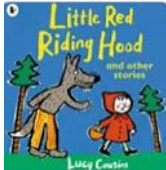
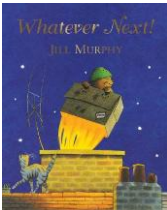
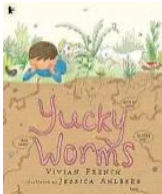
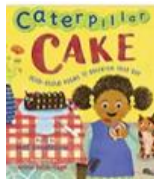


Foundation Stage (Reception) 2025-2026						
	Autumn		Spring		Summer	
	1	2	3	4	5	6
Theme for the term:	People who help us	Tell me a story	Space	Off on a journey	All creatures great and small	Under the sea
Key texts	We're Going on a Bear Hunt  On Sudden Hill 	The Gigantic Turnip  Little Red Riding Hood and Other Stories 	Astro Girl  Whatever Next 	I like trains  The Gruffalo 	Yucky Worms 	Caterpillar Cake  Surprising Sharks 
	Ongoing: Engage in story-time; Develop active listening skills; Learn new vocabulary; describe events in growing detail, listen and respond in conversations and group discussions; Articulate ideas and thoughts into well-formed sentences; Start a conversation with a friend or familiar adult.					
Communication and Language	Start a conversation with a friend or familiar adult. Actively listen to others Use talk to help organise thinking and activities. Listen carefully to rhymes and songs, paying attention to how they sound.	Retell familiar stories. Listen to and talk about stories to build familiarity. Retell a story. Describe events in some detail.	Retell a story. Listen to and talk about stories to build familiarity. Describe events in growing detail, listen and respond in conversations and group discussions Engage in non-fiction books	Retell a story. Use talk to help work out problems and organise thinking and activities, and to explain why things happen and how things work. Use new vocabulary in different contexts.	Retell a story. Ask questions to find out more and check understanding. Connect one idea or action to another using a range of connectives. Use new vocabulary in different contexts.	Use new vocabulary in different contexts. Engage in non-fiction books. Listen to and talk about non-fiction books to develop a deep familiarity with new knowledge and vocabulary.
Personal, Social and Emotional Development	Ongoing: See themselves as a valuable individual; Build constructive and respectful relationships; Express their feelings and consider the feelings of others; Show resilience and perseverance in the face of challenge; Begin to regulate their behaviour with support; Think about the perspectives of others; Manage their own personal hygiene; Know and talk about different factors that support health and wellbeing Zones of Regulation - naming, recognising and managing feelings.					
PSED/Circle Time	Me and my relationships	Valuing differences	Keeping safe	Rights and Respect	Being my best	Growing and changing
Physical development	Revise and refine fundamental movement skills – rolling/crawling/jumping/running/hopping/skipping/climbing; Develop overall body strength, coordination balance and agility; Develop small motor skills to use a range of tools competently – pencils, paintbrushes, scissors, knife and fork; Use core muscle strength to achieve good posture; Develop the foundations of a handwriting style that is fast, accurate and efficient					
	Confidently use a range of apparatus – climbing frame in the garden. Revise and refine fundamental movement skills. Develop overall body strength, coordination balance and agility		Progress towards more fluent style of moving with developing control and grace. Combine different movements with ease and fluency. Confidently use a range of apparatus- benches, mats, small table.		Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming. Develop confidence, competence, precision and accuracy when engaging in ball skills.	
PD - PE units: Getset4PE	Introduction to PE 1	Fundamentals 1	Introduction to PE 2 Gymnastics 1	Dance 1 Fundamentals 2	Ball skills 1 Games 1	Ball skills 2 Games 2
PD - FMS and handwriting	- Dough disco - Squiggle as you wiggle - Pre-writing patterns - Copy name		- Continue FMS from Autumn - Letter family 1 - c o a d q (+e) - Letter family 2 - i l t u y j (+s) - Letter family 3 - r m n h b p (+k) - Write name independently with a capital letter at the start		- Continue from Spring - Letter family 3 - r m n h b p (+k) - Letter family 4 - v w x z (+f) - Ascenders - b d h f l t - Descenders - g j p q y f	
Literacy: Phonics	ELS Autumn 1 Phase 2 set 1-4	ELS Autumn 2 Phase 2 set 5 Phase 3 set 1-4	ELS Spring 1 Phase 3 set 5-7 review	ELS Spring 2 Review Phase 2 and 3	ELS Summer 1 Phase 4 review	ELS Summer 2 Review Introduction - Phase 5
Literacy	Ongoing: Blend sounds in words so that they can read short words made up of known GPC's; Read some digraphs and trigraphs in words; Read some HRSW; read simple phrases and sentences; Re-read books to build confidence applying phonics skills; Form lower case and capital					

