

Autumn 1 2026 EYFS/KS1 Medium Term Planning

Subject/ Week	Week 1 Wk Beg 7 th September	Week 2 Wk Beg 14 th September	Week 3 Wk Beg 21 st September	Week 4 Wk Beg 28 th September	Week 5 Wk Beg 5 th October	Week 6 Wk Beg 12 th October	Week 7 Wk Beg 19 th October
	<i>Friendship month</i> Zero waste week – 7 th – 11 th Rosh Hashanah - 11th - 13 th Jo S FB	Internation Day of Democracy – 15 th Jenes for Genes Day – 17 th Recycle Week - 14th - 20th Jo B FB	Autumn Equinox 23 rd Yom Kippur - 20th – 21 st Jo S FB	<i>Black History/ National Bullying Prevention Month – 1st Oct</i> National Teaching Assistants Day - 27 th Vegetarian/National Poetry Day - 1st Oct World Smile Day - 2nd Oct Jo B FB	<i>World Space Week - 5- 9th Oct</i> <i>World Teacher’s Day/ World Habitat Day - 5th</i>	<i>World Food Day - 16th</i>	
Main Theme	EYFS – Let’s Explore Mini Projects – Build it up, Exploring Autumn, Me and My Community						
	KS1 – Movers and Shakers Mini Projects – Human Survival, Let’s Explore the World, Exploring Colour and Remarkable Recipes						
ENGLISH/ COMMUNICATION AND LANGUAGE/ LITERACY							

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Book Study	Let's Explore Nursery – Pre-Literacy Pack EYFS – We're going on a Bear Hunt		
	KS1 – Rosa Parks (Little People, Big Dreams), Man on the Moon (A Day in the Life of Bob), Moon Rocket		
EYFS Book List	-Where's Spot? -Whatever Next! -We're Going on a Bear Hunt -Herbie's Big Adventure -Harold and the Purple Crayon -Mr Grumpy's Outing -The Night Pirates -The Little Dinosaurs Big Adventure -Where's My Teddy? -Owl Babies		
KS1 English	In KS1 the children follow Talk for Writing. This approach helps children become confident writers by first encouraging them to talk about stories and ideas before writing. Through storytelling, discussion, and role-play, children learn new vocabulary, understand how stories are structured, and gain confidence in expressing their ideas. This makes writing more enjoyable and easier for them.		
	-Man on the Moon (a day in the life of Bob) (Story Writing)	- Rosa Parks (Fact File)	- Moon Rocket (Big Green Crocodile) (Poetry)
Author Focus	EYFS – Claire Freedman		

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	KS1 – Shirley Hughes						
MATHS							
Nursery	-Comparison 1- More than, Fewer than, Same -Shape, Space and Measure 1 – Explore and Build with Shapes and Objects	-Comparison 1- More than, Fewer than, Same -Shape, Space and Measure 1 – Explore and Build with Shapes and Objects	-Pattern 1 – Explore Repeats	-Pattern 1 – Explore Repeats	-Counting 1 – Hear and Say Number Names	-Counting 1 – Hear and Say Number Names	-Counting 2 – Begin to Order Number Names
EYFS	Getting to know you	Match, Sort and Compare	Match, Sort and Compare	Talk about measure and patterns	Talk about measure and patterns	It’s me, 1, 2, 3	It’s me, 1, 2, 3
Year 1	Place Value (within 20)	Place Value (within 20)	Place Value (within 20)	Addition and Subtraction (within 20)	Addition and Subtraction (within 20)	Addition and Subtraction (within 20)	Consolidation Week

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Year 2	Place Value (within 20)	Place Value (within 20)	Place Value (within 20)	Addition and Subtraction (within 20)	Addition and Subtraction (within 20)	Addition and Subtraction (within 20)	Consolidation Week
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SCIENCE/ UNDERSTANDING OF THE WORLD

