
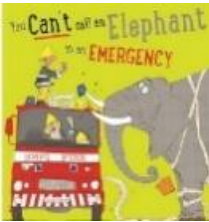
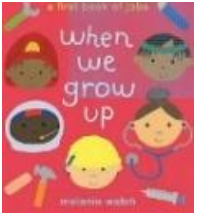




LEARN, GROW, ACHIEVE

<p><u>Year Nursery</u></p> <ul style="list-style-type: none"> ➤ Cultural Capital: Exploring people who help us in their local community. ➤ WC. 5th Jan – 5 new starters – settling in time. ➤ 14th Jan – Superhero Wow Day ➤ World Religion Day - 19th Jan ➤ Penguin Awareness Day- 20th Jan ➤ Children’s mental health week - W/C 9th-15th Feb- Daily mindfulness activities. ➤ W.C. 9TH – Lunar New Year. ➤ Valentine’s Day 14th- Baking/Craft Day (13th) ➤ 13th Feb – last day of term 	<p>Medium Term Planning Spring 1 2026 Foundation Stage 1</p> <p>Topic Title: Who is a superhero and why? Driver Subject: UW – People, Culture and Communities Enhancer subject: UW – Past and Present</p>		
	<p style="text-align: center;"><u>Week 1 & 2</u> W/C: 05.01.25 and 12.01.26</p> <div style="text-align: center;">  </div> <p style="text-align: center;">What makes superheroes super?</p> <ul style="list-style-type: none"> ➤ New Starters ➤ 14th Jan – Superhero Wow Day <p>Role-Play: Indoors – shop Outdoors – Doctors</p>	<p style="text-align: center;"><u>Week 3 & 4</u> W/C: 19.01.25 and 26.01.26</p> <div style="text-align: center;">  </div> <p style="text-align: center;">Who can I call in an emergency?</p> <p>Role-Play: Indoors – Specsavers Outdoors – Fire station</p>	<p style="text-align: center;"><u>Week 5 & 6</u> W/C: 02.02.25 and 09.02.26</p> <div style="text-align: center;">  </div> <p style="text-align: center;">Which real life superhero would you be and why?</p> <ul style="list-style-type: none"> ➤ W.C.9th - Children’s mental health week– Daily mindfulness activities. ➤ Valentines Baking/Craft Day (13th) <p>Role-Play: Indoors – vets Outdoors – police station</p>

Characteristics of Effective Teaching and Learning		Playing and exploring – Playing with what they know		Active learning – Being involved and concentrating		Creative and critical thinking- Having their own ideas	
WRITING		Sometimes gives meaning to drawings/paintings		Ascribes meaning in own mark-making		Ascribes meaning to familiar signs, symbols and words in own mark-making	
READING COMP – Comprehension WR – Word Reading		Anticipates some key events and phrases in rhymes and stories (COMP)		Recognises familiar words and signs in some contexts e.g., name, logos, icons (WR)		Listens and joins in with some repeated refrains (COMP)	
MATHS N - number NP- numerical pattern		Sometimes matches numeral to quantity to 3 and beyond (N)	Counts up to 5 items using 1:1 correspondence (NP)	Separates a group of 3 or 4 in different ways (N)	Compares small groups of up to 5 and beyond, saying when they are the same (NP)	Begins to subitise to 3 (N)	Recites numbers to 10 with increasing independence (NP)
PSED MS- Managing Self BR- building Relationships SR- Self Regulation		Imitates adult's behaviour to guide own social interactions with peers (BR)		Begins to observe effects of activity on own body (MS)		Uses related words to talk about own feelings (SR)	
COMMUNICATION AND LANGUAGE S – Speaking LAU – Listening, Attention and Understanding		Retells a past event in the correct order (S) Is able to focus on things of interest (LAU)		Uses new vocabulary they hear in their community (S) Can listen to others when conversation interests them e.g., in their own play (LAU)		Uses talk to explain what is happening or to anticipate what will happen next (S) Listens to familiar stories with increasing recall (LAU)	
UTW	PAST AND PRESENT (ENHANCER SUBJECT)	Shows an interest in the lives of people that are familiar to them e.g., doctor, police etc		Shows an interest in different cultures/ places Linked to World Religion Day/ Lunar New Year.		Continues to develop understanding about the differences between people	

	PEOPLE, CULTURE AND COMMUNITIES (DRIVER SUBJECT)	Shows an interest in different occupations (linked to PCC)	Shows an interest and talks about the lives of people that are familiar to them (linked to PCC)	
	THE NATURAL WORLD	Talks and asks questions about what they have observed in the natural world		
PHYSICAL DEVELOPMENT	GROSS MOTOR	Moves freely and with pleasure in different ways (GM)	Uses large muscle movements to draw lines/circles (GM)	Begins to increase independence to dress/undress e.g., putting coats/do zips (GM)
	FINE MOTOR	Uses one-handed tools and equipment e.g., makes snips in paper with scissors (FM)	Uses a comfortable grip and good control when using writing tools (FM)	Can grasp and release with two hands e.g., ball, beanbag, object (FM)
EXPRESSIVE ART AND DESIGN	CREATING WITH MATERIALS	Explores and describes a range of textures	Joins different materials	Draws with some detail
	BEING IMAGINATIVE AND EXPRESSIVE	Begins to develop stories using small world equipment	Engages in imaginative play, sometimes using first hand experiences	
NON-STATUTORY	TECHNOLOGY Non-statutory should be in your weekly provision	Can you begin to respond to some positional language? (Computer Science)	Can you begin to show an understanding that information can be retrieved from computers (Digital Literacy)	Can you begin to operate simple equipment? e.g. I-pad/remote control car (Information Technology)
	SHAPE, SPACE AND MEASURE	Responds to positional/directional language (linked to computer science)	Uses shapes appropriately in their play	Uses shapes appropriately in their play