

FOX CUBS LONG TERM PLAN 2025-2026

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
TOPIC & GENERAL THEMES	MARVELLOUS ME! Starting school/my new class/new beginnings My family How have I changed? Human body What am I good at? How do I make others feel? Being kind/staying safe	IN THE DEEP DARK FOREST Tales set in woods/forests Traditional tales Little Red Hen-harvest Halloween Christmas	FARAWAY LANDS Atlas/world maps Continents and seas. Different cultures and traditions Focus on Polar Regions (other continents covered in depth in other classes)	IMAGINARY WORLDS/ FANTASY Fairies, unicorns, aliens, monsters	MAD ABOUT MINIBEASTS/ PLANTS. Order caterpillars from Insect Lore and watch the life cycle process.	JOURNEYS / TRANSPORT/ PIRATES Vehicles for road, track, sea, air. Emergency services.
KEY TEXTS	Grandpa Bodley and the Photographs (History link) Owl babies Titch It's OK to be different NF-My five sense	We're going on a bear hunt Goldilocks Little Red Riding Hood Funnybones The Gruffalo Stick Man The Nativity	Chapter book- The penguin who wanted to find out. Lost and Found- Oliver Jeffers	Aliens love underpants The Visitors Whatever Next Junk DNA Where the Wild Things Are. The Singing Mermaid/Zog / The Smeds and the Smoos	The very hungry caterpillar. The bad-tempered ladybird. What the ladybird heard. Superworm. Oliver's Vegetables/fruit salad. Jasper's Beanstalk. Supertato.	Various Pirate stories. The Train Ride- June Crebbin. Poem- 'From a railway carriage'.
COMMUNICATION & LANGUAGE (Listening, Attention & Understanding, Speaking)	The development of children's spoken language underpins all seven areas of learning and development. Children's back and forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teachers, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					

<p>C&L is developed throughout the year through high quality interactions, daily group discussions, PSHE times, stories, singing, EYFS productions, assemblies & interventions.</p>	<p>Daily story time Sharing Welcome Box. Talking about families and experiences familiar to them. Talk about baby photos- use past, present and future form.</p>	<p>Re-telling traditional stories. Joining in with repeating story phrases. Story language. Listening and responding to stories. Following instructions. Take part in discussions. Use new vocabulary. Learn songs.</p>	<p>Respond and ask questions about the chapter book. Ask how and why questions. Ask questions to find out more and check they have understood what has been said to them. Learn poems and songs. Read aloud books that will extend their knowledge of the world.</p>	<p>Use picture cue cards to talk about an object (geographical feature): what colour is it? where would you find it? Use new vocabulary to describe a landscape/create a new imaginary world.</p>	<p>Describe events in detail- time connectives (life cycles). New vocabulary linked to topic. Describe the changes occurring in life cycles.</p>	<p>Learn poems and rhymes linked to topic and perform in class/assembly. Use new vocabulary to compare new and old transport.</p>
<p>PHYSICAL DEVELOPMENT</p> <p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>						
<p>Gross Motor 'Twinkl Mastery' scheme of work</p>	<p>Me and PE</p>	<p>Move It</p>	<p>Dance, Dance, Dance</p>	<p>Roll It, Catch It, Kick It</p>	<p>Fantastic Gymnastics</p>	<p>Fun and Games</p>
<p>Fine Motor</p>	<p>Threading, cutting, weaving, playdough, fine motor activities. Manipulate objects with good fine motor skills. Draw lines and circles using gross motor movements.</p>	<p>Threading, cutting, weaving, playdough, fine motor activities. Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials.</p>	<p>Threading, cutting, weaving, playdough, fine motor activities. Begin to form letters correctly. Handle tools, objects, construction and malleable</p>	<p>Threading, cutting, weaving, playdough, fine motor activities. Hold pencil effectively with comfortable grip.</p>	<p>Threading, cutting, weaving, playdough, fine motor activities. Develop pencil grip and letter formation continually.</p>	<p>Threading, cutting, weaving, playdough, fine motor activities. Form letters correctly. Start to draw pictures that are recognisable.</p>

