



# EYFS Medium Term Plan — Autumn 2

Reception — Thames Ditton Infant School

2025–26

## Overview of Enquiry Questions

Week	Theme	Enquiry Question
Week 1 — w/c 3/11/25	Anti-Bullying Week & PANTS	How do we show kindness and keep ourselves safe?
Week 2 — w/c 10/11/25	Remembrance & People from the Past	Why do we remember people who lived long ago?
Week 3 — w/c 17/11/25	Diwali — Festival of Light	How do families celebrate Diwali and why?
Week 4 — w/c 24/11/25	Nocturnal Animals & Bonfire Night	What happens in our world after dark?
Week 5 — w/c 1/12/25	The Nativity Story	What is the story of Christmas?
Week 6 — w/c 8/12/25	Christmas Around the World	How do different families celebrate Christmas?

# Week 1 — Anti-Bullying Week & PANTS (w/c 3/11/25)

**Enquiry Question:** *How do we show kindness and keep ourselves safe?*

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
<b>Communication &amp; Language</b>	Kind words and unkind words — kind words build a friendship; unkind words hurt feelings. Listening means stopping what we are doing and looking at the speaker. The word 'because' gives a reason ('I felt sad because...'). Anti-Bullying Week vocabulary: kind, fair, share, include.	Use kind words deliberately in their own talk. Listen attentively in a circle-time context. Use 'because' to give a reason for a feeling. Identify words that include and words that exclude.	Anti-Bullying Week — Odd Socks Day (Monday) — wear odd socks to celebrate being different. Daily circle time: kind-words box vs unkind-words bin (read out statements, decide which box). Talking partners: 'Today I will be kind to ___ by ___.' Discussion: 'How does it feel when someone says something unkind?' Listening corner: stories on kindness ('Have You Filled a Bucket Today?'). 'Kindness wall' built across the week.	Anti-Bullying Alliance theme followed (current year's theme). Adults model kind language at every opportunity and call attention to kind acts. Sentence stems: 'It made me feel ___ because ___', 'You can join in with me' on display.	Use kind words intentionally. Listen attentively during circle time. Use 'because' to give a reason. Identify inclusive vs excluding behaviour.
<b>PSED</b>	Bullying is when something unkind happens on purpose, again and again. 'Different' is something to celebrate, not laugh at. The PANTS rule (NSPCC): Privates are private; Always remember your body belongs to you; No means no; Talk about secrets that upset you; Speak up — there are people who can help. Our bodies are our own.	Identify a kind act and an unkind act. Celebrate difference using simple language. Recall the PANTS rule with adult support. Name a trusted adult they could talk to.	Jigsaw Unit 2 'Celebrating Difference' — Pieces 1–2. Anti-Bullying Week: Odd Socks Day; class kindness pledge tree. Read 'Pantosaurus' / NSPCC video. PANTS introduced with the NSPCC song and explicit teaching of each letter. 'My trusted adult' — children name and draw a trusted adult in their book. Drama: practising saying 'no' confidently.	Use NSPCC PANTS resources and language exactly. Send the NSPCC parent letter home before the lesson. Reinforce 'happy surprises are OK; secrets that make you feel bad are not'. Sensitive, calm teaching tone throughout.	Identify kind and unkind acts. Celebrate one difference about themselves. Recall a part of the PANTS rule with support. Name a trusted adult.
<b>Literacy</b>	GPCs ff, ll, ss, j — double letters often make one sound. Some words have a 'tricky' part — 'put', 'pull', 'full', 'as'. A short caption uses one or two words. Stories about kindness teach us how to treat each other.	Recognise ff, ll, ss, j and the new tricky words. Orally blend CVC words containing double letters ('huff', 'puff', 'hill'). Write a short caption using known sounds (KFKS 9). Retell a familiar story about kindness with story language.	Little Wandle phonics — Phase 3 Week 1: ff, ll, ss, j; tricky words 'put', 'pull', 'full', 'as'. Shared reading: 'Have You Filled a Bucket Today?', 'The Smartest Giant in Town'. Writing: kindness pledges ('I will...') for the kindness wall. 'I am kind' name banners with hand-prints. Book corner: kindness, friendship, and difference stories. 3x weekly reading practice continued.	Phase 3 GPCs added to sound mat. Stem: 'Say it slowly, write what you hear.' Celebrate phonetically plausible attempts (KFKS 9). Class kindness pledge book built up daily.	Recognise ff, ll, ss, j and new tricky words. Blend CVC words with double letters. Write a short caption a peer can read. Retell a kindness story in their own words.
<b>Mathematics</b>	A circle has one curved side and no corners. A triangle has 3 straight sides and 3 corners. Circles and triangles look different but both are 2-D shapes. Shape vocabulary: side, corner, curved, straight.	Name a circle and a triangle on sight (Block 4 Step 1). Use 'side' and 'corner' correctly. Sort shape cards into 'circles' and 'triangles'. Find circles and triangles in the classroom.	WR Autumn Block 4 Step 1 — Identify and name circles and triangles. Shape-hunt around the classroom with clipboards. Shape table with foam shapes, shape stamps, shape stencils. Outdoor: chalk circles and triangles on the playground for big-body shape work. Discuss the shapes used in protests / posters about kindness (placards are often triangles or circles). Singing: 'I'm a Circle, I'm a Triangle' song with actions.	Real, tactile shapes provided — not just pictures. Sentence stems: 'A circle has... a triangle has...'. Numicon and Polydron always available. KFKS 7 (numeral formation) continues every session.	Name circles and triangles confidently. Use 'side' and 'corner' correctly. Sort shapes by type. Find circles and triangles in the environment.

