



Autumn 2025

Termly Plan

Willow Reception (left) and Year One (right)

Music focus will be loud and quiet and Computing focus will be on developing vocabulary using the units Busy Bodies and Awesome Autumn.

Week	Date	Theme	Phonics & Handwriting		Maths		Forest School <i>(Explore the natural world around them.)</i>	PE	Understanding the World (Science, History, Design and Technology & Geography) & Expressive Arts and Design (Art)	RE	PSHE Healthy Me	Vocabulary & Experiences Role Play
1	3 rd to 5 th September	Me and My Family Nursery Rhymes and Traditional Stories Humpty Dumpty Tom Tom the Piper's Son	Assessments	Assessments of stage 2, 3 & 4 Which sounds in level 3 need to be revisited?	Assessments			Moving in different ways. Stopping and being still. Musical statues	Collage YR ~ Initial letter of their name Y1 ~ As above but using repeating patterns. Who can make a repeating pattern? Who is using scissors correctly?	Set up our special place in the classroom. Why is this a special place?	What does care, share and be fair mean? Class rules and rules around school.	Family names Body Parts <i>smell, touch, hear, taste, see</i> Baseline Assessments in the first six weeks. The Home Corner will be the focus for the Role Play Area
2	8 th to 12 th September	Three Blind Mice Jack Be Nimble Little Miss Muffet Hye Diddle Diddle Goosey Goosey Gander This Little Piggy	s, a, t, p	Level 4 Letters in names	Assessments	Place Value <i>(within 10)</i>	Rules and routines of a Forest School sessions.	What is PE? Fitness	Draw a picture of a person. We are humans. Play Simon Says.	Why is the word 'God' important to Christians? 'The Creation Story'	Explore emotions through role play.	Care, share, be fair

		Incey Wincey Spider Jack and Jill Little Boy Blue Old King Cole					Prepare pots to plant bulbs.		Y1: Label parts of the body. Who knows where they live?			Friendship favourite, same, different Mummy Mum Daddy Dad brother sister Grandma Grandad Auntie Uncle Cousin hill, bridge, tree, Pond, flower, detached, semi-detached, bungalow, cottage, flats
3	15 th to 19 th September	Little Jack Horner Georgie Porgie Jack and the Beanstalk My favourite things? Who is in your family? Who are your friends? What makes a good friend? Where do you live? What sort of house do you live in?	Revisit the sounds from last week. Look at letter formation and start to blend sounds.	Level 5 /ay/ Letters in names	Assessments Match, sort and compare	Place Value (within 10)	Use their senses and describe what they see, hear and feel whilst outside. Plant bulbs	Fundamentals & Fitness	BK: 'My Five Senses' What are our five senses? Which parts of our body do we use to see, hear, touch, smell and taste? How have you changed? Personal timelines from baby to now. BK: Memory Bottles Family tree Record the weather for a week, (Y1) Christmas card designs.	Explore the story of creation further. Christmas is a special time of year. Why do we celebrate Christmas? What images make you think about Christmas? Design a Christmas card.	Emotions How do we express our emotions?	
4	22 nd to 26 th September	The Enormous Turnip Act out the story	i, n, m, d	Level 5 /oy/ Long ladder letters	Subitising Match, sort and compare	Place Value (within 10)	Walk around the school grounds and look at what is happening to the trees. Collect scorns.	Fundamentals & Fitness	How are we the 'same' and 'different'? How can the weather be the same/different? What would you wear for an Autumn Walk?	Why do we celebrate harvest? What foods can we say thank you for?	Kind hands & My Body Business	Materials Vocab: slippery, smooth, hard, soft, bendy, wood, plastic, paper, card, metal, strong, weak, hot, waterproof, soggy, not waterproof, best

