

Medium Term Plan: Autumn 2 2025-2026											
			Week 1 Bgn 3/11/25	Week 2 Bgn 10/11/25	Week 3 Bgn 17/11/25	Week 4 Bgn 24/11/25	Week 5 Bgn 01/12/25	Week 6 Bgn 02/12/25	Week 7 Bgn 15/12/25		
English	Key Text Supporting Texts		Owl Babies – Martin Waddle The Owl who was Afraid of the Dark by Jill Tomlinson Squirrels who Squabbled by Rachel Bright and Jim Field After the Storm (Percy the Park Keeper) by Nick Butterworth The Gunpowder Plot by Liz Gogerty (linked to Understanding of the World topic)								
	Y1 & Y2		Transcription: Simple Sentences  Predictions	Diary entry  Reading VIPERs	Diary entry	Non-fiction – Owl facts	Non-chronological report - Owls		Comprehension		
Phonics	Grp 1	EW P1 Aut 2	/j/ <j> /v/ <v> /w/ <w> /ks/ <x>  He, she, buses	/y/ <y> /z/ <z> <zz> /kw/ <qu> /ch/ <ch>  We, me, be	/sh/ <sh> /th/ <th> (voiced and unvoiced) /ng/ <ng> /nk/ <nk>  push	/ai/ <ai> /ee/ <ee> /igh/ <igh> /oa/ <oa>  Was, her	–es (where there is no change to the root word) Assess and review week R:2	Review week R:3  My, you	Consolidation		
	Grp 2	AS P1 Spring 2	Review week R:7  Said, so, have	Review week R:8  Were, out, like	Review week R:9  Some, come, there	Review week R:10  Little, one, do	Assess and review week R:11  Children, love	Review week R:12	Consolidation		
	Grp 3	MD P2 Aut 2	Revise: /or/ <au> /ee/ <ey> /ai/ <a–e> /ee/ <e–e>  Please, once	Revise: /igh/ <i–e> /oa/ <o–e> /(y)oo/ <u–e> /s/ <c>  Any, many, again	/ee/ <y> /or/ <al> (walk) Review week Y1:4  Who, whole	Review week Y1:5  Where, two	Assess and review week Y1:6	Review week Y1:7	Consolidation		
	Grp 4	AW P3 Aut 2	/zh/ spelled <s> /zh/ spelled <si> Homophones	/ur/ spelled <or> /or/ spelled <ar> Homophones	/j/ spelled <g> /n/ spelled <gn> /s/ spelled <c>	/j/ spelled <ge> /n/ spelled <kn> /ee/ spelled <ey>	/u/ spelled <o> /zh/ spelled <s>or <si> /r/ spelled <wr>	/oo/ spelled <o> /h/ spelled <wh> /ai/ spelled <ea>	/j/ spelled <dge> /o/ spelled <a> /or/ spelled <a>/<al>		
Maths	R		<b>Circles and Triangles (1 week)</b> - Identify, name and compare circles and triangles - Shapes in the environment - Describe position	<b>1, 2, 3, 4, 5 (2 weeks)</b> - Find, subitise and represent 4 and 5 - 1 more and 1 less - Composition of 1-5  -		<b>Shapes with 4 Sides (1 week)</b> - Identify and name shapes with 4 sides - Combine shapes with 4 sides - Shapes in the environment - My day and night		<b>Alive in Five (2 weeks)</b> - Introduce zero - Find, subitise and represent 0 to 5 - 1 more and 1 less - Composition - Conceptual subitizing to 5		<b>Consolidation</b>	
	Y1/2		<b>Number: Addition and Subtraction (3 weeks cont.)</b> - Add three 1-digit numbers - Find a part - Fact families – the 8 facts - Take away – how many left? - Find the difference - Missing number problems	<b>Number: Place Value within 100</b> <ul style="list-style-type: none"><li>Count beyond 20</li><li>Count tens</li><li>Groups of tens and ones</li><li>Partition into tens and ones</li><li>Use a place value chart</li><li>Flexible partitioning</li></ul>			<ul style="list-style-type: none"><li>Number lines</li><li>Estimate on Number lines</li><li>1 more and 1 less</li><li>Compare numbers with the same number of tens</li><li>Compare any two numbers</li><li>Order objects and numbers</li></ul>			<b>Geometry: Shape (2 weeks)</b> <ul style="list-style-type: none"><li>Recognise and name 2D and 3D shapes</li><li>Count sides on 2D shapes</li><li>Count vertices on 2D shapes</li><li>Draw 2D shapes</li><li>Vertical lines of symmetry</li></ul>	
EYFS			<b>Communication and Language</b> Develop vocabulary through everyday conversations with adults and peers Tell me a story – retelling favourite and familiar stories using story language Listening and responding to stories during literacy/topic and story times Following instructions relating to daily routines – getting ready for lunch, hanging up coat etc Encourage children to take part during class discussion Understand how to listen carefully and why listening is important – reminders and visual cues Use new vocabulary taught Throughout the day through topic and adult led activities Choose books that will develop their vocabulary relating to topic (see topic suggested texts) Preparation for Nativity play – speaking parts			<b>Personal Social and Emotional Development</b> Maintaining good relationships with peers Recognising differences amongst themselves and their peers Including others when working and playing Knowing how to help if someone is being bullied Trying to solve problems Using kind words Giving and receiving compliments Staying safe in the local area (Autumn Walk)			<b>Physical Development</b> <i>Fine Motor:</i> Threading, cutting, playdough, focus fine motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation. <i>Gross Motor (PE Planning)</i> Changing for PE <i>Movement and Development:</i> Runs skilfully and negotiates spaces successfully, adjusting speed or direction to avoid obstacles. Moves freely and with pleasure and confidence in a range of skilful ways. Travels with confidence and skill in a range of movements when using equipment. <i>Dance:</i> Explore different movements – keeping good balance and coordination. Listen to the music and move in time with it. Work well with a partner, copying and mirroring movements.:		