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<b>Understanding the World</b>	Everyone has feelings and they are all OK. Different children in our class have different families. Anti-Bullying Week is a special week each year. The PANTS rule keeps us safe. Trusted adults are people who help us.	Talk about a member of their own family. Recognise similarities and differences between families. Name a trusted adult. Begin to understand 'a long time ago' as a phrase for the past.	Topic: 'Long long ago' opening — what does 'a long time ago' mean? Introduce a timeline showing 'baby / toddler / Reception / a long time ago'. RE: 'Why do we have celebrations?' — first introduction; we celebrate special weeks like Anti-Bullying Week. Discuss families in our class — every family is special. Bring a family photo from when children were babies.	Whole-class timeline introduced on the working wall — added to all term. Photographs of children as babies celebrated. Anti-Bullying Week is treated as a community-wide celebration.	Talk about their family. Notice that families can look different. Name a trusted adult. Begin to use the phrase 'a long time ago'.
<b>Expressive Arts &amp; Design</b>	Odd socks are funny and brilliant because they are different. Mixing colours makes new colours. Paint can be applied with a brush, a sponge, a finger. The 'kindness wall' is a shared piece of class art.	Paint a sock or banner with intent. Mix two colours and notice the new one. Add their handprint or design to a class artwork. Sing along with a song about kindness or difference.	Odd Sock Day painting — design your own pair of odd socks with mixed colours and patterns. Class kindness wall built using painted handprints and kindness pledges. Mixing colour station — primary colours, palette knives, mirror trays. Music: 'I Am Special' / 'You Are Loved' / 'This Little Light of Mine' songs.	Quality paints and a range of tools provided. Sentence stems: 'My sock is special because...', 'I added pink because...'. Songs sung in transitions to embed.	Paint with intent. Mix two colours and name the new one. Add to a class artwork. Sing along to class kindness songs.
<b>Physical Development</b>	Walking, running, hopping, jumping are different movements. Numerals 4–5 follow specific formations (KFKS 7). 'Kind hands' means we use our hands to help, not hurt. Curly-letter family is being secured (KFKS 2).	Move around space safely, respecting others. Form numerals 4 and 5 correctly (KFKS 7). Use scissors to cut around a shape. Form curly-letter family confidently (KFKS 2).	Primary PE: 'kind body' games — moving in space without bumping. Outdoor: scooter and trike treaties (sharing). Handwriting: numerals 4 and 5 (KFKS 7); continued curly-letter family practice (KFKS 2). Fine motor: scissors snipping around simple shapes (circles and triangles to link to maths). Dough Disco daily. Pegs on a kindness washing line.	Kind-body rules explicit and praised every PE session. Tripod-grip checked at every writing task (KFKS 6). Letter and numeral formation chants used routinely.	Move safely in shared space. Form numerals 4 and 5 with correct directionality (KFKS 7). Cut around a simple shape. Form curly letters with the tripod grip (KFKS 2 / KFKS 6).

## Week 2 — Remembrance & People from the Past (w/c 10/11/25)

Enquiry Question: *Why do we remember people who lived long ago?*

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
<b>Communication &amp; Language</b>	'A long time ago' refers to events in the past. Poppies are worn to remember soldiers who died in wars. 'Remember' means to think about something from the past. Sentence stem: 'A long time ago, ___'.	Use the phrase 'a long time ago' in their talk. Listen quietly during the two-minute silence (with support). Articulate an idea about why we remember. Use new vocabulary: poppy, soldier, remember.	Daily talk about Remembrance: 'Why is there a poppy on the door?' Talking partners: 'A long time ago...'. Listening: a recording of the Last Post (short, gentle introduction). Two-minute silence (Tuesday 11th November) — supported and explained gently. Vocabulary cards: poppy, soldier, remember, peace. Story: <i>Where the Poppies Now Grow</i> (sensitive picture book).	Adults explain Remembrance in age-appropriate language: 'A long time ago there was a war and many soldiers died. We wear a poppy to remember them.' Two-minute silence practised first as a 30-second silence; build up gently.	Use 'a long time ago' in their talk. Listen quietly during a short silence. Articulate one idea about Remembrance. Use the new vocabulary 'poppy', 'soldier', 'remember'.
<b>PSED</b>	Remembering people who have died is one way to show we love and respect them. Some people in our families are alive; others have died. People in stories from long ago made brave choices. It is OK to feel sad about people we miss.	Talk respectfully about people who are no longer alive. Show empathy for someone who is sad. Cooperate to make a class display. Express a feeling using a sentence stem.	Jigsaw Unit 2 'Celebrating Difference' — Pieces 3–4. Sensitive class discussion: 'Have you ever missed someone? How did you feel?' Class poppy display — every child adds a hand-painted poppy. Talk about people in stories long ago who were brave. Discussion: 'How is brave a feeling?' Remembrance assembly attendance (whole school).	Adults are warm and reassuring. Use the language 'died' clearly (not 'lost' which can confuse). Avoid pressuring children to share personal bereavements; gently signpost the school's pastoral team.	Talk respectfully about Remembrance. Show empathy for a friend who is sad. Cooperate to make a class poppy. Use the stem 'I feel ___ because ___'.
<b>Literacy</b>	GPCs v, w, x, y. Tricky words 'and', 'has', 'his'. A list is a set of items written one above the other. Stories about long ago use the words 'once' and 'long ago'.	Recognise v, w, x, y. Read 'and', 'has', 'his' on flashcards. Write a one-word caption beside a picture. Orally blend CVC words containing new GPCs.	Little Wandle phonics — Phase 3 Week 2: v, w, x, y; tricky words 'and', 'has', 'his'. Shared reading: 'Peace at Last' (Jill Murphy), 'The Tear Thief'. Writing: a 'thank you' label for a poppy display ('thank you brave soldiers'). Book corner: respectful and gentle picture books about long ago. 3x weekly reading practice continued.	Reading-practice books carefully matched to phase. Stem: 'Say it slowly, write what you hear' (KFKS 9). Word mat with new tricky words at writing area.	Recognise GPCs v, w, x, y. Read 'and', 'has', 'his' on sight. Write a one-word caption beside a picture. Blend CVC words with new GPCs.
<b>Mathematics</b>	Circles and triangles can be different sizes and different colours. A circle and a triangle have different numbers of corners and different sides. Shapes are all around us — in buildings, on signs, in nature. Position vocabulary: above, below, next to, behind.	Compare two circles, or two triangles, of different sizes (Block 4 Step 2). Find circles and triangles in the environment (Block 4 Step 3). Use comparison vocabulary: bigger / smaller, more sides / fewer sides. Use position vocabulary in talk.	WR Autumn Block 4 Step 2 — Compare circles and triangles: sorting trays of shapes by size; pairing 'big and small' circles. WR Autumn Block 4 Step 3 — Shapes in the environment: shape hunt around school with clipboards; photographing shapes; bringing in shapes from home. Outdoor: large chalk circles and triangles for ring games. Poppy maths — counting petals (round shape), counting points on a star (triangles in the design).	Real-world shape examples photographed and displayed. Stem sentences on display: 'This circle is bigger than this circle because...'; 'I can see a triangle on the...'. KFKS 7 daily.	Compare two circles or two triangles by size. Find circles and triangles around school. Use comparison vocabulary in talk. Use position language with growing confidence.
<b>Understanding the World</b>	Some people lived a long time ago, before any of us were born. A poppy is a flower that grows in fields. The Remembrance poppy remembers soldiers. A timeline	Place an event on a simple timeline ('I was a baby; my grandparent was little; soldiers in the war...'). Make and record a simple observation of a real poppy. Talk about a	Topic: 'Long long ago' — Remembrance and people from the past. RE: 'Why do we have celebrations?' — Remembrance as a national tradition. Real poppy observation (silk or pressed) — drawing and describing. Sharing photos of grandparents and great-	Class timeline is visual and at child-height. Family-photo invitation home in advance. Sensitive language about death.	Place themselves on a simple timeline. Observe and draw a poppy. Talk about a family member from the past. Use

