



Medium Term Plans

Reception (Mr Boxall)

Spring Term 2026

Introduction

This medium-term planning document provides a clear, research-informed framework for teaching and learning across the term. It breaks down the EYFS areas of learning into subject-specific strands, ensuring progression, coherence, and alignment with statutory guidance.

Each section includes:

- Intended Learning Outcomes: Clearly identified for each lesson, with scheduled delivery dates.
- Key Vocabulary: Selected to support language development and conceptual understanding, including Tier 2 words for enrichment.
- Unit Summary: A concise overview of the unit's focus and context.
- Learning Overview Grids: Incorporating assessment statements from Range 6 of Birth to 5 Matters, which serve as success criteria for each lesson.
- Early Learning Goals (ELGs): Included to demonstrate how sequential planning supports progression toward end-of-Reception expectations.

Additional Features:

- Characteristics of Effective Learning embedded across all subject areas.
- Alignment with EYFS principles: unique child, positive relationships, enabling environments, and learning and development.
- Intentional Vocabulary Development: Rich language experiences and explicit teaching of key vocabulary.
- Systematic Phonics Integration within literacy strands.
- Child-Led Enquiry opportunities to foster independence and engagement.
- Responsive Planning informed by ongoing observation and assessment.

This comprehensive document makes clear what children will learn, how learning builds progressively, and how assessment guides next steps, supporting strong outcomes and readiness for the end of the Reception year.

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Learning Overview Grids Exemplification

For each area of learning, I have outlined weekly learning intentions designed to progress towards the EYFS Early Learning Goals. Assessment statements are included to track pupil progress effectively. In order for pupils to demonstrate they are on track to meet the ELG, they will need to successfully meet Range 6 statements from Birth to 5 Matters.

These small steps ensure planning is sequential and aligned with age-related expectations.

Below is an example overview showing the structure and information provided in each section.

Subject Area	Key learning focus for the term, outlining what children will work on, the techniques they will practise, and how their skills will progress.
Area of learning and term it will be delivered.	Scheduled dates for each week of learning, indicating when the planned activities and objectives will be delivered during the term.
Learning Intention(s)	This section outlines the specific goals for what children are expected to learn and achieve during the planned activities. It communicates the purpose of the learning and the intended outcomes, providing clarity on what skills, knowledge, or understanding will be developed.
Vocabulary	This section lists the key words and phrases that children will encounter and use during the learning sequence. It highlights important language that supports understanding of concepts and helps develop communication skills. The vocabulary will vary depending on the area of learning and the focus for the term.
Key Text Activities Focus Writing Outcome	These sections outline the key elements of the planned learning, including the main text or resource that will provide context, the activities designed to develop understanding and skills, and the intended outcome that represents the final goal. These components will vary depending on the area of learning, ensuring that the approach is tailored to the specific subject and objectives.
Assessment Statements (Range 6, Birth to 5)	This section provides the developmental statements used to assess children's progress within Range 6 of the Birth to 5 framework. It outlines the expected skills, knowledge, and behaviours for this age range, helping to identify where children are in their learning journey and plan next steps accordingly.
Early Learning Goal (by end of Reception)	This section sets out the expected outcomes for children by the end of the Reception year, based on the Early Learning Goals. It describes the knowledge, skills, and understanding that children should demonstrate to meet the statutory end-of-year expectations.

LITERACY SPRING 1	This term, children will develop their early literacy skills by learning and reciting rhymes, poems, and songs, and listening carefully to the sounds and patterns within them. They will begin to articulate ideas in well-formed sentences and practise forming lower-case letters correctly. Building on their phonics knowledge, children will write short captions and sentences using known sound-letter correspondences, spell words by segmenting sounds, and re-read their writing to check for sense. Linked to thematic activities, they will create story maps, add labels and captions, and compose simple sentences to describe characters and events.					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	05.01.2026	12.01.2026	19.01.2026	26.01.2026	02.02.2026	09.02.2026
Learning Intentions	<ul style="list-style-type: none"> Learn rhymes poems and songs Listen carefully to rhymes and songs paying attention to how they sound Begin to articulate their ideas and thoughts in well-formed sentences 		<ul style="list-style-type: none"> Form lower-case letters correctly Write short sentences with words with known sound-letter correspondences Spell words by identifying the sounds and then writing the sound with letter/s Re-read what they have written to check that it makes sense 			
Vocabulary	beyond, bright, delight, dismal, doubled up, duckweed, grumbled, merry, sheer, daft, drake, respond.		journey, adventure, creep, creek, shortcut, crooked, knobbly, gnarly, clambered, pokey, pointy, scritch, scratchy, vines, chuckled, flippy, whippy, slimy, slippy, slidey, gloomy, scary, starey, pish posh! Panic, glowed, fearsome, frightful.			
Key Texts	<ul style="list-style-type: none"> Step Back in Time (The Literacy Company) When Daddy Fell into the Pond (Alfred Noyes) 		<ul style="list-style-type: none"> Let's All Creep Through Crocodile Creek (Jonny Lambert) 			
Writing Outcome	To write a caption or simple sentence linked to the theme of 'falling into a pond.'		To create a story map of the journey and write labels/captions/sentences describing the crocodile.			
Additional Texts	<ul style="list-style-type: none"> I promise I'll be careful! (The Literacy Company) 		<ul style="list-style-type: none"> Find me a Tiger (Lynley Dodd) All Aboard for the Bobo Road (Stephen Davies) Alfie's Feet (Shirley Hughes) The Selfish Crocodile (Faustin Charles) 			
Assessment Statements (Range 6, Birth to 5)	<p>Communication & Language</p> <ul style="list-style-type: none"> I can listen and respond to ideas expressed by others in conversation or discussion. I can use talk to organise, sequence and clarify my thinking, ideas, feelings and events. I can introduce a storyline or narrative into my play. I can extend my vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. <p>Literacy</p> <ul style="list-style-type: none"> I can give meaning to the marks I make as I draw, write, paint and type using a keyboard or touchscreen technology. I am beginning to segment the sounds in simple words and blend them together and know which letters represent some of them. I can link sounds to letters, naming and sounding the letters of the alphabet. I am beginning to write recognisable letters in sequence, such as my own name. I can use my developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences. 					

