

EYFS Medium Term Plan - Autumn 2

Reception - Thames Ditton Infant School

2026-2027

Overview of Enquiry Questions

Week	Theme	Enquiry Question
Week 1 - w/c 2/11/26	Harry and the Bucketful of Dinosaurs (Literacy: The Star in the Jar begins)	What was the world like long, long ago?
Week 2 - w/c 9/11/26	Friendship Week (Anti-Bullying Week)	What makes a good friend?
Week 3 - w/c 16/11/26	Dinosaur Museum	How do we know dinosaurs were real?
Week 4 - w/c 23/11/26	Day and Night	What happens in our world after dark?
Week 5 – w/c 30/11/26	Kings and Queens	What is it like to be a king or queen?
Week 6 - w/c 7/12/26	Christmas Around the World	How do different families celebrate Christmas?
Week 7 - w/c 14/12/26	Christmas Celebrations and Winter Wonderland (end of term)	What makes this time of year special?

Week 1 - Harry and the Bucketful of Dinosaurs (w/c 3/11/25)

Enquiry Question: What was the world like long, long ago?

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
Communication & Language	'Long, long ago' tells us a story happened in the past. Dinosaur names are long and fun to say: Tyrannosaurus, Triceratops, Stegosaurus. New vocabulary: dinosaur, roar, enormous, extinct.	Listen with increasing focus to a longer story. Say and clap the syllables in dinosaur names. Retell parts of the story using a story map. Ask a question about dinosaurs.	Daily shared reading of Harry and the Bucketful of Dinosaurs. Story map to retell with more detail. Dinosaur small world with story props. Vocabulary wall: 'Long long ago' words with pictures. Talking partners: which dinosaur would you keep in your bucket?	Adults model ambitious vocabulary and celebrate children's use of it. Syllable clapping built into transitions. Story maps revisited daily so retellings grow in detail.	Retell parts of the story with growing detail. Use topic vocabulary in their own talk. Ask a question to find out more.
PSED	All families are different. The people who are special to us may be family, friends or people who care for us. Harry's dinosaurs are special to him – we all have people and things that matter to us. Basic family words: mum, dad, grandparent, brother, sister, carer.	Use basic terms to describe family relationships. Talk about someone who is special to them and say why. Listen while a friend talks about their family.	Kapow: Building relationships – Special relationships, Lesson 1 (the special people in our lives). Circle time: 'Who is special to me?' 'My special people' drawings and show and tell. Firework-feelings talk after Bonfire Night.	Adults model that different answers are welcome ('How interesting – Ava's family is different from mine'). Adults share their own special people first. All family structures represented in the books and images on offer.	Name someone special to them and say why. Use basic family words. Listen respectfully while a friend talks about their family.
Literacy	Our new Ready Steady Write text is The Star in the Jar. Labels tell us what things are. We can write the sounds we hear in short words.	Join in with the hook and first reading of The Star in the Jar. Label dinosaurs by writing initial and other sounds heard. Segment VC and	Ready Steady Write: The Star in the Jar hook - a jar and a mysterious 'star' appear in class! Dinosaur-labelling station: model dinosaurs with sound cards. Story maps for retelling. Name writing daily.	Adults model segmenting slowly and writing the sounds heard. Oral rehearsal before writing every time (KFKS 1). Little	Write recognisable initial sounds for labels (KFKS 9). Segment simple words with support. Form c, a and d correctly.

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
	Handwriting: the curly letter family begins - c, a, d (KFKS 2).	CVC words with support. Form c, a and d with correct start points.	Curly-family handwriting patterns in glitter trays.	Wandle formation phrases used for c, a, d.	
Phonics	Little Wandle Phase 2 Week 5 - new GPCs: h, b, f, l. Tricky word: 'the'. We now know twenty GPCs and three tricky words.	Say the sounds h, b, f, l and recognise the graphemes. Blend CVC words: hat, bug, fan, leg, huff. Read tricky words 'is', 'l' and 'the'. Spot taught graphemes in shared reading.	Daily Little Wandle lesson: revisit, teach, practise, apply. Dinosaur-egg blending: crack the egg, read the word. Grapheme swamp hunt outdoors. Tricky-word bucket: 'the' joins 'is' and 'l'. Reading practice 3x weekly.	Little Wandle followed with fidelity; pure sounds modelled. Keep-up groups continue daily. Half-term assessment gaps addressed through targeted revisits.	Recognise h, b, f, l and all previously taught GPCs. Blend CVC words with independence. Read 'is', 'l' and 'the' on sight.
Mathematics	1, 2 and 3 can be found all around us. Subitising is seeing how many without counting. A number can be shown with objects, fingers, sounds and a numeral.	Find 1, 2 and 3 in the environment (Block 3 Step 1). Subitise 1, 2 and 3 (Step 2). Represent 1, 2 and 3 with objects, fingers and numerals (Step 3). Begin to form numerals 1–3 (KFKS 7).	WR Autumn Block 3 Steps 1–3. Dinosaur subitising: how many dinosaurs in the bucket - without counting? Dot-card flash games. Represent 1, 2, 3 with claws, footprints and numerals. Numeral formation in sand and dough (KFKS 7). Number hunt: 1s, 2s and 3s around school.	Adults model subitising talk: 'I saw 3 straight away!' Quick-image routines daily. Numerals displayed with matching quantities everywhere.	Subitise 1, 2 and 3 confidently. Represent these numbers in different ways. Begin to form numerals 1–3 correctly.
Understanding the World	Dinosaurs lived long, long ago - before any people. Stories read in class help us understand the past. Bonfire Night happens on 5th November: fireworks, bonfires, staying safe.	Talk about 'a long time ago' using stories and pictures. Say one fact about a real dinosaur. Talk about how to stay safe around fireworks.	Dinosaur non-fiction books and fact-finding table. Timeline talk: dinosaurs → grandparents → us. Bonfire Night circle time: firework safety and celebration talk. RE: 'Why do we have celebrations?' - why do people light bonfires and fireworks? Seasonal diary: first signs of winter?	Adults distinguish story dinosaurs from real ones explicitly. 'Long long ago' language modelled all week. Celebration talk kept inclusive - different families celebrate different things.	Use 'long, long ago' in their talk. Share a dinosaur fact. Talk about a celebration they know.

