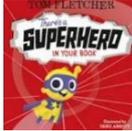




LEARN, GROW, ACHIEVE

<p>Year Reception Cultural Capital: Longmoor Value: Ambitious</p> <p>Superhero Day Being healthy day Lunar New Year Pancake Day Oracy Day World Religion Day Maths Day</p>	<p>Medium term planning Spring 1 2026 Foundation Stage 2</p> <p>Topic Title: Who is a superhero and why?</p> <p>Driver Subject: UW: Past and Present Enhancer subject: UW – People, Culture and Communities</p>		
<p><u>Texts:</u></p> <ul style="list-style-type: none"> <li>• <u>There's a superhero in your book</u></li> <li>• <u>People who help us non-fiction</u></li> <li>• <u>Supertato</u></li> </ul>	<p><u>Week 1-2</u> <u>(5<sup>th</sup> and 12<sup>th</sup> Jan)</u> <u>Can fruit and vegetables be superheroes?</u></p> 	<p><u>Week 3-4</u> <u>(19<sup>th</sup> and 26<sup>th</sup> Jan)</u> <u>What is a real-life superhero?</u></p> 	<p><u>Week 5-6</u> <u>(2<sup>nd</sup> and 9<sup>th</sup> Feb)</u> <u>What makes a superhero super?</u></p> 
<p><u>Characteristics of Effective</u></p>	<p>Playing and Exploring</p> <ul style="list-style-type: none"> <li>• Finding out and exploring</li> </ul>	<p>Active Learning</p>	<p>Creating and Thinking critically</p> <ul style="list-style-type: none"> <li>• Having own ideas</li> </ul>

<p><u>Teaching and Learning</u></p>	<ul style="list-style-type: none"> <li>• Using what they know in their play</li> <li>• Being willing to have a go</li> </ul>	<ul style="list-style-type: none"> <li>• Being involved and concentrating</li> <li>• Keep on trying</li> <li>• Enjoying achieving what they set out to do</li> </ul>	<ul style="list-style-type: none"> <li>• Using what they already know to learn new things</li> <li>• Choosing ways to do things and finding new ways</li> </ul>
<p><b>PSED</b> You may want a fortnightly focus for your PRIME areas</p>	<p><u>Managing Self</u> Identifies a range of healthy foods and practices (MS)</p>	<p><u>Building Relationships</u> With adult support, can play cooperatively with a range of children and able to find compromises (BR)</p>	<p><u>Self-Regulation</u> Aware of boundaries set and behavioural expectations in setting (SR)</p>
<p><b>PHYSICAL DEVELOPMENT GROSS MOTOR</b></p>	<p>Negotiates space successfully when racing/playing with other children, adjusting speed and changing direction (GM)</p>	<p>Will experiment and combine different ways of moving demonstrating increasing level of skill.</p>	<p>Travels with confidence and skill, under, over and through balancing and climbing equipment.</p>
<p><b>FINE MOTOR</b></p>	<p>Uses construction and malleable materials with increasing control and expertise.(FM)</p>	<p>Uses a pencil effectively to form recognisable letters, most of which are correctly formed (FM)</p>	<p>Uses tools with increasing confidence and accuracy to effect changes to materials (FM)</p>
<p><b>COMMUNICATION AND LANGUAGE</b></p>	<p>Maintains attention, concentrates and sits</p>	<p>Participates and uses newly introduced vocabulary in 1:1/ small group contexts (S)</p>	<p>Uses talk to organise, sequence and clarify thinking and ideas (S)</p>

	appropriately during an activity (LAU)					
<b>READING</b>	Reads most phase 3 common exception words (WR)		Knows that information can be retrieved from books (COMP)		Reads CVCs and beginning CVCCs (WR)	
<b>WRITING</b>	Segments the sounds in simple words and blend them together		Begins to break the flow of speech into words		Attempts to write phrases	
<b>MATHS</b> 1 week number and 1 week numerical pattern  Mastering Number sessions	MN-Week 12 Counting  Begin to counts objects/actions in different to 10 (one to one correspondence) <b>ADD PITAS</b>	MN-Week 13 Composition  Identify composition of numbers 5-7 <b>ADD PITAS</b>	MN-Week 14 Composition  Identify composition of numbers 8-10 <b>ADD PITAS</b>	MN-Week 15 Comparison  Compares quantities to 10 knowing what is less or more  <b>ADD PITAS</b>	MN-Week 16 Counting  Begin to counts objects/actions in different to 10 (one to one correspondence)  <b>ADD PITAS</b>	MN-Week 17 Comparison  Compares quantities to 10 knowing what is less or more <b>ADD PITAS</b>

<p><b>UNDERSTANDING OF THE WORLD</b></p> <p><u><b>DRIVER: Past and present</b></u></p>	<p>Draw on own experiences to talk about past and present</p>	<p>Begins to talk about lives of people in society and their roles</p>	<p>Begin to show understanding of the past using books and stories (compare and contrast) (LINKED TO LUNAR NEW YEAR)</p>
<p><b>UNDERSTANDING OF THE WORLD</b></p> <p><b>ENHANCER: People, culture and communities</b></p>	<p>Begins to describe own environment using knowledge from observations, discussion, stories, non-fiction texts and maps</p> <p><b>Linked to NW</b></p>	<p>Begins to describe own environment using knowledge from observations, discussion, stories, non-fiction texts and maps</p> <p><b>Linked to NW</b></p>	<p>Begins to know some similarities and difference between religious and cultural communities</p> <p>(LUNAR NEW YEAR)</p>
<p><b>UNDERSTANDING OF THE WORLD</b></p> <p>(Natural world)</p>	<p>Describe outside by using their senses</p>	<p>Look closely at similarities, difference, pattern and change</p>	<p>Begins to talk about some important processes and changes (cooking for Lunar New Year)</p>
<p><b>EXPRESSIVE ART AND DESIGN</b></p> <p><b>CREATING WITH MATERIALS</b></p>	<p>Begins to use props and materials to role-play characters in narratives and stories</p>	<p>Explores music making</p>	<p>Uses simple tools appropriately and competently</p>

<p><b>EXPRESSIVE ART AND DESIGN</b></p> <p><b>BEING IMAGINATIVE AND EXPRESSIVE</b></p>	<p>Extends play with other children who are engaged in the same theme</p>	<p>Introduces a storyline or narrative into their play.</p>	<p>Begins to perform songs, rhymes, poems and stories with others, and- when appropriate try to move in time with music</p>
<p><b>NON-STATUTORY TECHNOLOGY</b></p> <p>Non-statutory should be in your weekly provision</p>	<p>Can use various digital technologies with support? (Information Technology)</p>	<p>Can you sequence a series of events? (computer science)</p>	<p>Can you talk about the use of technology in the world around them? (Digital Literacy)</p>
<p><b>NON-STATUTORY SSM</b></p>	<p>Can you compare length/ weight (find something that is longer, shorter, heavier, lighter (etc.) than a reference item)?</p>	<p>Can you compare capacity using related vocabulary?</p>	<p>Can you continue, copy and create repeating patterns?</p>