



Foundation Stage 2 -Autumn Term 1 Medium Term Planning 2025-2026



The Medium Term Plan shows key teaching points within our topic with progression in key skills personalised to the individual child's needs. The Characteristics of Effective Learning run through all areas of learning as well as opportunities for children's interests to be explored further through child-initiated and adult directed activities within the provision. Continuous Provision Plans link to the Ages and Stages and the ELGs

Autumn 1: New Beginnings						
Entry Point:						
Exit Point:						
Key dates/events:						
● No Limits Festival ● National Poetry Day ● Macmillan Coffee Morning ● Black History Month ● Fairtrade Fortnight ● Pupil Voice Week ● International Day of Democracy ● Harvest festival						
Opportunities for Personal Development:						
● Weekly PSHE assemblies: friendships, celebrating diversity ● Weekly British Value assemblies - Picture News ● 11 before 11 ● Project evolve - online safety						
	Learning Journey					
Literacy Focus	All about me	People who are important to me	Were Going on a Bear Hunt	The Three Little Pigs	A dark dark Tale	The Three Billy Goats Gruff

Area of learning		What children need to learn. Learning intentions:
Communicati on and Language	Listening and Attention	To learn and demonstrate the schools “SHINE” whilst sitting on the carpet. Vocabulary: eyes look forward, sit up straight, in a space, not a sound To be able to listen carefully to a story. Vocabulary: listen, author, illustrator, blurb, title, book, fairytale, fiction, non-fiction, story To begin to ask what questions. Vocabulary: what if, how, why, when
	Speaking	To be able to introduce themselves to friends To be able to talk about likes/dislikes To be able to talk about what makes “me” special To be able to talk about families To be able to talk about similarities and differences To use new topic vocabulary through discussions
Personal, Emotional and Social	Building Relationshi ps	To know the names of some friends in the class To begin to play with new people To begin to take turns in play
	Self regulation	To know the classroom rules agreed by the class To see themselves as unique by sharing their hobbies and interests. To know that “I” am special
	Managing Self	To learn the new routines: Washing hands, using the toilet at school, changing for PE Vocabulary: soap, water, hand washing, germs, clean, dirty, flush, toilet paper, lock the door, jumper, trousers, shoes, socks, t shirt, shorts, trainers To be able to talk about how I am feeling. Vocabulary: sad, happy, mad, angry, excited, worried, nervous To know what I can do if I feel sad (Trusted Adults) Vocabulary: safe adult, friends, talk, safe space, feelings
	Jigsaw	Being Me in My World Knowledge: To know special things about themselves To know that some people are different from themselves

		To know how happiness and sadness can be expressed To know that hands can be used kindly and unkindly To know that being kind is good To know they have a right to learn and play, safely and happily Social and Emotional Skills: To identify feelings associated with belonging To identify feelings of happiness and sadness To develop skills to play cooperatively with others To be able to consider others' feelings To be responsible in the setting New key vocabulary that may be introduced: Kind, Gentle, Friend, Similar, Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns, Unique.
Physical	Gross Motor	To move safely and sensibly in a space with consideration of others. To develop moving safely and stopping with control. To use equipment safely and responsibly. To use different traveling actions whilst following a path. To work with others co-operatively and play as a group. To follow, copy and lead a partner. Vocabulary: fast, slow, stop, go, ball, control, quickly, obstacle, balance, hop, run, jump, jog, crawl
	Fine Motor	Little Wandle Handwriting Scheme To perfect letter formation Dough Disco
		To know the correct pencil grip and posture for writing To be able to draw straight lines, circles and shapes. To be able to begin to form some recognisable letters.
		<u>Enhanced Provision</u> To use pincer grip to open and close the pegs (RC) To use the pincer grip to thread (RC) To use the pincer grip to pick up objects To use pincer grip to manipulate playdough
Literacy	Word	To read individual letters by saying the sounds for them (phase 2 letters/ sounds)

