

EYFS Medium Term Plan — Autumn 1

Reception — Thames Ditton Infant School

2025–26



Overview of Enquiry Questions

Week	Theme	Enquiry Question
Week 1 — w/c 2/9/25	Settling In & All About Me	Who am I and who is in my new class?
Week 2 — w/c 8/9/25	Our School Community	Who helps us in our school and how do we belong?
Week 3 — w/c 15/9/25	Autumn & The Natural World	What changes can we see outside in autumn?
Week 4 — w/c 22/9/25	Traditional Tales — Three Little Pigs	How do we tell a story from beginning to end?
Week 5 — w/c 29/9/25	Traditional Tales — Goldilocks	How do characters in stories feel and behave?

Week 1 — Settling In & All About Me (w/c 2/9/25)

Enquiry Question: *Who am I and who is in my new class?*

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
Communication & Language	Names of children and adults in our class. Personal vocabulary: family, home, friend, kind. Listening is when our eyes, ears and bodies are still. 'My name is...' and 'I like...' are two ways to introduce ourselves.	Listen carefully to a speaker and look at them. Say their own name and one thing they like. Learn the names of new children and adults. Begin to use new vocabulary through the day.	Daily register and morning welcome routine — names and 'good morning'. Circle time: pass-the-teddy 'My name is... and I like...'. Talking partners introduced — turn to face your partner, look and listen. Weekly nursery rhyme: 'Hello, hello, how are you?' Home corner role-play: family vocabulary in context. Listening station: nursery rhyme audio with picture cards. Photo board of children and adults — match photo to name.	Adults model 'I am Mrs/Miss...' and 'I like...' explicitly. Visuals on lanyards for adult names. Talking-partner pairs displayed with photos. Environment: cosy carpet area, name cards in every area, 'this is me' family-photo wall.	Listen and respond when their name is called. Begin to use new vocabulary linked to family and class. Articulate one simple idea in a well-formed sentence with adult support. Build first warm attachments with adults and peers.
PSED	We have a class charter that tells us how we treat each other (kind hands, kind words, listening ears). The toilet, peg, snack and lunchtime routines. Feelings have names — happy, sad, excited, worried. Everybody in our class is valuable and special.	Follow simple classroom routines with reminders. Name one feeling they are having today. See themselves as a valuable member of the class. Try a new activity with adult support.	Jigsaw Unit 1 'Being Me in My World' — Piece 1 'Self-identity'. Class charter made together with handprints. Daily 'How are you feeling?' check-in using emotion fans. Tour of the classroom and outdoor area — where things live. Turn-taking games in small groups (rolling a ball, passing a bear). Settling-in 'special book' — children draw themselves and their family.	Adults stay calm and reassuring; greet every child by name at the door. Visual timetable explained each morning. Emotion fans used as a shared vocabulary, not a test. Buddy adults assigned for any child who is unsettled.	Follow simple instructions with support. Name one feeling using picture support. Begin to form positive attachments with adults. See themselves as a valuable individual within the class.
Literacy	A book has a front cover, back cover and pages. Stories are read from front to back. Their own name is made of letters. Some letters have a 'sound' — first GPCs: s, a, t, p.	Hold a book the right way up. Recognise the first letter of their name in print. Mark-make with a comfortable pencil grip (developing). Begin to say the sounds /s/ /a/ /t/ /p/ in response to letter cards.	Little Wandle phonics — Phase 2 Week 1: s, a, t, p. Oral blending games — 'I went to the shop and bought a c-a-t — can you say it fast?' Shared reading: a familiar nursery-rhyme book each day. Name-writing station: chunky pencils, sand trays, white boards with own name card. Mark-making area: large paper, chalks, paint sticks (encouraging early grip). Book corner: 'all about me' books, photo books of the class.	Adults model name writing slowly, saying each letter name as they form it. Sound cards on display with mnemonics from Little Wandle. Tripod-grip prompt (KFKS 6) introduced gently with finger games and dough disco. 3x weekly reading-practice sessions begin in week 2.	Engage in a short story time. Mark-make purposefully. Begin to recognise own name on their peg, lunch tray and book. Say the sounds /s/ /a/ /t/ /p/ when shown the letter.
Mathematics	Two objects match when they are the same. Pictures and real objects can match. Matching vocabulary: same, the same as, matches. The phrase 'I can match...' to describe what they have done.	Match a real object to another real object that is the same (Block 1 Step 1). Match a real object to a picture of the same object (Block 1 Step 2). Use the language 'same' and 'matches'. Notice when two things are NOT the same.	WR Autumn Block 1 Step 1 — Match objects: pairs of socks, gloves, shoes in the home corner; matching pairs of natural objects. WR Autumn Block 1 Step 2 — Match pictures and objects: photo of a teddy → real teddy; photo of the snack apple → real apple. Matching pairs games (chunky picture cards). Pegs and pictures matching at the woodwork bench. Snack-time matching: count children to cups. Daily routine: matching name cards to coat pegs.	Adults model the sentence 'These match because they are the same' on a loop. Real objects used wherever possible — not just worksheets. 'Match' word on display with photographs.	Match real objects that are the same. Match a real object to a picture. Use 'same' and 'matches' in their own talk. Notice when things are different.
Understanding the World	Our family is the people who live with us and love us. Our school is a special place with	Talk about their family using a photo or drawing. Name some rooms and adults in school.	Topic: 'Once upon a time' — All About Me. RE: 'Who am I, and where do I belong?' — introductory session. Walking tour of the	Adults share their own 'all about me' first to model. Photographs at child-height	Talk about their family using a photo or picture. Name at least one adult and one room in