	Hold a pencil/paintbrush beyond whole hand grasp. Pencil grip.	Show preference for dominant hand. Engage children in structured activities: guide them in what to draw, write and copy. Teach and model correct letter formation.	materials with increasing control. Encourage children to draw freely. Holding small items/button clothing/cutting with scissors.	Forms recognisable letters most correctly formed.	Continue to develop cutting skills – along straight lines and start on curved lines/circles.	Build with smaller linking blocks such as Lego.
PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm, and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
Cambridgeshire Personal Development Programme (See separate long term plan)	Beginning and Belonging	My Family and Friends (incl. anti-bullying) My Emotions	Me and My World Identities and Diversity	Healthy Lifestyles	Keeping Safe (incl. Drug Education)	My Body and Growing Up
	Belonging in the class. Likes and dislikes. Similarities and differences. Setting goals. Recognising feelings. Communication and cooperation. Ground rules. Rights, rules and responsibilities.	Valuing difference and diversity. Kind and unkind behaviour. Bullying. Conflict resolution. Asking for help and telling. Being assertive. Safety circle. Supporting others.	People and places. Family, school, neighbourhood. Jobs, roles and responsibilities. Helping and working together. Caring for living things. Local environments. Money.	Healthy choices. My teeth. Food and drink. Exercise. Rest and sleep. Leisure time.	Assessing risk. Personal safety skills. Safety circle. Good and bad secrets. Good and bad touches. Real and pretend. Lost and found. Road safety. Safe use of medicines.	Valuing the body. Body parts. My teeth. Shapes and sizes. Self-care skills. Change and responsibilities.

	Right and wrong. Fair and unfair.	Identifying and managing emotions. Feelings, thought and behaviour. Fair and unfair. Loss and change. Empathy.	Similarities, differences and diversity. Respecting and valuing others. The way we live. Neighbourhood. Our beliefs. Routines, customs and traditions. Culture, race and religion.		Medicines, pills, injections.	
LITERACY Comprehension – developing a passion for reading.	Joining in with rhymes and showing an interest in stories with repeated refrains. Having a favourite story/rhyme. Sequencing familiar stories through the use of pictures to tell the story. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.	Enjoys an increasing range of books. Sequence a story-use vocabulary of beginning, middle, end. Re-telling of stories. Retell stories through acting/role play. Christmas letters/lists.	Listen attentively to the chapter book and respond with relevant comments, questions and reactions.	Looking at picture books, junk DNA and The Visitors, talk about what could be happening and why.	Information books about life cycles/plants and growing.	Use and understand new vocabulary from the focus text poem – listen out for it in role play. Draw pictures of characters/events/setting in the poem. Respond with relevant comments, questions and reactions.
WORD READING Read Write Inc.	Phonic sounds: RWI Set 1 sounds. Reading: initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. Help	Phonic sounds: RWI Set 1 sounds. Reading: Sound blending books. start reading ditty sheets. Blending CVC sounds, rhyming, alliteration, knows that print is read	Phonic sounds: Review Set 1 sounds. Differentiated groups reading ditties/Red ditty books. Reading: rhyming strings. Help children become	Phonic sounds: RWI Set 2 sounds ay ee igh ow oo oo Differentiated groups reading ditties/Red ditty books/green storybooks.	Phonic sounds: RWI Set 2 sounds ar or air ir ou oy Reading: naming letters of the alphabet. Distinguishing capital letters and lower-case letters.	Phonic sounds: Revise Set 2 Reading: reading sentences with fluency. Reading CVCC and CCVC words confidently.

