

## Year R – Wrens Long-term plan 2025-2026

2025-2026	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme (may change according to children's interests)	All about me/starting school	Celebrations around the world	People who help us/ Superheroes	Growing and changing	Fairy tales and Traditional Tales	Under the sea / Habitats
PSED themes	Self-Regulation: My feelings	Building Relationships: Special relationships	Managing self: Taking on Challenges	Self- Regulation: Listening and Following instructions	Building Relationships: My Family and Friends	Managing Self: My Wellbeing
RE	<b>CREATION</b> Why is the word 'God' so important to Christians?	<b>OLD TESTAMENT STORIES</b> Which stories are special and why? <b>INCARNATION</b> Why do Christians perform Nativity plays at Christmas?	<b>NEW TESTAMENT STORIES</b> Which stories are special and why?	<b>Salvation</b> Why do Christians put a cross in an Easter garden?	<b>WORLD FAITH STORIES</b> Which stories are special and why?	<b>WORLD FAITH STORIES</b> Which stories are special and why?
Focus weeks/days	Art afternoon Drama workshops Harvest Festival	Anti-bullying Remembrance Children in Need YR & KS1 nativity Christmas service	Art afternoon Safer internet day Dance Festival	Pancake race World book day Sport Relief Inter-house music Easter service	Art afternoon Creative Prayer Day	Sports Week Sports Day Reports out Summer Fete Young Musician Transition Awards assembly Leavers Service

## Term 1: Overarching Topic- All about me

### **Prime areas**

- Communication and language: Morning greetings, Understand how to listen carefully and why listening is important. Engage in story times. Develop social phrases Ask questions to find out more and to check they understand what has been said to them.
- Physical development: Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene. Daily routine
- Personal, social and emotional development: Identify and moderate their own feelings socially and emotionally Express their feelings and consider the feelings of others Manage their own needs

### **Specific areas**

- Literacy: Understand the five key concepts about print: print has meaning, print can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing  
Read individual letters by saying the sounds for them  
Phase 1 -Environmental sounds, instrumental sounds, body percussion. Introduce Phase 2- ELS Oxford Owls phonics scheme.
- Mathematics: Calendar maths, days of the week song, months of the year, date, counting to 10 songs, position, Count objects, actions and sounds. Continue, copy and create repeating patterns.
- Understanding the world: Talk about members of their immediate family and community. Name and describe people who are familiar to them.
- Expressive arts and design: Develop storylines in their pretend play Create their own songs, or improvise a song around one they know. Listen with increased attention to sounds. Explore, use and refine a variety of artistic effects to express their ideas and feelings

## Term 2: Overarching Topic- Celebrations

### **Prime areas**

- Communication and language: Learn new vocabulary Use new vocabulary through the day Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Listen to and talk about stories to build familiarity and understanding.
- Physical development: Progress towards a more fluent style of moving, with developing control and grace. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Personal, social and emotional development: Build constructive and respectful relationships. Show resilience and perseverance in the face of challenge.

### **Specific areas**

- Literacy: Read individual letters by saying the sounds for them Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Mathematics: Link the number symbol (numeral) with its cardinal number value Count beyond ten. Compare numbers Understand the 'one more than/one less than' relationship between consecutive numbers.
- Understanding the world: Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Understand the effect of changing seasons on the natural world around them. Recognise some similarities and differences between life in this country and life in other countries.
- Expressive arts and design: Sing in a group or on their own, increasingly matching the pitch and following the melody.

### Term 3: Overarching Topic- Real life Superheroes

#### **Prime areas**

- Communication and language: Connect one idea or action to another using a range of connectives. Describe events in some detail Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.
- Physical development: Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility
- Personal, social and emotional development: Build constructive and respectful relationships. Show resilience and perseverance in the face of challenge.

#### **Specific areas**

- Literacy: Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Mathematics: Subitise. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10.
- Understanding the world: Talk about the lives of the people around them and their roles in society. Comment on images of familiar situations in the past.
- Expressive arts and design: Watch and talk about dance and performance art, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses.

## Term 4: Overarching Topic- Growing

### Prime areas

- Communication and language: Engage in non-fiction books.

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

- Physical development: Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian
- Personal, social and emotional development: Think about the perspectives of others.

### Specific areas

- Literacy: Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.
- Mathematics: Automatically recall number bonds for numbers 0-10.
- Understanding the world: Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.
- Expressive arts and design: Develop storylines in their pretend play.

### Term 5: Overarching Topic- Fairy tales and Traditional tales

- Communication and language: Connect one idea or action to another using a range of connectives. Describe events in some detail Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.
- Physical development: Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Personal, social and emotional development: Think about the perspectives of others.

#### Specific areas

- Literacy: Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.
- Mathematics: Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- Understanding the world: Draw information from a simple map.
- Expressive arts and design: Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them.

## Term 6: Overarching Topic-Under the Sea/ Habitats

### **Prime areas**

- Communication and language:

Use new vocabulary in different contexts. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.

- Physical development: Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.
- Personal, social and emotional development: Show resilience and perseverance in the face of challenge.

### **Specific areas**

- Literacy: Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.
- Mathematics: Compare length, weight and capacity.
- Understanding the world: Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live.
- Expressive arts and design: Create collaboratively sharing ideas, resources and skills.