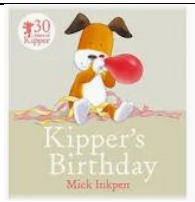
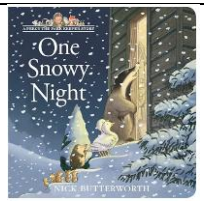
EYFS Medium Term Plan 2026-27

Autumn 2/Let's Celebrate

	Week 1 02.11.26 Bonfire Night	Week 2 09.11.26 Remembrance Day	Week 3 16.11.26 Birthdays	Week 4 23.11.26 Weddings	Week 5 30.11.26 Winter	Week 6 07.12.26 Christmas	Week 7 14.12.26 Christmas
Primary Texts		Poppies by CBeebies 					
Secondary Texts	Bonfire Night (non-fiction) Dipal's Diwali Pudsey's Great Fundraiser Iris and Isaac Katie Morag and the Wedding Lost and Found The Gruffalo's Child The Polar Express The Night Before Christmas						
Nursery Rhymes	Remember, remember…	Teddy Bear, Teddy Bear, turn around	Happy Birthday	Church Bells Ringing Song	On a cold and frosty morning	When Santa got stuck up the chimney/ Nativity songs	We Wish You A Merry Christmas/ Nativity songs
Themes/Interests	**Bonfire Night/Diwali**	**Remembrance Day**	**Birthdays**	**Weddings**	**Winter**	**Christmas**	**Christmas Around the World**
Communication & Language	**Objectives:** -Ask questions to find out more and to check they understand what has been said to them. -Develop social phrases. -Engage in story times.				**Vocabulary**: Listen, share, ideas, thoughts, talk, quiet, loud, voice, words, meaning.		

<table>
<tr><td></td><td colspan="7">Using phase two phonics skills, games, stories and rhymes to promote listening skills and understanding. Continue circle times to promote positive interactions with their new peers and adults to provide modelling within the areas of provision to expand on new vocabulary and build on relationships.</td></tr>
<tr><td></td><td colspan="7">Activities:
- Daily Storytime. Encourage children to join in with repeated refrains when reading key texts.
- Introduce new weekly vocabulary and model.
- Sing ‘hello song’ each morning.
- Model talk routines throughout the day.
- Daily snack and chat sessions.
- Continue to model roleplay in the home corner and key vocabulary.
- Encourage new vocabulary in the small world area.</td></tr>
<tr><td rowspan="3">Personal, Social & Emotional Development</td><td colspan="4">Objectives:
- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others</td><td colspan="3">Vocabulary:
Happy, sad, excited, tired, safe, scared, afraid, worried, friend, friendship, self, care, needs, feelings.</td></tr>
<tr><td colspan="7">Children will continue to be supported by adults to settle into their new school routines, with lots of short circle times and activities to ensure the children feel happy and secure. Daily snack and chat time to encourage turn taking, listening and allowing them to express their views and feelings. Reinforce the three school values ‘respect, resilience and curiosity’ and set clear expectations of behaviour.</td></tr>
<tr><td>PSHE
Describe their own positive attributes.

Share their likes and dislikes.

Listen to and respect the ideas of others.</td><td>PSHE
Recognise the similarities and differences amongst their peers.

Discuss why differences should be celebrated.

Retell a story.</td><td>PSHE
Talk about their family, customs and traditions.

Listen to others talk about their experiences.

Compare their own experiences with those of others.</td><td>PSHE Recognise the similarities and differences between their home and those of others.

Talk about what makes their home feel special and safe.

Be sensitive towards others.</td><td>PSHE
Suggest ways in which we can be kind towards others.

Demonstrate skills in cooperation with others.</td><td>PSHE
Show friendly behaviour towards a peer.

Build relationships with others</td><td>PSHE
Revisit previous learning</td></tr>
</table>

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<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td rowspan="4">Physical Development</td><td colspan="5">Objectives:
- To move safely with and around others
- To show determination to hold a balance
- Develop their fine motor skills so that they can use a range of tools competently, safely and confidently – pencils for drawing and writing, paintbrushes, scissors.
- Further develop the skills they need to manage the school day successfully: lining up and mealtimes.</td><td colspan="2">Vocabulary:
Move, control, coordination, free, space, aware, around, over, under, though, active, body, healthy.</td></tr>
<tr><td colspan="7">Develop gross motor skills in our weekly PE sessions which an emphasis on fundamental movement skills: jumping, hopping, skipping, catching, climbing & balancing.
Develop gross motor skills using the outdoors with an emphasis on large scale building and the use of the balancing bikes and scooters.</td></tr>
<tr><td>PE
Gymnastics (Shapes with your body)

Daily Wake & Shake</td><td>PE
Gymnastics (Shapes whilst on apparatus)

Daily Wake & Shake</td><td>PE
Gymnastics (Balancing on different body parts)

Daily Wake & Shake</td><td>PE
Gymnastics (Jumping and landing safely)

