



Termly Planning Overview: **Term 1**

Fox Class Planner 2025-26

	Week 1 W/B: 1.9.24	Week 2 W/B: 8.9.24	Week 3 W/B: 15.9.24	Week 4 W/B: 22.9.24	Week 5 W/B: 29.09.24	Week 6 W/B: 6.10.24	Week 7 W/B: 13.10.24	Week 8 W.B 20.10.24
School events	<p>Inset – 1.9.25, 2.9.25 & 3.9.25</p> <p>Children in 4.9.25</p> <p>Official Opening of New EYFS Building 5.9.25</p>	<p>Nursery First Day 8.9.25</p> <p>Baseline Assessments</p> <p>Wellcomm Assessments</p> <p>Meet the Teaching Team for parents/carers – 9.9.24</p>	<p>Baseline Assessments</p> <p>Wellcomm Assessments</p> <p>R.E Focus Week</p>	<p>Individual class photos 24.09.24</p>	<p>Final OPAL audit 03.10.24</p>	<p>World Mental Health Day 10.10.25</p>	<p>Harvest Service 14.10.25</p>	<p>Flu Vaccinations 20.10.25</p> <p>Term Ends 24.10.24</p>
Outdoor Learning	<p>Autumn Craft: Nature Wreaths (Art)</p> <p>Mark making with different mediums (Art)</p> <p>Painting & Mixed Media: Paint my world; Painting Outdoors (Art)</p> <p>Observational Pencil Drawing (Art)</p> <p>Autumn item collection and weighing (Geog: Exploring the seasons)</p> <p>Senses in nature: Taste: Plant herb garden (Geog: Senses in nature: Outdoor Adventures)</p> <p>Dress the teddy for Autumn (Geog: Outdoor Adventures)</p> <p>Weather Dependant tasks –</p> <p>Ribbon Dancing: (Geog: Exploring the weather: Wind: Outdoor Adventures)</p> <p>Blowing Bubbles: (Geog: Exploring the weather: Wind: Outdoor Adventures)</p> <p>Hibernation Boxes (DT)</p>							
Growth Mindset	<p><i>Help! I'm stuck!</i></p> <ul style="list-style-type: none">To identify different ways a person can learn to do something tricky.To describe how you feel when learning or doing something difficult.							
Wellbeing	<p>Give: Kind Words</p>							
RE Focus Day	<p>Worldview: Religious and non-religious worldviews</p> <p>Strand: Community and Identity</p> <p>Key Question: Are all families the same?</p> <p>Focus of study: Exploring the diversity found within, as well as between families. Introducing the idea of difference and respect for difference.</p>							
Collective Worship	<ul style="list-style-type: none">GenerosityCelebrating Harvest							
Prime Areas								
Communication and Language:	<p>Children in EYFS will be learning to:</p> <ul style="list-style-type: none">Understand how to listen carefully and why listening is important.Learn new vocabulary.							

	<ul style="list-style-type: none"> • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Engage in storytimes. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. <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:	Children in EYFS will be learning to: <ul style="list-style-type: none"> • 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. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. <p>- personal hygiene</p>							
	Jigsaw programme of study: Being Me in My World							
	Settling in to school life Class Rules	Settling in to school life Class Rules	Piece 1: Who... Me?! To understand how it feels to belong and that we are similar and different	Piece 2: How am I feeling today? To start to recognise and manage feelings	Piece 3: Being at School To enjoy working with others to make school a good place to be	Piece 4: Gentle hands To understand why it is good to be kind and use gentle hands	Piece 5: Our Rights To begin to understand children's rights and this means we should all be allowed to learn and play	Piece 6: Our Responsibilities To begin to learn what being responsible means
Physical Development:	Children in EYFS will be learning to: <ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: - rolling/crawling/walking/jumping/running/hopping/skipping/climbing • Progress towards a more fluent style of moving, with developing control and grace. • 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. • 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. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. 							

	<ul style="list-style-type: none">• Develop overall body-strength, balance, co-ordination and agility.• 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 activities that involve a ball.• Develop the foundations of a handwriting style which is fast, accurate and efficient.• Know and talk about the different factors that support their overall health and wellbeing:<ul style="list-style-type: none">- regular physical activity/healthy eating/toothbrushing/sensible amounts of 'screen time'/having a good sleep routine/being a safe pedestrian• Further develop the skills they need to manage the school day successfully:<ul style="list-style-type: none">- lining up and queuing/mealtimes							
	PE							
	Settling in to the environment	Settling in to the environment – Baseline Assessments	Settling in to the environment – Baseline Assessments	Multi Skills Lesson 1 LO: To develop and improve agility.	Multi Skills Lesson 2 LO: To develop and improve agility.	Multi Skills Lesson 3 LO: To develop and improve balance	Multi Skills Lesson 4 LO: To develop and improve balance	Multi Skills Lesson 5 LO: To develop and improve coordination



Specific Areas							
Literacy	Children in EYFS will be learning to: <ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. 						
	Drawing Club Focus Books						
	Settling in to School	1 – 2 The Word Collector by Peter Reynolds	3 - The Tigger Who Came to Tea by Judith Kerr	4 - The Magic of Yet by Angela DiTerlizzi	5 - The Scarecrows Wedding by Julia Donaldson	6 - Adventures of The Past Poddington Peas by Paul Needs	7 – Colins Castle by Holly Swain 8 - Meg and Mog by Helen Nicoll
	Motor Skills: Gross motor Skills 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. Fine Motor Skills Encourage independent eating and using cutlery. Show a preference for a dominant hand. Use one-handed tools and equipment, i.e., making snips in paper. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.						
	Phonics: Daily Read Write Inc lessons Read single-letter Set 1 sounds (first 16)						
	Handwriting: Pencil Grip/introduce lowercase letters. Name writing						
	Reading: Reception Class Books to be taken home weekly RWI Books: Changed when required for each group						
Maths	Children in EYFS will be learning to: <ul style="list-style-type: none"> • Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value. • Count beyond ten. • Compare numbers. • Understand the 'one more than/one less than' relationship between consecutive numbers. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0-5 and some to 10. 						

	<ul style="list-style-type: none">• Select, rotate and manipulate shapes to develop spatial reasoning skills.• Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.• Continue, copy and create repeating patterns.• Compare length, weight and capacity.				
	1-3 Settling In & Baseline Assessments	MN Subitising	MN Counting ordinality & cardinality	MN Composition	MN Subitising

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