



	Focus of Unit	1 Date: 31.08.26	2 Date: 07.09.26	3 Date: 14.09.26	4 Date: 21.09.26	5 Date: 28.09.26	6 Date: 5.10.26	7 Date: 12.10.26	8 Date: 19.10.26	How parents and carers can support learning at home
Important Dates & Events		3.9.26 - Teddy Bear's Picnic 4.9.26 - 12pm Collection	7.9.26 - 1pm Collection 8.9.26- First Full Day	16.9.26 – 9am Family Support Worker Coffee Morning for Parents 18.9.26 - PTA Non-Uniform Day – bring in goods for the Fair	Mon 21.9.26 St Teresa's House Celebration 25.9.26 - 9 am Reception Parent Welcome Meeting 26.9.26 - PTA Autumn Fair	Poetry Week Wb 28 th September Thursday 1 st October National Poetry Day	5.10.26 Harvest Festivals Wednesday 7 th October 'A Million Children Praying the Rosary for Peace & Unity Day'		Black History Week Monday 19 th October: National Global Dignity Day 5.10.26 Tuesday 20 th October: Parent Consultation Evening 1pm-7pm. School Finished normal time at 3.20pm.	
R.E.	Creation and Covenant	L.O.: To listen to our school prayer, & know our school saints.	L.O.: To listen to our school prayer, & know our school saints.	L.O.: To know that God made our beautiful world and everything in it.	L.O.: To know that God made you and me	L.O.: To know that God loves each of us and we are part of a family	L.O: To know that we are all invited to be part of God's family	L.O: To that we should look after ourselves and each other	L.O: To know that we should look after God's world	Share the Creation Story with your child and talk about God's Wonderful World. On your sensory walk, can you identify God's creations?
PSED-Physical, Social and Emotional Development	Religious Understanding & Me, My Body, My Health	Golden Rules and Class Routines	Handmade with love	I am Me	Heads, Shoulders, Knees and Toes	Ready Teddy?	I like, you like, we all like!	All the feelings!	Let's get real	Look at baby pictures of your child and other family members. Discuss how we change from birth to being an adult. PLEASE upload a photo onto Tapestry of your child as a baby and family photo. Select a game you can play as a family and enjoy taking turns as you look forward to finding out who will win.
Literacy	Ourselves	Settling in	Text Stimulus: All Are Welcome, <i>Alexandra Penfold</i> Activity: Circle time discussion on feelings and starting school.	Text Stimulus: All Are Welcome Activity: What makes me special?	Text Stimulus: All Are Welcome Activity: How do we make people feel welcome?	Text Stimulus: Once There Were Giants, <i>Martin Waddell</i> Activity: Share ideas and thoughts in well-formed sentences.	Text Stimulus: Once There Were Giants, <i>Martin Waddell</i> Activity: What would you like to be when you grow up?	Text Stimulus: Me & My Amazing Body <i>Joan Sweeney</i> Activity: Labelling body parts	Black History Week	Sound Detective- Scavenger Hunt: Children hunt around the house for objects starting with targeted phonics sounds and practise writing the matching letters. Messy Kitchen- Recipe Book: Children design a recipe, draw ingredients, and practice early writing by 'labelling' items using phonics sounds. Interactive Story Stop-and-Predict: Parents pause during bedtime reading to ask prediction questions and have children act out their favourite scenes.
Phonics focus (Little Wandle)	Phase 2	Singing the alphabet	Blend to read and segment to spell words with... s, a, t, p	Blend to read and segment to spell words with... l, n, m, d	Blend to read and segment to spell words with... g, o, c, k <i>Tricky word - is</i>	Blend to read and segment to spell words with... ck, e, u, r <i>Tricky word - I</i>	Blend to read and segment to spell words with... h, b, f, l <i>Tricky word - the</i>	Review and revisit all taught so far	Review and revisit all taught so far	Use Phonics Home Learning Sheet available on Tapestry or on classroom doors
Maths		L.O.: Subitising numbers up to 5; recognising the amount without counting Unit: 1	L.O.: Subitising numbers up to 5; recognising the amount without counting Unit: 1	L.O.: Counting reliably, using number names in order and one to one correspondence Unit: 2 Lessons: Counting Skills	L.O.: Counting reliably, using number names in order and one to one correspondence Unit: 2 Lessons: Counting Skills	L.O.: Comparing objects by length, thickness and weight/mass, using appropriate language to describe and order them	L.O.: Comparing objects by length, thickness and weight/mass, using appropriate language to describe and order them	L.O.: Comparing objects by length, thickness and weight/mass, using appropriate language to describe and order them Unit: 3	LO: Comparing patterns – what's the same / different? Unit: 4 Lessons: Pattern recognition	Can you find different amounts of objects around the house (i.e, 5 socks, 3 spoons, 2 toys)? Can you practise writing numbers 1-10? What different ways can you arrange these objects i.e. in a straight line, in a circle). Look for numbers in the environment Count out place settings Play games involving a dice e.g. Snakes and Ladders/Hopscotch

		Lessons: Subitising	Lessons: Subitising			Unit: 3 Lessons: Comparisons	Unit: 3 Lessons: Comparisons	Lessons: Comparisons		Practise your number formation and writing numbers to 5 correctly.