	<p>children to read sounds speedily to make sound blending easier. Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge.</p>	<p>from left to right. Spotting diagraphs in words. Show children how to touch each finger as they say each sound. For exception (red) words such as 'the' help children identify the sound that is tricky to spell.</p>	<p>familiar with letter groups, such as 'th', 'sh', 'ch', 'ee', 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'feet', 'night'.</p>	<p>Reading: longer words made up of letter sound correspondences they know: 'himself', 'jumping'.</p>		
<p>WRITING</p> <p>Read Write Inc.</p> <p>Differentiated groups work through the RWI scheme on reading and writing activities.</p>	<p>Text as a Stimulus:</p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Writing initial sounds. Use initial sounds to label characters/images. Name labels.</p>	<p>Text as a Stimulus:</p> <p>Little Red Riding Hood/Goldilocks. Speech bubbles. Name writing, labelling using initial sounds. Retelling stories. Instructions for porridge. Sequence the story. Write a sentence. Create 'Lost' poster to find Stickman.</p>	<p>Text as a Stimulus:</p> <p>The penguin who wanted to know. Non-fiction books to find out about penguins. Writing simple captions and labelling pictures.</p>	<p>Text as a Stimulus:</p> <p>The Smeds and the Smoos. Character descriptions. Write two sentences.</p> <p>Whatever next Creating own story maps. Writing short sentences to accompany story maps.</p>	<p>Text as a Stimulus:</p> <p>The very hungry caterpillar. Writing captions and labels - life cycles.</p> <p>Caterpillar diary.</p> <p>Writing for purpose in role play using phonetically plausible attempts at words. Form lower case and capital letters correctly.</p>	<p>Text as a Stimulus:</p> <p>From a railway carriage or The Train Ride.</p> <p>Using familiar texts as a model for writing own stories.</p>
<p>MATHEMATICS</p>	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					

	<p>White Rose Maths</p> <p>Getting to Know You (baseline)</p> <p>Just like Me! Match and sort. Compare amounts.</p> <p>Compare size, mass & capacity. Exploring pattern.</p>	<p>White Rose Maths</p> <p>It's Me 1 2 3! Representing 1, 2, & 3. Comparing 1, 2 & 3. Composition of 1, 2 & 3. Circles and triangles. Positional language.</p> <p>Light and Dark Representing numbers to 5. One more and less. Shapes with 4 sides.</p>	<p>White Rose Maths</p> <p>Alive in 5! Introducing zero. Comparing numbers to 5. Composition of 4 & 5. Compare mass. Compare capacity.</p> <p>Growing 6, 7 & 8 6, 7 & 8 Making pairs. Combining two groups. Length & height. Time.</p>	<p>White Rose Maths</p> <p>Building 9 & 10 9 & 10 Comparing numbers to 10. Number bonds to 10.</p> <p>3D shape. Pattern.</p> <p>Consolidation</p>	<p>White Rose Maths</p> <p>To 20 and Beyond Building numbers beyond 10. Counting patterns beyond 10.</p> <p>Spatial reasoning: Match, rotate, manipulate.</p> <p>First Then Now Adding more. Taking away. Spatial reasoning: Compose and decompose.</p>	<p>White Rose Maths</p> <p>Find my pattern Doubling. Sharing and grouping. Even and odd. Spatial reasoning: Visualise and build.</p> <p>On the move Deepening understanding. Patterns and relationships. Spatial reasoning: Mapping. Consolidation</p>
<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks and museums to meeting important members of society such as police officers, firefighters, nurses. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading and comprehension.</p>						