	Reading	s,a,t,p,i,n,m,d,g,o,c,k,ck,e,u,r,h,b,f,l To blend sounds into words, so that they can read short words made up of known letter – sound correspondences.
	Little Wandle	- To read a few common exception words matched to the school's phonic programme (phase 2 tricky words). Is, I ,the To read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
		<u>Enhanced Provision</u> To match the objects to the initial sounds (RC) To read the cvc word and match to the picture (RC) To blend sounds to read words (RC) To recognise cvc words within the environment
	Comprehension	- To listen to and talk about stories to build familiarity and understanding. - To retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. - To re-enact and reinvent stories they have heard in their play.
	Writing	-To give meanings to marks. - To write the sounds in words that they can hear with letter/s (starting with initial sounds, moving to CVC words using the letters that they have been taught). - To develop their small motor skills so that they can use a range of tools competently, safely and confidently.
		<u>Enhanced Provision</u> To begin to write letters (RC) To begin to write cvc words with known sounds(RC)
Mathematics	Number and Numerical Patterns	Match, sort and compare LO: To Match objects LO: To Match pictures and objects LO: To Identify a set LO: To sort objects to a type LO: To explore sorting techniques LO: To create sorting rules LO: To compare amounts Talk about measure and patterns LO: To compare size

		LO: To compare mass LO: To compare capacity LO: To explore simple patterns LO: To copy and continue simple patterns LO: To create simple patterns It's me 1,2,3 LO: To find 1,2 and 3 LO: To subitise 1,2 and 3 LO: To represent 1,2 and 3 LO: To explore 1 more 1 less LO: To explore the composition of 1,2 and 3
		<u>Enhanced Provision</u> To match sort and compare • Provide children with a selection of different-sized lids. Have a large sheet of paper with outlines of the lids drawn on. Ask children to match each lid to the correct outline on the paper. This can also be done with different-sized containers and lids, where children have to match the lid to the correct container. • In the home corner, provide children with a range of plates, bowls, cups, cutlery and food. Explore sorting them in different ways. Can they find more than one way? Lunch boxes could also be added for children to make a packed lunch. Do all the boxes have the same set of items? • Provide a large collection of beads in a range of colours, shapes and sizes. Children will also need several small pots. Encourage children to sort the beads into the different pots and explain how they have sorted them. • Provide children with a large amount of dough and encourage them to break it up and roll it into balls. Ask children to share the balls of dough. Encourage them to compare their amounts. Who has more? Who has fewer? Can they share it so that they both have the same amount? Talk about measure and patterns • In the sand or water areas, provide children with equipment in two distinct sizes. For example, a big bucket and a little bucket or a tall jug and a short jug. Encourage children to compare the objects and to explore how many scoops each will hold. They could also compare how many large scoops and how many small scoops a container will hold. • Provide children with large paper and a range of tools for them to print with to create repeating patterns. Talk to children as they explore different colours, shapes and forms. Discuss how they can make a pattern. Children could then extend this printing to making patterned wrapping paper for a birthday present. Provide lots of different examples of wrapping paper and then ask children to create their own.

		• Outside, provide children with large blocks, planks, crates and/or cushions. Encourage children to build towers, models and roads. What is the tallest or shortest tower that they can build? Can they build another tower that is taller/shorter? Can they build a long road and a short road? • In the construction area, ask children to build towers and enclosures using their own repeating patterns. Can they say their pattern aloud? Encourage children to use key vocabulary such as 'big brick', 'little brick', 'short brick', 'red brick', 'blue brick', etc. It's me 1,2,3 • Support children to make their own representation cards. Provide them with a piece of paper and allow them to paint, draw or use collage materials to represent the numbers 1, 2 and 3 Children can create their own dots, dice patterns, or create a picture of something that interests them. These can then be used to play games such as 'Snap' • Place a hoop on the ground. Ask the children to collect 3 beanbags and to take turns to throw them into the hoop. How many land inside the hoop? How many land outside? Provide an easel or clipboard so that they can record their own scores. • Make dough. Use a recipe that involves measuring using 1, 2 or 3 cups. Ask children to measure out the ingredients and count the cups. • Provide a collection of various loose parts or natural objects and some small pots labelled 1, 2 and 3 for children to fill. Include some unlabelled pots and encourage children to make their own labels to show how many they put inside. To begin to recognise numbers within the environment (RC) To explore the number areas within the provision (indoor and outdoors) To recognise colour and shape patterns (RC)
Understanding the World	Past and Present (History)	<u>A Peek into the Past</u> To describe changes over time. To sort photographs from the past and present. To begin to recognise the order events happen. To identify toys from the past. To compare pictures from the past and present. Vocabulary:now, past, long time, ago, child, baby, toddler, adult, photograph, present, then,new, same,difference, order,remember <u>Black History Month</u> To begin to understand the meaning of Black History