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	classrooms, a hall, an office and a playground. Maps show us where things are. Some things have changed since we were a baby — we used to be smaller.	Begin to use a simple map of the classroom. Recognise themselves in a baby photo.	school — visit the office, hall, kitchen. Class community map of the classroom (collaborative). 'All About Me' family books sent home and returned. Baby photo discussion: 'Who is this? How do you know?' Outdoor area: spotting the autumn signs on a settling-in walk.	around the room. Adults from across school (head teacher, office, kitchen) visit to say hello. Simple symbol map of the classroom on display.	school. Recognise themselves in a baby photo. Begin to describe their immediate environment.
Expressive Arts & Design	Faces have a nose, eyes, mouth, ears, eyebrows and hair. Different drawing materials make different marks (pencil, felt pen, paint stick, chalk). A self-portrait is a picture of yourself. Singing is making your voice match a tune.	Explore a range of drawing materials. Draw a recognisable face with key features. Sing along to a familiar nursery rhyme. Join in with simple body percussion.	Self-portraits Day 1 — pencil only; Day 2 — felt pen; Day 3 — paint; Day 4 — choice of material. Mirrors on tables for close looking. Nursery rhyme of the week: 'Twinkle Twinkle Little Star' — with actions. Music: body percussion warm-ups (clap-stomp-pat). Home corner role play with dressing-up clothes. Free creative area with paper, chalks, paint sticks.	Adults model slow, careful drawing — 'I am looking at my eyes first...'. Provide quality materials, not just felt pens. Singing built into transitions (tidy-up song, line-up song).	Explore drawing materials and choose one with intent. Begin to include key facial features. Sing along to a class nursery rhyme. Engage in simple music-making.
Physical Development	Our school has a hall for PE, a playground for running, and a quiet area for sitting. Tools we use: chunky pencils, pegs, dough cutters, scissors. Our pencil sits on our finger and thumb (tripod grip — KFKS 6). Lining up is one body behind the next.	Negotiate space safely in the hall and outdoors. Hold a pencil with a developing grip. Use playdough tools and scissors safely. Line up and walk in a queue.	Primary PE: Superhero Dance — fundamental movement and space. Outdoor area: scooters, trikes, balance bikes; negotiating space. Daily 'Dough Disco' to build hand and finger strength (KFKS 6). Fine motor area: tweezers picking up pompoms; pegs onto card. Scissors skills: snipping along straight lines. Tripod-grip games — pinching small stickers, threading large beads. Routine practice: lining up to the bell, walking down corridors.	Adults explicitly teach the tripod grip (KFKS 6) using finger rhymes and pencil grippers. Visual reminders at every writing area. Praise correct posture and pencil grip every time. Outdoor area always available for gross motor.	Move safely in the hall and outdoors. Begin to use the tripod grip with support. Use playdough tools and scissors safely. Line up and walk in a queue with reminders.

Week 2 — Our School Community (w/c 8/9/25)

