



## Termly Planning Overview: **Term 2**

## Fox Class Planner 2025-26

	Week 1 W/B: 3.11.25	Week 2 W/B: 10.11.25	Week 3 W/B: 17.11.25	Week 4 W/B: 24.11.25	Week 5 W/B: 1.12.25	Week 6 W/B: 8.12.25	Week 7 W/B: 15.12.25
School events	Inset Day 3.11.25  Guy Fawkes Day 5.11.25	Anti-bullying Week Odd Sock Day 10.11.25  Remembrance Day Assembly 11.11.25  Children in Need Day 14.11.25  Family Photo Day 15.11.25 9am-12pm	Opal School Stay & Play 17.11.25  RE Focus Week  Prayer Space Week	Bookfair 26.11.25		Christmas Dinner & Jumper Day 10.12.25  EYFS Christmas Event 11.12.25 2-3pm  FOBS Christmas Fayre 12.12.25	Christmas Service at Church 16.12.25  Glow Dodgeball Day 18.12.25  <b>Term Ends</b> 19.12.25
Outdoor Learning	<ul style="list-style-type: none"><li>- <b>Outdoor painting:</b> Group Art (Art)</li><li>- <b>Senses in nature: Sight:</b> Find items to match card colour samples (Geog: Senses in nature: Outdoor Adventures)</li><li>- <b>Nature Catchers:</b> (Geog: Outdoor Adventures)</li><li>- <b>Weather Dependant tasks –</b> Collecting rain water: (Geog: Exploring the weather: Rain: Outdoor Adventures) Puddle Depth: (Geog: Exploring the weather: Rain: Outdoor Adventures)</li><li>- <b>Christmas Event</b></li></ul>						
Growth Mindset	Lesson 2: Everybody Can Learn to Ride a Bicycle <ul style="list-style-type: none"><li>• To identify how people, feel when they find something difficult.</li><li>• To suggest ways of encouraging themselves and others to try again.</li></ul>						
Wellbeing	Connect – Similarities & Differences						
RE Focus	<b>Worldview:</b> Religious & non-religious Worldviews <b>Strand:</b> Religious & non-religious Worldviews <b>Key Question:</b> What do people celebrate and why? <b>Focus of study:</b> Community and Identity						
Collective Worship	<ul style="list-style-type: none"><li>• Compassion/Celebrating Advent</li></ul>						
Prime Areas							
Communication and Language:	Children in EYFS will be learning to: <ul style="list-style-type: none"><li>• Understand how to listen carefully and why listening is important.</li><li>• Learn new vocabulary.</li></ul>						

	<ul style="list-style-type: none"><li>• Use new vocabulary through the day.</li><li>• Ask questions to find out more and to check they understand what has been said to them.</li><li>• Articulate their ideas and thoughts in well-formed sentences.</li><li>• Connect one idea or action to another using a range of connectives.</li><li>• Describe events in some detail.</li><li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li><li>• Develop social phrases.</li><li>• Engage in storytimes.</li><li>• Listen to and talk about stories to build familiarity and understanding.</li><li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li><li>• Use new vocabulary in different contexts.</li><li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li><li>• Learn rhymes, poems and songs.</li><li>• Engage in non-fiction books.</li></ul> <p>Listen to and talk about selected fiction and non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>						
Personal, Social and Emotional Development:	<p><b>Children in EYFS will be learning to:</b></p> <ul style="list-style-type: none"><li>• See themselves as a valuable individual.</li><li>• Build constructive and respectful relationships.</li><li>• Express their feelings and consider the feelings of others.</li><li>• Show resilience and perseverance in the face of challenge.</li><li>• Identify and moderate their own feelings socially and emotionally.</li><li>• Think about the perspectives of others.</li><li>• Manage their own needs.</li></ul> <p>- personal hygiene</p>						
	Jigsaw programme of study: Celebrating Differences						
	Growth Mindset Lesson 2 – Everybody Can Learn to Ride a Bicycle	Piece 1: What am I good at? I can identify something I am good at and understand everyone is good at different things  Antibullying Week	Piece 2: I’m Special, I’m Me! I understand that being different makes us special	Piece 3: Families I know we are all different but the same in some ways	Piece 4: Houses & Homes I can tell you why I think my home is special to me	Piece 5: Making Friends I can tell you how to be a kind friend	Piece 6: Standing Up for Yourself I know which words to use to stand up for myself when someone says or does something unkind

Specific Areas						
Literacy	<b>Children in EYFS will be learning to:</b> <ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read a few common exception words matched to the school's phonic programme.</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• Form lower-case and capital letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>• Re-read what they have written to check that it makes sense.</li> </ul>					
	<b>Drawing Club Focus Books</b>					
	1 - The trouble with Grandad by Babetter Cole	2 - Aliens Love Underpants by Claire Freedman	3 - Hairy MacClary from Donaldson's Dairy by Lynley Dodd	4 - Mr Big by Ed Vere	5 - Dear Zoo by Rod Campbell	6 - Frog in Winter by Max Velthuijs
	7, Betty and the Yeti by Ella Burfoot					
	<b>Motor Skills:</b> <b>Gross motor Skills</b> Ongoing – Create games and provide opportunities for play both indoors and outdoors, to support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility <b>Fine Motor Skills</b> Develop their fine motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Introduce a comfortable grip with good control when holding pens and pencils.					
	<b>Phonics:</b> <b>Daily Read Write Inc lessons</b> Read all Set 1 single letter sounds (25) Blend sounds into words orally					
	<b>Handwriting:</b> Pencil Grip/Developing lowercase letters. Name writing. Develop number writing 1-5.					
	<b>Reading:</b> <b>Reception</b> Class Books to be taken home weekly RWI Books: Changed when required for each group					
Maths	<b>Children in EYFS will be learning to:</b> <ul style="list-style-type: none"> <li>• Count objects, actions and sounds.</li> <li>• Subitise.</li> </ul>					



	<ul style="list-style-type: none"> <li>• Link the number symbol (numeral) with its cardinal number value.</li> <li>• Count beyond ten.</li> <li>• Compare numbers.</li> <li>• Understand the 'one more than/one less than' relationship between consecutive numbers.</li> <li>• Explore the composition of numbers to 10.</li> <li>• Automatically recall number bonds for numbers 0-5 and some to 10.</li> <li>• Select, rotate and manipulate shapes to develop spatial reasoning skills.</li> <li>• Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> <li>• Continue, copy and create repeating patterns.</li> <li>• Compare length, weight and capacity.</li> </ul>						
	<b>Mastering Number Planning (wk9)</b> Composition	<b>Mastering Number Planning (wk10)</b> Composition	<b>Mastering Number Planning (wk11)</b> Counting, ordinality and cardinality	<b>Mastering Number Planning (wk12)</b> Subitising	<b>Mastering Number Planning (wk13)</b> Counting, ordinality and cardinality	<b>Mastering Number Planning (wk14)</b> Composition	<b>Mastering Number Planning (wk15)</b> Comparison

<b>Understanding of the World</b>	<b>Children in EYFS will be learning to:</b> <ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> <li>• Draw information from a simple map.</li> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Explore the natural world around them.</li> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Recognise some environments that are different to the one in which they live.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> </ul>
	<b>Kapow-</b> <b>Sliding Mechanisms (DT)</b> <b>Exploring forces and movement (science)</b>
<b>Expressive Arts and Design</b>	<b>Children in EYFS will be learning to:</b> <ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Develop storylines in their pretend play.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>
	<b>Kapow:</b> <b>Celebration Music (Music)</b> <b>Seasonal Craft inc Christmas (Art)</b>