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	letters correctly; Write words by identifying the sounds and writing the GPC’s; Write short sentences with words with known GPC’s; Re-read what they have written to check it makes sense.					
	Form lower case letters Mark making, writing labels and captions Collaborative story maps	Write simple words by identifying the sounds in them. Write words by identifying the sounds and writing the GPC’s. Mark making, letters and lists	Write words by identifying the sounds and writing the GPC’s. Write short sentences with words with known GPC’s. Simple recounts and narrative – sentence work	Write short sentences with words with known GPC’s. Simple narrative and non- fiction sentences	Write short sentences with words with known GPC’s. Re-read what they have written to check it makes sense. Simpe narrative and non-fiction sentences Form capital letters	Write short sentences with words with known GPC’s. Re-read what they have written to check it makes sense. Poetry. Simple non-fiction labels and sentences
Maths (White Rose)	Baseline. Match, Sort, Compare. Talk about Measures and patterns It’s me 1 2 3	Circles and triangles 1 2 3 4 Shapes with 4 sides	Alive in 5 Mass and capacity Growing 6 7 8	Length and time Building 9 and 10 Exploring 3D shape	To 20 and beyond How many now? Manipulate, compose and decompose	Sharing and grouping Visualise, build and map
Mastering Number	- 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 - 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: cardinality; 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		- 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 - 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		- 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 - Develop conceptual subitising skills including when using a rekenrek	
Understanding the World	Explore the natural world around them	Comment on images of familiar situations in the past – Christmas Recognise similarities and differences between life in this country and life in other countries. Recognise that people have different beliefs and celebrate special times in different ways – Christmas, Diwali	Compare and contrast characters from stories including figures from the past. Recognise that people have different beliefs and celebrate special times in different ways- Chinese New year	Comment on images of familiar situations in the past -transport Draw information from a simple map	Comment on images of familiar situations in the past -photos of us when we were young. Recognise that people have different beliefs and celebrate special times in different ways- Easter	Comment on images of familiar situations in the past – Farming, holidays Recognise similarities and differences between life in this country and life in other countries Recognise some environments that are different from the one in which they live.

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UW (Nature Detectives)	Ongoing - Explore the natural world around them; Describe what they see, hear and feel whilst outside; Understand the effect of changing seasons on the world around them;					
		Signs of Autumn	Signs of Winter	Signs of Spring Minibeast explorer	Plants and wildlife	Signs of summer
UW (RE)	What makes people special? Jesus and Moses	What is Christmas?	How do people celebrate?	Easter	What can we learn from stories?	What makes places special?
Expressive Art and Design	Ongoing: Explore, use and refine a variety of artistic effects to express their ideas and feelings; Return to and build on previous learning, refining ideas and developing their ability to represent them; Create collaboratively, sharing idea, resources and skills; Listen attentively, move to and talk about music, expressing their feelings and responses; Watch and talk about dance and performance art; Sing in a group or on their own; Develop storylines in their pretend play; Explore and engage in music making and dance, in groups or solo.					
	Singing rhymes and songs Exploring paint, collage, colour mixing. Joining materials	Christmas performance – singing and dancing in groups. Exploring clay – Diva lamps, choosing colours for a purpose, cutting and sticking	Exploring chalk, blending, mixed media, Choosing junk modelling for a purpose, sticking using pritt-stick, PVA, tape.	Dance – PE Collaborative collage Map making Applying skills - Junk modelling vehicles	Exploring clay – insect tiles Observational drawings – plants and insects	Painting – background and foreground – seascape. Observational drawings - animals