

EYFS Medium Term Plan - Autumn 1

Reception - Thames Ditton Infant School

Overview of Enquiry Questions

Week	Theme	Enquiry Question
Week 1 - w/c 14/9/26	All About Me - Settling In	Who am I and who is in my new class?
Week 2 - w/c 21/9/26	Bears - Goldilocks and the Three Bears	Was Goldilocks right to go into the bears' cottage?
Week 3 - w/c 28/9/26	Bears - We're Going on a Bear Hunt	What can we see, hear and feel on a bear hunt?
Week 4 - w/c 5/10/26	Supertato	Can a vegetable be a superhero?
Week 5 - w/c 12/10/26	Supertato and Superheroes	Who are the superheroes who help us every day?

Week 1 - Settling In & All About Me (w/c 14.9.26)

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	People can feel different emotions, such as happy, sad, worried, angry or calm. Feelings have names and everyone has them. 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. Everybody in our class is valuable and special.	Recognise and name some common feelings in themselves. Follow simple classroom routines with reminders. See themselves as a valuable member of the class. Try a new activity with adult support.	Kapow: Self-regulation – My feelings, Lesson 1 (recognising and naming our feelings). 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. Kapow feelings vocabulary used consistently by every adult. Emotion fans used as a shared vocabulary, not a test. Buddy adults assigned for any child who is unsettled.	Name some common feelings using picture support. Follow simple instructions with support. Begin to form positive attachments with adults. See themselves as a valuable individual within the class.

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Literacy	A book has a front cover, back cover and pages. Stories are read from front to back. Rhymes have words that sound the same at the end. Our name is special and is written with letters.	Hold a book the right way up and turn pages one at a time. Engage in a short story time with increasing focus. Join in with familiar rhymes. Recognise their own name card. Begin to write some or all of their name (copying).	Daily story time: short 'Once upon a time' favourites to build familiarity. Cosy book corner with class-made photo books. Name-writing station: name cards, sand trays, chunky pencils, whiteboards. Colourful Semantics introduced through 'who' picture cards. Listening station: rhyme audio with picture cards.	Adults model book handling and name writing slowly, thinking aloud. Name cards at every provision area. Story times kept short and joyful - attention built gradually. Adults scribe children's talk in 'all about me' books.	Engage in a short story time. Handle books carefully. Join in with familiar rhymes. Attempt marks or letters for their name. Talk to link ideas about themselves (KFKS 1 foundations).
Phonics	Listening gets our ears ready for phonics - we can catch sounds all around us. Words can rhyme. Voices can make long, short, loud and quiet sounds. Little Wandle lessons begin next week.	Discriminate environmental and instrumental sounds. Join in with rhythm and rhyme. Copy a simple body-percussion pattern. Begin oral blending in play ('touch your n-o-se').	No Little Wandle this week - phonological awareness focus: listening walks around school; sound lotto; 'silly soup' rhyming basket; robot-talk games at tidy-up time; sound makers at the listening station.	Adults play oral blending games throughout the day ('time for l-u-n-ch'). Quiet listening signalled with a consistent cue. Baseline observations of sound discrimination inform Week 2 phonics groupings.	Sit and listen for a short, focused session. Discriminate and talk about sounds they hear. Join in with oral blending games. Ready to begin Phase 2 in Week 2.
Mathematics	Numbers are all around us - on doors, pegs, clocks and birthday cards. Counting songs help us learn the number names in order. We say one number name for each thing we count. Fingers can show 'how many'.	Join in with counting songs and number rhymes. Say some number names in order. Show a number using fingers. Count along with actions in a song.	No formal White Rose steps this week - counting-songs launch week: '5 Little Ducks', '5 Little Speckled Frogs', '1, 2, 3, 4, 5, Once I Caught a Fish Alive', '5 Currant Buns', 'Ten in the Bed'. Singing basket with song props. Number hunt around the classroom and outdoors. Counting at the register and at snack.	Counting woven into every routine - register, snack, lining up. Adults model touch-counting objects and exaggerate number names in songs. Numicon and loose parts freely available.	Join in with counting songs and rhymes. Say some number names in order. Show curiosity about numbers in the environment. Begin to say one number name for each object.

