

Foundation Class: Autumn 1: All about me										
W.C	C L A S S	Weeks								
		1	2	3	4	5	6	7	8	
		01.09.25	08.09.25	15.09.25	22.09.25	29.09.25	06.10.25	13.10.25	20.10.25	
	Values and Virtues	Eloquent and Truthful								
Areas of Learning	Ten: Ten	N R	VALUES AND VIRTUES: ELOQUENT AND TRUTHFUL TREE LEAVES	VALUES AND VIRTUES: CLASS SAINT	HANDMADE WITH LOVE	BRITISH VALUES- DEMOCRACY	HANDMADE WITH LOVE	BLACK HISTORY MONTH- FLOELLA BENJAMIN	HEALTHY EATING	TOOTH BRUSHING
	CL	N	To listen with interest to the noises of adults make when they read stories.	To begin to distinguish and respond to familiar sounds e.g. a phone ringing. (Listening Games). To use gestures and single words to communicate. To use gestures, sometimes with small phrases to communicate.	To recognise action words by pointing to the right picture e.g. who is sleeping? (Listening Games). To use gestures and single words to communicate. To use gestures, sometimes with small phrases to communicate.	To begin to understand simple concepts e.g. hot, cold, big, little. To start a conversation with and adult or a friend and continue it. (taking turns).	To listen with interest to the noises of adults make when they read stories.	To begin to pay attention to more than one thing at a time. To begin to understand more complex sentences. To start a conversation with and adult or a friend and continue it. (taking turns).	To begin to pay attention to more than one thing at a time. To begin to understand more complex sentences. To start a conversation with and adult or a friend and continue it. (taking turns).	To begin to pay attention to more than one thing at a time. To begin to understand more complex sentences.
		R	To talk to adults in the classroom environment. To learn new vocabulary from their starting point. To use new vocabulary throughout the day.	To understand how to listen carefully. To understand why listening is important. To understand one step instructions. (Listening Games) To talk to adults in the classroom environment. To learn new vocabulary from their starting point.	To learn new vocabulary from their starting point. To use new vocabulary throughout the day. To talk in front of a small group.	To engage in story times, joining in with repeated phrases and actions. To use new vocabulary throughout the day. To talk in front of a small group.	To engage in story times, joining in with repeated phrases and actions. To use new vocabulary throughout the day. To talk in front of a small group.	To engage in story times, joining in with repeated phrases and actions. To begin to understand how and why questions. To talk in front of a small group. To answer questions in front of the whole class. To respond to instructions with more than one step.	To engage in story times, joining in with repeated phrases and actions. To begin to understand how and why questions. To talk in front of a small group. To answer questions in front of the whole class. To respond to instructions with more than one step.	To begin to understand how and why questions. To answer questions in front of the whole class. To respond to instructions with more than one step.
	PD GM	N	To walk upstairs or downstairs holding onto a rail. To squat with steadiness to rest or play and rise up without using hands.	To squat with steadiness to rest or play and rise up without using hands. To walk upstairs or downstairs holding onto a rail. To run safely on whole foot.	To climb confidently on nursery playing equipment. To run safely on whole foot. To kick a large ball.	To run safely on whole foot. To kick a large ball. To use large muscle movements to wave flags and streamers, paint and make marks.	To run safely on whole foot. To kick a large ball. To use large muscle movements to wave flags and streamers, paint and make marks.	To run safely on whole foot. To kick a large ball. To use large muscle movements to wave flags and streamers, paint and make marks.	To continue to develop their movement balancing, riding (scooters, bikes, trikes) and ball skills.	To continue to develop their movement balancing, riding (scooters, bikes, trikes) and ball skills.
		R	To stop safely. To move safely in a space.	To stop safely. To move safely in a space. To run and stop.	To move safely in a space. To run and stop. To change direction.	To run and stop. To change direction. To jump, hop and balance.	To jump, hop and balance. To follow a path and take turns. To work co-operatively with a partner.	To follow a path and take turns. To work co-operatively with a partner.	To develop control when using equipment. To explore different ways to travel using equipment.	To work co-operatively with a partner. To develop control when using equipment. To explore different ways to travel using equipment.
	PD FM	N	To turn pages in a book. To show control in holding and using objects such as jugs to pour, hammers, books and mark making tools.	To turn pages in a book. To show control in holding and using objects such as jugs to pour, hammers, books and mark making tools.	To turn pages in a book. To show control in holding and using objects such as jugs to pour, hammers, books and mark making tools.	To show control in holding and using objects such as jugs to pour, hammers, books and mark making tools.	To show control in holding and using objects such as jugs to pour, hammers, books and mark making tools.	To grip small items with increasing control. To begin to use tripod grip. To follow dots to draw lines.	To grip small items with increasing control. To begin to use tripod grip. To follow dots to draw lines.	To grip small items with increasing control. To begin to use tripod grip. To follow dots to draw lines.