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	shows what came first and what came after.	family member who lived in the past.	grandparents. Class timeline display extended (baby / parent / grandparent / long long ago). Whole-school Remembrance assembly attendance.		the phrase 'a long time ago' meaningfully.
<b>Expressive Arts &amp; Design</b>	Red is the colour of the Remembrance poppy. A finger print can make a small round shape — perfect for poppy petals. Quiet, gentle music can match a quiet, gentle feeling. Mixed-media art combines paint, paper and natural materials.	Use finger painting to make poppy petals with care. Create a mixed-media class poppy display. Listen quietly to a gentle piece of music. Sing a simple Remembrance song.	Finger-printed poppy each — class display. Mixed-media poppies (red tissue, black centre, green stem) for individual artwork. Music: 'In Flanders Fields' poem read aloud; gentle classical music in listening area. Sing: 'When I'm Older' / 'Two Little Eyes' (gentle, reflective songs).	Red and black paint dishes; magnifying glasses to look at real poppies first. Adults model finger printing with intent and care. Quiet, reflective music played during art-making.	Make a finger-printed poppy with care. Contribute to a class display. Listen quietly to gentle music. Sing along to a class reflective song.
<b>Physical Development</b>	Numerals 6 and 7 have specific formations (KFKS 7). Long-letter family begins this term (l, i, t, j, u, y — KFKS 3). Stillness is a physical skill — staying still and quiet during a silence. Marching is a controlled walking movement.	Stand or sit still for short periods. March with controlled movement. Form numerals 6 and 7 correctly (KFKS 7). Begin to form long-letter family letters (KFKS 3).	Primary PE: marching games; 'soldier' movement and being still. Outdoor: stillness games — 'statues', 'sleeping lions'. Handwriting: long-letter family introduced (l, i, t, j, u, y) (KFKS 3). Numerals 6 and 7 (KFKS 7). Fine motor: pinch-grip poppy printing. Dough Disco continued.	Adults model the long-letter family explicitly ('top to bottom — straight down'). Stillness games scaffolded — 5 seconds → 10 seconds → 30 seconds. Tripod-grip checked at every writing session (KFKS 6).	Stand or sit still for short periods. March with control. Form numerals 6 and 7 (KFKS 7). Begin to form long-letter family letters (KFKS 3).