<p>Early Learning Goal (by end of Reception)</p>	<p>Communication & Language</p> <ul style="list-style-type: none">• Listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.• Make comments about what I have heard and ask questions to clarify my understanding.• Hold a conversation when engaged in back-and-forth exchanges with my teachers and peers.• Participate in small group, class and one-to-one discussions, offering my own ideas and using recently introduced vocabulary.• Offer explanations of why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poetry when appropriate.• Express my ideas and feelings about my experiences using full sentences, including use of the past, present and future tenses and making use of conjunctions with modelling and support from an adult. <p>Literacy</p> <ul style="list-style-type: none">• Demonstrate understanding of what has been read to me by re-telling stories and narratives using my own words and recently introduced vocabulary.• Anticipate – where appropriate – key events in stories.• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, poems and during role-play.• Say a sound for each letter in the alphabet and at least 10 digraphs.• Read words consistent with my phonics knowledge by sound-blending.• Read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words.• Write recognisable letters, most of which are formed correctly.• Spell words by identifying sounds in them and representing the sounds with a letter or letters.• Write simple phrases and sentences that can be read by others.
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LITERACY SPRING 2	This term, children will focus on forming lower-case and some capital letters correctly and writing short sentences using known sound-letter correspondences. They will practise spelling by segmenting sounds and re-reading their work to ensure it makes sense. As part of their thematic writing, children will compose a letter from Tom's point of view to his mother, describing what he has learned about pirate ships. This activity will encourage imaginative thinking, sentence construction, and the application of phonics knowledge in meaningful contexts.				
	Week 1	Week 2	Week 3	Week 4	Week 5
	23.02.2026	02.03.2026	09..03.2026	16.03.2026	23.03.2026
Learning Intentions	<ul style="list-style-type: none"> Form lower-case and some capital letters correctly Write short sentences with words with known sound-letter correspondences Re-read what they have written to check that it makes sense 				
Vocabulary	false alarm, warnings, pelican, attic, barrel, bobbing, villager, rusty, special, trudged, yelled, silently, harbour, gangplank, captain, crew, ashore, narrow, marched, growled, welcome, skull and crossbones.				
Key Texts	<ul style="list-style-type: none"> The Pirates are Coming! (John Condon) 				
Writing Outcome	To write a letter from the point of view of Tom to his mother, describing what he has learned about pirate ships				
Additional Texts	<ul style="list-style-type: none"> The Pirates Next Door (Jonny Duddle) Ten Little Pirates (Mike Brownlow) How I became a Pirate (Melinda Long) Commotion in the Ocean (Giles Andreae) Peter Pan (1953 film) (Disney) 				
Assessment Statements (Range 6, Birth to 5)	<ul style="list-style-type: none"> I am beginning to form recognisable letters independently. I can use simple tools to effect changes to materials and handle tools safely with increasing control and intention. I can give meaning to the marks I make as I draw, write, paint and type using a keyboard or touchscreen technology. I am beginning to segment the sounds in simple words and blend them together and know which letters represent some of them. I can link sounds to letters, naming and sounding the letters of the alphabet. I am beginning to write recognisable letters in sequence, such as my own name. I can use my developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences. I can recall and discuss stories or information that has been read to me, or that I have read myself. I can use talk to organise, sequence and clarify my thinking, ideas, feelings and events. 				
Early Learning Goal (by end of Reception)	<p>Physical Development (Fine Motor)</p> <ul style="list-style-type: none"> Use a range of small tools, including scissors, paint brushes and cutlery. <p>Communication and Language (Speaking)</p> <ul style="list-style-type: none"> Express my ideas and feelings about my experiences using full sentences, including use of the past, present and future tenses and making use of conjunctions with modelling and support from an adult. <p>Literacy (Comprehension)</p> <ul style="list-style-type: none"> Demonstrate understanding of what has been read to me by re-telling stories and narratives using my own words and recently introduced vocabulary. <p>Literacy (Word Reading)</p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. <p>Literacy (Writing)</p>				

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| | <ul style="list-style-type: none">• Write recognisable letters, most of which are formed correctly.• Spell words by identifying sounds in them and representing the sounds with a letter or letters.• Write simple phrases and sentences that can be read by others. |
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PHONICS SPRING 1	This term, children will continue to progress through Phase 3 phonics, learning new digraphs and trigraphs including ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, and er. They will also practise reading and spelling tricky words such as was, you, they, my, by, all, are, sure, and pure. Alongside this, children will consolidate recognition of double letters (dd, mm, tt, bb, rr, gg, pp, ff) and begin working with longer words. Regular review and assessment will ensure secure understanding and application of these sounds and words in reading and writing.					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	05.01.2026	12.01.2026	19.01.2026	26.01.2026	02.02.2026	09.02.2026
Phoneme / Grapheme Focus	Phase 3: ai / ee / igh / oa	Phase 3: oo / oo / ar / or Tricky Words: was / you / they	Phase 3: ur / ow / oi / ear Tricky words: my / by / all	Phase 3: air / er / Double letter words: dd / mm / tt / bb / rr / gg / pp / ff Tricky words: are / sure / pure	Longer Words	Review and Assess
Assessment Statements (Range 6, Birth to 5)	<ul style="list-style-type: none"> • I am beginning to segment the sounds in simple words and blend them together and know which letters represent some of them. • I can link sounds to letters, naming and sounding the letters of the alphabet. • I am beginning to link sounds to some frequently used digraphs, e.g., sh, th, ee. • I am beginning to read some high-frequency words, and to use my developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences. • I can use my developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences. • I am starting to develop phonic knowledge by identifying letters and writing recognisable letters in sequence, such as my own name. 					
Early Learning Goal (by end of Reception)	<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. 					

PHONICS SPRING 2	This term, children will consolidate their Phase 3 phonics knowledge by revisiting key digraphs and trigraphs such as ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, and er. They will practise reading and spelling longer words, including those with two or more digraphs, words ending in -ing, and compound words. Focus will also include words with s in the middle pronounced as /z/, words ending in -s, and those with -es at the end. Regular review and assessment will ensure children can apply these patterns confidently in both reading and writing.				
	Week 1	Week 2	Week 3	Week 4	Week 5
	23.02.2026	02.03.2026	09..03.2026	16.03.2026	23.03.2026
Phoneme / Grapheme Focus	Review Phase 3: ai / ee / igh / oa / oo / ar / or / ur / oo / ow / oi / ear	Review Phase 3: er / air Double letter words Longer words	Words with two or more digraphs	Longer words Words ending in -ing Compound words	Longer words Words with s in the middle /z/ s Words ending -s Words with -es at end /z/
Assessment Statements (Range 6, Birth to 5)	<ul style="list-style-type: none"> • I am beginning to segment the sounds in simple words and blend them together and know which letters represent some of them. • I can link sounds to letters, naming and sounding the letters of the alphabet. • I am beginning to link sounds to some frequently used digraphs, e.g., sh, th, ee. • I am beginning to read some high-frequency words, and to use my developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences. • I can use my developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences. • I am starting to develop phonic knowledge by identifying letters and writing recognisable letters in sequence, such as my own name. 				
Early Learning Goal (by end of Reception)	<ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. 				

MATHS SPRING 1	This term, children will develop early mathematical understanding by exploring patterns within numbers up to 10, learning addition as combining sets and counting on, and subtraction as taking away and counting back. They will find one more and one less than numbers to 10, create and continue repeating patterns, sort and match objects with reasoning, and present and describe data using practical resources, numerals, and everyday mathematical language.					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	05.01.2026	12.01.2026	19.01.2026	26.01.2026	02.02.2026	09.02.2026
Learning Intentions	<ul style="list-style-type: none"> Explore and represent patterns within numbers up to 10. Understand addition as combining two sets. Understand addition as counting on. Find 1 more than a number from 1 to 10. 		<ul style="list-style-type: none"> Understand subtraction as take away. Understand subtraction as counting back. Find 1 less than a number from 1 to 10. 		<ul style="list-style-type: none"> Talk about, copy, continue and create repeating patterns. Sort and match objects justifying decisions. Present results using practical resources, pictures, drawings and numerals. Describe data using everyday language such as more, less, most or least. 	
Vocabulary	Number, count, zero, one, two, three...eight, nine, ten, larger, how many, how much, altogether, start at, count forwards, count on, more, 1 more, start, then, now, total, add, plus, double, makes, is equal to, equal, equals.		Number, count, zero, one, two, three...eight, nine, ten, take away, how many are left, start at, count backwards, count back, 1 less, start, then, now, subtract, minus, leaves, is equal to, equal, equals.		Size, big, small, shape, colour, pattern, repeat, repeating pattern, unit of repeat, next, match, group, set, same, different, type, count, how many, more, less, most, least.	
Assessment Statements (Range 6, Birth to 5)	<ul style="list-style-type: none"> I can use number names and symbols when comparing numbers, showing interest in large numbers. I can estimate numbers of things with developing accuracy. I am beginning to recite numbers from 0 to 10 (and beyond) and back from 10 to 0. I am becoming increasingly confident at putting numerals in order 0 to 10 (ordinality). I am beginning to subitise numbers to four and five. I can count out up to 10 objects from a larger group. I can match the numeral with a group of items to show how many there are (up to 10). I show an awareness that numbers are made up (composed) of smaller numbers, exploring partitioning in different ways with a wide range of objects. I am beginning to conceptually subitise larger numbers by subitising smaller groups within the number (e.g., sees six raisins on a plate as three and three). In practical activities, I can add one and subtract one with numbers to 10. I am beginning to explore and work out mathematical problems, using signs and strategies of my own choice, including (when appropriate) standard numerals, tallies and "+" or "-" 					
Early Learning Goal (by end of Reception)	<ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including odds and evens, double facts and how quantities can be distributed evenly. 					