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
Expressive Arts & Design	Fireworks make patterns of colour and light that we can paint. Dinosaurs can be built from junk materials. Sounds can be loud, quiet, fast and slow - like fireworks.	Create firework-inspired art, choosing colours and tools. Build a junk-model dinosaur, selecting materials and joins. Explore percussion: whoosh, crackle, bang.	Firework art: flicking, splatter and chalk on black paper. Junk-model dinosaurs - design first, then make. Firework percussion soundscape. Playdough dinosaurs with texture tools. Role play: Harry's bucket - small-world storytelling.	Adults model techniques then step back - process over product. Colour and pattern vocabulary introduced as children work. Creations displayed with children's own explanations.	Create art with intent, talking about choices. Join materials purposefully. Explore loud/quiet and fast/slow in music.
Physical Development	We can move like different dinosaurs: stomp, creep, leap. Control means starting, stopping and changing direction safely. Strong fingers help our handwriting.	Travel in different ways with increasing control. Stop and change direction on a signal. Use scissors to cut curved dinosaur shapes (KFKS 8). Show the tripod grip in handwriting (KFKS 6).	Primary PE: fundamental movement skills with increasing control. Dinosaur movement trail outdoors. Dough Disco daily. Scissor progression: cutting around dinosaur outlines. Tweezers: sorting dinosaur 'bones' (craft sticks).	Movement quality named and praised ('controlled stopping!'). KFKS 6 tripod grip reinforced at every table. Lining up and queuing routines now consistent.	Move with increasing control and stop safely. Cut with growing accuracy (KFKS 8). Sustain the tripod grip for short tasks.

Week 2 - Friendship Week (w/c 10/11/25)

Enquiry Question: What makes a good friend?

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
Communication & Language	Kind words make people feel good; unkind words hurt. We can use words to solve problems: 'Stop, I don't like it.' 'Can I play?' New vocabulary: friendship, kindness, include, respect.	Use social phrases to join play and solve small problems. Talk about what makes a good friend. Listen to and respond to a friend's idea.	Anti-Bullying Week talk: daily circle times on friendship. Talking partners: what makes a good friend? Friendship role-play scenarios with puppets. Kind-words vocabulary wall. Rhyme of the week: friendship songs.	Adults model and rehearse social phrases explicitly. Puppets act out friendship problems for children to solve. Kind talk noticed and named all week.	Use kind words and social phrases in play. Say what makes a good friend. Solve a small friendship problem with support.
PSED	Everyone has feelings and should be treated with kindness. Kind words and actions help friends feel included. Repeated unkind behaviour is not okay and adults can help. Our bodies belong to us: the PANTS rule keeps us safe.	Use kind words and actions during play. Tell a trusted adult if someone keeps being unkind to them or to someone else. Learn the PANTS rule: privates are private; say no; tell a trusted adult.	Kapow: Building relationships – Special relationships, Lesson 2 (kindness, friendship and unkind behaviour). Anti-Bullying Week: kindness pledges, odd socks day, kindness tree. NSPCC PANTS rule introduced with the official song and story (separate safeguarding input). Kind-words bank built together.	PANTS taught calmly and factually using NSPCC materials; trusted adults named. Adults model inclusive play and narrate kindness in real time. Remembrance handled gently.	Show and talk about kind, inclusive behaviour. Name a trusted adult. Retell the PANTS rule simply. Say what to do if someone is repeatedly unkind.
Literacy	In The Star in the Jar, the little boy finds something precious - and being kind means helping it home. A caption is a few words that go with a picture. Handwriting: curly	Sequence the main events of The Star in the Jar. Orally rehearse a caption, hold it and write sounds heard (KFKS 1). Write VC and CVC words with support.	Ready Steady Write: The Star in the Jar - sequencing and shared captions ('a star', 'in a jar'). Kindness captions for our friendship display. Colourful Semantics: who is helping? Star-writing station: glittery pens, star paper, word cards. Daily handwriting: g, o.	'Say it, hold it, write it' rehearsed before every caption. Adults model re-reading writing back. Writing for the display gives real purpose and audience.	Write a simple caption with sounds heard (KFKS 9). Sequence the story. Form curly-family letters taught so far.

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
	family continues - g, o (KFKS 2).	Form g and o correctly.			
Phonics	Little Wandle Phase 2 - new GPCs: ff, ll, ss, j. Double letters make one sound. Tricky words: put, pull, full, as.	Say the sounds ff, ll, ss, j and recognise the graphemes. Blend words: huff, bell, hiss, jam, jet. Read the new tricky words alongside 'is', 'I', 'the'. Spot double letters at the ends of words.	Daily Little Wandle lesson. Double-letter detectives in shared reading. Jam-jar blending pots (j words). Tricky-word friendship bracelets: put, pull, full, as. Reading practice 3x weekly.	Little Wandle fidelity: 'two letters, one sound' modelled for ff, ll, ss. Keep-up support continues daily. Tricky words revisited at every transition.	Recognise ff, ll, ss, j. Blend words containing double letters. Read the growing set of tricky words on sight.
Mathematics	One more means the number after; one less means the number before. Numbers 1, 2 and 3 are made of smaller parts: 3 is 2 and 1, or 1 and 1 and 1.	Find one more than a number within 3 (Block 3 Step 4). Find one less (Step 5). Explore the composition of 1, 2 and 3 (Step 6). Talk about parts and wholes with objects.	WR Autumn Block 3 Steps 4–6. Friendship bus stop: one more friend gets on - how many now? One less: a currant bun is bought away. Part-whole plates: 3 kindness pebbles split two ways. Composition photos displayed. 'One more, one less' to five-frame rhymes.	Adults model 'one more than 2 is 3' in full sentences. Real contexts used: snack, lining up, register. Children's part-whole arrangements photographed and discussed.	Say one more and one less within 3. Show how 2 and 3 can be split into parts. Use 'parts' and 'whole' in their talk.
Understanding the World	Remembrance Day (11th November) is when we remember people from long ago; poppies help us remember. People in our community wear and do different things - and that is celebrated.	Take part in a simple act of remembering. Talk about similarities and differences between themselves and friends. Ask a visitor or adult a question about their life.	Poppy observation and simple Remembrance talk. 'Same and different' friendship portraits: eyes, hair, favourite things. RE: 'Why do we have celebrations?' - remembering together. Seasonal diary: November changes.	Remembrance kept short, gentle and concrete. Differences framed positively and factually. Adults share their own 'same and different' examples first.	Say why we wear poppies in simple terms. Talk about one way they are similar to and different from a friend.
Expressive Arts & Design	Art can be made for someone else - a gift of kindness. Poppies	Make a friendship gift, choosing materials carefully. Craft a	Friendship bracelets: threading and pattern choices. Poppy crafts: scrunching, folding,	Adults model making 'for someone' - purpose and	Make something for someone else with care. Use simple