Enquiry Question: *Who helps us in our school and how do we belong?*

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Communication & Language	Our school has adults with different jobs: teacher, teaching assistant, headteacher, office staff, lunchtime supervisor, caretaker. A 'question' starts with words like who, what, where. Listening means looking at the speaker, keeping our body still, and thinking about what they say.	Listen attentively to a visiting speaker. Ask a simple question beginning with 'what' or 'where'. Use new role vocabulary in talk. Take turns to speak in a small group.	Visiting speakers — head teacher, caretaker, lunchtime supervisor (each comes to circle time for 5 minutes). Question prompts on cards: 'What is your job? Where do you work?' Talking partners: 'My favourite person in school is... because...' Role-play: school office set up with phones, lanyards, post tray. Listening station: photos of school adults with audio clips of their voices. Daily nursery rhyme: 'The Wheels on the Bus' (community helpers verse).	Adults model the question stems clearly before each visit. Photographs of every school adult on display. Provide concrete props to support recall (lanyard, broom, dinner ladle).	Listen to a speaker and remember one piece of information. Ask a simple question with support. Use vocabulary for school roles in their talk.
PSED	Rules help everyone in school stay safe and happy. We have a class charter we made together. 'Sharing' means giving someone a turn with a toy or resource. Friends are people we play kindly with.	Follow the class charter with reminders. Share a resource with another child for short periods. Notice when a friend needs help. Try a new activity with growing independence.	Jigsaw Unit 1 'Being Me in My World' — Piece 2 'Understanding Feelings' and Piece 3 'Being in My Classroom'. Class charter revisited daily with thumbs-up / thumbs-down examples. 'Friendship Friday' — partner play in the home corner. Turn-taking in larger groups (board games, parachute games). Daily 'kind hands, kind words, kind feet' chant. Settling-in special book continued.	Adults narrate kind behaviours specifically ('I noticed Ola waited for the trike — that was kind sharing'). Restorative language modelled at every minor disagreement. Buddy systems for any unsettled child.	Follow classroom routines with reminders. Share a resource with a peer for short periods. Begin to notice when a friend is upset. See themselves as a valuable member of the class.
Literacy	GPCs i, n, m, d. The first letter of a word makes a sound — 'mum' starts with /m/. Print carries meaning — the words on the door tell us 'classroom'. A sentence is made of words.	Recognise s, a, t, p, i, n, m, d on flashcards. Hear and say the initial sound in simple CVC words. Form their name with growing accuracy. Recognise their name and the names of two friends.	Little Wandle phonics — Phase 2 Week 2: i, n, m, d. Oral blending continued — 'It's a m-a-t' / 'It's a p-i-n'. Name-writing every day at registration. Shared reading: 'Funnybones', 'Owl Babies', simple repetitive texts. Mark-making provoked by environmental print walks ('What does that sign say?'). Picture-and-initial-sound matching games. 3x weekly reading-practice groups begin in earnest.	Phase 2 sound cards displayed prominently with mnemonics. Adults model 'robot talk' (sound-talk) in transitions ('h-a-t — what's that?'). Children's name cards used for sorting by initial letter.	Recognise GPCs s, a, t, p, i, n, m, d on flashcards. Hear and say the initial sound in spoken words with support. Write the first letter of their name accurately. Engage in story time with growing focus.
Mathematics	A set is a group of objects that belong together — 'a set of red bricks', 'a set of pencils'. The word 'set' can be modelled with a hoop or a tray. Objects can be sorted into sets by one attribute (e.g. colour, size, type). The same objects can be sorted in more than one way.	Identify a set of objects by a single attribute (Block 1 Step 3). Sort a small group of objects into sets by type (Block 1 Step 4). Explore sorting by different attributes (Block 1 Step 5). Explain the sorting rule using simple language.	WR Autumn Block 1 Step 3 — Identify a set: hoops on the carpet with a set of cars / dinosaurs / leaves. WR Autumn Block 1 Step 4 — Sort objects to a type: buttons sorted by colour; school resources sorted into 'pencils / not pencils'. WR Autumn Block 1 Step 5 — Explore sorting techniques: same buttons sorted by colour, then by size, then by holes — same things, different rules. Outdoor sorting: autumn objects into hoops (conker / not conker). Snack time: sorting the fruit bowl. Tidy-up routine framed as sorting — 'these belong in the set of small bricks'.	Adults model the language 'I sorted these by ___' and 'this is a set of ___' constantly. Hoops, trays and dividers in every continuous-provision area. Stem-sentence: 'These are ___; these are not ___.'	Identify a set of objects. Sort objects into sets by one attribute. Notice that the same objects can be sorted in different ways. Use 'sort', 'set' and 'same' in their talk.

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Understanding the World	Our school is part of a wider community. People who work in school have specific jobs — they each help in a different way. Maps can show where rooms are. Some people in our school have been here a long time; some are new.	Name two or three school adults and their roles. Talk about the route from their classroom to the hall. Compare two rooms in school (e.g. classroom vs hall). Make connections between roles and what people do.	Topic: 'Once upon a time' — Our School Community. RE: 'Who am I, and where do I belong?' continued — places we belong to (family / school / town). Visit a different area of school each day (office, hall, kitchen, library, office). Class map of the school grounds being built across the week. 'Job match' card game — photo of adult matched to photo of tool. Class community quilt — children draw 'where I belong'.	Adults from across school visit OR are visited by the class. Children take photos on the iPad of each place they visit. Map built collaboratively on a large piece of paper for display.	Name some adults in school and what they do. Describe a familiar route in school with support. Begin to draw on a simple map. Talk about their school community as a place they belong.
Expressive Arts & Design	A collage uses many small pieces stuck onto a background. Glue sticks need a lid. Cool autumn colours: red, orange, yellow, brown, gold. Music can be made by tapping different objects (body, sticks, instruments).	Cut and tear paper safely. Choose autumn colours with intent. Stick collage pieces with control. Tap a steady beat with body percussion.	Autumn collage of leaves, twigs, conkers, ribbons — A4 individual collages. Music: body-percussion 'autumn rain' (finger taps → palm pats → stomps to build a storm). Nursery rhyme: 'Pitter Patter Raindrops'. Home corner role-play continued. Free creative area with autumn colour palette only. Dressing up: dressing-up box explored with names for clothes ('coat', 'hat', 'scarf').	Autumn objects laid out on a 'tinker table' for free exploration before art. Adults model the body-percussion storm with clear visual cues. Limit the colour palette intentionally — focus on careful colour choice.	Cut and tear paper safely. Use autumn colours with intent. Stick collage pieces with control. Tap a steady beat in body percussion.
Physical Development	Our pencil sits on our finger and thumb — tripod grip (KFKS 6). 'Curly' letters start at the top right and curl round (KFKS 2 — c, a, d, g, o, q, e, s, f). Scissors have two finger holes and a long handle. Mealtimes use a knife and fork held safely.	Hold a pencil with a tripod grip (KFKS 6). Form some curly-family letters with support. Cut along a straight line with scissors. Use a knife and fork at lunchtime with growing independence.	Primary PE: Superhero Dance continued; introduce 'finding a space'. Outdoor: scooters, trikes, parachute games. Daily Dough Disco — focus on pincer grip. Fine motor area: pegs onto card, threading large beads, tweezers and pompoms. Handwriting station: introduce curly-letter family (c, a, d, g, o, q, e, s, f) with adult guidance (KFKS 2). Scissors practice: snipping straight lines. Mealtime focus: holding cutlery correctly.	Tripod grip taught explicitly at every writing session (KFKS 6). 'Curly letter' family introduced with movement cue ('round and round and back to the start'). Lunchtime supervisors briefed to support and praise cutlery use.	Hold a pencil with a tripod grip with reminders (KFKS 6). Begin to form curly-family letters. Cut along a straight line. Use a knife and fork at lunchtime with growing independence.

