

Medium Term Plan: Autumn 1 2025-2026

|         |                                 |                   | Week 1<br>Bgn 1/09/25  | Week 2<br>Bgn 8/09/25  | Week 3<br>Bgn 15/09/25  | Week 4<br>Bgn 22/09/25  | Week 5<br>Bgn 29/09/25   | Week 6<br>Bgn 6/10/25                                    | Week 7<br>Bgn 13/10/25  | Week 8<br>Bgn 20/10/26                                      |  |
|---------|---------------------------------|-------------------|--|--|---|---|--|--|---|---|--|
| English | Key Text<br>Supporting<br>Texts |                   | The Place Value of SpaG/Transcription  |  | Zog and the Flying Doctors – Julia Donaldson<br>The Extraordinary Life of Mary Seacole by Naida Redgrave<br>Whose Hat Is This?" – by Sharon Katz Cooper<br>Burglar Bill by Janet and Allan Ahlberg<br>The Extraoridnary Life of Mary Seacole by Naida Redgrave<br>Little People Big Dreams: Florence Nightingale by Maria Isabel Sanchez Vegara |   |  |  |   |   |  |
|         | Y1 & Y2                         |                   |  |  | Zog and the Flying Doctors – Julia Donaldson<br>Character Description Setting<br>Informal Letter  |   | Zog and the Flying Doctors – Julia Donaldson<br>Description – maps<br>Story sequencing |  | Zog and the Flying Doctors – Julia Donaldson<br>Alternative story writing   |   | The Extraordinary Life of Mary Seacole by Naida Redgrave<br>Labelling<br>Fact File |
| Phonics | Grp 1                           | EW<br>P1 Aut 1    | Settling In<br><br>Baseline Assessments  | S, a, t, p   | I, n, m, d<br><br>I, the, no  | G, o, c, k<br><br>Put, of, is   | Ck, e, u, r<br><br>To, go, into  | Assess and Review Week<br><br>Pull                       | H, b, f, ff, l, ll<br><br>As, his   | Consolidation   |  |
|         | Grp 2                           | AS<br>P1 Spring 1 |  | Review Week R:4<br><br>oo (book)   | ar, ur, oo (food), or<br><br>they, all, are   | ow (growl), oi, ear, air  | Ure, er, ow (slow)<br><br>ball, tall   | Assess and Review R:5<br><br>when, what                  | Review Week R:6   | Consolidation   |  |
|         | Grp 3                           | MD<br>P2 Aut 1    |  | Assess and review week Y1:1  | Review week Y1:2  | Revise: /ai/ /ow/ /igh/ /ee/  | Revise: /oi/ /ur/ /(y)oo/ /or/   | Assess and review week Y1:3                              | Revise: /w/ /f/ /(y)oo/ /oa/  | Consolidation   |  |
|         | Grp 4                           | AW<br>P3 Aut 1    |  | Vowels and Consonants<br>Spellings of /ai/<br>Spellings of /ee/  | Spellings of /igh/<br>Spellings of /oa/<br>Spellings of /(y)oo/   | /j/ spelled <g><br>/j/ spelled <ge><br>/j/ spelled <dge>  | /n/ spelled <kn><br>/n/ spelled <gn><br>/r/ spelled <wr>                               | /ee/ spelled <ey><br>/s/ spelled <c><br>/l/ spelled <il> | /or/ spelled <oor><br>Common words: because, most<br>/igh/ spelled <i>  | /u/ spelled <o><br>/o/ spelled <a><br>/or/ spelled <a>/<al. |  |
| Maths   | R                               |                   | Getting to Know You<br>Number Formation<br>Maths Games<br>Number Rhymes  | Match, Sort and Compare (2 weeks)<br>- match pictures and objects<br>- Identify a set<br>- Sort objects to a type<br>- Explore sorting techniques<br>- Create sorting rules<br>- Compare amounts |   | Talk about Measure and Patterns (2 weeks)<br>- Compare size, mass and capacity<br>- Explore simple patterns<br>- Copy and continue simple patterns<br>- Create simple patterns  |  |  | It's Me 1, 2, 3 (2 weeks)<br>- Find, subitise and represent 1, 2, 3<br>- 1 more and 1 less<br>- Composition of 1, 2, 3  |   | Consolidation (1 week)<br>Assessments  |
|         | Y1/2                            |                   | Number: Place Value Within 20 (3 weeks)<br>- Count objects within 10<br>- Represent numbers to 10<br>- Count on and back within 20<br>- Understand 10<br>- Understand 11-15<br>- Understand 16-20<br>- 1 more and 1 less<br>- Numberlines<br>- Estimate on a number line<br>- Less than, greater than, equal to<br>- Compare numbers<br>- Order numbers  |  |   | Number: Addition and Subtraction (3 weeks)<br>- Parts and wholes<br>- Number bonds within 10<br>- Numbers bonds to 10<br>- Number bonds to 20<br>- Addition – add together<br>- Addition – add more<br>- Doubles<br>- Near doubles<br>- Add three 1-digit numbers<br>- Find a part<br>- Fact families – the 8 facts<br>- Take away – how many left?<br>- Find the difference<br>- Missing number problems   |  |  | Number: Place Value within 100 (2 weeks – to be cont. after Oct half term)<br>• Count beyond 20<br>• Count tens<br>• Groups of tens and ones<br>• Partition into tens and ones<br>• Use a place value chart<br>• Flexible partitioning  |   |  |