<p>UNDERSTANDING THE WORLD</p>	<p>Identifying their family, commenting on photos of their family, naming who they can see and their relationship to them.</p> <p>Exploring our 5 senses.</p> <p>Our bodies- who am 'eye'? making careful observations.</p> <p>Baby photos 'Who's who?'</p> <p>Read fictional stories about families.</p> <p>Talk about their families and recall events - birthdays/holidays.</p>	<p>Forest animals/ hibernation/ nocturnal animals.</p> <p>Find out about the animals from the Gruffalo story using non-fiction books.</p> <p>What do we get from trees? (wood/food)</p> <p>Collect conkers/leaves/ pine cones and talk about their properties.</p> <p>Stranger danger (wolf in red riding hood). How to identify strangers who can help them.</p> <p>Show photos of how Christmas was celebrated in the past. Talk about what they have done with their families during Christmas in the past.</p>	<p>Continents and oceans.</p> <p>Recognise some similarities and differences between life in this country and life in the polar regions- education, home life, food, work, etc.</p> <p>Barnaby Bear in Norway.</p> <p>Use world maps and globes to show where stories are based.</p>	<p>Introduce geographical vocabulary to describe different regions (oceans, deserts, forests, etc)</p> <p>Play Wild World Lotto game to learn which animals live in different habitats.</p> <p>Describe their own imaginary world using simple geographical language.</p> <p>How do imaginary animals/creatures link to real animals eg mermaid idea from a manatee skeleton.</p>	<p>Life cycles (buy caterpillars to grow)</p> <p>Ant farm.</p> <p>Sowing seeds/ observing growth and change.</p> <p>Build a bug hotel.</p> <p>Encourage interactions with the outdoors to foster curiosity and give children the freedom to touch, smell and hear the natural world around them.</p> <p>Visit the sensory garden regularly to smell the herbs and go pond dipping.</p>	<p>Floating and sinking.</p> <p>Make a boat.</p> <p>Maps- of school ground/pirate maps.</p> <p>Emergency service vehicles and sounds.</p> <p>Compare trains - a time line of their development/ which is old/new/ why do you think that?</p> <p>Use Bee-Bots on simple maps and use navigational language</p>
<p>RE SCHEME</p>	<p>What makes us special?</p> <p>Christian</p>	<p>What are special times?</p> <p>Hindu, Christian</p>	<p>Why are some places special?</p> <p>Christian, Muslim</p>	<p>What makes the world special?</p> <p>Christian, Muslim</p>	<p>Why are some things special?</p> <p>Christian, Muslim, Hindu, Jewish</p>	<p>Why are some stories special?</p> <p>Christian, Hindu</p>
<p>SPECIAL DAYS/VISITS</p>	<p>School environment.</p> <p>Harvest</p>	<p>Theatre Trip</p> <p>Christmas/Nativity</p>	<p>New Walk Museum - see animals from different continents.</p>			<p>Pirate Day - dress up and play games activities with pirate theme.</p>

Religious Festival Dates & Notable Dates		Diwali Halloween Remembrance Sunday	Chinese New Year	Shrove Tuesday Mothering Sunday Easter		Father's Day
SEASONS	<p>Over the course of the academic year choose a tree in the school grounds (cherry or conker?) and follow its changes over the seasons. Take photos with iPad to show it in each season. Introduce new vocabulary to explain what is happening to our tree. Change in living things - changes in the leaves, weather, seasons. Explore the world around us and see how it changes as we enter each new season.</p> <p>Use the daily weather chart in class.</p> <p>Visit the new pond garden to observe how it is developing and changing.</p>					
	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	<p>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</p> <p>Children will draw a self-portrait each term to show the development of drawing skills to be displayed on class portrait wall.</p>					

<p>EXPRESSIVE ARTS & DESIGN</p>	<p>Self-portraits- use mirrors.</p> <p>Body photo montage- taking photos on iPad of body parts.</p> <p>Learn songs about our bodies.</p> <p>Using body parts to create pictures eg feet/finger printing.</p> <p>Superhero self- 'I am super at...'. Skeleton art with cotton buds. Colour mixing with red, yellow and blue to make orange and green to paint observational picture of pumpkins.</p>	<p>Using natural materials: collage, stick man craft, leaf hedgehogs, Andy Goldsworthy</p> <p>temporary art- take photos to preserve.</p> <p>Clay tree faces.</p> <p>Bark rubbings.</p> <p>Make and use natural paintbrushes and paints.</p> <p>Conker rolling painting.</p> <p>Julia Donaldson songs.</p> <p>Natural material xmas decs.</p> <p>Firework pictures.</p> <p>COLLABORATIVE ART- the Nativity</p>	<p>Inuit art and culture.</p> <p>Watch video of 'throat singing' and try it ourselves.</p> <p>Foil painting in 'cold colours'.</p> <p>Ice dying.</p> <p>Ice painting.</p>	<p>Fairy art (The visitors)</p> <p>COLLABORATIVE ART- imaginary landscape.</p> <p>Different landscapes each week - space, ocean, dessert, forest. Discuss the colours needed. Use different media to create the work.</p>	<p>Chlorophyll painting- rubbings of leaves through paper with back of a spoon to transfer colour to backing paper.</p>	<p>Car wheels rolling in paint.</p> <p>Tyre rubbings.</p> <p>Views through the telescope (circle shape paper).</p> <p>Sand art.</p> <p>Junk modelling vehicles.</p>
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