## Week 3 — Diwali — Festival of Light (w/c 17/11/25)

**Enquiry Question:** *How do families celebrate Diwali and why?*

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
<b>Communication &amp; Language</b>	Diwali is a Hindu, Sikh and Jain celebration. Diwali means 'festival of light'. Diwali vocabulary: diva, rangoli, sweet, Rama, Sita, Ravana. The story of Rama and Sita has a beginning, middle and end.	Use Diwali vocabulary in their talk. Retell a key part of the Rama and Sita story. Listen attentively to a visitor or video. Use 'because' to give a reason ('Diwali is happy because...').	Daily reading of the Rama and Sita story. Talking partners: 'Diwali is when...', 'Families celebrate by...'. If possible, a visitor who celebrates Diwali; otherwise video (BBC Lets Celebrate). Vocabulary cards displayed. Story map for Rama and Sita. Diwali-themed role-play area with fabric, divas, rangoli mats.	Vocabulary introduced with photos and real objects (diva lamp, fabric, sweets). Adults respectful of religious sensitivity. Sentence stems: 'I learnt that...'; 'Diwali means...'.  Display celebrations in plural — every family represented. 'Mirrors and windows' principle highlighted in planning. Respectful language modelled at all times.	Use new Diwali vocabulary in talk. Retell part of the Rama and Sita story. Listen attentively to a story or visitor. Use 'because' to give a reason.
<b>PSED</b>	Different families celebrate different festivals. We can learn about another family's celebration with respect. Some children in our class may celebrate Diwali; others won't. 'Respect' means treating something carefully because it is special to someone.	Listen respectfully when learning about a festival. Identify a celebration in their own family. Show curiosity by asking questions. Cooperate in a small group to make a Diwali artefact.	Jigsaw Unit 2 'Celebrating Difference' — Pieces 5–6. Class discussion: 'What does your family celebrate? Birthday? Christmas? Diwali? Eid? Hanukkah?' Display celebrations from across the class. Visitor (where possible) or video about a family Diwali. Cooperative diva-lamp making.	Wider range of celebration stories displayed across the year. Oral rehearsal before writing every session (KFKS 1). Tricky-word display updated weekly.	Listen respectfully when learning about a festival. Talk about a celebration in their own family. Ask a question with curiosity. Cooperate in a small group on a shared outcome.
<b>Literacy</b>	GPCs z, zz, qu, ch. Tricky words 'her', 'go', 'no'. A caption with a picture can be one or two short sentences. Story language for the Rama and Sita story.	Recognise z, zz, qu, ch. Read 'her', 'go', 'no' on flashcards. Write a short caption for a Diwali picture using known sounds (KFKS 9). Retell a part of the Rama and Sita story with story language.	Little Wandle phonics — Phase 3 Week 3: z, zz, qu, ch; tricky words 'her', 'go', 'no'. Shared reading: 'Rama and Sita: The Story of Diwali' (various retellings). Writing: 'Happy Diwali' cards; labels for a class Diwali display ('diva', 'rangoli'). Book corner: Diwali stories and non-fiction books. 3x weekly reading practice continued.	Position vocabulary on display with photos and arrows. Numicon for 4 and 5, dot cards and tens frames daily. KFKS 7 — numeral 4 and 5 formation embedded.	Recognise z, zz, qu, ch. Read 'her', 'go', 'no' on sight. Write a Diwali caption a peer can read (KFKS 9). Retell part of the Rama and Sita story.
<b>Mathematics</b>	Position vocabulary: in, on, under, next to, behind, in front of, above, below. The number 4 follows 3 in the counting order; 5 follows 4. The numbers 4 and 5 can be shown in many ways (fingers, dot cards, ten frame). Subitising 4 and 5 means knowing how many without counting.	Use position vocabulary accurately (Block 4 Step 4). Count out 4 or 5 objects (Block 5 Step 1). Subitise 4 and 5 in dot patterns. Match the numerals 4 and 5 to a set.	WR Autumn Block 4 Step 4 — Describe position: hide-the-diva positional game ('the diva is UNDER the cloth'); barrier games with rangoli pieces. WR Autumn Block 5 Step 1 — Find 4 and 5: '5 divas around the rangoli'; '4 sweets on the plate'. Number 4 and 5 in routines: 5 fingers, 4 corners on a table. Outdoor: '5 things in a row' challenge.	Use position vocabulary accurately. Count out 4 and 5 objects. Subitise 4 and 5 in dot patterns. Match numeral to set for 4 and 5.	
<b>Understanding the World</b>	Diwali is celebrated by Hindu, Sikh and Jain families around the world. The story of Rama and Sita is a religious story. Light symbolises good winning over bad in the Diwali story. Diva lamps are small clay	Talk about Diwali as one festival celebrated by some families. Use new vocabulary about Diwali. Make a rangoli pattern. Show curiosity about religious celebrations.	Topic: 'Long long ago' — Diwali. RE: 'Why do we have celebrations?' — Diwali. Visitor (where possible) OR video of a family celebrating. Make individual rangolis on paper plates. Investigation: real diva lamps,	Real artefacts essential — diva lamps, sari fabric, rangoli powders. Visitor invited if possible (parent, governor or community member).	Talk about Diwali as one festival. Use new vocabulary correctly. Make and decorate a rangoli pattern. Show curiosity through asking questions.

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	lamps lit during Diwali. Rangoli is a colourful pattern made on the floor.		oil, fabric, sweets to handle. Discussion: 'Why do families light divas?'	Celebration treated as 'what some families believe and do'.	
<b>Expressive Arts &amp; Design</b>	Rangoli patterns use repeating shapes and bright colours. A diva is shaped from clay using pinch and squeeze. Indian classical music has different rhythms and instruments (sitar, tabla, drums). Diwali music is festive and bright.	Design a symmetrical rangoli using shapes. Pinch and shape a diva from clay (KFKS 8). Listen attentively to Indian classical music and describe it. Sing a simple Diwali song.	Rangoli making: paper-plate rangolis using coloured rice / chalk / petals. Clay diva lamps: pinch and shape. Music listening: sitar and tabla extracts. Singing: 'Diwali, Diwali Festival of Lights' song. Free creative area with bright fabrics, sequins, bindis.	Real clay used for divas (air-dry or fired). Adults model the pinch-and-squeeze clay technique. Music played during the creative session. Celebrate every child's diva in a class display.	Design a symmetrical rangoli. Pinch and shape a clay diva (KFKS 8). Listen and describe Indian classical music. Sing along to a Diwali song.
<b>Physical Development</b>	Indian classical dance uses controlled hands and feet. The numerals 8 and 9 have specific formations (KFKS 7). The long-letter family continues to be taught (KFKS 3). A controlled pinch is needed for shaping clay.	Move with controlled hand and foot movements in dance. Form numerals 8 and 9 (KFKS 7). Continue to form long-letter family letters (KFKS 3). Use a controlled pinch to shape clay.	Primary PE: 'Diwali dance' — Indian classical hand and foot movements; controlled mirroring with a partner. Outdoor: ribbons for movement work. Handwriting: long letter family continued (KFKS 3); numerals 8 and 9 (KFKS 7). Fine motor: clay diva making; threading rangoli beads. Dough Disco daily.	Indian classical dance modelled with simple, accessible movement. Numeral and letter formation chants continued daily. Tripod grip checked.	Move with controlled hand and foot movements. Form numerals 8 and 9 (KFKS 7). Form long letters with the tripod grip (KFKS 3 / KFKS 6). Use a controlled pinch on clay.