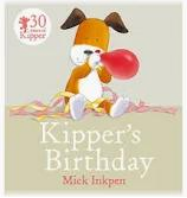
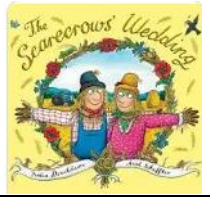
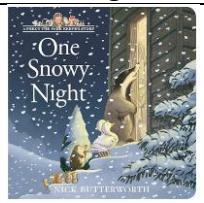
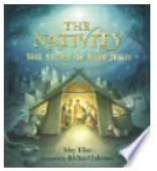
Daily Wake & Shake</td><td>PE
Gymnastics (Rocking and rolling)

Daily Wake & Shake</td><td>PE
Gymnastics (Sequences)

Daily Wake & Shake</td><td>PE
Revisit

Daily Wake & Shake</td></tr>
<tr><td rowspan="2">Literacy</td><td colspan="5">Word Reading
Objectives:
- Blend phonemes orally within CVC words. Read words, sentences and decodable texts containing the graphemes: ck, e u, r, h, b, f, ff l, ll, ss.
- Continue to recognise upper case letters alongside lower case GPCs introduced to support decoding. Distinguish between a word, a letter and a space.
- Read words, sentences and decodable texts with the tricky words: I, to, no, go, into</td><td colspan="2">Vocabulary:
Word, sentence, phoneme, grapheme, letter, illustration, author, illustrator, story, rhyme, song, rhyming, sound, meaning, write.</td></tr>
<tr><td colspan="7">We follow Lancashire’s Red Rose Phonics programme. Phonics is taught during 5 x 25-minute sessions each week. Children will learn 15 phonemes, tricky words and begin to blend sounds together to make vc and cvc words. Children will begin to develop an interest in mark-making and writing. They will give meaning to marks and emergent writing. Children will begin to write their own names using some recognisable letter shapes. Continuous provision enhancements planned for each week on weekly plan.</td></tr>
</table>

	Phonics Teach **ck e u** Tricky words **I to**	**Phonics** Teach **r h b** Tricky words **no go**	**Phonics** Consolidate **o c k ck e u r h b** Tricky words **into**	**Phonics** Teach **f ff l** Tricky words **the to I go no into**	**Phonics** Teach **ll ss** Tricky words **the to I go no into**	**Phonics** Consolidate **f ff l ll ss ck** Tricky words **the to I go no into**	**Phonics** Consolidation
	Comprehension **Objectives:** -Listen to and discuss stories or information that has been read to them. -Recite simple rhymes and songs. -Understand the difference between text and illustrations. -Knows that in English print is read from left to right and top to bottom and that print conveys meaning. -Hold a book correctly and turn pages from front to back. -Talk about the front cover, title and illustrations in stories. -Discuss specific information in non-fiction texts e.g. labels, images. -Make predictions and anticipate key events based on illustrations and title in stories that have been read to them. -Look closely and discuss the illustrations to develop understanding of the story. -Activate knowledge linked to own experiences, e.g. What do you know about where you live? -Explore and discuss new vocabulary linked to stories, non-fiction, rhymes and themes, e.g. word rap, vocabulary wall, word tree. -Use recently introduced vocabulary appropriately during discussions about texts. -Respond to questions using who and what linked to texts and illustrations. -Identify the main characters in stories. -Explore what a character might say. -Identify the main events in stories, e.g. discuss what happened at the beginning, during and end of a story.				**Vocabulary**: Listen, share, text, illustrations, front cover, title, labels, prediction, who, what, characters, beginning, middle, end, retell, feelings – happy, sad, angry, scared, friendly, helpful, calm,		

	-Use actions and pictures to orally retell stories in their own words. -Role play stories using simple props and recently introduced vocabulary. -Say how they feel about stories.						
	We have a weekly story and rhyme that relates to our theme. Continuous provision activities are planned relating to the theme. We have story time at the end of the day, with secondary texts that relate to our topic/theme. Lots of discussions about characters and feelings. Children access reading corners in the classroom, shared area and the outdoor reading shed.						
		Poppies by CBeebies 					
	Remember, remember…	Teddy Bear, Teddy Bear, turn around	Happy Birthday	Church Bells Ringing Song	On a cold and frosty morning	When Santa got stuck up the chimney/ Nativity songs	We Wish You A Merry Christmas/ Nativity songs
	Writing **Objectives:** *Emergent writing:* Copy adult writing behaviour e.g. writing on a whiteboard, writing messages. Make marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words. *Composition:* Use talk to link ideas, clarify thinking and feelings. Understand that thoughts and stories can be written down. *Spelling:* Orally spell VC and CVC words by identifying the sounds. Write own name. *Handwriting:* Form letters from their name correctly.				**Vocabulary:** Phonic sounds and ditties		