EYFS	<u>Exploring Autumn</u> In this project, the children will explore the natural world and find out about the plants and animals in their local environment. They will learn about features of the woodland animals and explore how wild animals differ from pets. They will also observe how plants change and explore growth and decay. The children will also begin to learn about the seasons, seasonal change and the weather. <u>Build it Up</u> In this project, the children will explore, name and sort materials according to their properties. They will also be introduced to vocabulary, such as hard, soft, smooth, rough, light and heavy. <u>Let's explore</u> In this project, the children will explore their local environment to find out about living things in the places in which they live. They will also be introduced to language related to their senses.
KS1	<u>Human Survival</u> In this Science project, children revisit learning about humans, linking human timelines to life cycles. They construct life cycle diagrams, identifying the stages and processes and how humans change over time. Children relate their learning about the needs of pets, identifying the needs of humans for survival before collecting and displaying data in a block graph.

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Children learn what humans need to stay healthy. They learn about food groups and what constitutes a good diet and research balanced diets. Children learn about the importance of regular exercise. They then investigate whether they can improve their fitness over time. Good hygiene practises are discussed, such as hand and hair washing. Finally, children conduct a simple comparative test to identify the importance of using soap when washing their hands.

HISTORY/ UNDERSTANDING OF THE WORLD

EYFS

Let's Explore

This project allows the children to explore significant people from the past as they find out about famous explorers.

Me and My Community

In this project, the children will explore their family history and look at how they have changed since being babies. The children will be introduced to the vocabulary of time, such as yesterday and last week. They will also learn about the lives of important people in their community and their role in society, such as emergency service workers.

KS1

Movers and Shakers

In this history project, children focus on significant people throughout history. They are introduced to Dawson's model of significance, which helps them to decide if a person is historically significant. They learn about a significant person from the locality (Emmeline Pankhurst) and evaluate their impact on the local area, the United Kingdom and the rest of the world.

The children are introduced to the vocabulary used to describe the work or actions of significant people, such as activist, artist, explorer, monarch and scientist. They group significant people under these headings and then learn about their lives. The children are introduced to diamond ranking to sort the people studied, from the most to least significant, using their knowledge of each person.

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Children are introduced to the concept of chronology and make timelines. They study a range of significant people, learning the stories of their achievements in chronological order and they impact they have had on life today. They are introduced to the concept of fact and opinion as they learn about racial segregation in the USA through the activism of Rosa Parks.

They also add to their knowledge of monuments and memorials, studying how memorials recognise people and achievements.

GEOGRAPHY/ UNDERSTANDING OF THE WORLD

EYFS

Exploring Autumn

In this mini seasonal project, the children will conduct some fieldwork and incorporate their learning, in to their forest school sessions, to explore the changes that happen during autumn and how these affect their local environment, including typical autumn weather.

Me and My Community

In this project, the children will learn about communities and conduct fieldwork to explore the nursery and school environment. The children will learn to look after their immediate environment and will be introduced to maps as pictorial representations of places and journeys. They will have the opportunity to make sketches of familiar routes and journeys. Children will also be introduced to positional language, such as forwards, backwards, next to, in front of, behind and under.

KS1

Let's Explore the World

In this essential skills and knowledge geography project, children learn to use an atlas and read world maps to discover new information. They revisit the four cardinal compass points and use their knowledge to describe the locations of places in the United Kingdom. Children use a key to read help them read and make sense of a map. They collect and interpret primary data to determine how many different vehicles pass their school and answer related geographical questions.

As they study the world, children revisit and develop their learning, including the location of the equator, Northern and Southern Hemispheres and the North and South Pole. They revisit facts about places worldwide, including hot and cold places, and are introduced to

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the term 'temperature'. They learn that temperature regions are between hot and cold places and have a mild temperature. Children learn the term 'sustainability' and identify how humans can have a positive and negative impact on the Earth.

Children learn more about the characteristics of the four countries in the United Kingdom as they collect and compare data about population sizes, cities, the landscape, physical features and human features. They use their knowledge of the United Kingdom to compare England to Somalia, in Africa and identify their similarities and differences.