## Week 4 — Nocturnal Animals & Bonfire Night (w/c 24/11/25)

Enquiry Question: *What happens in our world after dark?*

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<b>Communication &amp; Language</b>	Day and night are different parts of a 24-hour cycle. Nocturnal animals are awake at night (owl, fox, bat, hedgehog). Bonfire Night is on 5th November — a celebration with fireworks. Onomatopoeia describes sounds: whoosh, bang, crackle, fizz, pop.	Use day / night and nocturnal vocabulary correctly. Listen attentively to a story about night animals. Describe firework sounds using onomatopoeia. Use connectives 'and' and 'because' in their talk.	Daily reading: 'Owl Babies', 'The Owl Who Was Afraid of the Dark', 'Funnybones'. Talking partners: 'At night I...', 'Owls are nocturnal because...'. Vocabulary cards with day/night animals. Firework sound talk — listening to safe firework sounds and describing. Discussion: 'What sounds do you hear at night?'	Bonfire Night taught sensitively — many families don't celebrate or find fireworks distressing. Photos of nocturnal animals at child height. Sentence stems on display: 'During the day...', 'At night...'	Use day/night and nocturnal vocabulary. Listen attentively to a night-themed story. Describe firework sounds. Use 'and' and 'because' in talk.
<b>PSED</b>	Some people are scared of the dark — that's OK. There are simple things we can do if we feel scared (a torch, a teddy, a parent). Sparklers and fireworks are NOT toys — adults handle them and we watch from a safe distance. Safety rules keep us happy and well.	Talk about feeling scared and one thing that helps. Identify a firework safety rule. Listen respectfully to other children's experiences. Cooperate in small-group play.	Jigsaw Unit 2 'Celebrating Difference' — Pieces 7 and end-of-unit celebration. Circle time: 'Have you ever been scared of the dark?' Strategies discussed: night light, teddy, deep breath. Firework safety rules introduced (RSPCA / Royal Society for the Prevention of Accidents resources). Role play: 'firework party' with safe distance from the fire.	Adults are warm and reassuring about night-time fears. Use 'some people' language ('some people feel scared, and there are things that help'). Firework safety presented as rules, not warnings.	Talk about a strategy that helps when scared. Identify a firework safety rule. Listen respectfully to peers. Cooperate in small-group play.
<b>Literacy</b>	GPCs sh, th, ng, nk. Tricky words 'to', 'into', 'she'. Onomatopoeic words capture sound. A description includes adjectives that describe a noun ('a dark, quiet night').	Recognise sh, th, ng, nk. Read 'to', 'into', 'she' on flashcards. Write descriptive captions for fireworks using known sounds (KFKS 9). Use one or two adjectives in a written caption.	Little Wandle phonics — Phase 3 Week 4: sh, th, ng, nk; tricky words 'to', 'into', 'she'. Shared reading: 'Funnybones', 'Owl Babies'. Writing: firework descriptions ('whoosh and bang!', 'a big red firework'). Owl-baby letters ('Dear Mummy, please come back...'). Book corner: night and nocturnal animal books. 3x weekly reading practice.	Onomatopoeic words celebrated in writing — they often spell phonetically. 'Whoosh' / 'bang' / 'pop' on a sound-word wall. Oral rehearsal before writing.	Recognise sh, th, ng, nk. Read 'to', 'into', 'she' on sight. Write a descriptive caption with an adjective (KFKS 9). Use new GPCs in their spelling.
<b>Mathematics</b>	Subitising 4 and 5 means knowing how many without counting (Block 5 Step 2). The numbers 4 and 5 can be represented in many ways (Block 5 Step 3). 'One more' means the next number up; one more than 4 is 5 (Block 5 Step 4). Day and night repeat in a cycle (Block 6 Step 4).	Subitise 4 and 5 in dot patterns. Represent 4 and 5 using fingers, marks, ten frames. Find one more than a number up to 5. Use day / night vocabulary to describe time.	WR Autumn Block 5 Step 2 — Subitise 4 and 5: dice games, fingers, dot cards. WR Autumn Block 5 Step 3 — Represent 4 and 5: numicon, ten frames, fingers, marks. WR Autumn Block 5 Step 4 — 1 more: 'one more firework appears in the sky — how many now?' WR Autumn Block 6 Step 4 — My day and night: sequencing daily activities and night activities. Sequencing cards: wake up → school → tea → bath → bed. Day/night sorting (sun / moon / owl / sheep / sandwich / pyjamas).	Real-life day/night discussion supports number work. Ten-frame and Numicon always available. Stem: 'One more than ___ is ___'. KFKS 7 daily.	Subitise 4 and 5. Represent 4 and 5 in multiple ways. Find one more than a number to 5. Sequence day / night activities.
<b>Understanding the World</b>	Nocturnal animals are awake at night and sleep in the day — owl, fox, bat, hedgehog. Bonfire Night remembers Guy	Name two or three nocturnal animals. Describe what nocturnal animals do at night. Make a simple observation of	Topic: 'Long long ago' — nocturnal animals and Bonfire Night. RE: 'Why do we have celebrations?' — Bonfire Night gently introduced. Investigation: nocturnal animal	Guy Fawkes history kept light and brief ('a long time ago, some people did something dangerous; on Bonfire Night	Name two or three nocturnal animals. Describe what they do at night. Make a simple moon observation. Begin to