MATHS SPRING 2	This term, children will build number fluency by exploring patterns within numbers up to 10, including odd and even numbers and equal distribution. They will develop understanding of time through sequencing events, using time-related language, recognising the hour, and comparing intervals. Counting skills will extend to counting on and back to 20, subitising familiar patterns, estimating quantities, composing and decomposing numbers to 10, and reading and writing numerals to 20. These experiences will strengthen their ability to compare, order, and describe quantities using precise mathematical language.				
	Week 1	Week 2	Week 3	Week 4	Week 5
	23.02.2026	02.03.2026	09.03.2026	16.03.2026	23.03.2026
Learning Intentions	<ul style="list-style-type: none"> Explore and represent patterns within numbers up to 10 including evens and odd, and how quantities can be distributed equally. 	<ul style="list-style-type: none"> Use familiar language to describe time, including year, month, week, day and house. Sequence familiar events. Recognise the time to the hour. Compare intervals of time. 	<ul style="list-style-type: none"> Count on and back in ones to 20. Count objects and actions and sounds to 20. Recognise number of objects presented in familiar patterns to 10 without counting (subitise) Estimate a group of objects and check by counting. Compose and decompose numbers to 10. Read and write numerals 0 to 20. Understand relative size of quantities to compare and order numbers to 20. 		
Vocabulary	Number, count, zero, nought, nothing, none, nil, one, two, three...eighteen, nineteen, twenty, how many, group, groups of, evenly, twice as many, double, same, different, fair, fairly, equal, equally, equal groups of, equal parts, equal number, unfair, unfairly, unequal, left over, share out, sharing, shared equally between, half, halve, even, off, divide, dividing, makes, is equal to, equals, altogether, count in twos.	time, early, earlier, before, now, soon, next, after, late, later, last, bedtime, dinnertime, playtime, morning, afternoon, evening, night, tonight, day, week, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, first, today, yesterday, tomorrow, weekday, weekend, o'clock, start, being, end, lasts, long time, loner time, longest time, short time, shorter time, shortest time, takes longer, takes less time, year, month, hour, minute.	Number, count, count on, count forwards, count back, count backwards, zero, nought, nothing, none, nil, one, two, three ... eighteen, nineteen, twenty, next, after, before, how many, estimate, total, altogether, compare, more, less, fewer, fewest, the same, more than, less than, fewer than, order, least, most, smaller, smallest, larger, largest, between.		
Assessment Statements (Range 6, Birth to 5)	<ul style="list-style-type: none"> I can use number names and symbols when comparing numbers, showing interest in large numbers. I can estimate numbers of things with developing accuracy. I am beginning to recite numbers from 0 to 10 (and beyond) and back from 10 to 0. I am beginning to subitise numbers to four and five. I can count out up to 10 objects from a larger group. I can match the numeral with a group of items to show how many there are (up to 10). I show an awareness that numbers are made up of smaller numbers, exploring partitioning in different ways with a wide range of objects. I am beginning to conceptually subitise larger numbers by subitising smaller groups within the number. In practical activities, I can add one and subtract one with numbers to 10. I am beginning to explore and work out mathematical problems, using signs and strategies of my own choice, including standard numerals, tallies and "+" or "-". I can observe patterns in the environment, beginning to identify the pattern "rule". I can choose familiar objects to create and recreate repeating patterns beyond AB patterns and identify the unit of repeat. I can order and sequence events using everyday language related to time. I am beginning to measure time with timers and calendars. 				
Early Learning Goal (by end of Reception)	<ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including odds and evens, double facts and how quantities can be distributed evenly. 				

PHYSICAL DEVELOPMENT (DANCE SPRING 1)	This term, children will explore how different body parts move and learn to remember and repeat actions with confidence. They will express ideas through movement, experimenting with directions and levels, and begin creating and adapting simple dance patterns. Activities will focus on copying and linking actions, moving with control and coordination, and using imagination to communicate feelings and stories through dance. These experiences will encourage creativity, spatial awareness, and cooperative play while developing physical skills and confidence in movement.					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	05.01.2026	12.01.2026	19.01.2026	26.01.2026	02.02.2026	09.02.2026
Dance Unit 1 Learning Intentions	To explore different body parts and how they move.	To explore different body parts and how they move and remember and repeat actions.	To express and communicate ideas through movement exploring directions and levels.	To create movements and adapt and perform simple dance patterns.	To copy and repeat actions showing confidence and imagination.	To move with control and co-ordination, linking, copying and repeating actions.
Dance Unit 1 Vocabulary	action, bend, count, direction, high, low, move, shake, space, twist.					
Assessment Statements (Range 6, Birth to 5)	<ul style="list-style-type: none"> I can move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. I can experiment with different ways of moving, testing out ideas and adapting movements to reduce risk. 	<ul style="list-style-type: none"> I am beginning to build a collection of songs and dances. 	<ul style="list-style-type: none"> I can express and communicate working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts. I can initiate new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences. 	<ul style="list-style-type: none"> I can choose particular movements, instruments/sounds, colours and materials for my own imaginative purposes. I can play cooperatively as part of a group to create, develop and act out an imaginary idea or narrative. 	<ul style="list-style-type: none"> I can introduce a storyline or narrative into my play. I can respond imaginatively to art works and objects. 	<ul style="list-style-type: none"> I can travel with confidence and skill around, under, over and through balancing and climbing equipment. I can negotiate space successfully when playing racing and chasing games with other children, adjusting my speed or changing direction to avoid obstacles.
Early Learning Goal (by end of Reception)	<p>Physical Development</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for myself and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as by running, jumping, dancing, hopping, skipping and climbing. <p>Expressive Art and Design</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share my creations, explaining the process I have used. Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories with my peers and teachers. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and try to move in time with music. 					

PHYSICAL DEVELOPMENT (FUNDAMENTALS SPRING 1)	This term, children will develop a range of fundamental movement skills, including balancing both while stationary and in motion, running and stopping with control, and changing direction safely. They will practise jumping, hopping, and landing with stability, and explore different ways of travelling confidently through space. These activities will help children improve coordination, spatial awareness, and confidence in movement, while learning to negotiate space safely and adapt movements to reduce risk.					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	05.01.2026	12.01.2026	19.01.2026	26.01.2026	02.02.2026	09.02.2026
Fundamentals Unit 1 Learning Intentions	To develop balancing whilst stationary and on the move.	To develop running and stopping.	To develop changing direction.	To develop jumping and landing.	To develop hopping and landing with control.	To explore different ways to travel.
Fundamentals Unit 1 Vocabulary	balance, bend, direction, hop, jump, land, run, safe, space, stop, travel.					
Assessment Statements (Range 6, Birth to 5)	<ul style="list-style-type: none"> I can travel with confidence and skill around, under, over and through balancing and climbing equipment. 	<ul style="list-style-type: none"> I can move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. 	<ul style="list-style-type: none"> I can negotiate space successfully when playing racing and chasing games with other children, adjusting my speed or changing direction to avoid obstacles. 	<ul style="list-style-type: none"> I can jump off an object and lands appropriately using my hands, arms and body to stabilise and balance. 	<ul style="list-style-type: none"> I can experiment with different ways of moving, testing out ideas and adapting movements to reduce risk. 	<ul style="list-style-type: none"> I can move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
Early Learning Goal (by end of Reception)	Physical Development <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for myself and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as by running, jumping, dancing, hopping, skipping and climbing. 					