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				WR Block 1 begins in Week 2.	
Understanding the World	Our family is the people who live with us and love us. Our school is a special place with 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.	Talk about their family using a photo or drawing. Name some rooms and adults in school. Begin to use a simple map of the classroom. Recognise themselves in a baby photo.	Topic: 'Once upon a time' - All About Me. RE: 'Who am I, and where do I belong?' - introductory session. Walking tour of the 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.	Adults share their own 'all about me' first to model. Photographs at child-height around the room. Adults from across school (head teacher, office, kitchen) visit to say hello. Simple symbol map of the classroom on display.	Talk about their family using a photo or picture. Name at least one adult and one room in 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	Negotiate space safely in the hall and outdoors. Hold a pencil with a developing grip. Use playdough tools and	Primary PE: Superhero Dance - fundamental movement and space. Outdoor area: scooters, trikes, balance bikes; negotiating space. Daily 'Dough Disco' to build hand and finger	Adults explicitly teach the tripod grip (KFKS 6) using finger rhymes and pencil grippers. Visual reminders at every writing area.	Move safely in the hall and outdoors. Begin to use the tripod grip with support. Use playdough tools and

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	cutters, scissors. Our pencil sits on our finger and thumb (tripod grip - KFKS 6). Lining up is one body behind the next.	scissors safely. Line up and walk in a queue.	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.	Praise correct posture and pencil grip every time. Outdoor area always available for gross motor.	scissors safely. Line up and walk in a queue with reminders.

Week 2 - Goldilocks and the Three Bears (w/c 21.9.26)

Enquiry Question: Was Goldilocks right to go into the bears' cottage?

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Communication & Language	A story has characters - Goldilocks, Daddy Bear, Mummy Bear and Baby Bear. Story language: 'once upon a time', 'Who's been...?'. New vocabulary: porridge, cottage, just right.	Listen to a story with increasing attention. Join in with repeated refrains ('Who's been sitting in my chair?'). Answer simple 'who' and 'what' questions. Use story vocabulary with a talking partner.	Daily shared reading of Goldilocks. Talking partners: was Goldilocks kind? (P4C-style talk). Story corner: three bears' cottage role play with props. Vocabulary wall: traditional- tales words with pictures. Nursery rhyme of the week: 'When Goldilocks went to the house of the bears'.	Adults use bear voices to model expression and invite joining in. Repeated refrains chanted daily. New vocabulary explicitly introduced and revisited at snack and tidy-up. Talking partners embedded in every carpet session.	Join in with repeated story refrains. Answer 'who' and 'what' questions about the story. Use new story vocabulary in their own talk and play.
PSED	Characters in stories have feelings too – Baby Bear feels sad when his chair is broken. We can notice a feeling on somebody's face and in their body. Rules keep everyone safe and happy. Feelings can change during a story and during a day.	Recognise and name some common feelings in others. Talk about how a character feels and give a reason. Follow simple classroom rules with reminders.	Kapow: Self-regulation – My feelings, Lesson 2 (recognising feelings in other people). Feelings-faces sorting with the three bears. Discussion: 'How did Baby Bear feel? How do we know?' Hot-seating Goldilocks. Daily emotion-fan check-in continues. Story-corner puppets for retelling how characters feel.	Adults narrate feelings as they arise ('You look frustrated – shall we try it together?'). Kapow feelings faces displayed at child height beside the carpet. Characters' feelings talked about at every story time.	Name how a character feels and give a reason. Recognise a feeling on a friend's face. Follow class rules with growing independence.
Literacy	Stories have a beginning, middle and end. We can retell a story in order using pictures. Writing starts with saying our	Retell Goldilocks using a story map and props. Sequence three pictures from the story. Draw lines and circles with control. Write some or	Story map of Goldilocks - shared retelling with actions (Ready Steady Write foundations). Sequencing cards: beginning, middle, end. Name-writing station continues. Porridge-oat tray mark making:	Adults model story mapping, thinking aloud. Oral composition before any mark making - 'say it, hold it, write it'. Name cards and	Retell the story in order with support. Form some recognisable letters or letter-like marks. Orally compose a simple idea (KFKS 1).