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
	have a shape and colours we can craft. Songs can be sung together as a team.	poppy using paper techniques. Sing friendship songs in a group.	layering paper. Kindness cards for a friend. Friendship songs with actions. Collaborative art: one big class artwork, everyone adds a part.	audience. Techniques demonstrated, then children choose their own way. Collaborative artwork discussed: everyone's part matters.	paper techniques. Sing as part of a group.
Physical Development	Games are more fun when everyone is included. We can pass, roll and receive a ball with a partner. Mealtimes: we hold our knife and fork correctly.	Pass and receive a ball with a partner with increasing control. Play a simple inclusive group game, taking turns. Use cutlery with growing independence at lunch.	Primary PE: partner ball skills - rolling, passing, receiving. Parachute games: teamwork and turn-taking. Dough Disco. Cutlery practice: playdough 'dinners' cut with knife and fork. Threading friendship beads.	Partner work modelled: eye contact, ready hands. Lunchtime staff reinforce cutlery skills warmly. Turn-taking narrated and praised in every game.	Control a ball with a partner. Take turns in group games. Use a knife and fork with less support.

Week 3 - Dinosaur Museum (w/c 17/11/25)

Enquiry Question: How do we know dinosaurs were real?

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
Communication & Language	A museum is a place where old and precious things are kept and labelled. Hot seating means asking a character questions. New vocabulary: museum, fossil, skeleton, palaeontologist, exhibit.	Ask investigative questions ('How do you know...?', 'Where was it found?'). Answer questions in role as a museum guide. Use topic vocabulary when explaining exhibits.	Hot seating: a 'palaeontologist' visits the carpet. Museum role play: guides explain exhibits to visitors. Talking partners: what should go in our museum? Vocabulary wall grows: fossil, skeleton, exhibit.	Adults model question stems and in-role talk. Long words broken into syllables and celebrated. Every child gets a turn as guide or visitor across the week.	Ask an investigative question. Explain an exhibit in role using topic vocabulary.
PSED	Sharing means everybody gets a turn. Friends may want different things during play. Working together makes big jobs possible. In a museum we look after precious things – gentle hands, walking feet. Everyone's job in our museum matters.	Play cooperatively with others, including sharing and taking turns. Recognise when they and a friend want different things. Handle shared resources with care. Take on a role in a group task.	Kapow: Building relationships – Special relationships, Lesson 3 (sharing fairly and taking turns). Museum team jobs: ticket desk, guides, cleaners, label writers. Circle time: 'What do we do when we both want the same thing?' Sharing-strategy cards: take turns, use a timer, share it out, do it together.	Adults allocate and rotate meaningful jobs. Sharing strategies displayed as pictures and referred to during real disagreements, not only in the lesson. Team successes celebrated collectively.	Share and take turns in a group task. Recognise when a friend wants something different. Carry out a role within a team. Talk about how they helped.
Literacy	Museums need labels and signs so visitors understand. A label can be one word; a caption can be a few words. Handwriting: curly family continues - q, e (KFKS 2).	Write labels and short captions for museum exhibits using taught GPCs. Segment CVC words independently where possible. Re-read their writing	Ready Steady Write: labels and captions for our Dinosaur Museum (real audience: visitors!). Sign-writing station: OPEN, tickets, exhibit names. The Star in the Jar: shared re-reading and retelling from the	Writing has a real purpose - labels are displayed and used. Adults model segmenting and re-reading. Word cards and sound mats at every writing point.	Write labels independently using taught sounds (KFKS 9). Write a short caption with support. Re-read their own writing.

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
		back. Form q and e correctly.	story map. Daily handwriting: q, e.		
Phonics	Little Wandle Phase 2 - new GPCs: v, w, x, y. x usually comes at the end of words: box, fox, six. Tricky words: and, has, his, her.	Say the sounds v, w, x, y and recognise the graphemes. Blend words: van, wig, box, fox, yes, yak. Read new tricky words with the full set so far. Use 'and' to join ideas orally.	Daily Little Wandle lesson. Fossil-brush grapheme dig: uncover and say the sound. Box-of-x blending: box, fox, six. Museum tricky-word tickets: and, has, his, her. Reading practice 3x weekly.	Little Wandle fidelity; pure sounds. 'x at the end' pattern made explicit. Keep-up groups continue; progress reviewed against autumn expectations.	Recognise v, w, x, y. Blend words ending in x. Read the growing tricky-word set on sight.
Mathematics	A circle is a curved shape with no corners. A triangle has 3 straight sides and 3 corners. Shapes are all around us. Position words tell us where things are: on, under, next to, in between.	Identify and name circles and triangles (Block 4 Step 1). Compare circles and triangles (Step 2). Find shapes in the environment (Step 3). Describe position using everyday language (Step 4).	WR Autumn Block 4. Museum shape hunt: circles and triangles in exhibits, windows and signs. Feely-bag shape describing. Shape printing and construction. Position barrier games: put the dinosaur ON the rock, UNDER the leaf. Photographic shape hunt around school.	Adults model shape properties in full sentences: 'It's a triangle because it has 3 straight sides.' Position words woven into tidy-up and PE. Shapes named in the environment, not just on cards.	Name and describe circles and triangles. Spot shapes in the environment. Use position words accurately.
Understanding the World	Fossils are traces of animals and plants from long, long ago - that is how we know dinosaurs were real. A palaeontologist studies fossils. Museums keep objects that teach us about the past.	Examine fossils and old objects closely with magnifiers. Compare 'then and now' objects. Talk about how we know about the past.	Fossil investigation table: real/replica fossils, magnifiers, brushes. Salt-dough fossil making - pressing and imprinting. Then-and-now object comparisons. Class Dinosaur Museum opens to visitors! Seasonal diary continues. RE: special things we keep and why.	Adults model 'evidence' talk: 'How do we know?' Real handling objects prioritised. Visitors invited (another class or families) - real audience for learning.	Say how we know dinosaurs existed. Describe a fossil. Compare an old object with a new one.
Expressive Arts & Design	Clay can be shaped, rolled, pressed and	Shape and imprint clay or salt dough	Clay/salt-dough fossils: rolling, pressing, imprinting leaves and	Techniques taught explicitly: roll, press,	Use clay techniques purposefully. Add