PHYSICAL DEVELOPMENT (DANCE SPRING 2)	This term, children will develop control, coordination, and creativity through movement and dance. They will copy, repeat, and explore actions in response to a theme, considering level, shape, and direction. Children will practise moving in time with music, using counts to structure sequences, and begin to link actions confidently. Activities will encourage expressive movement, imaginative responses, and cooperative work, helping children to negotiate space safely and adapt movements to reduce risk. These experiences will support both physical development and expressive arts, fostering confidence and creativity.				
	Week 1	Week 2	Week 3	Week 4	Week 5
	23.02.2026	02.03.2026	09.03.2026	16.03.2026	23.03.2026
Dance Unit 2 Learning Intentions	To copy, repeat and explore actions in response to a theme.	To explore and remember actions considering level, shape and direction.	To move with control and co-ordination, expressing ideas through movement.	To remember and repeat actions moving in time with the music.	To explore actions in response to a theme and begin to use counts.
Dance Unit 2 Vocabulary	Actions, beats, counts, directions, fast, finish position, high, low, quickly, shape, slowly, start position, travel.				
Assessment Statements (Range 6, Birth to 5)	<p>Physical Development (Gross Motor)</p> <ul style="list-style-type: none"> I can move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. I can experiment with different ways of moving, testing out ideas and adapting movements to reduce risk. I can negotiate space successfully when playing racing and chasing games with other children, adjusting my speed or changing direction to avoid obstacles. I can travel with confidence and skill around, under, over and through balancing and climbing equipment. I can show increasing control over an object in pushing, patting, throwing, catching or kicking it. <p>Expressive Art and Design</p> <ul style="list-style-type: none"> I am beginning to build a collection of songs and dances. I can make music in a range of ways, e.g., play with sounds creatively, play along to the beat of the song I am singing or music I am listening to. I can initiate new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences. I can choose particular movements, instruments/sounds, colours and materials for my own imaginative purposes. I can use combinations of art forms, e.g., moving and singing, making and dramatic play, drawing and talking, constructing and mapping. I can play cooperatively as part of a group to create, develop and act out an imaginary idea or narrative. 				
Early Learning Goal (by end of Reception)	<p>Physical Development</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for myself and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as by running, jumping, dancing, hopping, skipping and climbing. <p>Expressive Art and Design</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share my creations, explaining the process I have used. Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories with my peers and teachers. Sing a range of well-known nursery rhymes and songs. <p>Perform songs, rhymes, poems and stories with others and try to move in time with music.</p>				

PHYSICAL DEVELOPMENT (FUNDAMENTALS SPRING 2)	<p>This term, children will develop fundamental movement skills through activities that focus on balance, running and stopping, changing direction, hopping, and jumping with control. They will explore different ways to travel using equipment, moving confidently and safely while negotiating space. These experiences will help improve coordination, strength, and spatial awareness, while encouraging children to experiment with movement and adapt actions to reduce risk.</p>				
	Week 1	Week 2	Week 3	Week 4	Week 5
	23.02.2026	02.03.2026	09.03.2026	16.03.2026	23.03.2026
Fundamentals Unit 2 Learning Intentions	To develop balancing.	To develop running and stopping.	To develop changing direction.	To develop hopping and jumping.	To explore different ways to travel using equipment.
Fundamentals Unit 2 Vocabulary	balance, bend, crawl, fast, hop, jump, land, rules, run, safely, slide, slow, stop.				
Assessment Statements (Range 6, Birth to 5)	<ul style="list-style-type: none"> • I can move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • I can experiment with different ways of moving, testing out ideas and adapting movements to reduce risk. • I can jump off an object and land appropriately using my hands, arms and body to stabilise and balance. • I can negotiate space successfully when playing racing and chasing games with other children, adjusting my speed or changing direction to avoid obstacles. • I can travel with confidence and skill around, under, over and through balancing and climbing equipment. 				
Early Learning Goal (by end of Reception)	Physical Development <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for myself and others. • Demonstrate strength, balance and coordination when playing. Move energetically, such as by running, jumping, dancing, hopping, skipping and climbing.				

UNDERSTANDING THE WORLD (SCIENCE SPRING 1)	<p>This term, children will explore the natural world through hands-on investigations and observations. They will observe birds, identifying similarities and differences, and learn about the life cycle of a frog. Children will experiment with forces to discover ways objects move, explore different sounds, and investigate whether materials float or sink. They will also learn how animals prepare for winter, developing an understanding of seasonal changes. These activities will encourage curiosity, scientific thinking, and language development while fostering respect for nature and the environment.</p>					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	05.01.2026	12.01.2026	19.01.2026	26.01.2026	02.02.2026	09.02.2026
Learning Intentions	To observe birds and talk about what is the same and different.	To explore the lifecycle of a frog.	To explore ways to make objects move.	To explore different sounds.	To explore whether objects float or sink.	To recognise how animals, prepare for winter.
Vocabulary	Sparrow, Robin, Blackbird, Blue Tit, Same, different, similar.	Frog, Amphibian, Egg, Frogspawn, Tadpole, Legs, Froglet, Life cycle.	pull, push, forward, backward, up, down.	Loud, material, volume, quiet.	float, sink, stable, drift.	autumn, hibernation, season, weather, winter.
Assessment Statements (Range 6, Birth to 5)	<ul style="list-style-type: none"> I can look closely at similarities, differences, patterns and changes in nature. I know about similarities and differences in relation to places, objects, materials and living things. I can make observations of animals and plants and explain why some things occur, and talk about changes. 			<ul style="list-style-type: none"> I can use my increasing knowledge and understanding of tools and materials to explore my interests and enquiries and develop my thinking. 	<ul style="list-style-type: none"> I can look closely at similarities, differences, patterns and changes in nature. I know about similarities and differences in relation to places, objects, materials and living things. I can make observations of animals and plants and explain why some things occur, and talk about changes. 	
Early Learning Goal (by end of Reception)	UTW (Natural World) <ul style="list-style-type: none"> Explore the natural world around me making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around me and contrasting environments drawing on my experience and what has been read in class. Understand some important processes and changes in the natural world including the seasons and changing states of matter. 	UTW (Natural World) <ul style="list-style-type: none"> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	EAD <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share my creations, explaining the process I have used. 	UTW (Natural World) <ul style="list-style-type: none"> Explore the natural world around me making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around me and contrasting environments drawing on my experience and what has been read in class. Understand some important processes and changes in the natural world including the seasons and changing states of matter.		

UNDERSTANDING THE WORLD (SCIENCE SPRING 2)	<p>This term, children will learn about oceans and their importance. They will explore what an ocean is, identify features and animals that live there, and understand why oceans need to be kept clean and how we can help protect them. Children will also discover how people explore and learn about the ocean, considering tools and equipment used by explorers. Alongside this, they will observe seasonal changes in spring, making comparisons and noticing patterns in nature. These activities will develop curiosity, observation skills, and an appreciation for caring for the environment.</p>				
	Week 1	Week 2	Week 3	Week 4	Week 5
	23.02.2026	02.03.2026	09.03.2026	16.03.2026	23.03.2026
Learning Intentions	To understand what an ocean is and identify things we might find there.	To recognise and name different animals that live in the ocean.	To learn why oceans need to be kept clean and how we can help.	To explore how people discover and learn about the ocean.	To recognise changes outside in Spring.
Vocabulary	ocean, sea, water, waves, fish, sand, deep, blue	fish, shark, dolphin, crab, jellyfish, octopus, turtle, whale	pollution, rubbish, clean, protect, recycle, plastic, care, environment	explorer, diver, submarine, map, binoculars, deep sea, discover, equipment	growth, season, spring, weather.
Assessment Statements (Range 6, Birth to 5)	<ul style="list-style-type: none"> • I can look closely at similarities, differences, patterns and changes in nature. • I know about similarities and differences in relation to places, objects, materials and living things. • I can make observations of animals and plants and explain why some things occur, and talk about changes. 				
Early Learning Goal (by end of Reception)	Understanding the World (Natural World) <ul style="list-style-type: none"> • Explore the natural world around me making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around me and contrasting environments drawing on my experience and what has been read in class. • Understand some important processes and changes in the natural world including the seasons and changing states of matter. 				