COMPUTING/ UNDERSTANDING OF THE WORLD

EYFS

Nursery - As part of their computing learning next half term, our Nursery children will be introduced to using iPads to explore QR codes within their environment. This will help them begin to develop confidence and curiosity with technology, while learning that digital devices can be used to explore, discover and interact with the world around them. It provides a fun and age-appropriate starting point for their computing journey.

Awesome Autumn

Three Autumn themed activities which see the children explore patterns in Garlands Galore, create a leaf labyrinth and make Pumpkin Soup using computational thinking skills.

People Who Help Us

Three fun activities designed to help the children develop their computational thinking skills. The activities are all based around our real life superheroes, the people who help us every day. The children will create patterns on a police car, guide a delivery person with their package to the correct destination and design a uniform for a firefighter!

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KS1	<u>Computing Systems and Network – IT around us</u> Learners will develop their understanding of what information technology (IT) is and will begin to identify examples. They will discuss where they have seen IT in school and beyond, in settings such as shops, hospitals, and libraries. Learners will then investigate how IT improves our world, and they will learn about the importance of using IT responsibly.
RE/ UNDERSTANDING OF THE WORLD	
EYFS	<u>Expressing</u> <u>Which times are special and why?</u> This topic encourages the children to explore special times that are important to themselves, their families and others. They will learn that people celebrate special times in different ways, including religious celebrations such as Christmas, and begin to understand that these celebrations can have special meanings for different people.
KS1	<u>Believing</u> <u>Who is Jewish and what do they believe?</u> In this unit, children learn about Judaism and discover that Jewish people believe in one God who created and cares for the world. They explore important Jewish beliefs, symbols and traditions, including the Shema prayer, the mezuzah and Shabbat. Children also learn about Jewish festivals such as Chanukah, Pesach (Passover) and Sukkot, and how these celebrations help Jewish families remember important stories and express their faith. Through stories, discussion and practical activities, pupils develop respect and understanding for Jewish beliefs and ways of life.
ART/EXPRESSIVE ARTS AND DESIGN	

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EYFS	<u>Exploring Autumn</u> In this mini seasonal project, the children will explore threading, using ribbon or yarn, to thread autumnal leaves punched with holes. <u>Let's Explore</u> In this project, the children will learn to draw the human form (themselves) from observation or memory. They will also be introduced to painting techniques and supported to paint images from memory, observation and their imagination.
KS1	<u>Exploring Colours</u> In this art and design project, children build on learning, revisiting their knowledge of primary and secondary colours. They extend their understanding of colour theory by varying the amount of each base colour they mix to make hues and comparing two artists' use of colour. They are introduced to making printing blocks using plasticine or modelling clay and mark-making tools. They paint colour wheels, explore mixing colours to match observed hues, make two-colour prints and reimagine a patterned composition, using hues and vibrant colours.
DT/EXPRESSIVE ARTS AND DESIGN	
EYFS	<u>Me and My Community</u> In this project, the children will use construction kits to create vehicles with wheels and axles. <u>Build it Up</u> In this project, the children will work collaboratively and independently to build structures using various resources and construction kits. They will look at existing products and structures to inspire their creations and test and adapt their ideas.

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KS1	<u>Remarkable Recipes</u> In this design and technology project, children learn more about the origins of foods. They learn about the parts of the plants we eat and the variety of foods that come from animal sources. They explore tools used for preparation and decide which tool is best for a specific task. Children discover why some foods are cooked and learn to read a simple recipe. They choose a new, healthy, school lunch recipe that fits a set of criteria. They make, taste and evaluate their chosen recipe and decide if the dish should be included in the school menu.
MUSIC/EXPRESSIVE ARTS AND DESIGN	
Nursery	<u>Bounce in to Action</u> During this fun theme, our nursery children will - -Learn how to find and move to the beat of three songs: Wake Up, You Can Move and Feel Your Whole Body. -Learn how to copy and create a range of fine and gross motor skills and cross-body moves. -Learn to sing five songs with actions to help with learning the days of the week and daily routines. -Learn that making choices is an integral part of growing up and being creative. -Select pictures to colour in and organise to reflect their ideal day.
Reception	<u>Lilting Lullaby</u> The children will be encouraged to listen to the melody 'Baby Elephant', which is a gentle lullaby, and practice to accurately pitch-match voices. It has an unusual lilting rhythm, with two beats followed by three. The children will listen and respond to another piece called Mars by Gustav Holst, which has a five-beat pattern. We will then use the children's different ideas, to choreograph a dance to Baby Elephant. Dance and music are both expressive performing arts; combining them will help our children to learn that we can communicate with our bodies, not just with words.
KS1	<u>Pulse, Rhythm and Pitch</u> This unit teaches the children that music has a pulse, a steady beat. Music is also made up of long and short and high and low sounds, called 'rhythm' and 'pitch'. These elements combine when we sing and play. As you listen to, sing, play and dance to the music in this unit, explore these elements of music and how they work together