		<p>Group collages of the characters.</p> <p>What are the repeated phrases?</p>							<p>Look at a map of our local area. What jobs to people do in our locality?</p> <p>Create Christmas card designs</p> <p>Explore making structures with construction toys.</p>			
5	29 th September to 3 rd October	<p>Story map</p> <p>Printing with fruits and vegetables.</p>	<p>Revisit the sounds from last week. Look at letter formation and start to blend sounds.</p>	<p>Level 5</p> <p>/ie/</p> <p>Curly Caterpillar Letters</p>	<p>Counting, cardinality and ordinality</p> <p>Talk about measure and patterns</p>	<p>Place Value (within 10)</p>	<p>Focus on Autumn and what changes are taking place.</p> <p>What is the weather like?</p>	<p>Fundamentals & Fitness</p>	<p>Create natural art with items collected on the Autumn Walk.</p> <p>Look at the route we walked. What did we see?</p> <p>Explore wooden toys</p> <p>Explore different ways of joining together different materials.</p> <p>Y1: Design and Technology ~ Pirate Paddy's Packed Lunch Problems</p>	<p>What is a harvest service?</p> <p>Prepare to act out the story of the enormous turnip to share in our harvest celebration.</p>	<p>Active and Asleep</p> <p>What is your sleep routine?</p> <p>Why is it important to have a good sleep routine?</p>	<p>29th September ~ Whole school walk in the surrounding area</p> <p>size vocabulary, repeated phrases, working together, team work, share</p>

6	6 th to 10 th October	<p>Bk: Think Big!</p> <p>What do we know about the characters in the story?</p> <p>Look back at the rhymes we looked at in the first few weeks.</p> <p>Information page about Eggs</p> <p>Character thought bubbles</p>	g, o, c, k	Level 5 /ea/ <i>One armed robot letters</i>	Composition Talk about measure and patterns	Place Value (within 10)	<p>Y1: Everyday Materials Why do we use different materials for different things?</p> <p>What are materials?</p> <p>Where is there wood in the Wild Area?</p> <p>Collect sticks and compare.</p> <p>What could the stuck become?</p>	Fundamentals & Fitness	<p>Explore plastic toys</p> <p>What are the special places in our local area?</p> <p>Y1: Design and Technology ~ Pirate Paddy's Packed Lunch Problems</p>	<p>Visit Church Is it still decorated for Harvest?</p> <p>God asked Adam to name all the animals. What animals can you name? Do you have a pet? How do you take care of your pet?</p>	<p>Happy Healthy Food</p> <p>What foods are healthy?</p> <p>What is your favourite healthy food?</p>	
7	13 th to 17 th October	<p>A letter from one character to another</p> <p>A letter of complaint</p> <p>A rhyming story</p>	Revisit the sounds from last week. Look at letter formation and start to blend sounds.	Level 5 /a-e/ <i>One armed robot letters</i>	Subitising It's me 1, 2, 3	Addition and Subtraction (within 10)	<p>Is there any metal in the Wild Area?</p> <p>What is made of metal outside?</p>	Fundamentals & Fitness	<p>Explore metal toys</p> <p>Where is our local area on a map of the UK?</p> <p>What is the weather like in Autumn?</p> <p>Y1: Design and Technology ~ Pirate Paddy's Packed Lunch Problems</p>	<p>The Lord's Prayer</p> <p>Explore the prayer and what words like 'hallowed' mean.</p>	<p>Clean as a whistle</p> <p>How to brush your teeth?</p> <p>Why do we brush our teeth?</p>	

8	20 th to 24 th October	What would you like to be when you grow up?	ck, e, u, r to, the	Level 5 /i-e/ Check formation of letters so far	Comparison It's me 1, 2, 3	Addition and Subtraction (within 10)	Is there any plastic in the Wild Area? What is made of metal outside? Look for rubbish that can be collected. Is the rubbish made of plastic?	Fundamentals & Assessments	Autumn BK: The Prickly Hedgehog Observational drawing of a hedgehog What celebrations happen in the Autumn? Y1: Design and Technology ~ Pirate Paddy's Packed Lunch Problems Where is the UK on a map of the world?	Diwali What do you know about Diwali? How is Diwali celebrated? Who celebrates Diwali? Story: The Precious Pearl	Being Safe Can I eat it?	Autumn changes, colours, leaves, rain, sun, hibernate, conkers, berries, acorns
Half Term												
9	3 rd to 7 th November	What happens in the Autumn? What events happen in the Autumn? Bonfire Night	Revisit the sounds from the week before half term. Look at letter formation and start to blend sounds.	Level 5 /u-e/ What letters need practise?	Counting, cardinality and ordinality Circles and triangles	Addition and Subtraction (within 10)	Autumn sticky pictures	Dance & Ball Skills	Why do we have Bonfire Night? Who was Guy Fawkes? Y1: Design and Technology ~ Pirate Paddy's Packed Lunch Problems	Why is God so important to Christians? Reflect back on what has been learnt so far.	Being Safe How can you be a safe pedestrian?	morning, night, day, week, month, year journey, long, short, near, far, further away,