UNDERSTANDING THE WORLD SPRING 1 (GEOGRAPHY)	<p>This term, children will explore maps and develop their understanding of how places and journeys are represented. They will learn to find and name familiar features on maps, consider shapes and positions when creating their own, and build models of familiar places. Using found objects as prompts, children will describe journeys and explore a range of maps before applying their knowledge to design simple maps of their own. These activities will encourage spatial awareness, observation, and creativity while introducing key concepts of mapping and representation.</p>					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	05.01.2026	12.01.2026	19.01.2026	26.01.2026	02.02.2026	09.02.2026
Learning Intentions	To find and name familiar features on maps.	To consider shapes and positions of features when making a map.	To build and describe a model of a familiar place.	To describe a journey using found objects as prompts.	To explore a range of maps.	To apply their knowledge of maps to make their own.
Vocabulary	feature, feature names (e.g. hill, hut, island, lake, land, ocean, palm tree, river), find, identify, look, map, search.	above, aerial, bird's eye view, feature, feature names (e.g. bench, building, field, gate, hall, hill, house, playground, pond, road, steps, tree, woodland), find, identify, look, map, photograph.	building, car park, church, city, field, lake, mosque, post office, town, village.	direction, find, identify, journey, map, object, path, route, feature names (e.g. bench, building, field, gate, house, playground, pond, road, steps, tree, etc.), directional language (e.g. across, around, behind, beneath, next to, under, etc.)	above, aerial, bird's eye view, map, feature, feature names (e.g. bench, building, field, gate, hall, hill, house, playground, pond, road, steps, tree, woodland, etc.), find, identify, look, search.	above, aerial, bird's eye view, feature, feature names (e.g. bench, building, field, gate, hall, hill, house, playground, pond, road, steps, tree, woodland, etc.), map, place.
Assessment Statements (Range 6, Birth to 5)	<ul style="list-style-type: none"> • I can talk about the features of my own immediate environment and how environments might vary from one another. • I know about similarities and differences in relation to places, objects, materials and living things. • I can make observations of animals and plants and explain why some things occur, and talk about changes. • I can look closely at similarities, differences, patterns and changes in nature. • I can join in with family customs and routines. • I can talk about past and present events in my own life and in the lives of family members. 					
Early Learning Goal (by end of Reception)	<p>Understanding the World</p> <ul style="list-style-type: none"> • I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • I know some similarities and differences between religious and cultural communities in this country, drawing upon my own experiences and what has been read in class. • I can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps. 					

UNDERSTANDING THE WORLD SPRING 2 (HISTORY)	<p>This term, children will begin to understand the concept of generations and recognise special achievements from the past and present. They will learn that kings and queens are powerful figures and explore how environments and ways of life change over time. Through comparing modes of transport from the past and present, children will develop an awareness of historical change. They will talk about past and present events in their own lives and those of family members, examine images of familiar situations from the past, and compare characters and figures from stories. These activities will encourage observation, discussion, and sensitivity to similarities and differences among people, places, and traditions.</p>				
	Week 1	Week 2	Week 3	Week 4	Week 5
	23.02.2026	02.03.2026	09.03.2026	16.03.2026	23.03.2026
Learning Intentions	To begin to understand the concept of generations.	To recognise special achievements.	To recognise that kings and queens are powerful people.	To understand that the environment around us changes as time passes.	To compare modes of transport of the past with the present.
Vocabulary	achievement, courageous, horse-drawn cart, king, medal, new, old, past, power, present, queen, royalty, rule, steam train, trophy				
Assessment Statements (Range 6, Birth to 5)	<ul style="list-style-type: none"> I can talk about past and present events in my own life and in the lives of family members. I can talk about images of familiar situations in the past. 	<ul style="list-style-type: none"> I can compare and contrast characters from stories including figures from the past. I know that other children do not always enjoy the same things, and I am sensitive to this. 	<ul style="list-style-type: none"> I can compare and contrast characters from stories including figures from the past. I can talk about similarities and differences between myself and others, and among families, communities, cultures and traditions. 	<ul style="list-style-type: none"> I can look closely at similarities, differences, patterns and changes in nature. I can talk about the features of my own immediate environment and how environments might vary from one another. 	<ul style="list-style-type: none"> I know about similarities and differences in relation to places, objects, materials and living things. I can make observations of animals and plants and explain why some things occur, and talk about changes.
Early Learning Goal (by end of Reception)	<ul style="list-style-type: none"> Talk about the lives of the people around me and their role in society. Know some similarities and differences between things in the past and now, drawing on my own experience and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. Describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between religious and cultural communities in this country, drawing upon my own experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps. Explore the natural world around me making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around me and contrasting environments drawing on my experience and what has been read in class. Understand some important processes and changes in the natural world including the seasons and changing states of matter. 				

EXPRESSIVE ART AND DESIGN SPRING 1	This term, children will develop their creativity and fine motor skills through a range of art and design activities. They will use different materials and techniques to create shiny fish using weaving and foil, and practise cutting and joining skills to make frog models. Children will explore facial features through self-portrait collages and experiment with colour and pattern inspired by Henri Matisse. They will look closely at objects to create observational drawings using lines and shapes, and explore colour mixing by creating tiger faces with a spinning technique. These activities will encourage observation, experimentation, and imaginative expression while building confidence in using tools and materials.					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	05.01.2026	12.01.2026	19.01.2026	26.01.2026	02.02.2026	09.02.2026
Learning Intention	To use different materials to create a shiny fish and talk about its features.	To use cutting and joining skills to create a frog model and talk about its features.	To explore facial features and use different materials to create a self-portrait collage.	To explore facial features and use different materials to create a self-portrait collage.	To look closely at an object and draw what they see using lines and shapes.	To explore colour mixing and create a tiger face using a spinning technique.
Vocabulary	weave, thread, strip, pattern, over, under, loom, foil, shiny, fish, scales, tail, fins, glue,	frog, tube, legs, eyes, glue, cut, stick, flange.	face, eyes, nose, mouth, collage, cut, stick.	leaf, shape, colour, cut, arrange, pattern.	observe, look, draw, lines, shapes, details, pencil.	spin, paint, mix, tiger, stripes, circle.
Activity	Weaving and foil fishes.	Cardboard Tube Frogs.	Self Portrait Collage	Henri Matisse Leaves	Observational Drawing	Salad Spinner Tiger Face
Assessment Statements (Range 6, Birth to 5)	<ul style="list-style-type: none"> I can use my increasing knowledge and understanding of tools and materials to explore my interests and enquiries and develop my thinking. I can develop my own ideas through experimentation with diverse materials, e.g., light, projected image, loose parts, water-colours, powder paint, to express and communicate my discoveries and understanding. I can create representations of both imaginary and real-life ideas, events, people and objects. I can choose particular movements, instruments/sounds, colours and materials for my own imaginative purposes. 		<ul style="list-style-type: none"> I can use my increasing knowledge and understanding of tools and materials to explore my interests and enquiries and develop my thinking. I can develop my own ideas through experimentation with diverse materials, e.g., light, projected image, loose parts, water-colours, powder paint, to express and communicate my discoveries and understanding. I can express and communicate working theories, feelings and understandings using a range of art forms, e.g., movement, dance, drama, music and the visual arts. I can create representations of both imaginary and real-life ideas, events, people and objects. I can choose particular movements, instruments/sounds, colours and materials for my own imaginative purposes. 			
Early Learning Goal (by end of Reception)	<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share creations, explaining the process used. Make use of props and materials when role-playing characters in narratives and stories. Invent, adapt and recount narratives and stories with peers and teachers. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and try to move in time with music. 					