Understanding the World			Learning about our bodies	Celebrating our differences	Senses – Touch Sensory walk, How does it feel?	Senses – Sight Mirrors, what can I see?	Senses – Smell Smell test	Senses – Listening Walk around outdoor area with big ears	Senses – Taste Taste test	Blindfolded -Mystery Touch & Smell Boxes: Reach into socks or covered boxes to identify everyday items (like pinecones, sponge, or lemons) using only touch and smell. Giant Chalk Body Outline: Draw around children lying on the ground, then label body parts and add features like eyes, ears, hands, and feet. Listening Walk & Sound Chart: Walk outside with a clipboard, listening closely to record natural and man-made sounds (like birds, cars, or crunching leaves) that they hear.
Expressive Arts and Design		Drawing Self portrait	Self-portrait painting- base colour	Self-portrait painting- adding detail	Natural Transient Art – Andy Goldsworthy LO: To safely explore and select natural materials to create a transient artwork. <i>Focus:</i> Independent selection of texture, colour, and form using loose parts (e.g., leaves, twigs, pinecones, stones). <i>EYFS Link:</i> Safely uses and explores a variety of materials and textures.	LO: To experiment with pattern, shape, and arrangement without the need for permanent fixing. <i>Focus:</i> Understanding the concept of transient (temporary) art by arranging, rearranging, and overlapping items without glue or tape. <i>EYFS Link:</i> Experiments with design, form, and function.	LO: To recreate shapes and lines inspired by Andy Goldsworthy’s natural sculptures. <i>Focus:</i> Noticing and applying Goldsworthy’s signature techniques, such as spirals, circles, lines, or colour-gradient stacks. <i>EYFS Link:</i> Develops artistic awareness by responding to the work of artists.	LO: To work collaboratively with a peer to build a large-scale outdoor sculpture. <i>Focus:</i> Sharing natural resources, negotiating space, and combining ideas to make group transient art. <i>EYFS Link:</i> Shares ideas and works together using resources creatively.	LO: To talk about and explain the choices made in their artwork. <i>Focus:</i> Expressing thoughts on why specific colours or textures were chosen and reflecting on how nature changes over time. <i>EYFS Link:</i> Shares their creations, explaining the process they have used.	Kitchen Band & Beat Matching: Build homemade instruments (shakers with rice in plastic bottles, drum tubs with wooden spoons) and tap along to match the pulse or rhythm of their favourite songs. Junk Modelling- Creation Station: Design and build structures or imaginary creatures using clean recycling items (cereal boxes, cardboard tubes, bottle caps), experimenting with tape, glue, and joining materials. Story Pretend-Play & Prop Making: Make simple paper plate masks or headband ears to dress up, act out, and adapt their favourite nursery rhymes or storybooks.
Physical Development		Exploring outdoor area- Reception climbing frame	Pace Control: LO: To alter walking speed smoothly, transitioning between slow, steady, and fast paces on command.	Directional Change: LO: To safely change direction while walking to avoid obstacles and peers without losing their balance.	Stop and Start: LO: To immediately freeze their bodies from a walking pace upon hearing a visual or auditory signal.	Body Negotiation: LO: To negotiate space successfully by adjusting body posture (e.g., crouching low or stretching tall) while moving.	Space Finding: LO: To find and move into an ‘open space’ in the area, maintaining a safe distance from others.	Spatial Memory: LO: To navigate a simple path or follow a designated walking track without drifting off course.	Perceptual Awareness: LO: To look ahead while walking rather than at their feet, demonstrating awareness of their surrounding environment.	Obstacle Course Challenge- Build a indoor/outdoor course using cushions, low stools, and tape lines to practise balancing, jumping, crawling, and physical control. Peg & Bead Threading Patterns- Thread pasta onto string or attach clothes pegs to cardboard to strengthen their finger muscles and improve fine motor grip. Name Writing- Have a go at writing your name in as many different ways as you can! You could use pencils, paints, chalk, or even large trays of glitter, flour, sand, rice or shaving foam! Get messy and have fun writing your name!