		R	To use a dominant hand. To begin to use anticlockwise movements and retrace vertical lines. To thread large beads. To use large pegs.	To use a dominant hand. To begin to use a tripod grip when using mark making tools To begin to use anticlockwise movements and retrace vertical lines. To mark make using different shapes.	To use a dominant hand. To use large pegs. To begin to use anticlockwise movements and retrace vertical lines. To begin to use a tripod grip when using mark making tools. To mark make using different shapes.	To thread large beads. To use large pegs. To begin to use anticlockwise movements and retrace vertical lines. To use a dominant hand. To begin to copy letters To hold scissors correctly..	To use a tripod grip when using mark making tools. To accurately draw lines, circles and shapes to draw pictures. To begin to copy letters. To hold scissors correctly.	To use a tripod grip when using mark making tools. To accurately draw lines, circles and shapes to draw pictures. To write taught letters using correct formation. To hold scissors correctly and cut along straight and zigzagged lines.	To use a tripod grip when using mark making tools. To use a tweezer to transfer objects. To write taught letters using correct formation. To hold scissors correctly and cut along straight and zigzagged lines.	To use a tripod grip when using mark making tools. To use a tweezer to transfer objects. To write taught letters using correct formation. To hold scissors correctly and cut along straight and zigzagged lines
	CLASS TEXT		MIXED- Arree Chung		What Makes Me a Me?-Ben Faulkes		The Three Little Pigs- Traditional Tales		Pumpkin soup- Helen Cooper	
	L	N	To show interest when listening to a story. To show interest in illustrations when looking at books To show an interest in marks in the environment. To begin to make own marks.	To show interest when listening to a story. To show interest in illustrations when looking at books. To show an interest in marks in the environment. To begin to make own marks.	To show interest when listening to a story. To show interest in illustrations when looking at books To look at books in the environment independently. To be able to give meanings to marks they have seen. To begin to make own marks.	To show interest when listening to a story. To show interest in illustrations when looking at books. To show an interest in marks in the environment. To be able to make up stories when looking out at books. To begin to imitate marks they have seen.	To demonstrate increasing attention when listening to stories. To answer questions by pointing at pictures from the story e.g. Where is the pig going? To look at books in the environment independently. To be able to give meanings to marks they have seen. To begin to imitate marks they have seen.	To demonstrate increasing attention when listening to stories. To answer questions by pointing at pictures from the story e.g. Where is the pig going? To be able to handle books the correct way. To be able to make up stories when looking out at books. To begin to trace over shapes and patterns e.g. circles and zigzags.	To demonstrate increasing attention when listening to stories. To answer questions by pointing at pictures from the story e.g. Where is the pig going? To look at books in the environment independently. To be able to handle books the correct way. To be able to give meanings to marks they have seen. To begin to trace over shapes and patterns e.g. circles and zigzags.	To demonstrate increasing attention when listening to stories. To answer questions by pointing at pictures from the story e.g. Where is the pig going? To be able to handle books the correct way. To be able to make up stories when looking out at books. To be able to give meaning to their own marks.

	R	To begin to answer questions about stories read to them. To use pictures to tell stories. To give meanings to the marks they make.	To sequence familiar stories. To independently look at a book, holding it the correct way and turning pages To understand marks, carry meaning. To give marks meaning in the environment. To give meanings to the marks they make. To copy their name.	To independently look at a book, holding it the correct way and turning pages. To engage in story times, joining in with repeated phrases and actions. To understand marks, carry meaning. To give marks meaning in the environment. To copy their name.	To sequence familiar stories. To use pictures to tell stories. To independently look at a book, holding it the correct way and turning pages To hear and say initial sounds in words. To copy their name.	To independently look at a book, holding it the correct way and turning pages. To engage in story times, joining in with repeated phrases and actions. To hear and say initial sounds in words. To write their name.	To sequence familiar stories. To use pictures to tell stories. To independently look at a book, holding it the correct way and turning pages To recognise LW Phase 2 sounds and some Phase 2 tricky words. To begin to segment and blend CVC words made up of LW phase 2 sounds with support. To form LW Phase 2 taught sounds.	To begin to answer questions about stories read to them To independently look at a book, holding it the correct way and turning pages To recognise LW Phase 2 sounds and some Phase 2 tricky words. To begin to segment and blend CVC words made up of LW phase 2 sounds with support. To begin to write CVC words using taught sounds (LW Phase 2 Autumn 1 Graphemes) Begin to write HPW (I, is the) To begin to use the correct letter formation of taught sounds (LW Phase 2 Autumn 1 Graphemes)	To sequence familiar stories. To use pictures to tell stories. To recognise LW Phase 2 sounds and some Phase 2 tricky words. To begin to segment and blend CVC words made up of LW phase 2 sounds with support. To begin to write CVC words using taught sounds (LW Phase 2 Autumn 1 Graphemes) To write their name. To begin to use the correct letter formation of taught sounds (LW Phase 2 Autumn 1 Graphemes) To write CVC words using taught sounds (LW Phase 2 Autumn 1 Graphemes) with support.	