		<u>Enhanced Provision</u> To create a family tree using pictures (RC) To talk about things that happened yesterday.
	People, Cultures and Community (RE)	To talk about their family. To talk about who is special to them.
	The Natural World (Science)	Animals, including humans -To identify and name basic features of the body (head, shoulders, knees, toes, arms, legs, face) -To identify and name features of faces (eyes, nose, lips, mouth, cheeks, chin, eyebrows, eyelashes) -To identify basic similarities and differences between self and others - hair colour, eye colour, height, skin colour -To begin to understand that humans grow and change (eg baby to toddler to child) -To begin to understand that humans follow a life cycle (baby, child, adult) Vocabulary: face, hair, leg, human, knee, animal, arm, elbow, back, skin, head, toes, ear, hands, feet, change, baby, child, toddler, adult Seasons -To explore the season of autumn and talk about what we can see, feel, smell. -To use all senses to explore natural materials linked to autumn -To explore collections of natural materials linked to autumn with similar or different properties -To investigate and talk about different types of leaves Vocabulary: Autumn, leaves, colour, red, brown, orange, tree, conkers, acorns, pattern
		<u>Enhanced Provision</u> To use the mirrors to talk about features of the face (RC) To sort leaves by colour, pattern, shape (RC) To use the magnifying glasses to explore materials linked to Autumn To use the talking tub to explore and talk about Autumn To explore and become familiar with the UW continuous provision areas(indoor and outdoors)
	The Natural	To explore natural objects using senses. To explore and make observations of the world around them.

	World (Geography)	To describe the effect of different weather conditions To use the senses to observe and and talk about experiences whilst outside To begin to notice some of the features of the changing seasons. To begin to recognise seasonal weather conditions. Vocabulary: explore, investigation, torch, magnets, mirror, outdoor area, indoor area, magnifying glass, weather
		<u>Enhanced Provision</u> To explore the FS outdoor learning environment and talk about what they have seen To explore natural objects within the provision (leaves, bark, trees) To explore and become familiar with the UW continuous provision areas(indoor and outdoors)
Expressive Arts and Design	Creating with Materials (Art)	<u>Drawing Marvelous Marks</u> To investigate the marks and patterns patterns made by different textures To create a simple observational drawing To use a variety of colours and materials to create a self portrait
		<u>Enhanced Provision</u> To become familiar with the resources with the creative/workshop area To use use paints to paint a picture of themselves (RC) To use a pencil to draw a picture of themselves (RC) To explore making marks with felt tip pens To explore marking marks with chalks To explore making marks with a pencil Vocabulary: artist, colours, mark making, observe, oil pastel, paint, pencils, self-portrait, wax crayons
	Creating with Materials (DT)	To explore and use the material within the creative area To begin to join and stick materials together To begin to talk about what they have made Vocabulary:join, material, stick, glue, tape, scissors, string
		<u>Enhanced Provision</u> To explore and become familiar with the resources in the creative area To explore and become familiar with the block play indoors and outdoors. To use resources to build.

	Being Imaginative and Expressive Music (KAPOW)	<i>Exploring Sound</i> To explore using voices to make a variety of sounds with relevant symbols To explore using body parts to make a variety of sounds To explore using instruments to make a variety of sounds To explore sounds within the environment Vocabulary: fast, slow, quiet , loud,sound, shout, whisper, voice, speaking, pitch, quiet, nature sound, body
		<u>Enhanced Provision</u> To explore and become familiar with the instruments within the Music Area (inside and outdoors) To explore making sounds with different instruments To listen and join in with songs
Computing	Online Safety	Online Safety to be taught Autumn term using Project Evolve resources https://projectevolve.co.uk/toolkit/resources/phase/early-years-7/ Evidenced lessons - To describe ways that some people can be unkind online. - https://projectevolve.co.uk/toolkit/resources/content/online-bullying/early-years-7/i-can-describe-ways-that-some-people-can-be-unkind-online/?from=years Evidenced lesson - To offer examples of how this can make others feel - https://projectevolve.co.uk/toolkit/resources/content/online-bullying/early-years-7/i-can-offer-examples-of-how-this-can-make-others-feel/?from=years Computing Systems and Networks - Using a Computer L.O. To learn what a keyboard is and how to locate relevant keys. L.O. To learn to log in and out. L.O. To learn what a mouse is and develop control when using a mouse. L.O. To develop basic mouse skills, including moving and clicking and using an online paint tool. L.O. To further develop mouse skill, to include the ability to click and drag.
		<u>Enhanced Provision</u> To explore the UW area of provision To begin to program the bee bots to move giving instructions To begin to explore using the torches