	Recognise that after a word there is a space.						
	We have a weekly writing task completed with an adult. There is a writing table in the continuous provision area. Writing enhancements are provided in provision areas. Daily handwriting sessions – dough disco, mark making on whiteboards						
	Writing Label firework colours and sounds.	**Writing** Write red similes	**Writing** Write birthday cards	**Writing** Write a wedding list	**Writing** Write Winter sentences	**Writing** Write sentences about Stick man	**Writing** Talk for writing Christmas story
Maths	**Objectives:** Recognise and write the numeral 5, 6, 7, 8, 9, 10. Use one to one correspondence to identify 5, 6, 7, 8, 9, 10 (item, picture, sound, action) Introduce Number 5, 6, 7, 8, 9, 10 to Numberland. Identify 5, 6, 7, 8, 9, 10 using different representations. Understand that 5, 6, 7, 8, 9, 10 is made up of 5 ones, 6 ones, 7 ones, 8 ones, 9 ones, 10 ones. Select the numeral that represents a set of objects Identify 5, 6, 7, 8, 9, 10 and not 5, 6, 7, 8, 9, 10 using different representations Compare 10, 9, 8, 7, 6, 5, 4, 3, 2 and 1 saying which is more and fewer Identify 5, 6, 7, 8, 9, 10 and not 5, 6, 7, 8, 9, 10 using different representations Partition 5, 6, 7, 8, 9, 10 in different ways Represent 5, 6, 7, 8, 9, 10 using different representations Represent amounts in their own ways, explaining what they mean				**Vocabulary**: Number, numeral, count, count on, count back, one-to-one correspondence, amount, quantity, represent, representation, match, recognise, write, more, fewer, less, equal, same, different, altogether, part, whole, partition, group, set, ones, number pattern, Numberland, explain, how many		
	We follow Lancashire's Red Rose Maths scheme. Maths is taught daily 10 minute key skills practise then 10 minute adult led small group task. Each week a new number is introduced and explored in different ways through a variety of questions and tasks. As a new number is introduced, the questions and tasks will also include how the new number relates to the previous numbers that have been learned. Continuous provision enhancements planned for each week on weekly plan.						
	Red Rose Maths Number 5	**Red Rose Maths** Number 6	**Red Rose Maths** Number 7	**Red Rose Maths** Number 8	**Red Rose Maths** Number 9	**Red Rose Maths** Number 10	**Red Rose Maths** Revisit numbers 1-10
Understanding the World	**Objectives:**				**Vocabulary**:		

<table>
<tr><td></td><td colspan="4">-Understand why Bonfire Night is celebrated and learn about the Gunpowder Plot.
-Understand why we remember people on Remembrance Day.
-Identify places in our local community where people celebrate special occasions.
-Explain what snow is. To understand that snow melts when the weather gets warmer.
-Explore the changes that happen during winter
-Describe what clothes you need to wear in the rain. To explain the differences between rain, ice and water.
-Understand why and how people celebrate religious festivals, including Eid and Christmas.
-Understand how Muslims and Christians celebrate their festivals and recognise similarities between their celebrations.</td><td colspan="3">Guy Fawkes, Gunpowder Plot, Parliament, King James I, plot, bonfire, fireworks, Remembrance, remember, poppy, soldiers, peace, war, brave, thank you, symbol, red, church, village, local, landmark, building, location, community, wedding, celebration, venue, familiar, near, far, snow, ice, frozen, melt, melting, water, cold, warm, temperature, solid, liquid, change, winter, season, frost, freezing, weather, hibernate, shelter, rain, rainforest, cloud, river, celebrate, celebration, special, party, gift, card, invitation, Eid, Muslim, Islam, meal, Christian, Christianity, Christmas, Jesus, born, Mary, Joseph.</td></tr>
<tr><td></td><td>History
Guy Fawkes</td><td>History
Remembrance Day</td><td></td><td>Geography
Local landmarks</td><td>Science
Snow and melting</td><td>Science/Geography
Winter</td><td>Science
Rain, ice and water</td></tr>
<tr><td></td><td>RE
Celebration</td><td>RE
Eid</td><td>RE
Eid</td><td>RE
Christmas</td><td>RE
Christmas</td><td>RE</td><td></td></tr>
<tr><td rowspan="2">Expressive Arts and Design</td><td colspan="4">Objectives:
-Explore colour, shape and pattern through the artwork of Kandinsky.
-Learn and perform songs for our Nativity</td><td colspan="3">Vocabulary:
Artist, Kandinsky, abstract, colour, shape, circle, pattern, line, concentric, bright, dark, mix, create.
Sing, song, lyrics, rhythm, beat, melody, actions, performance, audience, loud, quiet, together, Nativity.</td></tr>
<tr><td>Music
Nativity songs</td><td>Music
Nativity songs</td><td>Art
Kandinsky
Music
Nativity songs</td><td>Music
Nativity songs</td><td>Music
Nativity songs</td><td>Music
Nativity songs</td><td>Music
Nativity songs</td></tr>
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