Week 3 — Autumn & The Natural World (w/c 15/9/25)

Enquiry Question: *What changes can we see outside in autumn?*

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
Communication & Language	Autumn vocabulary: leaf, conker, acorn, harvest, crisp, golden, falling. Adjectives describe what something is like — 'a crunchy leaf', 'a golden leaf'. Multi-step instructions can be followed in order ('first put on your coat, then line up').	Use new autumn vocabulary in their talk. Use two or three adjectives to describe an autumn object. Follow a two-step instruction during a school walk. Listen attentively to a story outdoors.	Autumn welly walk — adults narrate and model vocabulary in context. Talking partners: 'I found a ____ . It feels ____ and ____.' Adjective card station with photos of autumn objects ('crunchy', 'shiny', 'spiky'). Bring-and-share: a child brings an autumn object from home and describes it. Outdoor listening: story read aloud under a tree. Discussion: 'What changes can we see outside in autumn?'	Adults narrate the walk in rich language ('the leaves are crunchy and golden underfoot'). Word mat with photos available outdoors. Sentence stems: 'I noticed...', 'I can hear...', 'It feels...'	Use autumn vocabulary in their talk. Describe an object using two or three adjectives. Follow a two-step instruction. Sustain attention during an outdoor story.
PSED	Our class is one community; our school is a bigger community. We come to school every day in different ways (walking, scooter, car, bus). Everyone in our class has something special about them. Listening to others helps us understand them.	Listen respectfully when a friend is talking. Take turns confidently in small-group activity. Try a new activity with growing independence. Express how they feel using a simple sentence stem.	Jigsaw Unit 1 'Being Me in My World' — Piece 4 'Gentle hands' / 'Kind words' and Piece 5 'Rights and Responsibilities'. Daily check-in continued with emotion fan. Circle time: 'Something special about me' — each child shares one thing. Turn-taking parachute games outside. Help-yourself snack — independent self-care.	Adults celebrate every contribution at circle time. Sentence stem: 'I feel ____ because ____.' Buddy system continued for any unsettled child.	Listen respectfully when a peer speaks. Take turns in a parachute game without prompting. Try a new outdoor activity. Use the stem 'I feel... because...' with support.
Literacy	GPCs g, o, c, k, ck, e, u, r. CVC blending — three sounds make a short word ('cat', 'pin', 'mug'). The letter 'i' in their name is different from the sound /i/ in 'pin' — letter names vs letter sounds. A sentence can be built by saying it aloud first.	Recognise all Week-3 GPCs. Orally blend a CVC word presented in robot talk. Begin to write some letters from the curly family (KFKS 2). Retell part of a familiar story with picture support.	Little Wandle phonics — Phase 2 Week 3: g, o, c, k, ck, e, u, r. Oral blending — 'I'm thinking of a c-a-t — what is it?' Shared reading: 'We're Going on a Bear Hunt' (autumn outdoor link), 'Leaf Man', 'The Leaf Thief'. Name writing with attention to letter formation. Outdoor mark-making with chalks and water-paint. Writing area: autumn captions with picture prompts (drawing first). 3x weekly reading-practice groups embedded.	Adults use Little Wandle gestures and mnemonics consistently. Stem: 'I can hear /c/ at the start of cat.' Letter formation chant repeated daily.	Recognise GPCs taught so far (s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r). Orally blend a CVC word. Form some curly-letter family letters (KFKS 2). Engage in story time and pick out a favourite part.
Mathematics	We can sort objects using our own rule (e.g. 'spiky / not spiky'). A label tells you what is in a set. We can compare two sets and say which has 'more' or 'fewer'. Objects can be compared by size — 'bigger / smaller', mass — 'heavier / lighter', and capacity — 'full / empty / nearly full'.	Create a sorting rule and explain it (Block 1 Step 6). Compare amounts using more / fewer (Block 1 Step 7). Compare size, mass and capacity in real-life contexts (Block 2 Steps 1–3).	WR Autumn Block 1 Step 6 — Create sorting rules: autumn sorting tray (conkers, acorns, leaves) — children invent their own rule. WR Autumn Block 1 Step 7 — Compare amounts: two hoops of conkers — which has more / fewer? WR Autumn Block 2 Step 1 — Compare size: lining up sticks from shortest to longest. WR Autumn Block 2 Step 2 — Compare mass: heavy vs light conkers on bucket scales. WR Autumn Block 2 Step 3 — Compare capacity: filling autumn-tray scoops with conkers — which holds more? Water tray: filling and emptying. Snack: 'who	Real, hands-on resources for every step — outdoor and indoor. Sentence stems on display: 'I sorted by...', 'This has more than...', 'This is heavier than...', 'This holds less than...'. Real bucket balance and measuring jugs always available.	Invent and explain a sorting rule. Compare two amounts using more / fewer. Compare size, mass and capacity in real-life contexts using accurate language.