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	idea out loud (KFKS 1).	all of their name. Say out loud what they want to 'write'.	lines, circles, zigzags. Book corner: different versions of Goldilocks to compare.	correct letter-formation models at the writing table.	
Phonics	Little Wandle Phase 2 Week 1 - new GPCs: s, a, t, p. A grapheme is what we write; a phoneme is what we hear. Sounds can be pushed together to make words (blending).	Say the sounds s, a, t, p when shown each grapheme. Hear and say initial sounds. Orally blend CVC words (s-a-t - sat). Begin to blend 'at', 'sat', 'tap', 'pat'.	Daily Little Wandle lesson: revisit, teach, practise, apply. Grapheme cards and mnemonics displayed. 'Silly soup' with s/a/t/p objects. Initial-sound object sorting. Robot talk at transitions. Magnetic letters s, a, t, p at the finger gym.	Little Wandle followed with fidelity - pace, pronunciation phrases and resources. Sound of the day revisited across the day. Adults use pure sounds; keep-up support identified early from baseline observations.	Recognise s, a, t, p and say the sounds. Orally blend simple CVC words. Hear initial sounds in words.
Mathematics	Two objects match when they are the same. Pictures and real objects can match. Matching vocabulary: same, the same as, matches. A set is a group of things that belong together.	Match a real object to another that is the same (Block 1 Step 1). Match a real object to a picture of it (Step 2). Identify a set and say what belongs (Step 3). Notice when something does not belong.	WR Autumn Block 1 Steps 1–3. Three Bears matching: bowls, spoons and chairs to the right bear. Matching pairs games; photo-to-object matching. 'Odd one out' porridge table. Sets: a set of bears, a set of bowls - what belongs? Name cards matched to pegs daily.	Adults model 'These match because they are the same' on a loop. Real objects used wherever possible. 'Same' and 'matches' displayed with photographs. Baby Bear puppet gets it wrong - children spot and correct him.	Match objects and pictures confidently. Use 'same' and 'matches' in their own talk. Identify a set and spot an object that does not belong.
Understanding the World	Bears in stories live in cottages; real bears live in the wild - forests and mountains. Porridge changes when it is cooked. Autumn is	Talk about real bears using a non-fiction book. Compare the bears' cottage to their own home. Notice signs of early autumn outside. Describe	Non-fiction bear books alongside the story. Porridge making - talk about the change as it cooks. Welly walk: first signs of autumn to start our seasonal diary. RE: 'Who am I, and where do I belong?' - belonging in our class family.	Adults model curiosity questions ('I wonder why...'). Fiction and non-fiction explicitly compared. Photos from the walk added to the seasonal display at child height.	Say one fact about real bears. Notice and describe a sign of autumn. Talk about how porridge changes when it is cooked.

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	beginning - leaves are changing and falling.	what they see with support.			
Expressive Arts & Design	Colours can be mixed to make new colours. Puppets and props help us act out a story. Instruments can play loudly and quietly - Daddy Bear stomps, Baby Bear tiptoes.	Paint a bear, mixing browns. Use props to retell the story in role play. Explore loud and quiet on percussion instruments. Sing along to the weekly rhyme.	Bear paintings - mixing browns from red, yellow and blue. Three Bears' cottage role play with dressing-up. Percussion: big bear / little bear footsteps - loud and quiet. Playdough porridge pots. Junk-model chairs for Baby Bear.	Adults model colour mixing with the vocabulary 'darker, lighter'. Story props kept open-ended. Music built into transitions - tiptoe like Baby Bear to the carpet.	Mix a new colour on purpose. Use props to act out part of a story. Play an instrument loudly and quietly with control.
Physical Development	Porridge stirring, dough squeezing and pouring make our hands strong for writing. We can move like bears: stomping, crawling, tiptoeing. Our pencil sits on our finger and thumb (tripod grip - KFKS 6).	Move in different ways - stomp, crawl, tiptoe, balance. Use one-handed tools: spoons, scoops, playdough tools. Practise the tripod grip in funky-finger games. Negotiate space safely in PE.	Primary PE: Superhero Dance - travelling in different ways. Bear-walk obstacle course outdoors. Dough Disco daily. Porridge-oat scooping and pouring station. Threading beads for Baby Bear's necklace. Scissor snipping: paper porridge toppings.	Tripod grip explicitly taught and praised at every writing opportunity (KFKS 6). Adults model safe tool use. Outdoor area always available for gross motor play.	Travel in different ways with control. Use tools safely with growing strength. Show a developing tripod grip.