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
	imprinted. Artists make models of real things. Exhibits need careful, detailed making.	using tools and hands. Make a detailed model for the museum. Talk about the techniques they used.	toy dinosaurs. Observational dinosaur drawings from models. Museum exhibit making: bones from craft sticks, eggs from papier-mâché. Music: dinosaur stomps on percussion - fast/slow, loud/quiet.	smooth, imprint. Children describe their methods at review time. Work displayed as real museum exhibits with children's labels.	detail to a model. Describe how they made their exhibit.
Physical Development	Museum makers need careful hands: digging, brushing, placing. We can balance and move carefully while carrying objects. Scissor skills are getting stronger.	Carry and place objects with care and balance. Dig and brush with control in the excavation tray. Cut out shapes with curves and corners (KFKS 8). Maintain the tripod grip for label writing (KFKS 6).	Primary PE: balance and careful travelling - carrying 'precious exhibits'. Excavation tray: digging and brushing fossils. Dough Disco. Scissors: cutting circles and triangles for displays. Threading bones onto skeleton cards.	Careful, controlled movement praised over speed. Scissor grip checked and corrected warmly. Fine motor woven through museum jobs.	Move with balance and care. Cut curves and corners with growing accuracy. Write labels with a sustained tripod grip.

Week 4 - Day and Night (w/c 24/11/25)

Enquiry Question: What happens in our world after dark?

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
Communication & Language	Day and night follow each other. Nocturnal animals wake at night: owls, bats, foxes, hedgehogs. New vocabulary: nocturnal, moon, stars, dawn, dusk.	Talk about what happens in the day and at night. Use 'because' to explain simple ideas. Join in with night-time rhymes and stories.	Shared reading: Owl Babies and night-time stories. Talking partners: what happens while we sleep? Torch-and-shadow story corner. Vocabulary wall: nocturnal, dusk, dawn. Rhyme of the week: 'Twinkle Twinkle Little Star' revisited with new verses.	Adults model 'because' explanations. Wonder questions displayed: 'I wonder who is awake at night...' Calm, hushed storytelling voices for night-time texts.	Talk about day and night using new vocabulary. Explain an idea using 'because'.
PSED	Some of us find the dark exciting; some find it scary – both are okay. Trusted adults can help us with worries, friendship problems or feeling unsafe. Adults at school can help if we feel worried about something at home. Bedtime routines help our bodies rest and grow.	Identify trusted adults inside and outside their family. Talk about feelings linked to the dark and to bedtime. Say who they can talk to about a worry.	Kapow: Building relationships – Special relationships, Lesson 4 (trusted adults and asking for help). Circle time: 'How does the dark make you feel? Who could you tell?' Trusted-adult hand: children name the people who help them. Bedtime-routine sequencing and talk. Calm corner revisited.	All feelings validated – no 'silly' fears. Adults share simple strategies: night lights, cuddly toys, telling a grown-up. Trusted adults in school named and photographed. Restful routines protected.	Name and accept different feelings about the dark. Identify trusted adults who can help them. Describe their bedtime routine. Say who they can talk to about a worry.
Literacy	In The Star in the Jar, the star needs to go home to the night sky. A caption can tell what is happening in a picture. Handwriting: curly	Orally rehearse and write a caption about the star or the night sky (KFKS 1). Segment CVC words including new digraphs. Retell the	Ready Steady Write: The Star in the Jar - helping the star home; caption writing ('the star is up'). Night-sky writing den: black paper, gel pens, torches. Story map retelling with puppets. Colourful Semantics:	Captions orally rehearsed, counted on fingers, then written. Adults model using the sound mat for unknown sounds. Writing celebrated on the night-sky display.	Write a simple caption with taught sounds (KFKS 9). Retell the story with a beginning, middle and end. Form curly-family letters correctly.

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
	family continues - s, f (KFKS 2).	story ending. Form s and f correctly.	who, what doing, where. Daily handwriting: s, f.		
Phonics	Little Wandle Phase 2 - new GPCs: z, zz, qu. qu is two letters making one sound; q and u stick together like best friends. Words can end in -s: hats, sits. Tricky words: go, no, to, into.	Say the sounds z, zz, qu and recognise the graphemes. Blend: zip, buzz, quit, quack. Read words with -s added: hats, sits, taps. Read the new tricky words with the full set.	Daily Little Wandle lesson. Buzzing-bee zz hunt with torches. Duck-pond qu blending: quack! Add-an-s machine: hat → hats. Star tricky words on the night-sky display: go, no, to, into. Reading practice 3x weekly.	Little Wandle fidelity; 'qu' taught as a unit. Plural -s made playful and concrete with objects. Keep-up groups continue.	Recognise z, zz, qu. Read simple words ending in -s. Read the growing tricky-word set on sight.
Mathematics	4 and 5 can be found all around us. We can subitise small groups and see numbers hiding inside arrangements. A number can be represented with objects, fingers, dice patterns and numerals.	Find 4 and 5 in the environment (Block 5 Step 1). Subitise 4 and 5 in different arrangements (Step 2). Represent 4 and 5 with objects, fingers and numerals (Step 3). Form numerals 4 and 5 (KFKS 7).	WR Autumn Block 5 Steps 1–3. Star subitising: flash the night-sky cards - how many stars? Five-frame moon rocks. Represent 4 and 5: owl babies on branches, fingers, dice, numerals. Numeral 4 and 5 formation in glitter trays (KFKS 7). 'Five in the Bed' with props.	Quick-image subitising routines daily: 'What did you see? How did you see it?' Different arrangements of the same number shown deliberately. Numerals always paired with quantities.	Subitise 4 and 5 in familiar arrangements. Represent 4 and 5 in different ways. Form numerals 4 and 5 (KFKS 7).
Understanding the World	When it is night here, the sun still exists - the sky gets dark and the moon and stars appear. Nocturnal animals are awake at night and asleep in the day. Winter days are getting shorter.	Observe and describe light and dark using torches. Sort animals: awake in the day or at night. Notice that it gets dark earlier now.	Dark den with torches: light, dark and shadow play. Nocturnal animal sorting and small world: owls, bats, hedgehogs, foxes. Moon and star observation homework talk. Seasonal diary: dark mornings, bare trees. RE: light in celebrations - why is light special?	Adults model observational language: brighter, darker, shadow. First-hand torch exploration before pictures. Home link: look at the night sky with a grown-up.	Sort day and nocturnal animals. Describe light and dark discoveries. Notice a winter change.