EXPRESSIVE ART AND DESIGN SPRING 2	This term, children will develop their creativity and fine motor skills through a series of themed design and making activities. They will use a range of tools and techniques to design and create a pirate face, exploring control and coordination. Children will design and make pirate hats, practising folding and cutting skills, and experiment with sewing as a joining technique to create felt pirate flags. They will use collage to make parrot puppets, selecting colours and textures for detail, and construct pirate ships from recycled materials, combining shapes and textures to achieve a 3D effect. These activities will encourage planning, problem-solving, and imaginative expression.				
	Week 1	Week 2	Week 3	Week 4	Week 5
	23.02.2026	02.03.2026	09.03.2026	16.03.2026	23.03.2026
Learning Intention	To use a range of tools and techniques to design and create a pirate face, developing control and coordination.	To design and make a pirate hat, exploring shape and size while using folding and cutting skills.	To explore sewing as a joining technique, developing fine motor skills and perseverance.	To create a parrot puppet using collage techniques, selecting colours and textures to represent features.	To construct a pirate ship using recycled materials, combining shapes and textures to create a 3D effect.
Vocabulary	paper plate, paint, glue, scissors, hat, eye patch, beard, decorate.	card, fold, cut, glue, hat, skull, decorate.	felt, sew, stitch, thread, needle, flag.	parrot, feathers, glue, stick, cut, decorate.	ship, sail, glue, card, paint, collage, stick, cut.
Activity	Paper plate pirate faces.	Pirate Hats.	Felt Pirate Flags.	Parrot Puppets.	Pirate Ship.
Assessment Statements (Range 6, Birth to 5)	<ul style="list-style-type: none"> I can use a range of tools competently, safely and confidently. I can create representations of both imaginary and real-life ideas. 	<ul style="list-style-type: none"> I can choose particular colours to use for a purpose. I can use simple tools to effect changes to materials. 	<ul style="list-style-type: none"> I can use a range of tools competently, safely and confidently. I can develop my own ideas and decide which materials to use to express them. 	<ul style="list-style-type: none"> I can create representations of both imaginary and real-life ideas. I can use simple tools to effect changes to materials. 	<ul style="list-style-type: none"> I can plan and make decisions about how to approach a task. I can combine different media and materials for a purpose.
Early Learning Goal (by end of Reception)	EAD: Safely use tools & materials. PD (FM): Use scissors & glue with control. CLL: Use words related to craft & pirates.	EAD: Design/make props. PD: Develop hand strength through cutting and folding. PSED: Confidence in imaginative play.	PD (FM): Develop hand-eye coordination through sewing. EAD: Combine materials and techniques creatively. CL: Use new vocabulary related to textiles and sewing.	EAD: Combine materials for a purpose. CL: Use descriptive language (colours, textures). PD: Develop fine motor skills through sticking and assembling.	EAD: Construct with a variety of materials. Maths: Explore shapes and sizes when assembling parts. PD: Strengthen coordination through cutting and sticking.

RELIGION AND WORLDVIEWS SPRING 1	This term, children will explore what makes stories meaningful and why stories about Jesus are important to Christians. They will reflect on how the Nativity story relates to their own experiences and values, and consider how stories from ancient texts still hold significance today. Through reading and discussing simple texts, children will begin to understand how sacred stories can offer guidance for some people in real-life situations. They will also explore what it means to belong to a community and how shared beliefs and celebrations help people feel connected.					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	05.01.2026	12.01.2026	19.01.2026	26.01.2026	02.02.2026	09.02.2026
Sub-Question	What makes a story special?	Why are stories about Jesus important to Christians?			How does the Nativity story affect me?	
Relevant Knowledge	Stories in ancient texts still hold value for many people today.	Stories can show what people do and celebrate, and most people agree we should be kind to each other			People have different ways to show they belong together and share the same ideas.	
Relevant Skills	N/A	<ul style="list-style-type: none"> Read simple texts together and talking about what they might mean. Apply what is learned from sacred texts to begin to understand these as guidance for some in real life situations. 			<ul style="list-style-type: none"> Explore expressions of what it might mean to belong to a community. 	
Vocabulary	Sacred, Special, Festival, Celebrate, Christian, Muslim, Sikh, Hindu, Jewish, Torah, Bible, Qur'an, Christmas, Rama, Jesus, Prophet, Guidance, Choices, Leader, Moral.					
Assessment Statements (Range 6, Birth to 5)	<ul style="list-style-type: none"> I can talk about images of familiar situations in the past. I can compare and contrast characters from stories including figures from the past. I can join in with family customs and routines. I can talk about past and present events in my own life and in the lives of family members. I know that other children do not always enjoy the same things, and I am sensitive to this. I can talk about similarities and differences between myself and others, and among families, communities, cultures and traditions. 					
Early Learning Goal (by end of Reception)	<ul style="list-style-type: none"> Talk about the lives of the people around me and their role in society. Know some similarities and differences between things in the past and now, drawing on my own experience and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. Describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between religious and cultural communities in this country, drawing upon my own experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps. Explore the natural world around me making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around me and contrasting environments drawing on my experience and what has been read in class. Understand some important processes and changes in the natural world including the seasons and changing states of matter. 					

RELIGION AND WORLDVIEWS SPRING 2	This term, children will explore how stories can teach people about right and wrong and the importance of making good choices. They will consider what qualities make a good leader and who helps us make choices today. Through reading and discussing simple sacred texts, children will begin to understand how these stories offer guidance for some people and reflect shared values such as kindness and fairness. They will engage in reasoning activities, using 'because' to justify ideas, and explore how different communities express belonging and shared beliefs.				
	Week 1	Week 2	Week 3	Week 4	Week 5
	23.02.2026	02.03.2026	09.03.2026	16.03.2026	23.03.2026
Sub-Question	Can stories teach people how to behave?	What can people in sacred stories teach us about the importance of making a good choice?	What qualities does a good leader have?	Who helps us to make good choices today?	
Relevant Knowledge	People have different ideas about right and wrong, but most agree we should be kind and fair to each other.	Stories can show special things people do and celebrate, and most people agree we should be kind and fair.	People have different sources for their ideas about right and wrong but that these often line up and agree on how to treat each other.	People have different sources for their ideas about right and wrong but that these often line up and agree on how to treat each other.	
Relevant Skills	<ul style="list-style-type: none"> Read simple texts together and talking about what they might mean. 	<ul style="list-style-type: none"> Read simple texts together and talking about what they might mean. Apply what is learned from sacred texts to begin to understand these as guidance for some in real life situations. 	<ul style="list-style-type: none"> Engage in simple reasoning, using because to justify some conclusions. 	<ul style="list-style-type: none"> Engage in simple reasoning, using because to justify some conclusions. 	
Vocabulary	Sacred, Special, Festival, Celebrate, Christian, Muslim, Sikh, Hindu, Jewish, Torah, Bible, Qur'an, Christmas, Rama, Jesus, Prophet, Guidance, Choices, Leader, Moral.				
Assessment Statements (Range 6, Birth to 5)	<ul style="list-style-type: none"> I can talk about images of familiar situations in the past. I can compare and contrast characters from stories including figures from the past. I can join in with family customs and routines. I can talk about past and present events in my own life and in the lives of family members. I know that other children do not always enjoy the same things, and I am sensitive to this. I can talk about similarities and differences between myself and others, and among families, communities, cultures and traditions. 				
Early Learning Goal (by end of Reception)	<ul style="list-style-type: none"> Talk about the lives of the people around me and their role in society. Know some similarities and differences between things in the past and now, drawing on my own experience and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. Describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between religious and cultural communities in this country, drawing upon my own experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps. Explore the natural world around me making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around me and contrasting environments drawing on my experience and what has been read in class. Understand some important processes and changes in the natural world including the seasons and changing states of matter. 				

