of art tools</i></p> <p><i>To explore and use different materials when crafting and creating</i></p> <p><i>To begin to perform songs, stories and rhymes</i></p> <p><i>To explore and engage well in music making - To express themselves in different ways</i></p> <p><i>Drawing and Painting- Autumn 1</i></p> <p><i>To know how to wear a painting apron</i></p> <p><i>To experiment with colours and make new colours (painting) for a purpose</i></p> <p><i>To explore drawing on different surfaces</i></p> <p><i>To draw from observation with details</i></p> <p><i>To explore and use art materials for a purpose</i></p>	<p><i>To cut materials making snips with scissors</i></p> <p><i>To build models using the junk modelling</i></p> <p>F2</p> <p><i>To begin to perform songs, stories and rhymes (lyrical recital)</i></p> <p><i>To sing in a group or alone</i></p> <p><i>To explore and engage well in music making</i></p> <p><i>To refine their ideas and designs</i></p> <p><i>To listen attentively and move to music rhythmically</i></p> <p><i>To develop storylines in pretend play</i></p> <p><i>To refine their ideas and designs</i></p> <p><i>To create collaboratively</i></p> <p><i>To explore making recognisable shape/ objects using clay for a purpose</i></p> <p><i>To explore ways of joining materials together using glue, staples etc</i></p> <p><i>To cut different materials using scissors cutting continuously</i></p> <p><i>To know how to make a structure taller</i></p>	<p>F2</p> <p><i>To experiment with colour, form, function, texture and design</i></p> <p><i>To perform songs, stories and rhymes expressing their feelings and emotions</i></p> <p><i>To imprint onto a range of textures e.g. newspaper</i></p> <p><i>To explore making their own printing block</i></p> <p><i>To change paper in different ways by curling, bending and tearing</i></p> <p><i>To name basic construction tools e.g. glue, tape, scissors.</i></p> <p>Sing up curriculum is used to teach music each week</p> <p><i>F1: I've got feelings and Let's Jam</i></p> <p><i>F2: Down there under the sea, it's oh so quiet, slap, clap, clap and bow, bow, bow Belinda</i></p>
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	<p><i>To cut different fabrics using scissors</i></p> <p><i>To colour and decorate fabrics using beads, buttons, pens and paint</i></p> <p><i>Sing up curriculum is used to teach music each week</i></p> <p><i>F1: Let's be friends and travel and movement</i></p> <p><i>F2: I've got a grumpy face, Sorcerer's apprentice, Witch witch and row, row, row your boat</i></p>	<p><i>To explore ways of joining materials together using glue, staples etc</i></p> <p><i>To cut different materials using scissors cutting continuously</i></p> <p><i>Sing up curriculum is used to teach music each week</i></p> <p><i>F1: This is me and Animal tea party</i></p> <p><i>F2: Bird spotting, cuckoo, shake my sillies out, up and down and five fine bumble bees.</i></p>	
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