



## Fox Class Planner 2025 – 26

### Termly Planning Overview: **Term 6**

	Week 1 W/B: 1.6.26	Week 2 W/B: 8.6.26	Week 3 W/B:15.6.26	Week 4 W/B:22.6.26	Week 5 W/B:29.6.26	Week 6 W/B:6.6.26	Week 7 W/B:13.6.26
<b>School events</b>	Monday 1 <sup>st</sup> Term Begins.			Monday 22 <sup>nd</sup> Whole Class Photos  Wednesday 24 <sup>th</sup> Millets Farm Trip  Friday 26 <sup>th</sup> Shuffle up & Stay and play		Friday 10 <sup>th</sup> FOBS Summer Fair	Monday 13 <sup>th</sup> Sports Day  Tuesday 14 <sup>th</sup> Leavers Service at Church  Friday 18 <sup>th</sup> Last Day of Term for Children
<b>Outdoor Learning</b>	Bug Hotels (Geog: Exploring the seasons: Outdoor Adventure)  Senses in nature: Smell: Make your own perfume (Geog: Senses in nature: Outdoor Adventures)  Dress the teddy for Summer (Geog: Outdoor Adventures)  Weather Dependant tasks – Shadows: (Geog Exploring the weather: Sun: Outdoor Adventures)  Water Painting: Geog: Exploring the weather: Sun: Outdoor Adventures)						
<b>Growth Mindset</b>	<b>Rooting for you</b>  <b>Lesson</b> – Rooting for you <b>Focus</b> – Identifying challenging things, setting personal challenges						
<b>Wellbeing</b>	<b>Transition Support</b>						
<b>RE Focus Day</b>	<b>Worldview:</b> Religious & non-religious Worldviews <b>Strand:</b> Beliefs and Questions <b>Key Question:</b> Does everyone believe in God? <b>Focus of study:</b> Diversity of belief, range of different worldviews and non-religious beliefs						
<b>Collective Worship</b>	<b>Respect</b>						
<b>Prime Areas</b>							
<b>Communication and Language:</b>	<b>Children in EYFS will be learning to:</b> <ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important.</li> <li>Learn new vocabulary.</li> <li>Use new vocabulary through the day.</li> </ul>						

	<ul style="list-style-type: none"> <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> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>					
<b>Personal, Social and Emotional Development:</b>	<b>Children in EYFS will be learning to:</b> <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. <ul style="list-style-type: none"> <li>- personal hygiene</li> </ul> </li> </ul>					
	Jigsaw programme of study: <b>Changing Me</b>					
	Piece 1: My Body	Piece 2: Respecting My Body	Piece 3: Growing Up	Piece 4: Fun & Fears Part 1	Piece 5: Fun and Fears Part 2	Piece 6: Celebration

Specific Areas						
<b>Literacy</b>	<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 Rainbow Fish	2 – Sylvia and Bird by	3 – A little calm spot by Diane Alber	4 - Would you Rather? by John Burningham	5 - Clem and Crab by Fiona Lumbers	6 - The Story of Little Mole by Werner Holzwarth

	by Pfister, Marcus	<b>Catherine Rayner</b>					from all the books read this year
	<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. – See PE curriculum. <b>Fine Motor Skills:</b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery competently. Begin to show accuracy and care when writing and drawing.						
	<b>Wellcomm:</b> <b>Complete Assessments</b> Based on age of individual child & corresponding section <b>Actions</b> Support those children that require individualised interventions						
	<b>Phonics:</b> <b>Daily Read Write Inc lessons</b> Read Green Storybooks Read first 6 Set 2 sounds						
	<b>Handwriting:</b> Write simple phrases and sentences that can be read by others. Efficient number writing 1-10.						
	<b>Reading:</b> <b>Reception</b> Class Books to be taken home weekly RWI Books: Changed when required for each group						
<b>Maths</b>	<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> <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> <li>•</li> </ul>						
	<b>Mastering Number:</b>						
	<b>Mastering Number Planning (wk 26) Subitise to 5</b>	<b>Mastering Number Planning Review &amp; Assess</b>	<b>Mastering Number Planning Review &amp; Assess</b>	<b>Mastering Number Planning Review &amp; Assess</b>	<b>Mastering Number Planning Review &amp; Assess</b>	<b>Repeating Patterns</b>	<b>Review taught concepts</b>

	<b>Introduce the rekenrek</b>	<b>Explore 2-d shapes</b>	<b>Explore 3-d shapes</b>	<b>Mass &amp; Capacity</b>	<b>Length &amp; Height</b>		
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<b>Understanding of the World</b>	<p><b>Children in EYFS will be learning to:</b></p> <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>
	<p><b>Kapow-</b>          Adventures through time (Hist)          Investigating materials (inc floating, sinking, waterproof) -Science</p>
<b>Expressive Arts and Design</b>	<p><b>Children in EYFS will be learning to:</b></p> <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>
	<p><b>Kapow:</b>          Big Band (Music)          Crafty and Design: Let's Get Crafty. (Art)</p>