MUSIC SPRING 1	This term, children will explore music and movement as a means of communication and creative expression. They will learn why songs often include actions and begin to use simple Makaton signs to support inclusive communication. Through activities such as action songs, scarf dancing, and group performances, they will develop an understanding of beat, pitch, and tempo, while expressing feelings and ideas through movement. Children will also rehearse and perform for small audiences, combine art forms like singing, dancing, and dramatic play, and work cooperatively to create and share imaginative narratives. These experiences will build confidence, creativity, and musical awareness.					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	05.01.2026	12.01.2026	19.01.2026	26.01.2026	02.02.2026	09.02.2026
Learning Intention(s)	<ul style="list-style-type: none"> To understand why songs, have actions To learn some simple Makaton signs to accompany a song 	<ul style="list-style-type: none"> To explore beat through body movement To express feelings and emotions through movement to music 	<ul style="list-style-type: none"> To explore beat through body movement To express feelings and emotions through movement to music 	<ul style="list-style-type: none"> To explore pitch and tempo through scarf dancing and body movement To express feelings and emotions through movement to music 	<ul style="list-style-type: none"> To compose and rehearse action songs. 	<ul style="list-style-type: none"> To perform action songs to a small audience.
Vocabulary	Actions, Action, songs, Sign, language, Makaton, Deaf, Communication, Communicating, Understand, Lyrics, Verse.	Beat, Music, Heartbeat, Pulse, Steady, Repeat, Constant, Drum.	Music, Piece, Composer, Tempo, Fast, Moderate, Medium, Slow.	Music, Scarf dance, Pitch, High, Low, Triangle, Siren, Cello, Whistle, Sound.	Music, Dance, Scarf dance, rehearse, rehearsal, Audience, Actions, Action songs, Sign language, Makaton.	Music, Dance, Scarf dance, Perform, Performance, Audience, Actions, Action songs, Sign language, Makaton.
Assessment Statements (Range 6, Birth to 5)	<ul style="list-style-type: none"> I am beginning to build a collection of songs and dances I can use combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping. 	<ul style="list-style-type: none"> I can make music in a range of ways, e.g. play with sounds creatively, plays along to the beat of the song I am singing or music I am listening to. I can initiate new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences. 	<ul style="list-style-type: none"> I can make music in a range of ways, e.g. play with sounds creatively, plays along to the beat of the song I am singing or music I am listening to. I can initiate new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences. 	<ul style="list-style-type: none"> I can make music in a range of ways, e.g. play with sounds creatively, plays along to the beat of the song I am singing or music I am listening to. I can express and communicate working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts. 	<ul style="list-style-type: none"> I can play cooperatively as part of a group to create, develop and act out an imaginary idea or narrative. 	<ul style="list-style-type: none"> I can introduce a storyline or narrative into my play I can play cooperatively as part of a group to create, develop and act out an imaginary idea or narrative.
Early Learning Goal (by end of Reception)	Expressive Art and Design: <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 					

MUSIC SPRING 2	This term, children will explore how music can tell stories and convey emotions through movement and sound. They will learn to respond to changes in tempo, pitch, and dynamics by adapting their movements and using actions to retell familiar stories. Through creative activities, children will discover how instruments can represent moods, characters, and actions, and they will compose and perform simple musical stories as part of a group. These experiences will encourage imaginative expression, cooperation, and an understanding of how music and movement work together to communicate ideas.				
	Week 1	Week 2	Week 3	Week 4	Week 5
	23.02.2026	02.03.2026	09.03.2026	16.03.2026	23.03.2026
Learning Intention(s)	<ul style="list-style-type: none"> To move to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece. 	<ul style="list-style-type: none"> To use actions to retell a story to music 	<ul style="list-style-type: none"> To learn how instruments can represent a certain mood, character or action 	<ul style="list-style-type: none"> To create a musical story based upon a familiar routine 	<ul style="list-style-type: none"> To play an instrument as part of a musical story and perform as a group
Vocabulary	classical music, dynamic, loud, quiet, musical story, lyrics, melody.	character, song, lyrics, tempo, fast, slow, dynamic, loud, quiet, musical story.	high, low, tempo, fast, slow, dynamic, loud, quiet, musical story, percussion.	compose, instrument, pitch, dynamic, loud, quiet, Musical story, percussion.	compose, instrument, pitch, high, low, slow, dynamic, loud, quiet, musical, story.
Assessment Statements (Range 6, Birth to 5)	<ul style="list-style-type: none"> I can initiate new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences. I can choose particular movements, instruments/sounds, colours and materials for my own imaginative purposes. 	<ul style="list-style-type: none"> I can introduce a storyline or narrative into my play. I can use combinations of art forms, e.g., moving and singing, making and dramatic play, drawing and talking, constructing and mapping. 	<ul style="list-style-type: none"> I can respond imaginatively to art works and objects, e.g., "this music sounds like dinosaurs." I can choose particular movements, instruments/sounds, colours and materials for my own imaginative purposes. 	<ul style="list-style-type: none"> I can create representations of both imaginary and real-life ideas, events, people and objects. I can introduce a storyline or narrative into my play. 	<ul style="list-style-type: none"> I can make music in a range of ways, e.g., play with sounds creatively, play along to the beat of the song I am singing or music I am listening to. I can play cooperatively as part of a group to create, develop and act out an imaginary idea or narrative.
Early Learning Goal (by end of Reception)	Expressive Art and Design: <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 				

HANDWRITING SPRING 1	This term, children will learn that letters represent sounds and apply this understanding in their writing. They will practise sitting correctly and holding a pencil using the tripod grip to support control and fluency. The focus will be on forming lowercase letters accurately, starting with i, t, l and progressing through u, w, e; c, o; a, d; n, m, h; and j, y. As they develop confidence, they will write words containing these letters with correct joins, building towards writing recognisable letters, spelling words by identifying sounds, and producing simple phrases that can be read by others.					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	05.01.2026	12.01.2026	19.01.2026	26.01.2026	02.02.2026	09.02.2026
Learning Intention(s)	<ul style="list-style-type: none"> Know that each letter is referred to as a sound. To sit correctly for handwriting and hold a pencil using the tripod grip. To form lowercase letters i, t, l correctly. Write words containing i, t, l using the correct joins between each letter. 	<ul style="list-style-type: none"> Know that each letter is referred to as a sound. To sit correctly for handwriting and hold a pencil using the tripod grip. To form lowercase letters u, w, e correctly. Write words containing u, w, e using the correct joins between each letter. 	<ul style="list-style-type: none"> Know that each letter is referred to as a sound. To sit correctly for handwriting and hold a pencil using the tripod grip. To form lowercase letters c, and e correctly. Write words containing c and e using the correct joins between each letter. 	<ul style="list-style-type: none"> Know that each letter is referred to as a sound. To sit correctly for handwriting and hold a pencil using the tripod grip. To form lowercase letters a and d correctly. Write words containing a and d using the correct joins between each letter. 	<ul style="list-style-type: none"> Know that each letter is referred to as a sound. To sit correctly for handwriting and hold a pencil using the tripod grip. To form lowercase letters n, m, h correctly. Write words containing n, m, h using the correct joins between each letter. 	<ul style="list-style-type: none"> Know that each letter is referred to as a sound. To sit correctly for handwriting and hold a pencil using the tripod grip. To form lowercase letters j and y correctly. Write words containing j and y using the correct joins between each letter.
Letter focus	<i>i / t / l</i>	<i>u / w / e</i>	<i>c / o</i>	<i>a / d</i>	<i>n / m / h</i>	<i>j / y</i>
Assessment Statements (Range 6, Birth to 5)	<p>Physical Development (Fine Motor Skills)</p> <ul style="list-style-type: none"> I can handle tools, objects, construction and malleable materials safely and with increasing control and intention. I can use simple tools to effect changes to materials. I am showing a preference for a dominant hand. I am beginning to use anticlockwise movement and retrace vertical lines. I am beginning to form recognisable letters independently. <p>Literacy (Writing)</p> <ul style="list-style-type: none"> I can give meaning to the marks I make as I draw, write, paint and type using a keyboard or touchscreen technology. I am starting to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as my own name. I can use my developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences 					
Early Learning Goal (by end of Reception)	<p>Literacy (Writing):</p> <ul style="list-style-type: none"> I can write recognisable letters, most of which are formed correctly. I can spell words by identifying sounds in them and representing the sounds with a letter or letters. I can write simple phrases and sentences that can be read by others. <p>Physical Development (Fine Motor Skills)</p> <ul style="list-style-type: none"> I can hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. 					