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
Expressive Arts & Design	Dark colours and light colours make different moods. We can make night pictures with chalk, foil and paint on black paper. Instruments can sound like night-time: soft, mysterious, twinkly.	Create night-sky art choosing light-on-dark techniques. Explore percussion instruments to make night sounds. Move like nocturnal animals to music.	Night-sky art studio: chalk, silver pens, foil stars, splatter-paint galaxies on black paper. Percussion exploration: triangles twinkle, shakers whisper, drums hoot. Owl dance: swooping to calm music. Playdough moons and stars with sparkle.	Light/dark contrast modelled explicitly. Instrument choices discussed: 'Which sounds like an owl?' Calm, atmospheric music built into the day.	Choose materials for a night-time effect. Match instrument sounds to ideas. Move expressively to music.
Physical Development	Nocturnal animals move in special ways: owls swoop, foxes prowl, bats flit. Moving carefully in low light needs extra control. Strong hands make writing and cutting easier.	Move in contrasting ways: swoop, prowl, flit, freeze. Negotiate the dark den and obstacle spaces safely. Cut star shapes with points (KFKS 8). Keep the tripod grip during caption writing (KFKS 6).	Primary PE: contrasting movements with control - fast/slow, high/low. Nocturnal-animal movement trail. Dough Disco. Scissors: cutting stars and moons. Tweezers: sequins onto star cards. Torch-grip and pincer games in the dark den.	Movement vocabulary modelled and mirrored. Safe movement in low light explicitly taught. Fine motor circuit continues daily.	Move with contrast and control. Cut pointed shapes with growing accuracy. Sustain the tripod grip.

Week 5 - Kings and Queens (w/c 1/12/25)

Enquiry Question: What is it like to be a king or queen?

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
Communication & Language	Kings and queens live in castles and palaces. Royal vocabulary: crown, throne, palace, royal, banquet, servant. Polite words make our talk grand: please, thank you, may I.	Use new royal vocabulary in role play. Speak in longer, well-formed sentences. Ask and answer questions in role at the royal banquet.	Castle role play: royal banquet with polite talk. Hot seating: a king or queen visits the carpet. Talking partners: what would you do as king or queen for a day? Vocabulary wall: royal words with pictures. Traditional tales with castles shared daily.	Grand, polite talk modelled playfully by adults. Sentence stems for role play displayed. Every child's royal proclamation heard at circle time.	Use royal vocabulary in play. Speak politely in longer sentences. Sustain talk in role.
PSED	Everyone should be treated with kindness, whoever they are. It is okay to feel cross or upset, but it is not okay to hurt others. We can tell someone if we do not like something. Rules help everyone – even kings and queens follow rules. A good leader is kind and fair.	Begin to solve basic disagreements using words. Identify their own likes and dislikes during play and say so. Take the lead in a small-group game fairly and follow a friend's lead cooperatively.	Kapow: Building relationships – Special relationships, Lesson 5 (respect, boundaries and sorting out disagreements). King/Queen of the day: leading the line, choosing the song – everyone gets a turn. Circle time: 'What makes a kind leader?' 'Stop, I don't like that' phrase taught and practised in role play.	Leadership rotated visibly and fairly. Kind leadership narrated: 'She let everyone have a turn – that was fair.' Adults coach the words for a disagreement rather than solving it for the children.	Use words to sort out a small disagreement. Say when they do not like something. Lead and follow cooperatively. Use 'fair' and 'unfair' appropriately.
Literacy	Invitations tell people to come to something special. A list helps us remember things. Handwriting: curly-family review - c, a, d, g, o, q, e, s, f (KFKS 2).	Write a royal banquet list or invitation using taught sounds. Orally rehearse a sentence and write sounds heard (KFKS 1). Retell a castle tale from a story map.	Ready Steady Write: royal banquet invitations and shopping lists (real purpose: our class banquet!). Proclamation scroll-writing station: quills (felt pens), scrolls, wax-crayon seals. The Star in the Jar innovation talk: what else could	Writing has a royal audience - invitations are delivered. Adults model list-writing: one word per line, sounds heard. All sound-plausible attempts celebrated (KFKS 9).	Write a simple list independently using taught sounds. Compose and write a short caption or invitation phrase with support.

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
		Review curly-family letter formation.	be found in a jar? Daily handwriting: curly-family review.		
Phonics	Little Wandle Phase 2 - new GPCs: ch, sh, th, ng. Digraphs are two letters, one sound. Tricky words: she, push, he, of.	Say the sounds ch, sh, th, ng and recognise the digraphs. Blend: chip, shop, thin, ring, king! Read the new tricky words. Spot digraphs in shared reading.	Daily Little Wandle lesson. Royal digraph hunt: ch, sh, th, ng crowns hidden around school. King-of-ng blending: king, ring, sing. Tricky-word jewels for the treasure chest: she, push, he, of. Reading practice 3x weekly.	‘Two letters, one sound’ reinforced daily. Digraphs displayed prominently with mnemonics. Keep-up support targeted at digraph recognition.	Recognise ch, sh, th, ng. Blend words containing digraphs. Read the growing tricky-word set on sight.
Mathematics	One more than a number within 5 is the next number; one less is the number before. 4 and 5 are made of smaller parts: 5 is 4 and 1, 3 and 2, or 5 and 0.	Find one more within 5 (Block 5 Step 4). Find one less (Step 5). Explore the composition of 4 and 5 (Steps 6–7). Show the parts of 5 on fingers and part-whole plates.	WR Autumn Block 5 Steps 4–7. Royal banquet one more/one less: another guest arrives, a jam tart is eaten! Crown jewels composition: 5 gems split between two crowns - how many ways? Part-whole treasure plates. Finger patterns for 5: ‘Show me 5 another way.’ ‘5 Currant Buns’ in the royal bakery.	Full sentences modelled: ‘One more than 4 is 5.’ Composition explored with real objects before pictures. Children’s different ways of making 5 photographed and compared.	Say one more and one less within 5. Show different ways to compose 4 and 5. Begin to recall parts of 5 (KFKS 10 foundations).
Understanding the World	We have a King now - King Charles III; long ago there were other kings and queens. Castles were built long, long ago and some are still standing. Crowns and thrones are special royal objects.	Talk about our King and kings and queens from long ago. Compare castles then and homes now. Look closely at pictures of real castles and crowns.	Royal photo table: King Charles III, past monarchs, real castles and crowns. Then-and-now talk: castle life vs our life. Castle small world and block building. RE: special celebrations - coronations and crowns. Seasonal diary: December begins.	‘Long, long ago’ language continues. Real photographs and short video clips used. Story castles and real castles explicitly compared.	Name our King. Say one thing about castle life long ago. Compare then and now simply.
Expressive Arts & Design	Crowns can be designed with	Design and make a crown with a	Crown-making studio: patterned bands, jewels, foil. Junk-model	Pattern choices discussed during	Make a patterned crown from their own