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	Fawkes and an event long ago (taught gently and briefly). The night sky has the moon and stars. The Earth turns to give us day and night.	the moon. Recognise that Bonfire Night happens long ago in history.	toys, photos, videos. Sky observation — children draw the moon at home one evening. Small world set up: night-time forest with owls, bats and foxes.	we light fireworks'). Real photographs and videos of owls / bats. Home–school link: night sky drawing.	understand Bonfire Night as 'long ago history'.
<b>Expressive Arts &amp; Design</b>	Firework patterns use bright lines and bursts on a dark background. Chalk on black paper creates a glowing effect. Music with high and low pitch can represent fireworks and night. A nocturnal-animal mask is made by cutting, decorating and threading elastic.	Make a firework picture using chalk pastel or paint on black paper. Make an owl/bat mask with care. Use percussion to create firework sounds. Listen to and describe night-themed music.	Chalk-pastel and white-paint firework pictures on black paper. Nocturnal-animal mask making (cut, decorate, thread). Percussion: making firework soundscapes — shakers (sparkles), drums (bangs), chimes (high whooshes). Music: 'Twinkle Twinkle' revisited; 'Night Music' from Mozart's A Little Night Music. Songs: 'I Hear Thunder'.	Black sugar paper, chalk pastels, white paint provided. Adults model the burst-and-line firework technique. Soundscapes recorded and played back to the class.	Make a firework picture with intent. Decorate a mask with care. Use percussion to create firework sounds. Describe a piece of night music.
<b>Physical Development</b>	Owls and bats move with silent, controlled flight. Foxes and hedgehogs move with stealth. Long-letter family is being secured (KFKS 3). Numerals 0–9 are now in routine practice (KFKS 7).	Move with control as a nocturnal animal. Form long-letter family confidently (KFKS 3). Form all numerals 0–9 with correct directionality (KFKS 7). Use scissors to cut around a curved shape.	Primary PE: 'nocturnal animals' movement — owl, bat, fox, hedgehog. Outdoor: silent walking games. Handwriting: long-letter family secured (KFKS 3); numerals 0–9 review (KFKS 7). Fine motor: threading and weaving on a 'spider web' template; mask making with scissors. Dough Disco continued.	Movement modelled with clear cue words. Letter and numeral formation reinforced. Tripod-grip checked at every writing session (KFKS 6).	Move with control as nocturnal animals. Form long-letter family confidently (KFKS 3). Form all numerals 0–9 (KFKS 7). Use scissors on a curved shape.

## Week 5 — The Nativity Story (w/c 1/12/25)

Enquiry Question: *What is the story of Christmas?*

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
<b>Communication &amp; Language</b>	The Nativity is a Christian story about the birth of Jesus. Nativity vocabulary: stable, manger, shepherd, angel, wise men, star. The story has a beginning, middle and end with time connectives. Christmas is one of the celebrations our class will learn about.	Use Nativity vocabulary correctly. Retell the Nativity story with story language. Listen attentively during shared reading. Recite a line or refrain from the Nativity performance.	Daily reading of the Nativity story (with picture book). Talking partners: 'A long time ago in Bethlehem...'. Vocabulary cards with photos. Story-mapping the Nativity. Christmas nativity performance rehearsals begin (carols, lines, actions). Listening corner: Christmas carols.	Nativity story told respectfully as 'what Christians believe'. Visual story map and vocabulary cards in role-play area. Rehearsal time built into the daily routine.	Use Nativity vocabulary. Retell a part of the story in order. Listen attentively. Recite a line or join in with a refrain.
<b>PSED</b>	Performing for an audience can feel exciting and a little scary. Practising helps us feel more confident. Friends help each other on stage by listening and supporting. Saying our line, even if quietly, is brave.	Practise a line or song with a partner. Stand on stage with their class. Support a friend who is feeling nervous. Take pride in performing a small part.	Jigsaw Unit 2 closure / Unit 3 'Dreams and Goals' Piece 1 — set a small Nativity goal. Discussion: 'Have you ever felt nervous about something? What helps?' Buddy-up partners for Nativity rehearsals. Praise specific brave moments at the end of every rehearsal. Reflection circle after each rehearsal.	Adults celebrate brave moments specifically ('I noticed Sam said his line — that was brave'). Calm-down strategies revisited for any worried children. Goal-setting language: 'I will try...'	Practise a line or song. Stand confidently with the class on stage. Support a friend who feels nervous. Take pride in their part.
<b>Literacy</b>	GPCs and review: end-of-Phase-3 partial review. Tricky words 'push', 'he', 'of', 'we', 'me', 'be'. Captions, lists and labels are all forms of writing. Christmas writing for a real purpose (cards, lists).	Recognise GPCs from Phase 2 and Phase 3. Read 'push', 'he', 'of', 'we', 'me', 'be' on flashcards. Write a Christmas card using known sounds (KFKS 9). Write a simple list ('on my Christmas list...').	Little Wandle phonics — Phase 3 Week 5: tricky words 'push', 'he', 'of', 'we', 'me', 'be'; review of all GPCs taught so far. Shared reading: 'The Nativity Story', 'Christmas in the Manger'. Writing: Christmas cards home; lists; Christmas tree decoration labels. Role-play: postal sorting office at Christmas. 3x weekly reading practice continued.	Real audience for writing — actual Christmas cards taken home. Word mat with all tricky words taught displayed. Celebrate volume of writing.	Recognise GPCs from Phases 2–3. Read new tricky words. Write a Christmas card a peer can read (KFKS 9). Write a simple list.
<b>Mathematics</b>	One less than a number is the number before. One less than 5 is 4. The number 4 can be made in different ways — 3 and 1, 2 and 2, 4 and 0 (Block 5 Step 6). The number 5 can be made in different ways — 4 and 1, 3 and 2, 5 and 0 (Block 5 Step 7).	Find 1 less than a number to 5 (Block 5 Step 5). Show how to compose 4 from two parts (Block 5 Step 6). Show how to compose 5 from two parts (Block 5 Step 7). Use a part-whole model.	WR Autumn Block 5 Step 5 — 1 less: 'one shepherd goes home — how many now?'. WR Autumn Block 5 Step 6 — Composition of 4 and 5: '5 wise men: 3 are at the inn, 2 are on the road; 3 and 2 makes 5.' WR Autumn Block 5 Step 7 — Composition of 1–5: part-whole models with all numbers 1–5. Nativity character counting: 1 baby, 2 parents, 3 wise men, 4 shepherds, 5 angels. Tens frames, Numicon, part-whole templates always available.	Sentence stems: 'One less than ___ is ___', '___ and ___ makes ___', '___ is made from ___ and ___'. Numicon, dot cards, ten frames daily. KFKS 7.	Find 1 less than a number to 5. Show the composition of 4 in two parts. Show the composition of 5 in two parts. Use a part-whole model with confidence.
<b>Understanding the World</b>	Christmas is a Christian celebration of the birth of Jesus. Christmas vocabulary: church, carol, manger, gift, Christmas tree. The Nativity story happened a long, long	Talk about Christmas as one celebration. Use Nativity vocabulary. Recognise that Christmas happened 'a long time ago' for the first	Topic: 'Long long ago' — the Nativity. RE: 'Why do we have celebrations?' — Christmas. Class Nativity rehearsals as direct teaching. Visit a local church (if possible) to see the crib. Real artefacts: Christmas crib set, candles, carol books.	Crib set displayed at child height. Local church visit organised if possible. Discussion respects all	Talk about Christmas as one celebration. Use Nativity vocabulary. Place the first Christmas on the class