Week 3 - We're Going on a Bear Hunt (w/c 28.9.26)

Enquiry Question: What can we see, hear and feel on a bear hunt?

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Communication & Language	Story language can make sounds: 'swishy swashy', 'splash splosh', 'squelch squerch'. A journey story visits different places: grass, river, mud, forest, snowstorm, cave. Position words: over, under, through.	Join in with the repeated refrain ('We're going on a bear hunt...'). Listen for and copy story sound words. Use position words in play. Retell the journey with actions.	Daily shared reading with actions and a class soundscape. Bear hunt small world: journey trays (grass, water, mud, twigs). Talking partners: which part would feel scariest? Vocabulary wall: swishy, splash, squelch with photos. Rhyme of the week: 'Round and Round the Garden'.	Adults chant the refrain with exaggerated rhythm; children echo. Position words modelled during PE and outdoor play. Story sound words displayed and celebrated when children use them.	Join in confidently with the refrain. Use story sound words and position words in their own talk and play.
PSED	Being brave feels tricky – the family in the story keep going even though they feel scared. Worried and scared are normal feelings. Adults can help us feel calmer when we are upset, worried or angry. Calming strategies: deep breaths, asking for a cuddle, going to the calm area.	Talk about a time they felt worried or brave. Accept comfort, reassurance or support from a trusted adult. Try one simple calming strategy with adult support. Persevere with a tricky task.	Kapow: Self-regulation – My feelings, Lesson 3 (strategies that help us feel calm). Calm area set up with cushions, breathing cards and a soft toy. 'We're not scared!' bravery talk. Teamwork bear hunt with partners. Bear-breathing: breathe in for the long grass, out for the squelchy mud.	Adults name and normalise the feeling before offering a strategy. Breathing cards modelled by adults first. The calm area is introduced as a choice, never a consequence. Every child is shown who their trusted adults are in school.	Name being brave and being worried. Use one calming strategy with adult support. Accept comfort from a trusted adult. Keep trying at a tricky task.
Literacy	We can retell a journey story in order using a story map. Sound words make stories exciting. Saying our sentence	Sequence and retell the bear hunt journey. Make meaningful marks for story sound words (wavy grass lines, splashy dots).	Whole-class story map with actions - Ready Steady Write style oral retelling. Mud-writing tray: lines, circles and zigzags for each terrain. Colourful Semantics: who/where cards	Adults model 'say it, map it, act it'. Mark making linked to meaning - children talk about their marks. Initial-sound games	Retell the story in sequence using the map. Talk about the marks they make. Hear and say initial