HANDWRITING SPRING 2	This term, children will continue to strengthen their phonics understanding by recognising that each letter represents a sound and applying this knowledge in writing. They will practise sitting correctly and holding a pencil using the tripod grip to support control and fluency. The focus will be on forming lowercase letters accurately, beginning with g and q, then b, p, k, followed by v, s, r, and finally f, x, z, before reviewing all letters taught. As they progress, children will write words containing these letters using correct joins, building confidence in producing recognisable letters, spelling words by identifying sounds, and writing simple phrases that can be read by others, while reinforcing fine motor skills for fluent handwriting.				
	Week 1	Week 2	Week 3	Week 4	Week 5
	23.02.2026	02.03.2026	09.03.2026	16.03.2026	23.03.2026
Learning Intention(s)	<ul style="list-style-type: none"> Know that each letter is referred to as a sound. To sit correctly for handwriting and hold a pencil using the tripod grip. To form lowercase letters g / q correctly. Write words containing g /q using the correct joins between each letter. 	<ul style="list-style-type: none"> Know that each letter is referred to as a sound. To sit correctly for handwriting and hold a pencil using the tripod grip. To form lowercase letters b / p / k correctly. Write words containing b / p / k using the correct joins between each letter. 	<ul style="list-style-type: none"> Know that each letter is referred to as a sound. To sit correctly for handwriting and hold a pencil using the tripod grip. To form lowercase letters v / s / r / l correctly. Write words containing v / s / r using the correct joins between each letter. 	<ul style="list-style-type: none"> Know that each letter is referred to as a sound. To sit correctly for handwriting and hold a pencil using the tripod grip. To form lowercase letters f / x / z correctly. Write words containing f / x / z using the correct joins between each letter. 	<ul style="list-style-type: none"> Know that each letter is referred to as a sound. To sit correctly for handwriting and hold a pencil using the tripod grip. To form lowercase letters. Write words using the correct joins between each letter.
Letter focus	<i>g / q</i>	<i>b / p / k</i>	<i>v / s / r</i>	<i>f / x / z</i>	<i>Review</i>
Assessment Statements (Range 6, Birth to 5)	<p>Physical Development (Fine Motor Skills)</p> <ul style="list-style-type: none"> I can handle tools, objects, construction and malleable materials safely and with increasing control and intention. I can use simple tools to effect changes to materials. I am showing a preference for a dominant hand. I am beginning to use anticlockwise movement and retrace vertical lines. I am beginning to form recognisable letters independently. <p>Literacy (Writing)</p> <ul style="list-style-type: none"> I can give meaning to the marks I make as I draw, write, paint and type using a keyboard or touchscreen technology. I am starting to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as my own name. <p>I can use my developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences</p>				
Early Learning Goal (by end of Reception)	<p>Literacy (Writing):</p> <ul style="list-style-type: none"> I can write recognisable letters, most of which are formed correctly. I can spell words by identifying sounds in them and representing the sounds with a letter or letters. I can write simple phrases and sentences that can be read by others. <p>Physical Development (Fine Motor Skills)</p> <ul style="list-style-type: none"> I can hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. 				

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT SPRING 1	<p>This term the children talk about challenges and facing up to them. They discuss not giving up and trying until they have achieved their goal. The children are encouraged to think about jobs that they might like to have when they are older and are taught to associate what they learn now with being able to have the job they want. They also talk about achieving goals and the feelings linked to this.</p>					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	05.01.2026	12.01.2026	19.01.2026	26.01.2026	02.02.2026	09.02.2026
Learning Intentions	<ul style="list-style-type: none"> To understand that if I persevere I can tackle challenges. 	<ul style="list-style-type: none"> To tell you about a time I didn't give up until I achieved my goal. 	<ul style="list-style-type: none"> To set a goal and work towards it. 	<ul style="list-style-type: none"> To use kind words to encourage people. 	<ul style="list-style-type: none"> To understand the link between what I learn now and the job I might like to do when I'm older. 	<ul style="list-style-type: none"> To say how I feel when I achieve a goal and know what it means to feel proud.
Vocabulary	dream, goal, challenge, job, persevere, achievement, happy, kind, encourage, proud.					
Assessment Statements (Range 6, Birth to 5)	<ul style="list-style-type: none"> I can show confidence in choosing resources and perseverance in carrying out a chosen activity. I can describe what I can do well and are getting better at. I can express a clear idea about what I want to do in my play and how I want to go about it. I understand my own and other people's feelings, offering empathy and comfort. I recognise that I belong to different communities and social groups and communicate freely about my own home and community. I can talk about my own and others' feelings and behaviour and its consequences. 					
Early Learning Goal (by end of Reception)	<p>Personal, Social and Emotional Development:</p> <ul style="list-style-type: none"> Show an understanding of my own feelings and those of others and begin to regulate my behaviour accordingly. Set and work towards simple goals, waiting for what I want and controlling my immediate impulses. Give focused attention to what my teacher says, responding even when engaged in activity and follow instructions involving several ideas or actions. Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to my own and to others' needs. 					

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT SPRING 1	<p>This term children learn about their bodies; the names of some key parts as well as how to stay healthy. They talk about food and that some foods are healthier than others. They discuss the importance of sleep and what they can do to help themselves get to sleep. They talk about hand washing and why it is important. The class also discuss safe adults and what they should do if approached by someone they don't know.</p>				
	Week 1	Week 2	Week 3	Week 4	Week 5
	23.02.2026	02.03.2026	09.03.2026	16.03.2026	23.03.2026
Learning Intention(s)	<ul style="list-style-type: none"> To understand that I need to exercise to keep my body healthy. 	<ul style="list-style-type: none"> To know which foods are healthy and not so healthy and can make healthy eating choices. 	<ul style="list-style-type: none"> To know how to help myself go to sleep and understand why sleep is good for me. 	<ul style="list-style-type: none"> To wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet. 	<ul style="list-style-type: none"> To know who my safe adults are and how to stay safe if they are not close by me.
Vocabulary	<p>healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Heart, Active, Wash, Clean, Safe adult, Scared, Trust</p>				
Assessment Statements (Range 6, Birth to 5)	<ul style="list-style-type: none"> I can seek support, "emotional refuelling" and practical help in new or challenging situations. I am aware of behavioural expectations and sensitive to ideas of justice and fairness. I can speak to others about my own needs, wants, interests and opinions in familiar group. I can show confidence in choosing resources and perseverance in carrying out a chosen activity. I can express a clear idea about what I want to do in my play and how I want to go about it. 				
Early Learning Goal (by end of Reception)	<p>Personal, Social and Emotional Development:</p> <ul style="list-style-type: none"> Show an understanding of my own feelings and those of others and begin to regulate my behaviour accordingly. Set and work towards simple goals, waiting for what I want and controlling my immediate impulses. Give focused attention to what my teacher says, responding even when engaged in activity and follow instructions involving several ideas or actions. Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to my own and to others' needs. 				