			<b>Literacy</b> Retell stories related to events through acting/role play. Christmas letters/lists Retelling stories using images/actions Using simple story Maps. <i>Editing of story maps and orally retelling new stories.</i> Sequencing stories –use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter–sound correspondences. Enjoys an increasing range of books (including non-fiction) Writing opportunities and supported writing activities: Initial sounds, CVC words using taught GPCs Name writing Labelling using initial sounds Story scribing (whole class) Retelling stories in writing area Sequence stories Orally speak a sentence Using CVC words to label pictures/diagrams Handwriting/letter formation			<b>Understanding the World</b> Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations Share family celebrations and learn about religious celebrations at this time of year within the school community Make comparisons between celebrations from different cultures Bonfire night activities and safety Autumn walks around the local area Visit to Church Use of Google Maps for children to navigate around the local area and their homes – allowing children the opportunity to talk about their own local area (Autumn Walk) Children talk about their own Christmas activities and celebrations and learn about how others celebrate			<b>Expressive Arts and Design</b> Children learn to mix colours – warm colours Festival related art work –Bonfire Night Create owl nest collages using outdoor materials Autumn/night sky paintings Use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories Nativity Play preparation – songs and dances as well as small speaking parts Christmas decorations, Christmas cards Christmas songs/poems		

<b>Topic</b> Y1/Y2 Science History Geography Art/DT		<b>Science: Animals Including Humans (Human Body and Senses cont.)</b> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense		<b>Science: Seasons (Winter)</b> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.		<b>History: The Gunpowder Plot</b> <b>NC Objectives:</b> Events beyond living memory that are significant nationally or globally Lives of significant individuals in the past who have contributed to national and international achievements <b>Historical significance</b> *Talk about why we celebrate significant British events (Gunpowder Plot). <b>Chronological Understanding</b> *Discuss events that have already happened referring to them as in the past and history. *Sequence the events of a historical area of study. <b>Historical enquiry using sources</b> **Using sources, find answers to simple questions about the past. *Ask questions based on sources and what can be seen such as, ‘What were people doing?’ and ‘What were they used for?’ <b>Historical enquiry communicating ideas</b> *Communicate ideas about the past through drawing and drama. <b>Historical interpretation</b> *Identify reasons for and against celebrating a significant British event. <b>Cause and consequence</b> *Explain a reason/s why an event took place		<b>Art: Exploring the world through monoprint</b> I can make drawings using photos from films as my source material. I can look closely guided by my teachers voice, and work in my sketchbook or on paper to make drawings using soft pencil or handwriting pen. I can look closely at small objects close to me and make drawings with soft pencil or handwriting pen at the same scale or size. I can think carefully about which marks I will include in my drawing. I can share my sketchbook work with the class and talk about what I like about my work. I can listen to others talking about their work, and sometimes I can add my thoughts. I have seen what a mono print is and have explored the work of an artist who uses mono print. I can share my thoughts on the artists work. I can use carbon paper to make mono prints. I can experiment with the kinds of marks I make, and think about how they help make my drawings interesting. I can base my drawings upon careful observational looking. I can slow down my looking and mark making and work for 5 to 15 minutes on a drawing. I can explore a theme and make mono prints using my imagination to make my drawings personal. I can share my work and talk about what I like, and what I would like to try again. I can enjoy looking at the work of my classmates and sometimes I can share my thoughts about their work. I have understood that through art, I can invent and discover.		<b>DT: Stable Structures</b> Explain that structures are things that are built and have a purpose. Understand that structures with a wider base are more stable than ones with a narrow base. Explain that extra weight added to the base of a structure makes it more stable. Design a product for a particular user. Use a sketch to show ideas. Choose the best method for joining the parts of the product. Make evenly spaced cuts. Use scissors to cut out a shape neatly and accurately. Explain what they like and dislike about their final product.	
<b>Music</b>	<b>Rec</b> (Sparkyard)	My Musical Classroom									
	<b>Y1 &amp; 2</b>	Calderdale Music Service									
<b>PE (PE Planning)</b>	<b>Rec</b>	EYFS Movement and development EYFS Dance									
	<b>Y1 &amp; 2</b>	Fitness Dance									
<b>RE</b>	<b>All</b>	Who brought messages about God and what did they say? 1.5 <i>Part A – Jesus &amp; Christmas</i>									
<b>PSHE (Jigsaw)</b>	<b>Rec</b>	Celebrating Difference									
	<b>Y1 &amp; 2</b>										
<b>Computing (Purple Mash)</b>	<b>Y1</b>	Data Explorers 1									
	<b>Y2</b>	The Internet 2				Creating Pictures 2					