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	time ago in Bethlehem. Christian families celebrate Christmas at home and church.	Christmas. Show curiosity about how families celebrate.	Discussion: 'How does your family celebrate Christmas?'	families (some celebrate, some don't).	timeline. Show curiosity about family traditions.
<b>Expressive Arts &amp; Design</b>	A Christmas card uses mixed media (paint, glue, glitter, fabric, paper). Performing on stage means projecting your voice. Christmas carols have repeating tunes that everyone can sing. Wrapping paper has repeating patterns.	Make a Christmas card combining materials (KFKS 8). Sing carols clearly with the class. Perform a Nativity line on stage. Design a piece of repeating-pattern wrapping paper.	Christmas card making — mixed media each day. Christmas tree decoration making (sewn, threaded, painted). Carol singing: 'Away in a Manger', 'Twinkle Twinkle Little Star' (linked back to the Nativity star), 'When Santa Got Stuck'. Nativity rehearsal and performance. Wrapping-paper design with repeating-pattern stamps.	Quality materials provided. Adults model singing with clear diction. Rehearsal in small groups before whole-class run-throughs.	Make a Christmas card with care (KFKS 8). Sing carols with the class. Perform a Nativity line on stage. Design a repeating-pattern wrapping paper.
<b>Physical Development</b>	Performing on stage means standing still, then moving with purpose. Bouncy-letter family begins (m, n, r, b, p, h — KFKS 4). Sewing uses a large blunt needle and big stitches. Threading and weaving build pincer strength.	Stand still on stage, then move with purpose. Form bouncy-letter family letters (KFKS 4). Sew a simple stitch on binca. Thread and weave a Christmas decoration.	Primary PE: Nativity stage movement — entering, standing, exiting. Outdoor: lining up for stage practice. Handwriting: bouncy-letter family introduced (m, n, r, b, p, h) (KFKS 4). Fine motor: sewing a felt Christmas decoration with a large needle; threading bead garlands. Dough Disco daily.	Sewing closely supervised. Bouncy-letter family formation chant taught ('start at the top, down, and bounce back up'). Tripod-grip checked at every writing session (KFKS 6).	Stand still and move with purpose on stage. Form bouncy-letter family letters (KFKS 4). Sew simple stitches. Thread and weave a decoration.