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			has more grapes?' Tidy-up: 'this tray is fuller than that tray'.		
Understanding the World	Autumn is one of four seasons. In autumn the weather gets colder, leaves change colour and fall, and we see conkers and acorns. Trees can be deciduous (lose leaves) or evergreen. Some animals prepare for winter (squirrels collect food; hedgehogs hibernate).	Describe what they see, hear and feel outside. Compare a tree now with a photo of the same tree in summer. Make and record a simple observation. Recognise a deciduous tree.	Topic: 'Once upon a time' — Autumn & the Natural World. RE: 'Who am I, and where do I belong?' — our place in the natural world. Autumn welly walk to local park or playground. Observation diaries: 'My favourite tree' drawn this week and revisited later in the year. Investigation tray: leaves, acorns, conkers, bark rubbings. Discussion: 'What do squirrels do in autumn?' Visit/observe the school garden weekly.	Take photographs of trees and the outdoor area in autumn for revisiting in spring. Magnifying glasses always available. Adults model rich descriptive vocabulary. Outdoor learning prioritised regardless of weather.	Describe what they see, hear and feel outside. Recognise that leaves change colour and fall in autumn. Make a simple observation drawing. Talk about how some animals prepare for winter.
Expressive Arts & Design	Leaf rubbings — paper, leaf, side of a crayon. Leaf prints — paint on a leaf, press onto paper. Autumn music can be slow and gentle (rain) or loud and energetic (wind). Pattern words: small, big, dot, line.	Make a leaf rubbing with care. Make a leaf print with control of paint. Listen to and move to autumn music. Notice patterns in nature (veins on a leaf).	Leaf rubbings and leaf prints — outdoor easels. Autumn 'tinker table' with conkers, acorns, ribbons for free arranging. Music: 'Autumn' from Vivaldi's Four Seasons (short extracts). Movement: 'be a falling leaf' — gentle, twisting movement. Nursery rhyme: 'The Leaves Are Falling Down'. Home-corner role play: making 'autumn soup' with leaves and conkers.	Provide quality natural materials, not just paint. Magnifying glasses on the art table for close observation before drawing. Music played at calm transitions.	Make leaf rubbings and prints with care. Move expressively to autumn music. Notice and describe patterns in nature. Choose autumn colours with intent.
Physical Development	We can move like animals — squirrel scampering, hedgehog rolling. Climbing safely means three points of contact. Curly letter family revisited (c, a, d, g, o, q, e, s, f — KFKS 2). The acorn pinch — index finger and thumb together — is the strong pinch for writing.	Travel safely outdoors using different movements. Climb and balance with three points of contact. Form some curly-family letters in handwriting (KFKS 2). Pinch and pick up small objects with the index finger and thumb.	Primary PE: animal movement — scamper, roll, hop, leap. Outdoor climbing frame with safety rules revisited. Daily Dough Disco. Fine motor area: 'acorn pinch' games — picking up real acorns into a jar with tweezers; conker-into-egg-cup with the pinch grip. Handwriting station: continue curly letter family (KFKS 2). Scissors progression: snipping curves.	Adults narrate the 'three points of contact' rule on the climbing frame. Tripod-grip prompt at every writing session (KFKS 6). Provide a range of natural fine-motor objects.	Travel safely outdoors with different movements. Climb and balance with adult support. Form some curly-family letters with the tripod grip (KFKS 2 / KFKS 6). Pinch small objects with index finger and thumb.