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PSHE/RHE

EYFS

Being Me in my World

In this Puzzle (unit), the children talk about how they have similarities and differences from their friends and how that is OK. They begin working on recognising and managing their feelings, identifying different ones and the causes these can have. The children talk about working with others and why it is good to be kind and use gentle hands. They discuss children's rights, especially linked to the right to learn and the right to play. The children talk about what it means to be responsible.

KS1

Being Me in my World

In this Puzzle (unit) the children discuss their hopes and fears for the year ahead – they talk about feeling worried and recognising when they should ask for help and who to ask. They talk about rights and responsibilities; how to work collaboratively, how to listen to each other and how to make their classroom a safe and fair place. The children talk about choices and the consequences of making different choices,

PE/PHYSICAL DEVELOPMENT

EYFS

Throwing and Catching

The children will develop their coordination, balance and control through practising throwing and catching. They will learn to use both hands and different throwing techniques, develop their ability to track and catch a ball, and begin to understand how to control the strength and direction of their throws. These activities also help children build confidence, spatial awareness and turn-taking skills.

Me and Myself

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	The children will develop an awareness of their bodies and how they can move in different ways. They will explore actions such as balancing, stretching, travelling, stopping and changing direction, while developing coordination, control, spatial awareness and confidence. They will also begin to understand how to move safely and take turns when working alongside others.
KS1	<u>Throwing and Catching</u> Children will develop the fundamental skills of throwing, catching, rolling and aiming with increasing accuracy, control and confidence. They will learn to use both underarm and overarm throws, track and catch a variety of balls, move into space to receive a pass, and control the speed and direction of their throws. Throughout the unit, they will develop hand-eye coordination, teamwork, communication and sportsmanship while learning to follow rules, work safely and support others. They will also understand how different throwing techniques suit different tasks, why accuracy is important, and how practice, resilience and self-reflection help improve performance. <u>Me and Myself</u> Children will develop their fundamental movement skills, body awareness and confidence through activities that focus on what their bodies can do. They will learn to balance, travel, jump, hop, skip, change direction, and move with increasing control, coordination and agility while improving their spatial awareness. Children will explore different ways of moving, understand how exercise affects their bodies, and recognise the importance of warming up, staying active and working safely. They will also develop resilience, independence and self-belief by setting personal challenges, evaluating their own performance and celebrating improvement, while showing respect for others, following instructions and working cooperatively in individual, paired and small-group activities.
COOKING/BAKING OPPORTUNITIES Throughout the year, children will have the opportunity to cook or bake during each half term, with activities linked to their current topic. A ClassDojo message will be sent to parents/carers before each session so that any questions or queries can be discussed and resolved beforehand.	
EYFS	Hedgehog Bread Rolls
KS1	Art focus this half term

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PROTECTIVE CHARACTERISTICS BOOK FOCUS	
EYFS	Hair Love (To celebrate my family)
KS1	King and King
BRITISH VALUES	
KS1 & EYFS	Respect Democracy
DIVERSITY AND INCLUSION OPPORTUNITES	
KS1 & EYFS	Celebrations in different Religions Black History Month Race Religion or belief
SAFEGUARDING LINKS IN THE CURRICULUM	

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KS1 & EYFS	E-Safety (Speak Out Stay Safe) Celebrating Diversity/Racism
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