

Fox Class Planner 2026-27

Termly Planning Overview: Term 1

Seasonal Enquiry Whole School Event	Seasonal: Signs of Autumn Church Harvest Service
School Trips and Visits	Pop-up play village
RE Focus	Worldview: Religious and non-religious worldviews Strand: Community and Identity Key Question: Are all families the same? Focus of study: Exploring the diversity found within, as well as between families. Introducing the idea of difference and respect for difference.

Prime Areas		
Communication & Language	Personal, Social & Emotional Development	Physical Development
Nursery Foundations: attention, participation, simple expression - Build sustained attention for short group times; begin shifting attention between an adult and a prop/book. - Enjoy and recall key parts of short stories; retell a single event or character. - Join in well-known songs and actions; repeat familiar refrains. - Use simple sentences (3–4 words) to request/label; begin turn-taking in short exchanges. Wellcomm Assessments Drawing Club Texts: Wk 1 – 2 Whole school text Wk 3 Oh No George! Wk 4- I need a Wee Wk 5 - Squirrel's Busy Day Wk 6 - Banana Man Wk 7 - The Foggy Foggy Forest Wk 8 - Meg and Mog	Nursery Settling in, Confidence & Belonging - Become more outgoing with unfamiliar people in the safe context of the setting. - Begin to show confidence in new social situations. - Develop a sense of belonging within the nursery/class community. - Begin to play alongside and with other children. - Begin to talk about simple feelings using words such as happy and sad. - Begin to understand and follow simple routines and expectations with adult support.	Nursery Developing Core Movement Skills - Develop confidence in moving safely in a range of ways (walking, running, crawling, climbing). - Begin to develop balancing skills on different surfaces. - Explore riding equipment such as scooters and trikes with increasing control. - Introduce basic ball skills (rolling, throwing and stopping a ball). - Practise climbing stairs and apparatus with support, beginning to use alternate feet. - Use large-muscle movements to make marks, paint and explore movement with ribbons, flags and streamers. - Begin to use one-handed tools safely (e.g. snipping paper with scissors). - Develop an increasingly secure pencil and mark-making grip.
Reception Baseline Assessments		
Reception Autumn: Attention, listening behaviours, vocabulary acquisition, social communication and participation - Understand the expectations for good listening and why listening is important. - Listen attentively during short carpet sessions and small group activities. - Learn and use new everyday classroom vocabulary.	Reception Jigsaw: Being Me in My World - Help others to feel welcome - Try to make our Nursery/Pre-school community a better place - Think about everyone's right to learn - Care about other people's feelings - Work well with others - Choose to follow the Learning Charter	Reception Building Strong Foundations - Revisit and strengthen fundamental movement skills: walking, running, crawling, climbing and jumping. - Develop awareness of personal space and moving safely around others. - Begin improving balance and body control on different surfaces.

- Begin to use new vocabulary throughout the day in play and conversation. - Develop confidence to join in conversations with adults and peers. - Learn and use simple social phrases (e.g. greetings, manners, taking turns). - Engage in daily story times, listening with increasing attention. - Join in with familiar rhymes, songs and repeated refrains Wellcomm Assessments Drawing Club Texts: Wk1 – 2 Whole School Text Wk3 – The Tiger Who Came to Tea Wk4 – The Magic of Yet Wk5 - Little Acorn Wk6 – Poddington Peas Wk7 – Colins Castle Wk8 – Funny Bones	Growth Mindset: ‘Help! I’m stuck!’ - Different ways to do something tricky; putting your coat on by yourself; feeling when things are difficult Wellbeing Kapow: Discover: Trying something new - To discover something new and explore how it feels.	- Develop core strength through climbing, balancing and floor activities. - Introduce correct posture when sitting at carpet time and tables. - Develop basic hand strength through playdough, threading, peg boards and large mark making. - Begin using simple tools safely (paintbrushes, pencils, chunky scissors). - Learn routines for lining up, moving around school safely and independence during mealtimes.
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Specific Areas			
Literacy	Mathematics	Understanding The World	Expressive Arts & Design
Nursery Comprehension - Begin to understand that print carries meaning. - Explore books and talk about what they think is happening in pictures. - Begin to engage in simple conversations about familiar stories. Word Reading - Listen to and enjoy rhymes and repetitive stories. - Begin to notice when words rhyme. Writing - Explore making marks with different tools. - Begin to recognise their own name in print. - Develop interest in giving meaning to their marks. RWI Settling in Time	Nursery Developing Early Number Awareness and Mathematical Language - Join in with number rhymes and begin reciting numbers to 5. - Count objects accurately to 3 using one number for each object. - Begin to recognise small groups of up to 2 objects without counting (early subitising). - Explore finger numbers to 3. - Match quantities to objects through play. - Compare obvious differences in size using language such as big and small. - Explore common 2D shapes through play (circle, square, triangle). - Use simple positional language such as in, on and under. - Notice simple patterns in the environment.	Nursery Me and My World - Use all their senses in hands-on exploration of natural materials. - Talk about what they see, using an increasingly wide vocabulary. - Begin to make sense of their own life story. - Talk about their family and people who are important to them. Outdoor Explorers	Nursery Exploring and Experimenting - Explore different materials freely to discover how they can be used. - Investigate a range of textures through creative materials. - Begin joining materials using simple techniques. - Explore colour using a variety of media. - Listen with increased attention to environmental and musical sounds. - Take part in simple pretend play using one object to represent another. - Join in with familiar songs and begin remembering simple lyrics. - Explore musical instruments and how they make different sounds.

Reception Baseline Assessments

Reception RWI: Read single-letter Set 1 sounds (First 16) m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e Oracy: Repeat simple sentences, talk about characters/settings, describe pictures Transcription: Mark making, name writing, early letter exploration, pencil grip, posture Dictation: Repeat and draw a simple sentence Composition: Understand speech can be written	Reception Mastering Number Subitising: • Subitising within 3 Counting ordinality & cardinality: • Focus on counting skills Composition: • Explore how all numbers are made of 1's • Focus on composition of 3 and 4 Subitising: • Subitise objects and sounds Composition: • Comparison of sets – 'just by looking' • Use the language of comparison more than and fewer than	Reception Me, My Family and My Classroom Community • Talk about members of their immediate family. • Name and describe people who are familiar to them. • Develop an understanding of who belongs in their family and classroom community. • Begin to recognise similarities and differences between themselves and others. • Share experiences about home, family traditions and people who help them. Outdoor Explorers	Reception Exploring and Expressing • Explore a range of art materials using all senses. • Experiment with colour, texture, shape and pattern. • Talk about what they have created and the marks they have made. • Join in with familiar songs and nursery rhymes. • Explore movement to music using simple actions. • Begin imaginative play by acting out familiar experiences. • Work alongside others when creating and playing.
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Interventions	
Wellcomm	Speech & Language Development
Seascales	Emotional Literacy and Language Development
Fine Motor	Strength & Co-ordination Development
Handwriting	Letter Formation Development