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	out loud helps us remember it (KFKS 1).	Say initial sounds for objects from the story. Write more of their name with correct formation.	from the story. Journey sound-word mark making. Book corner: journey stories.	woven through provision ('What can you spy in the mud tray? M-m-mud!').	sounds (KFKS 9 foundations).
Phonics	Little Wandle Phase 2 Week 2 - new GPCs: i, n, m, d. Sounds can come at the start, middle or end of words. Blending sounds together makes words we can read.	Say the sounds i, n, m, d and recognise the graphemes. Blend CVC words with taught GPCs: it, in, dim, mat, sad, pin. Spot taught graphemes around the room.	Daily Little Wandle lesson. Grapheme hunt along the bear hunt trail outdoors. Muddy-puddle blending: jump and say i-n → in! Magnetic letters; sound-sorting baskets. Oral blending at every transition.	Little Wandle pace and structure maintained; pure sounds modelled. Formation phrases used in handwriting moments. Keep-up group begins for identified children. Reading practice sessions begin, 3x weekly.	Recognise and say i, n, m, d plus last week's GPCs. Blend CVC words with support. Join in with their reading practice group.
Mathematics	Objects can be sorted into sets by colour, size or type. A sorting rule tells us how things have been sorted. The same objects can be sorted in different ways. We can compare amounts: more, fewer, the same.	Sort objects to a type (Block 1 Step 4). Explore different ways to sort the same objects (Step 5). Create and explain a sorting rule (Step 6). Compare two amounts using more/fewer (Step 7).	WR Autumn Block 1 Steps 4–7. Bear hunt treasure sorting: leaves, stones, twigs and conkers from our walk. Hoops for sorting - children choose the rule. 'Guess my rule' game. Compare amounts: which basket has more conkers? Snack comparisons daily.	Adults model sorting talk: 'These belong together because...'. Children's own rules celebrated, even unexpected ones. More/fewer modelled with real objects, never just pictures.	Sort objects and explain their rule. Re-sort the same set in a different way. Compare two sets using 'more' and 'fewer'.
Understanding the World	Our story journey has real-world places: grass, rivers, mud, forests and caves. Autumn changes are happening: leaves	Describe outdoor textures and sounds using their senses. Collect and examine natural autumn objects. Follow a	Real bear hunt around the school grounds - simple map to follow. Autumn collection table: magnifiers and sorting trays. Seasonal diary photo two: what has changed since last week?	Adults model sensory description ('The mud feels squelchy and cold'). Natural materials displayed for continued	Describe what they see, hear and feel outside. Talk about one autumn change. Follow a simple map with support.

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	fall, conkers drop, mornings feel colder. Maps can show a journey.	simple journey map of the school grounds.	Cave small world with torches. RE: who is in our school family?	exploration. The same route is revisited weekly so change over time is visible.	
Expressive Arts & Design	Texture is how something feels. We can make pictures using natural materials. Sounds can tell a story - a soundscape.	Create an autumn collage using natural materials, chosen for texture. Make a class soundscape with instruments and voices. Move to music like the story journey.	Autumn collage using our collected treasures. Texture rubbings: bark, leaves, walls. Bear hunt soundscape: shakers for grass, rain-makers for the river, drums for the cave. Journey dance: swishing, splashing and squelching to music. Small-world story boxes.	Adults introduce texture vocabulary as children make. The soundscape is recorded and played back for children to evaluate. Creations displayed with children's own words.	Select materials with intent and talk about texture. Contribute to a class soundscape. Move expressively to music.
Physical Development	We can travel over, under and through obstacles. Squeezing, threading and snipping make our fingers stronger. We are learning to put on our own coats and wellies.	Travel over, under and through equipment with control. Balance along low beams ('over the river'). Snip along a straight line. Manage coats and wellies with growing independence.	Primary PE: Superhero Dance - travelling and freeze-frames. Bear hunt obstacle trail: over the 'river', through the 'forest', into the 'cave'. Dough Disco daily. Tweezers: conkers into pots. Scissors: snipping grass strips. Getting-ready races: coats and wellies.	KFKS 6 tripod grip praised at every table. Dressing skills taught step by step, with independence celebrated. Children rebuild the obstacle course themselves - negotiating space.	Travel confidently over, under and through. Show increasing hand strength and scissor control (KFKS 8 foundations). Put on their own coat.

Week 4 - Supertato (w/c 5.10.36)

Enquiry Question: Can a vegetable be a superhero?