10	10 th to 14 th November	Remembrance Why do we wear poppies? What is Remembrance Day? Bk: Magic Grandads big book of History ~ Remembrance Day Story: Where the Poppies now Grow.	h,b,f,l	Level 5 /ou/ Zig-zag letters	Comparison 1, 2, 3, 4, 5	Addition and Subtraction (within 10)	Create a cross using natural materials to create a piece of art work.	Dance & Ball Skills	How are materials different? Record the weather for a week, (Y1) Y1: Design and Technology ~ Pirate Paddy's Packed Lunch Problems Y1: Where is Mexico?	How should we care for others and for the world and why does it matter? What makes people unique and special?	Being Safe Stranger Danger Who is telling the truth?	Poppy, remember, World War, Armistice Day, war memorial, cenotaph, silence, two minutes
11	17 th to 21 st November	Non-fiction Book ~ The History of Toys How is a non-fiction book different to a story book? Sorting, exploring and learning facts. Group Reading	Revisit the sounds from last week. Look at letter formation and start to blend sounds.	Level 5 /long vowel sounds/ What letters need practise?	Composition 1, 2, 3, 4, 5	Addition and Subtraction (within 10)	Christmas Crafts Using a drill	Dance & Ball Skills	What are objects made from? How can we find out about the past? Y1: Finding out about Mexico.	How does Psalm 8 show how important Jewish people are to God? Why is Christmas Special to Christians?	Being Safe How can you be safe when using the internet?	after, before, different, favourite, modern, new, now, old, past, present, same, then, today, timeline,
12	24 th to 28 th November	How is a non-fiction book different to a story book? Sorting, exploring and learning facts. Group Reading	ff, ll, ss, s saying z no, go, I	Level 5 /ch saying c or sh/ What letters need practise?	Composition Shapes with 4 sides	Shape	Christmas Crafts Using a drill	Dance & Ball Skills	How can we sort materials? Sorting toys according to material.	The Jewish festival of Sukkot Advent What is this time in the Church calendar?	I Can Choose What keeping healthy means.	Advent calendar, candle, count down, preparation

13	1 st to 5 th December	<p>Christmas</p> <p>The Christmas Story</p> <p>Find the story in the Bible then look at a range of books and how the story is told.</p> <p>How do we celebrate Christmas?</p> <p>Perform in a Nativity Play</p>	Revisit the sounds from last week. Look at letter formation and start to blend sounds.	Level 5 /ir/ What letters need practise?	Counting, cardinality and ordinality Shapes with 4 sides	Consolidation	Make pinecone Christmas decorations to decorate a tree in the school grounds.	Dance & Ball Skills	<p><i>Which materials would be best for an umbrella?</i></p> <p>Y1: Tulum Mexico and compare to our locality.</p> <p>Birthdays How do we celebrate birthdays?</p> <p>Sort the birthday leftovers according to material?</p> <p>Which could be recycled?</p>	Learn about Mother Teresa and explore the golden rule 'Treat others how you would want to be treated'. Where have you heard this? The Christmas Story Make Christmas Cards	I Can Choose What is a sensible amount of screen time?	Birth of Jesus, Mary, Joseph, Nazareth, Bethlehem, donkey, Angel Gabriel, shepherds, Wise Men, inn keeper, gifts, gold, frankincense, myrrh
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14	8 th to 12 th December	<p>Christmas traditions.</p> <p>What would you wish for?</p>	Review all stage 2 sounds and tricky words.	<p>Level 5</p> <p>/ue/</p> <p><i>Writing inserts for Christmas cards.</i></p>	Christmas Maths	Consolidation	<p>Spot the evergreen tree.</p> <p>Go on a journey around the school grounds and spot the evergreen trees. What has happened to the other trees?</p>	Dance & Ball Skills	<p><i>Which materials would be best for curtains?</i></p> <p>Record the weather for a week, (Y1)</p> <p>What have we learnt about this term?</p>	<p>How can we look after our world?</p> <p>Learn about the Jewish celebration 'New Year for Trees'</p> <p>What is the sequence of events in the Christmas story?</p>	<p>I Can Choose</p> <p>Knowing when to ask for permission and when their permission should be sought.</p>	
15	15 th to 19 th December			Review all stage 2 sounds and tricky words.	Revision	Christmas Maths	A Christmas Treasure Hunt			Take part in a Nativity Play	The importance of saying thank you when you receive a gift.	