Week 4 — Traditional Tales — Three Little Pigs (w/c 22/9/25)

Enquiry Question: *How do we tell a story from beginning to end?*

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Communication & Language	A traditional tale is an old story told by many people. The Three Little Pigs has a beginning, middle and end. Story language: 'once upon a time', 'and they all lived happily ever after'. Time connectives: first, then, next, finally.	Retell a familiar story in the right order with picture support. Use story language ('once upon a time'). Sequence three or four picture cards correctly. Articulate ideas in well-formed simple sentences.	Daily reading of The Three Little Pigs (different versions). Story map drawn together over the week and used to retell. Talking partners: 'First the pig... then the wolf... finally...' Role-play house construction with hay, sticks, bricks (junk). Story-stones with characters from the tale. Hot seating Mrs Pig — 'What did the wolf do?' Listening corner: audio of the tale.	Story actions taught for each event (Talk for Writing approach). Story map at child-height for independent retelling. Sentence stems: 'First...', 'Then...', 'Finally...' on display.	Retell The Three Little Pigs in order using picture support. Use story language in their talk. Articulate ideas in well-formed simple sentences. Sequence story events correctly.
PSED	Some characters in stories make kind choices; others do not. 'Cooperation' means working together (the pigs build a strong house together). When we help each other, we can do more than alone. Stories help us think about right and wrong.	Identify which characters in the story are being kind. Work cooperatively in a small group to build something. Begin to express an opinion with adult support ('I think... because...'). Notice when others need help.	Jigsaw Unit 1 — Piece 6 'Rewards and feeling proud'. Cooperative house-building challenge — small groups build a house from sticks/bricks. Circle-time discussion: 'Was the wolf making good choices? What could he have done differently?' Goal-setting: 'I will help one friend today.' Drama: hot-seating the wolf — 'Can you say sorry to the pigs?' Restorative practice modelled.	Adults praise cooperation explicitly. Sentence stem: 'I think ___ because ___.' Visual support for fair turn-taking.	Identify kind and unkind choices in a story. Work with one or two peers on a shared task. Begin to express an opinion. Notice and respond when a friend needs help.
Literacy	GPCs h, b, f, l. Tricky words: 'is', 'I', 'the'. A label tells you what something is. Some words don't follow the sound rules — these are tricky words. The story has repeating phrases ('Little pig, little pig, let me in!').	Recognise GPCs h, b, f, l. Read 'is', 'I', 'the' on flashcards. Orally blend and start to read simple CVC words. Write labels for pictures of story characters (drawing first, then label).	Little Wandle phonics — Phase 2 Week 4: h, b, f, l; tricky words 'is', 'I', 'the'. Shared reading: The Three Little Pigs (multiple versions). Writing: labelling story characters ('pig', 'hat', 'wolf', 'bricks') and 'Wanted: BIG BAD WOLF' poster. Role-play writing: bricks-and-mortar order form for the pig builder. Book corner: traditional tales. 3x weekly reading-practice continued.	Tricky words introduced as 'we just have to know these — they don't play by the rules'. Wanted poster modelled at independent attempts. Story map used to support oral rehearsal before writing (KFKS 1).	Recognise GPCs h, b, f, l. Read 'is', 'I', 'the' on flashcards. Orally blend CVC words. Write a simple label for a picture using known sounds (KFKS 9).
Mathematics	A pattern is a repeating arrangement of things (red-blue-red-blue, or stamp-clap-stamp-clap). Patterns can be made with objects, sounds and actions. The simplest pattern is AB (two things alternating). The number 1 means one of something; 2 means two; 3 means three.	Notice and describe a simple AB pattern (Block 2 Step 4). Copy and continue an AB pattern (Block 2 Step 5). Create their own AB pattern (Block 2 Step 6). Find 1, 2 and 3 objects in a set (Block 3 Step 1).	WR Autumn Block 2 Step 4 — Explore simple patterns: red-blue-red-blue brick pattern for the pig's house. WR Autumn Block 2 Step 5 — Copy and continue: clap-stamp-clap-stamp body percussion. WR Autumn Block 2 Step 6 — Create simple patterns with bricks / beads. WR Autumn Block 3 Step 1 — Find 1, 2 and 3: counting pigs, houses, wolves. Three Little Pigs story: count 3 pigs, 3 houses, 3 huffs and puffs. Outdoor pattern hunt — find AB patterns in nature. Snack-time: 1 apple, 2 grapes, 3 carrot sticks.	Patterns modelled with body, sound and object. Stem: 'Red, blue, red, blue — what comes next?' Number cards 1, 2, 3 on display with dot patterns and numerals.	Notice, copy, continue and create an AB pattern. Count 1, 2 and 3 objects accurately. Use the words 'pattern' and 'number' in their talk.