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Communication & Language	Stories can have goodies and baddies - Supertato and the Evil Pea. New vocabulary: hero, villain, trap, rescue. A question helps us find out more: who, what, where.	Answer who/what/where questions about the story. Ask a question to find out more. Use story vocabulary in role play. Speak in a well-formed sentence with support.	Daily shared reading of Supertato. Hot seat: ask Supertato a question. Talking partners: is the Evil Pea really evil? (P4C). Veggie small world for story talk. Vocabulary wall: hero, villain, trap, escape.	Adults model question words with a puppet microphone. Sentence stems displayed: 'I think... because...'. New vocabulary revisited at snack (real vegetables!) and through play.	Ask and answer simple questions about the story. Use 'hero' and 'villain' in their own talk. Articulate an idea in a full sentence with support.
PSED	When a feeling gets too big, a trusted adult can help. There are adults in school we can always tell. Heroes help other people. Being kind can help other people feel happy and included.	Name a trusted adult in school. Ask for help when a feeling is too big. Name ways to be a hero to somebody else. Carry out a kind act for a friend.	Kapow: Self-regulation – My feelings, Lessons 4 and 5 (asking for help; kindness helps others feel good). 'Who can help me?' hand – children name their trusted adults. Superhero kindness capes: children spot and record kind acts. Rescue role play in the vegetable patch. Daily feelings check-in continues.	Adults spot and name kind acts specifically and publicly. Trusted-adult photographs displayed at child height. Adults model asking for help themselves so that it is seen as a strength.	Name a trusted adult they could talk to. Carry out a kind act and say why it was kind. Ask an adult for help when a feeling is big.
Literacy	Labels tell us what something is. We can write the sounds we hear at the start of words. A wanted poster describes a character. Ideas are said out loud before we write (KFKS 1).	Label vegetables using initial sounds. Orally compose a caption for a picture. Blend CVC words orally. Form taught letters with correct start points.	Ready Steady Write: 'Wanted - Evil Pea!' shared-write poster. Vegetable labelling station: real veg with sound cards. Trap-plan drawing and telling. Colourful Semantics: who is doing what? Book corner: Supertato stories and vegetable non-fiction.	Adults model hearing and writing initial sounds ('p-p-pea - p!'). Every child's oral sentence valued and scribed where needed. Letter-formation phrases from Little Wandle used consistently.	Write initial sounds for labels (KFKS 9). Orally compose a caption. Retell the story with a beginning, middle and end.

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Phonics	Little Wandle Phase 2 Week 3 - new GPCs: g, o, c, k. The letters c and k make the same sound. Tricky word: 'is' - we learn it by sight.	Say the sounds g, o, c, k and recognise the graphemes. Blend CVC words: got, cat, kid, cot, dog, pig. Read the tricky word 'is'. Spot 'is' in shared reading.	Daily Little Wandle lesson. Pea-pod blending pots: g-o-t → got. Grapheme fishing in the water tray. Tricky word hunt: 'Supertato is a hero'. Magnetic-letter CVC building. Reading practice 3x weekly.	Little Wandle structure with fidelity; pure sounds. 'Is' displayed on the tricky-word wall with a superhero cape. Keep-up group continues daily.	Recognise and blend with all twelve taught GPCs. Read 'is' on sight. Blend CVC words with increasing independence.
Mathematics	We can compare size: big, little, large, small. We can compare mass: heavy, light - a balance scale tips down on the heavier side. We can compare capacity: full, nearly full, nearly empty, empty.	Compare the size of two objects (Block 2 Step 1). Compare mass by holding objects and using balance scales (Step 2). Compare the capacity of containers (Step 3). Use comparison vocabulary correctly.	WR Autumn Block 2 Steps 1–3. Vegetable comparing: giant marrow vs tiny pea! Balance scales: which vegetable is heavier? Capacity at the water tray: fill the Evil Pea's containers - full, half full, empty. Comparison vocabulary walk: bigger/smaller hunt. Ordering potatoes by size.	Adults model full sentences: 'The marrow is heavier than the pea.' Real vegetables used throughout. Children predict before testing on the scales.	Compare two objects by size, mass or capacity. Use 'heavier/lighter', 'full/empty' and 'bigger/smaller' accurately in play.
Understanding the World	Vegetables are plants that we eat. Vegetables grow above or below the ground. A supermarket is where much of our food comes from - people work there to help us.	Explore real vegetables using their senses. Talk about where food comes from. Cut open a vegetable (with support) and describe what is inside.	Vegetable investigation table: magnifiers, cutting and tasting (allergies checked). Supermarket role play - the jobs of people who help us. Planting quick-grow salad leaves to watch. Seasonal diary photo three. RE: people who belong to our community.	Adults model describing words: smooth, knobbly, crunchy. Hygiene routines explicitly taught before tasting. Curiosity questions displayed: 'I wonder what is inside...'	Describe a vegetable using their senses. Say where our food comes from. Show curiosity about growing.
Expressive Arts & Design	We can print with objects to make patterns and pictures. A character can be made from junk materials. Songs can	Print with cut vegetables, choosing colours deliberately. Design and make a vegetable superhero with junk materials.	Vegetable printing with paint. Junk-model veggie superheroes: capes, masks, googly eyes - design first, then make. Superhero freeze-frame	Adults model joining techniques (tape, glue, split pins). Children's designs honoured - process over product.	Print deliberately, choosing colour and position. Make and talk about a junk-model character.

