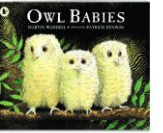


Synopsis:

Settling into classrooms as part of a small group
Settling into classrooms as part of a large group
Learning expectations
Using classroom and outside spaces effectively
Using familiar objects
Extending own learning with familiar resources
Extending learning and sharing ideas with the enhancements provided by adult
Working with familiar people
Meeting and working with new people



EYFS - Term 1 2026 – Owl Babies and Little Red Hen



Personal, Social and Emotional:

Rules and routines
Timetables
People who help us
Rules and Values - respect, ready and safe
Working together and independently
Please, thank-you and asking for help
Using the 'Sharing Sack' to share our favourite things

Communication and Language:

Talking about myself
Sharing ideas and knowledge, answering questions
Talking about family and people who are important at home and school
Listening and responding to others
Joining other at play and talking to them

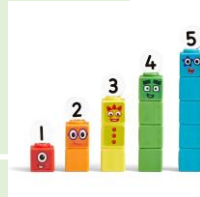
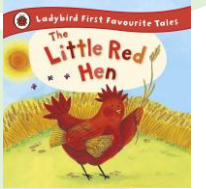
Physical:

Outside Area daily
PE x2 weekly
Trim Track – x1 weekly and lunchtimes
Fine motor – pencil control, threading, pegging, tracing and lacing
Mark making – drawing and writing
Dough disco and air tracing



Literacy:

Talk 4 Writing texts - ~Owl Babies' and 'The Little Red Hen'
Sounds Write phonics – units 1, 2 and 3 – a, i, m, s, t, n, p, o, b, c, g, h
Learning the phrase 'say the sound and read the word' - use this when reading and writing.
Mark making, recording some letter shapes, begin to write own name
Retell the story of Owl Babies and Little Red Hen orally, begin to record ideas



Mathematics:

Through our NCETM math scheme we will be exploring; counting in a sequence, creating sets using resources and finding totals, identifying more than, less than up to 5, count each one once, count movement and sounds, count along a track, identifying the number stays the same even when moved, the size of objects doesn't effect the number, exploring our subitising skills to identify quantities without counting.

Understanding of the World:

Where in the world am I from
Where do I live
Belonging to groups – families, groups and school
Nocturnal animals
Day/Night & Dark and light
Habitats and nature walks



Expressive Arts and Design:

Portrait of self
Create portrait using natural objects
Painting of self or playdough image
Role play and small world story telling
Using construction and natural materials to create environments