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
	patterns and jewels. Castles can be built from blocks and boxes. Royal music sounds grand - fanfares!	repeating pattern. Build a castle, choosing and combining materials. Respond to grand, royal music through movement.	and block castles - towers, walls, drawbridges. Fanfare music: marching, bowing, waving. Royal portrait painting. Banquet role-play props made by children.	crown design (maths link). Building challenges posed: 'Can your tower stand taller than the throne?' Grand music played for movement and mood.	design. Build purposefully, combining materials. Move in response to music's mood.
Physical Development	Royal guards stand tall and march with control. Strong posture helps us sit and write well. Our scissor and pencil control is getting stronger every week.	March, freeze and stand tall with control and good posture. Balance a 'crown' (beanbag) while walking. Cut zigzag crown points (KFKS 8). Write lists and invitations with the tripod grip (KFKS 6).	Primary PE: marching, freezing and posture games with increasing control. Crown-balance walks: beanbags on heads. Dough Disco. Scissors: zigzag crown cutting. Threading royal jewels. Lining up like the royal guard - consistently and independently.	Posture named and praised at the carpet and tables. Zigzag cutting demonstrated step by step. Independence in routines expected and celebrated.	Move and freeze with control and posture. Cut zigzags with accuracy (KFKS 8). Sustain the tripod grip for longer writing (KFKS 6).

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)
Communication & Language	Families around the world celebrate Christmas in different ways - and some families celebrate other things. New vocabulary: celebration, tradition, decoration, gift. Performing means speaking and singing clearly to an audience.	Talk about how their family celebrates. Learn and perform Christmas rhymes and songs clearly. Listen to and ask about other families' traditions.	Christmas rhymes and songs learned and performed (Nativity). Talking partners: how does your family celebrate? Traditions show and tell. Around-the-world story time: Christmas tales from different countries. Vocabulary wall: celebration words.	Every family's tradition welcomed and valued - including families who celebrate differently or not at all. Performance voices modelled: loud, clear, slow. Songs rehearsed little and often.	Perform rhymes and songs to an audience. Talk about their own and others' celebrations.
PSED	People are all different, and that is something to celebrate. Everyone is special. All families are different and celebrate in different ways. Giving can feel as good as getting. We have grown so much this term.	Identify similarities and differences between themselves and others. Talk about themselves positively. Celebrate differences in how families celebrate. Reflect on what they can do now that they could not do in September.	Kapow: Building relationships – Special relationships, Lesson 6 (end of unit – our own strengths and valuing difference). 'I am good at...' celebration circle. Secret kindness elves: doing something kind without being seen. 'Look how I've grown' reflections with photographs from September.	Adults model giving-focused talk. Reflection framed positively for every child. Every family's tradition honoured. Festive excitement channelled with consistent, calm routines and visual timetables.	Talk about themselves positively. Name something that is the same and something that is different about them and a friend. Celebrate their own growth this term. Show respect for different traditions.
Literacy/ Writing	Cards carry messages to people we care about. Story endings can be changed - we can innovate!	Write a Christmas card message using taught sounds and tricky words. Innovate a new ending for The Star in the Jar (KFKS	Ready Steady Write: innovating The Star in the Jar - what if WE found something magical in a jar? Christmas card writing station: 'to Mum', 'I ♥ u', sound-plausible messages. Present	Card writing given real purpose - cards go home. Innovated endings orally rehearsed and scribed or written.	Write a short message independently using taught sounds and some tricky words. Innovate and retell a

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
	Handwriting: writing our curly-family letters in real writing (KFKS 2).	1). Rehearse a sentence orally, hold it, and write sounds heard. Apply curly-family formation in independent writing.	label writing for the role-play post office. Shared re-reading of the whole text.	Every sound-plausible attempt celebrated (KFKS 9).	new story ending (KFKS 1).
Phonics	Little Wandle Phase 2 - new GPC: nk. Words can end in -s sounding like /z/: his, bags, sings. Tricky words: we, me, be. This week we review everything from the autumn term.	Say the sound nk and blend: pink, sank, honk, wink. Read words ending in -s /z/. Read tricky words we, me, be with the full autumn set. Show all autumn GPCs in the end-of-term review.	Daily Little Wandle lesson. Pink-wink nk games. Add-an-s bells: sing → sings. Tricky-word baubles on the class tree: we, me, be. Autumn review games: bingo, races, quick-flash. Reading practice 3x weekly. End-of-term Little Wandle assessments completed.	Review pitched joyfully - games, not tests, from the children's view. Assessments inform Spring groupings and keep-up plans. All autumn GPCs and tricky words displayed for celebration.	Recognise nk and read -s /z/ words. Read all autumn tricky words on sight. Blend confidently with all Phase 2 GPCs.
Mathematics	Squares and rectangles have 4 straight sides and 4 corners. Shapes with 4 sides can be combined to make new shapes and pictures. Our day has a pattern: morning, afternoon, evening, night.	Identify and name shapes with 4 sides (Block 6 Step 1). Combine shapes with 4 sides (Step 2). Find them in the environment (Step 3). Talk about my day and night - ordering daily events (Step 4).	WR Autumn Block 6. Present-shaped shape hunt: squares and rectangles everywhere! Wrapping-paper shape printing and combining. Build a Christmas scene from 4-sided shapes. My day and night: ordering cards - wake up, school, dinner, bed - and Christmas Eve routines! Calendar and advent counting.	Shape properties modelled in full sentences: '4 straight sides, 4 corners.' Combining explored practically with real shapes. Day/night ordering linked to children's own routines.	Name squares and rectangles and describe their sides and corners. Combine 4-sided shapes purposefully. Order events of their day.
Understanding the World	Christmas is celebrated differently around the world: different foods, songs, decorations and traditions. Some families celebrate	Compare Christmas traditions from different countries. Talk about their own family's celebrations. Observe and describe	Christmas around the world: photos, food tasting, music and decorations from different countries. Family traditions shared (families invited to contribute). RE: 'Why do we have celebrations?' - bringing	Traditions presented factually and joyfully; every family's way honoured. Real artefacts, music and food where possible.	Describe one Christmas tradition from another country. Share their own family's celebration. Describe a winter change.