| EYFS    |                                 |                   | Communication and Language<br>- Settling in and getting to know you circle time activities and snack time chats<br>- Making friends and promoting friendly conversational phrases<br>- Children talking about experiences that are familiar to them<br>- Rhyming and alliteration games using nursery rhymes and counting songs<br>- Familiar print such as names<br>- Sharing facts about me and my family<br>- Shared favourite stories<br>- All about me activities with opportunities to talk about favourite things<br>- Model talk routines and social phrases throughout the day. For example, arriving in school: "Good morning, how are you?"   |  |   | Personal Social and Emotional Development<br>- Being me and all about me activities<br>- Seeing themselves as a valuable individual<br>- My World – children express who they are, where they live, who and what is important to them<br>- Support children to make new relationships in the wider school and classroom<br>- Helping others to feel welcome<br>- Children will be introduced to new children and staff in school<br>- Thinking about everyone’s right to learn<br>- Caring about others’ feelings<br>- Choosing to follow class rules and routines  |  |  | Physical Development<br>Fine Motor:<br>- Threading, cutting, playdough, focus fine motor activities.<br>- Manipulate objects with good fine motor skills<br>- Draw lines and circles using gross motor movements<br>- Hold pencil/paint brush beyond whole hand grasp pencil Grip<br>Gross Motor (Me and Myself PE Planning):<br>- Ability to dress themselves with support if necessary.<br>- Moves freely and with pleasure and confidence in a range of skilful ways.<br>- Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles.   |   |  |
|         |                                 |                   | Literacy<br>- Joining in with rhymes and showing an interest in stories with repeated refrains.<br>- Looking for environmental print<br>- Having a favourite story/rhyme<br>- Understand the key concepts of print:<br>- -print has meaning<br>- -print can have different purposes<br>- -we read English text from left to right and from top to bottom<br>- -the names of the different parts of a book<br>- Sequencing familiar stories through the use of pictures to tell the story.<br>- Beginning to recognise initial sounds.<br>- Engage in extended conversations about stories, learning new vocabulary.<br>- Writing opportunities and supported writing activities:<br>- Name writing, sign writing, list writing<br>- Using a dominant hand, tripod grip, mark making, giving meaning to marks and labelling.<br>- Writing initial sounds and simple captions.<br>- Use initial sounds to label characters / images.<br>- Silly soup game.<br>- Writing name labels – initial sound of names |  |   | Understanding the World<br>- Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.<br>- Can talk about what they do with their family and places they have been with their family.<br>- Can draw similarities and make comparisons between other families.<br>- Name and describe people who are familiar to them.<br>- Read fictional stories about families and start to tell the difference between real and fiction.<br>- Talk about members of their immediate family and community.<br>- Navigating around our classroom and outdoor areas.<br>- Listen to what children say about what they see<br>- Introduce children to different occupations including the emergency services and other ‘people who help us’ in the community<br>- Forest School<br>- Changes over time – Mary Seacole/Florence Nightingale |  |  | Expressive Arts and Design<br>- Join in with songs and rhymes for counting, literacy and more structured learning including Harvest Festival<br>- Children learn to mix colours<br>- Opportunities for domestic and enhanced role play games and use resources<br>- available for props; build models using construction equipment.<br>- Provide opportunities to work together in the classroom to develop and realise creative ideas – class displays, projects and performances<br>- Emergency vehicle painting/box modelling<br>- Emergency services role play/small word<br>- Emergency services hat design/creation |   |  |

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|--|---|---|--|--|---------------------------------|---|---------------------------------|