## Week 6 — Christmas Around the World (w/c 8/12/25)

**Enquiry Question:** *How do different families celebrate Christmas?*

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
<b>Communication &amp; Language</b>	Families around the world celebrate Christmas in different ways. Vocabulary: tradition, custom, feast, gift, carol. Some children may celebrate Hanukkah, Eid or other festivals instead of, or alongside, Christmas. 'Around the world' means in different countries.	Use celebration vocabulary in their talk. Articulate ideas in well-formed sentences. Listen attentively to a story or visitor. Compare two celebrations using 'same' and 'different'.	Christmas Around the World book corner — Christmas in Mexico (poinsettia), Sweden (St Lucia), Italy (Befana). Talking partners: 'In my family we...'. Visitors / parents invited to share family traditions. Listening corner: carols from different countries. Discussion: 'Same and different — how do our families celebrate?'	Plural celebrations celebrated (Hanukkah, Eid mentioned alongside Christmas). Sentence stems: 'In our family...', 'Some families...'. Mirrors-and-windows principle.	Use celebration vocabulary. Articulate ideas in well-formed sentences. Listen attentively. Use 'same' and 'different' to compare celebrations.
<b>PSED</b>	Christmas can be a joyful time but also a tiring or stressful time for some. Not all families celebrate Christmas — and that is OK. Giving can feel as good as receiving. Looking back on our term helps us see how much we have grown.	Talk about a gift they are giving or making. Listen respectfully when a peer talks about their family. Reflect on something they have learnt this term. Show kindness in the last week of term.	Jigsaw Unit 3 'Dreams and Goals' Piece 2 — small reflection on a goal achieved this term. End-of-term circle: 'something I am proud of from this term'. Gift-making for family: card, decoration, simple craft. Class kindness pledge revisited.	End-of-term reflection is positive but not pressured. Sensitive language about Christmas (not every family celebrates). Last-week routines kept calm.	Talk about giving a gift. Listen respectfully to a peer. Reflect on something they are proud of from the term. Show kindness in the last week.
<b>Literacy</b>	GPCs: review of all Phase 2 and Phase 3 GPCs taught. All tricky words taught reviewed. A short message uses a capital letter and a full stop. The end of a term is a good time to celebrate writing.	Recognise all GPCs taught so far. Read all tricky words taught on flashcards. Write a short message in a card with capital letter and full stop. Re-read writing to check it makes sense.	Little Wandle phonics — Phase 3 review week. Shared reading: 'The Jolly Christmas Postman' (or similar). Writing: a thank-you note to a school adult; an end-of-term reflection ('I am proud of...'); decorations with labels. Book corner: all Christmas books. 3x weekly reading practice continued.	Phase 2 + 3 sound mat at every writing area. Celebrate every child's writing in a class portfolio. Oral rehearsal before writing every time.	Recognise all GPCs taught. Read all tricky words taught. Write a short message with capital letter and full stop (KFKS 9). Re-read their writing.
<b>Mathematics</b>	A square has 4 equal sides; a rectangle has 4 sides with two long and two short. A square and a rectangle both have 4 corners. Shapes with 4 sides can be combined to make new shapes (Block 6 Step 2). 4-sided shapes are all around us (Block 6 Step 3).	Identify and name squares and rectangles (Block 6 Step 1). Combine shapes with 4 sides to make new shapes (Block 6 Step 2). Find squares and rectangles in the environment (Block 6 Step 3). Use shape vocabulary in their talk.	WR Autumn Block 6 Step 1 — Identify and name shapes with 4 sides: squares, rectangles in sorting trays. WR Autumn Block 6 Step 2 — Combine shapes: tangram-style combining (two squares → rectangle; four squares → big square). WR Autumn Block 6 Step 3 — Shapes in the environment: shape hunt — wrapping paper rectangles, windows, presents, table. Wrapping-paper design with squares and rectangles. Outdoor: large square and rectangle chalk shapes for movement.	Real, tactile shapes provided. Stem: 'A square has... a rectangle has...'. Pattern blocks, Polydron, foam shapes always available. KFKS 7 (numeral formation) daily.	Identify and name squares and rectangles. Combine 4-sided shapes to make new shapes. Find squares and rectangles in the environment. Use shape vocabulary confidently.
<b>Understanding the World</b>	Christmas is celebrated in many different ways around the world. Maps show us where countries are. Some celebrations happen in winter (Christmas, Hanukkah); some	Find a country on a class map. Talk about a Christmas tradition from another country. Talk about a family member	Topic: 'Long long ago' — Christmas around the world. RE: 'Why do we have celebrations?' closure — celebrations across the world and across the past. Class map with sticky stars: Mexico, Sweden, Italy, India (Diwali), home country flags. Photos	World map at child height with photos of celebrations pinned around it. Photographs of grandparents and great-grandparents celebrated.	Find a country on a map. Talk about a celebration from another country. Reflect on learning. Place an event on the class timeline.

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	happen at other times. Looking at photos of grandparents helps us learn about the past.	from the past. Reflect on the term's learning.	shared from grandparents' Christmases. Class reflection display: 'What we learned this term'.	Class reflection display built collaboratively.	
<b>Expressive Arts &amp; Design</b>	Christmas crafts use many techniques: cutting, gluing, painting, sewing, threading, printing. A class performance has songs, lines and movement. The nativity story is told through music, voice and movement. Tinsel, ribbons and lights add sparkle.	Make a Christmas gift using a chosen technique (KFKS 8). Perform in the class nativity with confidence. Sing along to carols and Christmas songs. Add fine detail to a Christmas craft.	Christmas gift making for families — final touches and wrapping. Christmas card making continues. Nativity performance week — final rehearsals and performance. Carol singing daily. Free creative area with sparkle, tinsel, ribbons. Whole-class 'Christmas Around the World' wall display.	Celebrate every gift, however imperfect. Adults coach calmly through Nativity rehearsals and performance. End-of-term sing-along for parents.	Make a Christmas gift with care (KFKS 8). Perform in the Nativity with developing confidence. Sing carols with the class. Add fine detail to crafts.
<b>Physical Development</b>	Curly, long and bouncy letter families have been taught (KFKS 2, 3, 4). Numerals 0–9 have been taught (KFKS 7). The tripod grip is in 'almost all cases' for many children (KFKS 6). Fine motor tools are familiar — scissors, tweezers, pegs, needle, threader.	Form letters from curly, long and bouncy families (KFKS 2/3/4). Form all numerals 0–9 with correct directionality (KFKS 7). Hold a pencil with the tripod grip in almost all cases (KFKS 6). Use a range of fine-motor tools with control (KFKS 8).	Primary PE: end-of-term Christmas dance / celebration. Outdoor: parachute games for cooperation. Handwriting: review week — curly, long, bouncy families (KFKS 2/3/4). Numerals 0–9 review (KFKS 7). Fine motor: gift making with cutting, sewing, threading. Dough Disco continued.	End-of-term celebration tone. Individual handwriting observations made for transition to Spring. Tripod-grip celebrated in 'almost all cases' (KFKS 6).	Form letters from curly, long and bouncy families with the tripod grip (KFKS 2/3/4 / KFKS 6). Form all numerals 0–9 (KFKS 7). Use a range of fine-motor tools with control (KFKS 8).