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Understanding the World	Houses can be made from different materials — straw, sticks, bricks, glass, wood. Some materials are strong, some are weak. We can test materials to find out which are strong. Different families live in different types of homes.	Compare three different materials (straw, sticks, bricks). Predict which house will stay up when blown. Make a simple observation. Talk about their own home.	Topic: 'Once upon a time' — Three Little Pigs. RE: 'Who am I, and where do I belong?' — the homes we live in. STEM challenge: build three little houses and test which one stays up when a hairdryer blows. Material exploration tray: straw, twigs, lego bricks. 'My home' — children draw their own home (front door, windows). Discussion: 'What is your home made of?' Outdoor large-scale 'pig's house' building with crates.	Real materials provided for testing. Adult-led prediction: 'Which house do you think will stay up?' Real-life link — show photos of children's homes and discuss diversity (flat, terrace, semi).	Compare three materials and explain which is strongest. Make a prediction about a simple test. Talk about their own home. Begin to understand that families live in different types of homes.
Expressive Arts & Design	A model can be built from junk modelling (boxes, tubes, tape). 3D construction means joining things together. The pig characters can be voiced with different pitches. Repeated refrains in a song add structure.	Join boxes and tubes to build a 'house' for a pig. Change pitch to voice different characters. Sing along with a repeating refrain. Return to and refine a model.	Junk modelling: build a house for the pigs. Drama: act out the story in groups using voices and props. Music: 'Who's That Knocking at My Door?' — pitch changes for wolf vs pig. Nursery rhymes: 'This Little Piggy', 'The Three Little Pigs' song. Role-play stage area with story props. Continue refining the junk model across the week.	Models displayed and returned to. Adults model 'I am going to make my model stronger by...'. Pitch changes modelled in storytelling voice.	Join materials using tape, glue, treasury tags. Voice characters with pitch differences. Sing along to a repeating refrain. Return to and refine a model.
Physical Development	Stamping, crouching and stretching are different gross-motor movements. Curly-letter family continued (KFKS 2). The 'wolf huff' breath is a deep breath we can use to calm down too. Scissors can be used to cut along simple curves.	Combine stamping, crouching and stretching in story-related movement. Form most curly-family letters (KFKS 2). Cut along a simple curve. Use a deep breath to calm down when needed.	Primary PE: 'Three Little Pigs' movement story — pigs run, build, hide; wolf huffs and puffs. Outdoor: building a big 'pig's house' with crates and milk crates. Handwriting: continue curly letter family (KFKS 2). Scissors: snipping curves. Dough Disco continued daily. Fine motor: pegs to hang up 'washing' on the line. Calm-down corner with 'wolf-huff' breathing pictures.	PE movement story narrated to the class with clear cue actions. Curly-letter family formation chant ('around, around, and back to the start'). Calm-down strategy taught to whole class for use later in the year.	Combine three movements in a sequence with adult support. Form most curly-family letters with the tripod grip (KFKS 2 / KFKS 6). Cut along a simple curve. Use 'wolf-huff' breathing to calm down.

Week 5 — Traditional Tales — Goldilocks (w/c 29/9/25)

Enquiry Question: *How do characters in stories feel and behave?*

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
Communication & Language	Story characters have feelings — happy, scared, cross. 'Too' and 'enough' describe degree — 'too hot', 'too big', 'just right'. Goldilocks made some wrong choices; we can talk about them. Time connectives: first, then, next, finally — used to retell.	Use feeling vocabulary to describe a character. Use 'too' and 'enough' in their own talk. Retell Goldilocks in the right order with story language. Listen attentively and respond with comments.	Daily reading of Goldilocks and the Three Bears. Hot seating Goldilocks — 'Why did you go in their house?' Talking partners: 'Goldilocks felt ___ because ___.' Adjective and feeling cards station. 'Just right' Goldilocks station — porridge bowls (big/medium/small), chairs, beds. Story map continues. Listening corner with audio.	Sentence stems on display: 'I feel ___ when ___', 'The bear felt ___ because ___'. Goldilocks props at child-height in the role-play area for spontaneous retelling. Adults model feeling-talk warmly.	Use feeling vocabulary in talk. Use 'too' and 'just right' to compare. Retell Goldilocks in order. Listen attentively and add a relevant comment.
PSED	Goldilocks made choices that were not respectful — she went into a house that wasn't hers. 'Respect' means treating people and their things kindly. 'Sorry' is a word that helps repair a friendship. 'Empathy' means understanding how someone else feels.	Recognise that Goldilocks's choices were not respectful and say why. Say 'sorry' when they have hurt or upset a friend. Begin to show empathy — name how a friend or character feels. Cooperate with one or two peers in role-play.	Jigsaw Unit 1 — Piece 7 'Consequences' and end-of-unit celebration. Discussion: 'Was it OK for Goldilocks to go in? What would you do instead?' Drama: hot-seating Mummy Bear — 'How did you feel when you came home?' Restorative circle modelled and used through the week. Role-play: hosting a tea party for the three bears (welcoming guests properly).	Restorative scripts modelled with children consistently ('What happened? How did you feel? What can we do now?'). Sentence stems for repair: 'I'm sorry that...', 'Next time I will...'	Identify Goldilocks's choices as not respectful and explain. Use 'sorry' with adult support. Name how a character or friend is feeling. Cooperate with one or two peers.
Literacy	Phase 2 review — all GPCs s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l. Tricky words 'is', 'I', 'the'. A simple caption is one word and a picture; a sentence has more than one word and a full stop. A label uses just one or two words.	Recognise all Phase 2 GPCs taught. Read 'is', 'I', 'the' automatically. Orally blend and read simple CVC words. Write captions for a picture using known sounds (KFKS 9).	Little Wandle phonics — Phase 2 review week. Shared reading: Goldilocks and the Three Bears. Writing: 'Wanted' poster for Goldilocks; captions for porridge bowls ('big', 'medium', 'small'); letters from Goldilocks to the bears saying sorry. Role play: bear's house with writing area. Book corner: traditional tales and big-book Goldilocks. 3x weekly reading-practice groups continued.	Phase 2 sound mat available at every writing area. Stem: 'Say it slowly, write what you hear.' (KFKS 9). Celebrate every attempt at phonetic spelling.	Recognise all Phase 2 GPCs. Read tricky words 'is', 'I', 'the' on sight. Blend and read CVC words. Write a caption a peer can read (KFKS 9).
Mathematics	Subitising means knowing how many without counting one by one. The numbers 1, 2 and 3 can each be shown in many different arrangements (a dice face, fingers, a tens frame). One more than a number is the next number along; one less is the number before. The composition of 3 is two parts that make 3 (e.g. 1 and 2, or 2 and 1).	Subitise 1, 2 and 3 in different arrangements (Block 3 Step 2). Represent 1, 2 and 3 using fingers, marks, objects (Block 3 Step 3). Find 1 more and 1 less than a number to 3 (Block 3 Steps 4–5). Notice the composition of 3 as two parts (Block 3 Step 6).	WR Autumn Block 3 Step 2 — Subitise 1, 2 and 3: dice games, dot card flash, fingers. WR Autumn Block 3 Step 3 — Represent 1, 2, 3: numeral cards, dot cards, fingers, marks. WR Autumn Block 3 Step 4 — 1 more: 'the three bears get a friend — how many now?' WR Autumn Block 3 Step 5 — 1 less: 'one bear goes to bed — how many left?' WR Autumn Block 3 Step 6 — Composition of 1, 2, 3: part-whole models with bears (2 big + 1 small = 3). Goldilocks porridge bowls counted, sorted, matched. Outdoor: three big chairs, three medium, three small.	Numicon, dot cards, ten frames, real bears all available. Sentence stems: 'I see 3 — I just know.', 'One more than 2 is 3.', '3 is made of 2 and 1.' KFKS 7 (numeral formation) embedded in daily handwriting.	Subitise 1, 2, 3 instantly. Represent 1, 2, 3 in multiple ways. Find 1 more and 1 less to 3. Begin to notice the composition of 3.