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
	other festivals, like Diwali or Hanukkah, or none. Winter is here: frost, bare trees, early dark.	winter changes outside.	the term's thread together. Frost investigation and winter welly walk. Seasonal diary: final autumn-term page!	Winter observed first-hand before pictures.	
Expressive Arts & Design	Cards can be made with mixed media: paint, collage, printing. A performance is practised, then shared with an audience. Decorations from around the world give us new ideas.	Make a Christmas card combining techniques (KFKS 8). Rehearse and perform the Nativity songs and actions. Create decorations inspired by other countries.	Christmas card making: mixed media - printing, collage, paint. Nativity performance: songs, actions and simple roles rehearsed and performed to families. World-decoration workshop: paper lanterns, woven stars, salt-dough ornaments. Wrapping station in the role-play post office.	Techniques revisited from the term and combined. Rehearsals short, positive and frequent. Performance framed as sharing joy, not perfection.	Combine techniques in one finished piece. Perform confidently in a group to an audience. Talk about ideas borrowed from around the world.
Physical Development	Performers move together in time. Wrapping, folding, threading and snipping are festive fine-motor workouts. We can now do so much more with our bodies than in September.	Move in time with music in the Nativity. Fold, wrap and stick with two hands working together. Thread decorations and snip wrapping paper (KFKS 8). Show end-of-term control in the tripod grip (KFKS 6).	Primary PE: moving in time - Nativity dances and songs. Present-wrapping station: folding, taping, ribbon-tying. Dough Disco festive finale. Scissors: snowflake snipping. Threading: cranberry-style garlands (beads). End-of-term fine and gross motor observations recorded.	Moving-in-time modelled with counting and music. Two-handed coordination tasks scaffolded. Term progress celebrated with children and shared with families.	Move in time with music. Coordinate both hands for wrapping and threading. Show secure autumn-term progress in grip, scissor control and movement (KFKS 6, KFKS 8).

Week 7 - Christmas Celebrations and Winter Wonderland (w/c 14/12/26)

Enquiry Question: What makes this time of year special?

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
Communication & Language	Winter festivals around the world share the same big ideas: light, food, family, giving and being together. We can talk about things that have already happened using words like yesterday, last week and at the start of term. New vocabulary: festival, midwinter, evergreen, sparkle, tradition, audience.	Listen with sustained focus during longer stories and performances. Recount events from the term in sequence using 'first', 'then' and 'next'. Connect ideas using 'and' and 'because'. Ask a question to find out more about a winter festival. Perform songs and rhymes clearly to an audience.	Winter story time: a different festive story each day. Talking partners: 'My favourite thing this term was... because...'. Photo timeline of the autumn term as a talk prompt. Role play: Santa's post office and the winter cafe. Vocabulary wall: winter and festival words. Rhyme of the week: Christmas songs revisited and performed.	Adults model past-tense recounts and connectives in every conversation. Sentence stems displayed and rehearsed orally before children speak. Photographs from September to December used to prompt extended talk. Every child given a turn to speak to the group.	Recount a real event in the right order. Use 'because' to explain a choice. Use festival vocabulary in their own talk. Speak clearly and audibly to a group.
PSED	We have been at school for a whole term. Class rules and routines help everyone feel safe and happy - and we can explain why we have them. We have all learned things we could not do in September. Exciting times bring big feelings, and we know strategies that help us feel calm.	Talk about how they have settled into school life. Say what they can do now that they could not do in September. Explain the reason for a class rule. Use a taught calming strategy with increasing independence. Take turns and cooperate in group games. Set a simple goal for the spring term.	Kapow: Building relationships - Special relationships unit revisited and consolidated (no new lesson - the six-lesson unit finished in Week 6). 'Our first term' reflection circle using September photographs. 'I used to... now I can...' drawings and talk. Class rules re-read and re-agreed together. Class Christmas party: pass the parcel, musical statues, sharing food. Calm area with winter sensory jars. Spring goal-setting: 'One thing I want to learn next term.'	Adults name each child's growth explicitly and personally. Excitement acknowledged as a feeling, with strategies offered rather than behaviour corrected. Routines, visual timetable and calm area kept consistent right through party week. Goals scribed and kept to revisit in January.	Talk positively about themselves and their first term. Explain why a rule matters. Use a calming strategy when excited. Play cooperatively and take turns in a group game.

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
Literacy/ Writing	Writing has a real purpose: lists, labels, invitations and thank-you messages all do a job. Our curly letter family is now complete: c, a, d, g, o, q, e, s, f (KFKS 2). Re-reading our writing helps us check it makes sense.	Choose what to write and say why. Rehearse a caption or short sentence orally, hold it and write the sounds heard (KFKS 1). Spell VC and CVC words using taught sounds (KFKS 9). Form all curly-family letters correctly in independent writing (KFKS 2). Begin to re-read their own writing.	Ready Steady Write: application week - the whole Star in the Jar journey retold and celebrated; children's innovated endings published as a class book. Real-purpose writing: thank-you messages, party food labels, Christmas lists, invitations to the winter singalong. Story map retelling of the whole text. Handwriting: curly-family check-up in glitter trays, chalk and paint. Writing area restocked with festive papers and word cards.	Every piece of writing given a real reader. 'Say it, hold it, write it' rehearsed before writing, as all term. Adults model re-reading writing back. End-of-term writing samples collected to inform spring next steps.	Write a label, list or short message independently using taught sounds (KFKS 9). Form curly-family letters correctly. Re-read their own writing with support. Say who their writing is for.
Phonics	This week there are no new GPCs. We review everything from the autumn term and work on the sounds and words we still find tricky. Some letters look similar and we must look carefully: b and d, m and n, p and q. Double letters ff, ll and ss make one sound. Tricky words cannot be sounded out - we learn them by sight.	Say the sound for every Phase 2 GPC taught this term. Blend CVC words fluently, including words with double letters and nk. Read words ending in -s (/s/ and /z/). Read all autumn tricky words on sight. Notice and self-correct when a word does not sound right.	Daily Little Wandle review lessons - no new GPCs. Targeted misconception work drawn from end-of-term assessments: b/d discrimination games, double-letter sorting, -s ending sorts, tricky-word speed reads, oral blending for children still building it. Grapheme bingo, quick-flash races and 'sound of the day' hunts. Keep-up groups continue daily. Reading practice 3x weekly, re-reading familiar books for fluency.	Assessment data drives the week: each keep-up group works on its own named misconception rather than a general review. Review pitched as games and celebration, never as testing. Pure sounds modelled at all times. Spring groupings and keep-up plans finalised from this week's evidence.	Read all Phase 2 GPCs taught this term. Blend CVC words with growing fluency. Read autumn tricky words on sight. Show progress against the specific gap identified for them.
Mathematics	This week we bring the whole term's maths together. We	Consolidate White Rose Autumn Blocks 3-6. Subitise and	White Rose consolidation: end-of-block review and 'Consolidation' activities across	Adults use the full sentence stems built across the term: 'I can	Subitise to 5 confidently. Say one more and one less

