Year Group: Foundation Stage Curriculum Planning Pentecost 1 2026 Teachers:SM/KA/CA/MB/NB/NH

CENTRAL THEMES

Dinosaurs/ Wild Animals

Dinosaurs
Safari animals
Jungle animals
Arctic animals
Woodland animals

Religious Education

Good news
What is good news?
Friends
Is it good to have friends?

Personal social and emotional development

To know what their bodies need.
To know how to keep trying if they find something difficult.
To know how to approach tasks with resilience.
To know how to show resilience when things don't go their way.
To know how to eat healthily.
To know how to keep their minds and bodies healthy.

Communication and Language

To engage in extended conversations about stories using new vocabulary.
To learn rhymes and poems.
To engage with non-fiction books.

Literacy

To know about page sequencing.
To use some of their print and letter knowledge in their early writing.
To re-read books to build up confidence in word reading, fluency and for understanding and enjoyment.
To write short sentences with words with known sound/letter correspondences using a capital letter and a full stop.
To re-read what they have written to check that it makes sense.

Physical Development

To use one-handed tools and equipment, for example, making snips in paper with scissors.
To use a comfortable grip with good control when holding pens and pencils.
To show a preference for a dominant hand.
To be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
To match their developing physical skills to tasks and activities in the setting.
To develop their small motor skills so that they can use a range of tools competently, safely and confidently.
To develop the foundations of a handwriting style which is fast, accurate and efficient.
To further develop and refine a range of ball skills.
To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
To progress towards a more fluent style of moving, with developing control and grace.

MFL

To listen and respond to simple rhymes, stories and songs.
To recognise and respond to sound patterns and words
To listen attentively and understand simple instructions and praise words
To imitate pronunciation of sounds.
To recognise and respond to some French words
To join in with the singing of French songs.

Understanding the world.

To begin to make sense of their own life story and their families history.
To know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
To understand the key features of a life cycle of an animal.
To recognise some similarities and differences between life in this country and life in other countries
To explore the natural world around them.
To compare and contrast characters from stories, including figures from the past.

Expressive Arts and Design

To explore different materials freely, to develop their ideas about how to use them and what to make.
To develop their own ideas and then decide which materials to use to express them.
To join different materials and explore different textures.
To develop scissor skills.
To develop threading skills.
To learn about the different ways in which we can join materials together and to practise these techniques.
To learn how to fold, curl and cut paper to achieve a desired effect.
To create a design for a tissue paper flower.
To create a tissue paper flower based upon last lesson's design.
To refine small motor skills through the use of drawing, cutting and manipulating paper.

Mathematics

To solve real world mathematical problems with numbers up to 5.
To talk about and explore 3d shapes using informal and mathematical language.
To select shapes appropriately for a purpose.
To combine shapes to make new ones.
To build numbers beyond 10.
To count patterns beyond 10.
To explore and manipulate shapes.
To explore grouping, sharing and doubling.