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
Understanding the World	Bears are real animals — they live in forests in different countries. Some animals hibernate (sleep) in winter. Porridge is made from oats — a crop grown by farmers. Stories can teach us about right and wrong.	Compare a real bear with a story bear. Talk about animals that hibernate. Investigate porridge oats and where they come from. Recognise that stories teach us things.	Topic: 'Once upon a time' — Goldilocks. RE: 'Who am I, and where do I belong?' continued — what stories teach us about how to belong with others. Investigation: oats, water, and a pan of porridge to taste. Compare real bears (photos / video) with story bears. Discuss hibernation. Map activity: where do bears live? Outdoor 'bear hunt' adventure linked to the book.	Real porridge tasted (allergens checked). Photographs and video of real bears (BBC clips). Map of the world available with stickers for bear habitats.	Talk about real and story bears. Recognise that some animals hibernate. Taste and describe porridge. Talk about something a story has taught them.
Expressive Arts & Design	A scene can be built in a small-world tray with chairs, beds, bowls. Mixing yellow and brown paint makes 'porridge' or 'bear' tones. Singing a familiar song confidently. Story drama uses voice and movement together.	Build a small-world Goldilocks scene with intent. Mix paint to make 'bear' or 'porridge' colours. Sing the Goldilocks song with confidence. Use voice and movement together to act out the story.	Small-world Goldilocks scene set up — children invited to extend / change. Mix paint colours to make bear tones (yellow + brown). Drama: acting out the story in small groups; sharing performances on Friday. Singing: 'When Goldilocks Went to the House of the Bears'. Continued nursery rhymes from previous weeks. Free creative area with porridge-pot collage.	Adults model colour mixing slowly and explain the change. Drama supported in small groups with clear character cards. Celebrate every group's performance.	Build a small-world scene with intent. Mix paint to make new colours. Sing the Goldilocks song confidently. Use voice and movement in story drama.
Physical Development	Hopping, jumping and tiptoeing are different ways to travel. Numerals 0–3 have specific formations (KFKS 7). Fine motor tools include spoons, ladles, brushes. The tripod grip is now expected at every writing session (KFKS 6).	Hop, jump and tiptoe with control. Form numerals 0–3 correctly (KFKS 7). Use a spoon, ladle and brush with growing control. Maintain a tripod grip independently for short bursts (KFKS 6).	Primary PE: 'tiptoe past the bears' — control and balance. Outdoor: hopping and jumping in chalk-circle 'porridge bowls'. Handwriting: numerals 0–3 (KFKS 7). Fine motor: spooning porridge oats from pot to bowl; ladle in the water tray. Dough Disco continued. Scissors: practising curved cuts (porridge spoons).	Numeral formation rhymes (e.g. '0 round and round, back to where you start') taught explicitly (KFKS 7). Tripod-grip checks routine at every writing session (KFKS 6). Outdoor focus on control of movement.	Hop, jump and tiptoe with control. Form numerals 0–3 with correct directionality (KFKS 7). Use spoons, ladles and brushes with control. Maintain the tripod grip at writing time (KFKS 6).