		N	To say some number names at random. To understand time-based events such as snack time/home time.	To have awareness that numbers relate to an amount, e.g. talks about age, door number	To understand time-based events such as snack time/home time.	To comment on simple shapes and patterns.	To recite numbers in order to 5	To comment on simple shapes and patterns. To begin to categorise objects according to properties, such as shape or size.	To recite numbers in order to 5 To experiment with their own symbols and marks as well as numerals.	To begin to use the language of size. To begin to categorise objects according to properties, such as shape or size.
	M	R	To say which group has more. To say which group has less.	To recognise numbers 1–3. To begin to subitise to 3. To recognise 1p and 2p. To recognise 1 o'clock, 2 o'clock, and 3 o'clock.	To find 'one more / less than' numbers to 3 To explore the composition of 2 and 3. To compare quantities to 3.	To recognise and name circle and triangle. To recognise and name square and rectangle.	To count to 5. To recognise numbers 1–5. To begin to subitise to 5. To recognise 5p. To recognise 4 o'clock and 5 o'clock. To find one more than numbers to 5. To find one less than numbers to 5.	To match and sort objects. To finish a repeating pattern of 2 objects or colours.	To compare quantities to 5. To explore the composition of 4 and 5.	To compare capacity, length, height, size.
	UW				SCIENCE	SCIENCE/GEOG	SCIENCE	HIST	GEOG	SCIENCE
					What is the same? What is different?	Who is in my family?	How have I Changed?	Toys from the Past	Where do I live?	What is Autumn?
		N			To begin to understand that they have similarities and differences that connect them to and distinguish them from others.	To show a sense of own immediate family and relations.	To begin to make sense of their own life story and family history.	To comment on photos from the past.	To show enjoyment playing with small world models such as a farm a garage or a train track. To notice detailed features of objects in their environment.	To notice detailed features of objects in their environment. To begin to use all of their senses in hands on experiences of natural materials.
		R			To identify similarities and differences between themselves and peers.	To know about family structures and talk about who is part of their family.	To know how they have changed from when they were younger. To talk about the story of their life.	To understand the difference between old and new. To know about figures from the past.	To know the name of the city they live in. To know about features of the world and Earth.	To ask questions about the natural environment. To know about and recognise the basic signs of seasons.
	EAD		ART	ART	Music	ART	MUSIC	ART	DT	Art Digital
			SELF PORTRAITS	Colour Mixing- HANDPRINT	Charanga	Family Line Drawings	Charanga	Paint your Favourite Toy	HOUSES- JUNK MODELLING	AUTUMN PHOTOS/ DRAWING PURPLE MASH IPAD
		N	To begin to explore media such as colours and paint to make marks	To begin to explore media such as colours and paint to make marks.	To show an interest in the way musical instruments sound. To begin to make sounds by banging, shaking, tapping, and other forms of making sounds.	To begin to use representation to communicate e.g. drawing a line and saying, "that's me" ..	To show interest in joining in singing favourite songs. To begin to move to musical rhythms. To show interest in joining in dance and nursery rhymes.	To begin to explore media such as colours and paint to make marks.	To begin to explore media such as colours and paint to make marks.	
R		To use colours for a particular purpose.	To name colours. To experiment with mixing colours. To use colours for a particular purpose.	To create musical patterns using body percussion.	To create simple representations of people and objects. To draw and colour with pencils and crayons.	To create musical patterns using body percussion.	To create simple representations of people and objects. To draw and colour with pencils and crayons.	To share their creations.	To use a camera to take photos To draw simple pictures using technology..	
RE	N		RE BASELINE	UNIT A CREATION					UNIT B PEOPLE WHO CARE FOR US	
	R		RE BASELINE							