

## Foundation Stage Adult Led Planning Overview for Spring Term 1 2026

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	WB 5 <sup>th</sup> Jan 4 day week	WB 12 <sup>th</sup> Jan	WB 19 <sup>th</sup> Jan	WB 26 <sup>th</sup> Jan	WB 2 <sup>rd</sup> Feb	WB 9 <sup>th</sup> Feb
Theme	Once Upon a Time - Traditional Tales					
Favourite Five						
Key Theme Text	Little Red Riding Hood	Little Red Riding Hood	The Gingerbread Man	The Enormous Turnip	Goldilocks and the Three Bears	Chinese New Year
Hook into learning	Story props for role play: basket, red cape, masks		Gingerbread ingredients and letter from The Little Old Woman.	Stripy has got his foot stuck in his welly. The toys come to help.	Disruption in the classroom e.g. tipped pot of pens, rolled up rug. Ask who has.....?	Stripy receives a gift from Po Panda (CNY artefacts).
Drawing Club		Little Red Riding Hood	The Ginger Bread Man	The Enormous Turnip	Goldilocks and the Three Bears	The Great Race
Understanding the world			3D Mapping the Gingerbread man's journey (use of small world toys).	Forces: Exploring push and pull.	3D Mapping the Goldilocks's journey (use of small world toys) Compare with the G'bread environment.	Exploring Chinese culture and tradition.

<p><b>Huddle Time Stories</b></p> <p>Story book Monday - Thursday and Video on Friday</p>	<p>Stories with wolves:</p> <p>The 3 Little Pigs</p> <p>The 3 little wolves and the Big Bad Pig</p> <p>Mr Wolf's Pancakes</p>		<p>The Runaway Pancake</p> <p>Biscuit Bear</p> <p>The Gingerbread Girl</p> <p><u>Video:</u> Dog Loves Books S1 Ep13 Biscuits</p>	<p><b>On my way home</b></p> <p>The Three Billy Goats Gruff</p> <p><u>Video:</u> Dog Loves Books S1 Ep49 Billy Goat's Gruff</p>	<p>Goldilocks and the 3 Crocodiles</p> <p>Somebody and the 3 Blairs</p> <p>Goldy Luck and the 3 Pandas (CNY link)</p> <p><u>Video:</u> Come outside: Wood</p>	<p>Cleversticks</p> <p>Maisy's Chinese New Year</p> <p>Dragon Dance</p> <p>A New Year's Reunion</p> <p>Little Rabiit Foo Foo</p>
<p><b>PSED</b></p> <p><b>Jigsaw: Dreams and Goals</b></p>	<p>New Year, dreams and goals.</p> <p>Jigsaw - Challenge. Perseverance.</p>	<p>Being kind and helpful</p> <p>Jigsaw - Recognising when I didn't give up.</p>	<p>Staying safe. Stranger danger.</p> <p>Jigsaw - Setting a goal and working towards it.</p>	<p>Sharing and taking turns</p> <p>Jigsaw - Flight to the future - what I learn now and my job when I'm older.</p>	<p>Showing Respect for other people and property</p> <p>Jigsaw - Achieving my goal. What this feels like.</p>	<p>Teamwork / Asking for help</p>
<p><b>Communication and Language</b></p>	<p>Language of storytelling and narrative sequence: Once upon a time, beginning, middle, end. first, then/next, finally.</p> <p>Joining in with refrains in familiar stories. Retell a story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Describe story events and characters in some detail.</p> <p>Predicting story events.</p>					
<p><b>Mathematics</b></p>	<p>Perceptual subitising in more complex arrangements. Looking for sub-groups in larger numbers.</p> <p>Symbolic representation of number. Numerals</p>	<p>Purpose of counting. Cardinality - the last number in the count tells us how many altogether.</p> <p>Stable order principle - understanding that each</p>	<p>Consolidating the composition of 5. Composing and decomposing numbers by investigating part-part-whole relations. Partitioning 5</p>	<p>Exploring ways to represent numbers using the Hungarian number pattern.</p> <p>Consolidate understanding of the</p>	<p>Language of size and comparative words.</p>	<p>Comparing numbers. The numerosity of sets (without being diverted by colour, shape or size).</p> <p>Equal or unequal quantity and exploring how to make 2 sets equal.</p>

	1-5. The stable order of number. Track games.	number has 1 more than the previous.	and considering the missing part.	pairs of numbers that make 5.  Begin to explore 6 and 7 as a composition of '5 and a bit'.  Ordinal number.		Language: more than, fewer than.
<b>Literacy</b>	Revise Red words: I, to, the.  The wolf is the baddy... create own baddy and write caption 'The big bad ....'	Story mapping using pictures.  Write: I am red hen	Red words: he and she  Describing words.  Lost poster.  He is .... She is ....	Guess the vegetable writing using sentence stem I am....  Lift the flap	What has Goldilocks done now?  Draw a scenario and write a caption.  She has .....	Story sequencing.  Simple sentence writing:  The rat went in  The pig went in etc.    Red words:  Love you  I love you (Valentines Cards)
<b>Expressive Arts and Design</b>  Art and DT	Constructing with 3D materials. Look at techniques for joining. Assembling and disassembling junk materials. Safe use of scissors.		Exploring materials through collage (Cardboard Gingerbread man)	Exploring materials through collage - scrunching tissue paper to create own turnip	Exploring materials - Watercolour collage	Design a Valentine's card  Exploring materials through collage (Dragon puppet)
<b>Expressive Arts and Design</b>  Music and Dance	Little Red Riding Hood: 1. I love red!  Long and short notes. Jumpy rhythms.  Fast and slow.	Little Red Riding Hood:  2. Wolfie Blues  Rests  The main beat - or 'pulse' in music.	Little Red Riding Hood:  3. Let's make a cake for Grandma  Fast and slow rhythms.  Repetition of notes.	Little Red Riding Hood:  4. Stay on the path  Rhythms - Fast bouncy or slow smooth.  Loud and soft.	Little Red Riding Hood:  5. Wolfie went a walking  Tempo - Fast and slow  Singing in two parts.	Little Red Riding Hood:  6. What big eyes you've got  Music conveying mood and emotion

	Singing in 'canon'.	Pitch - High and low notes.		Keeping a clapping beat.		Scales - Music going down and up step by step.
	BBC Let's move: Winter 1. Busy bodies, cosy toes	BBC Let's move: Winter 2. Snowy days	BBC Let's move: Winter 3. Let's stay, or fly away	Music Express - Dragon Dance	BBC Let's move: The Enormous Turnip	BBC Let's move: Chinese New Year Joining the Parade
<b>Physical</b>	Sending and receiving skill using a range of small apparatus.		Throwing and catching skill using a range of small apparatus.		Aiming for a target using small apparatus.	
<b>Memorable Experience</b>		Following instructions Making a jam sandwich	Making Gingerbread Biscuits			Dragons and Lanterns Walk