



## Fox Class Planner 2025-26

### Termly Planning Overview: Term 3

	Week 1 W/B: 5.1.26	Week 2 W/B: 12.1.26	Week 3 W/B: 19.1.26	Week 4 W/B: 26.1.26	Week 5 W/B: 2.2.26	Week 6 W/B: 9.2.26
<b>School events</b>	Monday 5 <sup>th</sup> – Inset  Tuesday 6 <sup>th</sup> - Term Starts  Tuesday 6 <sup>th</sup> – EYFS Team Meeting	Monday 12 <sup>th</sup> – R.E Focus Week  Friday 16 <sup>th</sup> – Pop up Play Village		Wednesday 29 <sup>th</sup> - Whole School R.E Day  Wednesday 29 <sup>th</sup> - Start of Chinese New Year – Year of the Snake	Thursday 6 <sup>th</sup> Feb - Health & Safety Audit	Monday 9 <sup>th</sup> – Friday 13 <sup>th</sup> – Children’s mental health week  Saturday 14 <sup>th</sup> - Valentine’s Day
<b>Outdoor Learning</b>	<ul style="list-style-type: none"> <li>• Kapow – Craft: Salt Painting (Art)</li> <li>• Blow Bubbles and watch them freeze (Geog: Exploring the seasons)</li> <li>• Explore trees and bushes – evergreen and deciduous (Geog: Exploring the seasons)</li> <li>• Dress the teddy for Winter: (Geog: Outdoor Adventures)</li> <li>• Weather Dependant tasks – Exploring the snow: (Geog: Exploring the weather: Snow)</li> <li>• Rainbow snow: (Geog: Exploring the weather: Snow: Outdoor Adventures)</li> </ul>					
<b>Growth Mindset</b>	Lesson 3: Cleversticks – lesson based around a book of the same name by Bernard Ashley <ul style="list-style-type: none"> <li>• To identify characteristics of the different mindsets</li> <li>• To suggest ideas for how a character can develop a growth mindset</li> <li>• To set challenges for themselves and others</li> </ul>					
<b>Wellbeing</b>	Take notice – My surroundings					
<b>RE Focus Day</b>	Worldview: Christianity Strand: Christian Worldviews Key Question: What is the church and who goes there? Focus of study: Beliefs and faiths Community and Identity					
<b>Collective Worship</b>	Roots & Shoots theme: Courage					
<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> <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> </ul>					

	<ul style="list-style-type: none"> <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>	<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. <ul style="list-style-type: none"> <li>- personal hygiene</li> </ul> </li> </ul> <p><b>Jigsaw programme of study: Dreams &amp; Goals</b></p> <table border="1"> <tr> <td>Piece 1: Challenge</td><td>Piece 2: Never Giving Up</td><td>Piece 3: Setting a Goal</td><td>Piece 4: Obstacles &amp; Support</td><td>Piece 5: Flight to the Future</td><td>Piece 6: Footprint Awards</td></tr> </table>	Piece 1: Challenge	Piece 2: Never Giving Up	Piece 3: Setting a Goal	Piece 4: Obstacles & Support	Piece 5: Flight to the Future	Piece 6: Footprint Awards
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<b>Physical Development:</b>	<p><b>Children in EYFS will be learning to:</b></p> <ul style="list-style-type: none"> <li>Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> <li>- rolling/crawling/walking/jumping/running/hopping/skipping/climbing</li> </ul> </li> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> <li>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> <li>Develop their small 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.</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>Combine different movements with ease and fluency.</li> <li>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>Develop overall body-strength, balance, co-ordination and agility.</li> <li>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> <li>- regular physical activity/healthy eating/toothbrushing/sensible amounts of 'screen time'/having a good sleep routine/being a safe pedestrian</li> </ul> </li> <li>Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> <li>- lining up and queuing/mealtimes</li> </ul> </li> </ul>						

Specific Areas												
Literacy	<p><b>Children in EYFS will be learning to:</b></p> <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>											
<p><b>Drawing Club Focus Books</b></p> <table border="1"> <tr> <td>1 - Adventures of The Past The Flintstones</td><td>2 - The Colour Monsters by Anna Llenas</td><td>3 - The Cave by Rob Hodgson</td><td>4 - Elmer by David McKee</td><td>5 - "Slowly, Slowly, slowly," Said the Sloth by Eric Carle</td><td>6 - All Change! By Ian Whybrow</td></tr> </table>							1 - Adventures of The Past The Flintstones	2 - The Colour Monsters by Anna Llenas	3 - The Cave by Rob Hodgson	4 - Elmer by David McKee	5 - "Slowly, Slowly, slowly," Said the Sloth by Eric Carle	6 - All Change! By Ian Whybrow
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<p><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.</p> <p><b>Fine Motor Skills:</b>  Use a comfortable grip with good control when holding pens and pencils. Develop the foundations of a handwriting style.</p>												
<p><b>Phonics:</b>  <b>Daily Read Write Inc lessons</b>  Blend sounds to read words  Read short Ditty stories</p> <p><b>Handwriting:</b>  Lowercase letters /Introducing upper case Letters.  Develop number writing 5-8</p> <p><b>Reading:</b>  <b>Reception</b>  Class Books to be taken home weekly  RWI Books: Changed when required for each group</p>												
Maths	<p><b>Children in EYFS will be learning to:</b></p> <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> </ul>											

	<ul style="list-style-type: none"> <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: Set 3</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> Sliding Mechanisms (DT) Exploring forces and movement (science) Soup (DT) Animal life cycles (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> </ul>

	<ul style="list-style-type: none"><li>• Explore and engage in music making and dance, performing solo or in groups.</li></ul>
	<b>Kapow:</b> Music and Movement ( <b>Music</b> ) Painting and mixed media: Paint my world ( <b>Art</b> )