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
	can subitise to 5, count carefully, say one more and one less, and split numbers into parts. We know circles, triangles and shapes with 4 sides and can describe their sides and corners. We can match, sort, compare and make patterns.	represent numbers to 5. Compare quantities using more, fewer and the same. Find one more and one less within 5. Talk about the composition of numbers to 5 using parts and whole. Name and sort circles, triangles and 4-sided shapes. Continue and create AB patterns. Use positional language.	Blocks 3-6. Christmas maths carousel: subitising baubles, part-whole present plates, one-more-one-less advent counting, shape Christmas-tree pictures, wrapping-paper AB patterns, sorting and matching decorations, positional language around the class tree ('on top of', 'under', 'next to'). Numeral formation 0-5 check-up (KFKS 7). Number bonds to 5 games with tens frames and fingers (KFKS 10).	see 4 without counting', '4 is 3 and 1', '4 straight sides and 4 corners'. Consolidation delivered through a play-based carousel, not worksheets. Adults use the week to assess against autumn key learning and identify spring keep-up needs. Misconceptions addressed in the moment with concrete resources.	within 5. Describe the composition of numbers to 5. Name and describe circles, triangles and 4-sided shapes. Use positional and pattern language accurately.
Understanding the World	Christians celebrate Christmas to remember the birth of Jesus; many families also celebrate it as a special family time. Other winter festivals bring light into the dark: Hanukkah has the menorah, Diwali had diyas. Midwinter is the shortest day of the year - 21st December. Christmas long, long ago was different from Christmas now:	Talk about similarities and differences between Christmas now and Christmas long ago. Describe one winter festival other than their own. Say why light matters in winter festivals. Observe and describe winter weather and changes outside.	RE: 'Why do we have celebrations?' - final week, drawing the whole unit together. Then and now: Christmas toys, decorations and food from the past compared with ours using photographs and artefacts - tying back to our 'Long long ago' topic. Festivals of light table: menorah, diyas, candles, lanterns. Midwinter and the shortest day: dark-mornings talk and torch play. Winter welly walk: frost, ice, bare trees, low sun. Seasonal diary completed and reviewed across the whole term.	Past-and-present comparison made concrete with real artefacts and photographs rather than pictures alone. All families' traditions - including families who do not celebrate Christmas - honoured explicitly. Adults draw the term's thread together: 'long, long ago' has run through every week. Winter observed first-hand before any images are shown.	Say one thing that is the same and one that is different about Christmas long ago and now. Name a winter festival and say something about it. Describe winter changes outside from their own observations.

Area of Learning	Knowledge	Skills	Possible Provision	Implementation (Adults / Environment)	Impact (What children will show)
	different toys, food and homes.				
Expressive Arts & Design	We can plan a piece of art before we make it, and change our minds as we go. Artists can explain the process they used and why they chose it. Decorations can be made using many of the techniques we have learned this term. Performing for an audience means singing clearly and moving in time.	Plan, make and refine a decoration, choosing materials and techniques (KFKS 8). Combine techniques learned across the term: printing, collage, threading, joining, salt dough. Explain the process used and the choices made. Sing familiar songs in a group, mostly matching pitch. Develop a storyline in festive role play.	Winter workshop: salt-dough decorations, printed wrapping paper, woven paper stars, junk-model sleighs. 'Plan it, make it, talk about it' boards at the making table. Christmas singalong shared with families or the wider school. Music: bells, shakers and chime bars - playing in time and exploring loud/quiet. Role play: Santa's workshop, winter cafe, present-wrapping station. Class tree decorated entirely by the children.	Planning talk modelled explicitly: 'What will you use? What will you do first?' Children asked to explain their process, not just show the product. Techniques from the whole term displayed as a visual menu so children choose independently. Performance framed as sharing joy, not perfection.	Plan and make a decoration with clear intention. Combine two or more techniques. Explain the process they used. Sing in a group, mostly matching pitch, and move in time.
Physical Development	Winter clothes have fastenings: zips, buttons, poppers and toggles. We can put on our own coats and manage our own belongings. Party dances need us to move in time, stop on a signal and use our space safely. Our hands are much stronger than they were in September.	Fasten and unfasten winter coats independently - zips, buttons, poppers. Move in time to music and freeze safely on a signal, with fluent and controlled movement. Snip, fold, wrap, tie and thread with two hands working together (KFKS 8). Sustain the tripod grip through a whole writing task (KFKS 6).	Primary PE: end-of-term festive dance and movement games - moving in time, stopping safely, negotiating space with control. Coat and zip station: dressing challenges and buddy support. Wrapping and ribbon-tying station. Scissors: snowflake and paper-chain snipping. Threading: garlands and decorations. Dough Disco festive finale. End-of-term fine and gross motor observations recorded.	Independence with coats and fastenings expected and celebrated - adults wait rather than do it for children. Movement quality named and praised as all term. Two-handed coordination tasks scaffolded, then adults step back. End-of-term physical observations completed for assessment.	Fasten their own coat with increasing independence. Move in time and stop safely on a signal. Use two hands together for wrapping and threading. Show secure autumn-term progress in grip and scissor control (KFKS 6, KFKS 8).