| <b>Topic</b><br>Y1/Y2<br>Science<br>History<br>Geography<br>Art/DT |   | <b>Science: Animals Including Humans (Human Body and Senses)</b> <ul style="list-style-type: none"><li>- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</li><li>- Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li><li>- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</li><li>- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li></ul> |  | <b>History: Nurturing Nurses</b><br><b>NC Objectives:</b><br>Events beyond living memory that are significant nationally or globally -> Mary Seacole<br>Changes within living memory -> Edith Cavell<br>Lives of significant individuals in the past who have contributed to national and international achievements<br><b>Historical significance</b><br>*Identify a British person of significance.<br>*Talk about why that person is of significance.<br><b>Chronological Understanding</b><br>*Sequence the events of a historical area of study.<br>*Begin to use a timeline to sequence a minimum of three events.<br><b>Historical enquiry using sources</b><br>*Using sources, find answers to simple questions about the past.<br><b>Historical enquiry communicating ideas</b><br>*Communicate ideas about the past through writing, drawing and drama.<br><b>Historical interpretation</b><br>*Identify reasons for and against celebrating a significant British event.<br><b>Similarities and differences</b><br>*Compare the roles and lives of two significant individuals.<br><b>Continuity and change</b><br>*Compare the roles of historical figures from past to those with similar roles in the present-day discussing similarities and differences. |                                 | <b>Art: Explore and Draw</b> <ul style="list-style-type: none"><li>- I have seen how some artists explore the world around them to help them find inspiration.</li><li>- I can explore my local environment (school, home, etc) and collect things which catch my eye.</li><li>- I can explore composition by arranging the things that I have collected.</li><li>- I can talk about what I collected, and how and why I arranged the things I collected.</li><li>- I can take photographs of my artwork and I can think about focus and light.</li><li>- I can use careful looking to practice observational drawing, and I can focus for 5 or 10 minutes.</li><li>- I can hold an object and I can make a drawing thinking about the way the object feels.</li><li>- I can combine different drawing media such as wax resist and watercolour, graphite and water, wax crayon and pencil in my observational drawings.</li><li>- I can work small in my sketchbook and on large sheets of paper, exploring how I can use line, shape and colour in my work.</li><li>- I can cut out and collage to explore composition.</li><li>- I can talk about the work I have made with my classmates, sharing the things I thought were successful and thinking about things I would like to try again.</li></ul> |                                 |
| <b>Music</b>   | <b>Rec</b><br>(Sparkyard)                       | <b>My Musical Classroom</b>   |  |  |                                 |   |                                 |
|  | <b>Y1 &amp; 2</b><br>(Calderdale Music Service) |   |  |  |                                 |   |                                 |
| <b>PE (PE Planning)</b>  | <b>Rec</b>                                      | <b>EYFS ‘Me and Myself’</b><br>Fri: Forest School   |  |  |                                 |   |                                 |
|  | <b>Y1 &amp; 2</b>                               | <b>Dodgeball</b><br>Fri: Forest School  |  |  |                                 |   |                                 |
| <b>RE</b>  | <b>All</b>                                      | Which books and stories are special? 1.1  |  |  |                                 | How are special times celebrated? Autumn Festivals F.2 Harvest Festival   |                                 |
| <b>PSHE (Jigsaw)</b>   | <b>Rec</b>                                      | <b>Being Me in My World</b>   |  |  |                                 |   |                                 |
|  | <b>Y1 &amp; 2</b>                               | <b>Being Me in My World</b>   |  |  |                                 |   |                                 |
| <b>Computing (Purple Mash)</b>                                     | <b>Y1</b>                                       | Introduction to Purple Mash 1<br>3 weeks  |  |  | Creative computing 1<br>4 weeks |   | Data Explorers 1<br>(wk 1 of 6) |
|  | <b>Y2</b>                                       | Introduction to Purple Mash 2<br>2 weeks  |  | Route Explorers 2<br>4 weeks   |                                 |   | The Internet 2<br>(wk 2 of 4)   |