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	be changed to make new versions.	Sing an adapted song ('Supertato to the rescue!').	dancing to music. Playdough peas and traps.	Creations shared at review time with simple explanations.	Perform a song with actions.
Physical Development	Superheroes move with power and control: jumping, dodging, freezing. Cutting and squeezing build our writing muscles. We line up like a superhero team - one body behind the next.	Jump, dodge and freeze with control in PE. Throw a 'pea' (beanbag) into a target hoop. Snip and squeeze with increasing strength. Use the tripod grip in short writing bursts (KFKS 6).	Primary PE: Superhero Dance - power moves and freezes. Evil Pea target throw: beanbags into hoops. Dough Disco super-strength squeezes. Tweezer peas into pods. Scissors: snipping cape fringes.	Adults teach throwing technique step by step. Tripod grip praised by name. Daily fine motor circuit within provision.	Throw at a target with growing accuracy. Show stronger scissor and pencil control. Move with control and stop on a signal.

Week 5 - Supertato and Superheroes (w/c 12.10.26)

Enquiry Question: Who are the superheroes who help us every day?

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Communication & Language	Real-life superheroes help us: doctors, firefighters, police officers, teachers, lunchtime staff. We can ask visitors questions to find out more. Talking clearly helps people understand us.	Ask a visitor a question. Talk about who helps them and how. Use new occupation vocabulary. Speak in well-formed sentences with growing confidence.	Visiting speaker: a community helper for children to question. Talking partners: who is your superhero and why? Occupation vocabulary wall with photographs. Role-play area: rescue station. Rhyme of the week: 'Miss Polly Had a Dolly'.	Question stems rehearsed before the visit ('What do you...? Where do you...?'). Adults model listening respectfully to answers. Vocabulary revisited through role play all week.	Ask a relevant question. Name people who help us and what they do. Use new vocabulary in role play.
PSED	Everyone in our class is a superhero at something. Being kind helps other people feel happy and included. We can notice when we feel tired and say so. We all have strengths and things we are still learning.	Say something they are good at. Celebrate a friend's strength. Recognise when they feel tired and tell an adult. Cooperate in a small-group team challenge.	Kapow: Self-regulation – My feelings, Lesson 6 (end of unit – kindness, strengths and feeling proud). Superpower certificates: children spot friends' strengths. Team rescue challenges in small groups. 'Tired, hungry, thirsty' talk at the end of a busy half term. Daily feelings check-ins continue.	Adults name each child's strength publicly and specifically. Team challenges structured so groups succeed together. Kapow feelings vocabulary reviewed and celebrated. Half-term reflections shared with families.	See themselves as valuable. Say what they are good at and name a friend's strength. Recognise and say when they feel tired. Work as part of a team.
Literacy	A story can be retold and changed - we can be the hero! Captions go with pictures. We hear sounds in words and write the letters we know. Sentences are said out loud, held in our heads, then written (KFKS 1).	Orally compose and hold a short caption. Write initial and some other sounds in words. Retell Supertato with themselves as the hero. Form taught letters with correct start points.	Ready Steady Write: 'Super [name] to the rescue!' - innovated class story with photographs. Caption writing: superhero pictures with sound-based labels. Hero-headquarters writing station: badges, lists, wanted posters. Daily handwriting: formation of taught GPCs.	Oral rehearsal before every writing moment. Adults model segmenting slowly ('c-a-t... what can you hear?'). All attempts at sound-writing celebrated (KFKS 9).	Orally compose a caption and attempt to write the sounds they hear. Retell an innovated story. Form most taught letters recognisably.

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Phonics	Little Wandle Phase 2 Week 4 - new GPCs: ck, e, u, r. 'ck' is two letters making one sound (a digraph) and comes at the end of words like duck and sock. Tricky word: 'l'.	Say the sounds ck, e, u, r and recognise the graphemes. Blend words ending in ck: sock, duck, kick. Read tricky words 'is' and 'l'. Blend an increasing range of CVC words.	Daily Little Wandle lesson. Sock-and-duck 'ck' sorting. 'I am super!' tricky-word capes. Blending races: run to the word you hear. Grapheme spotting in shared reading. Reading practice 3x weekly. Friday review of all GPCs taught this half term.	Little Wandle fidelity maintained; 'two letters, one sound' modelled explicitly. End-of-half-term review consolidates all sixteen GPCs and both tricky words. Keep-up interventions reviewed and adjusted.	Recognise all Phase 2 GPCs taught so far, including the digraph ck. Read 'is' and 'l'. Blend CVC words with independence.
Mathematics	A pattern repeats again and again. An AB pattern uses two things taking turns (red, blue, red, blue). We can say a pattern aloud, copy it, continue it and make our own.	Explore and describe simple patterns (Block 2 Step 4). Copy and continue an AB pattern (Step 5). Create their own simple pattern and say the rule (Step 6). Spot and fix a pattern mistake.	WR Autumn Block 2 Steps 4–6. Superhero cape patterns: design an AB cape. Vegetable-kebab patterns: pea-carrot-pea-carrot. Pattern making with natural materials. Movement patterns: jump-clap-jump-clap. The Evil Pea breaks a pattern - children fix it!	Adults model saying patterns aloud rhythmically. Pattern errors planned in for children to spot. Patterns photographed and displayed alongside children's rules.	Copy, continue and create an AB pattern. Say a pattern aloud and explain their rule. Spot and correct a mistake.
Understanding the World	People in our community help us in different ways: doctors, firefighters, police officers, vets, shop workers, lunchtime staff. Some of these jobs looked different long ago. Autumn is changing our outdoor area week by week.	Talk about people who help us and their roles. Compare a helper's tools now and long ago using photographs. Record an autumn observation in the class diary.	People-who-help-us photo display and small world. Old and new: telephone and fire-engine photo comparisons. Autumn walk four: what is different now? Class community map revisited. RE: 'Who am I, and where do I belong?' - who helps at our school?	Adults link the story hero to real helpers explicitly. Real artefacts and photographs used rather than worksheets. Diary observations scribed in children's own words.	Name community helpers and their roles. Notice change over time - in autumn and in jobs.
Expressive Arts & Design	Artists design before they make. Costumes	Design and make a superhero cape or	Cape and mask design studio: fabric, ribbon, foil, fasteners.	Design-make-review modelled simply.	Make a prop from their own design.

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	and props help us take on a role. We can perform to an audience - singing and moving together.	mask, selecting materials. Take on and sustain a role in the rescue station. Perform our superhero song with actions.	Rescue-station role play with open-ended props. Superhero song rehearsal and mini performance to another class. Half-term gallery: children choose their proudest creation to display.	Performance kept joyful and low-pressure. Children explain their creations at review time.	Sustain a role in pretend play. Perform in a group with confidence.
Physical Development	Our bodies are stronger than at the start of term - we can move, balance and freeze with control. Strong fingers make writing easier. Healthy heroes move every day.	Combine superhero moves into a short sequence. Balance, jump and land safely. Show the tripod grip when writing captions (KFKS 6). Use scissors with growing accuracy (KFKS 8).	Primary PE: Superhero Dance - final sequence performed. Hero training circuit: balance, jump, crawl, freeze. Dough Disco finale. Cape-fringe cutting; mask hole-punching; threading medals.	Sequences built move by move with adult modelling. Effort and control praised over speed. End-of-half-term observations recorded against baseline.	Perform a movement sequence with control. Show secure progress towards the tripod grip and safe tool use.