Reception end Points for the Autumn Term

Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>Listening, Attention and Understanding</p> <p>To understand how to listen carefully.</p> <p>To understand why listening is important.</p> <p>To be able to follow instructions/directions.</p> <p>To engage in story times, joining in with repeated phrases and actions.</p> <p>To begin to understand how and why questions.</p> <p>To respond to instructions with more than one step.</p> <p>Speaking</p> <p>To talk in front of a small group.</p> <p>To talk to their teacher and other supporting adults.</p> <p>To learn new vocabulary linked to the project they are learning.</p>	<p>Self-Regulation</p> <p>To recognise different emotions.</p> <p>To understand how people show emotions.</p> <p>To focus during short whole class activities.</p> <p>To follow one-step instructions.</p> <p>To talk about how they are feeling; comfortable, uncomfortable.</p> <p>To consider how others are feeling and how their behaviour affects that.</p> <p>To change their behaviour to a range of situations.</p> <p>Managing Self</p> <p>To independently be able to use the toilet, wash hands,</p> <p>To put coat on, change shoes into wellington boots.</p>	<p>Gross Motor Skills</p> <p>To move safely within a given space.</p> <p>To stop safely.</p> <p>To develop control when using basic equipment e.g. scissors.</p> <p>To run, change direction and stop on a given signal.</p> <p>To jump, hop, balance and move in a variety of ways with increasing control.</p> <p>To move in time to a piece of music, following the rhythm and use counting to help keep in time.</p> <p>To copy and create actions in time to a piece of music.</p> <p>To communicate ideas through movement, demonstrating confidence and imagination.</p>	<p>Comprehension</p> <p>To use pictures to tell stories.</p> <p>To listen to stories read and engage in story time.</p> <p>To independently look at a book, holding it the correct way and turning pages carefully.</p> <p>To sequence familiar stories.</p> <p>To join in with repeated phrases and actions in stories.</p> <p>To begin to answer questions about stories read to them.</p> <p>To enjoy an increasing range of books, which may include fiction, nonfiction, poems and rhyme.</p> <p>Word Reading</p> <p>To recognise their written name.</p>	<p>Number</p> <p>To recognise numbers 1-5.</p> <p>To begin to subitise to 5.</p> <p>To find one more of numbers to 5.</p> <p>To find one less of numbers to 5.</p> <p>To explore the composition of numbers to 5.</p> <p>To match the written numeral to a quantity to 5.</p> <p>To know addition facts to make 5.</p> <p>Numerical Patterns</p> <p>To identify which group of objects has more.</p> <p>To identify which group of objects has less.</p> <p>To compare quantities up to 5.</p>	<p>Past and Present</p> <p>To be able to identify how they have changed from when they were a baby.</p> <p>To talk about the lives of the people around us.</p> <p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class.</p> <p>People, Culture and Communities</p> <p>To be able to talk about their own lives - my family, my friends, my school, my world.</p> <p>To recognise similarities and differences between themselves and their peers</p> <p>To know the name of the villages / town where they live.</p>	<p>Creating with Materials</p> <p>To name colours.</p> <p>To create simple representations of people and objects.</p> <p>To explore different techniques for joining materials.</p> <p>To draw and colour with pencils and crayons.</p> <p>To experiment with colouring mixing.</p> <p>To use colours for a particular purpose.</p> <p>To explore the work of abstract artists.</p> <p>To use clay to make a thumb pot.</p> <p>Being Imaginative and Expressive</p> <p>To experiment with different instruments and their sounds.</p>

<p>To answer questions in front of a whole class.</p> <p>To use new vocabulary throughout their learning and play.</p>	<p>To explore the Reception environment.</p> <p>To begin to understand the rules of a classroom.</p> <p>To have confidence to try new activities.</p> <p>To develop the ability to follow the rules of the classroom.</p> <p>To begin to understand the school code of conduct of 'care, share and be fair'.</p> <p>Building Relationships</p> <p>To seek support from adults when needed.</p> <p>To gain confidence to speak to others in their class and to adults.</p> <p>To play with children who are playing with the same activity.</p> <p>To identify adults who are 'safe adults', which they can speak to if they are feeling uncomfortable.</p> <p>To begin to develop friendships.</p>	<p>Fine Motor Skills</p> <p>To use a dominant hand.</p> <p>To mark make using shapes.</p> <p>To begin to use a tripod grip when using mark making tools - nip, tip, flip.</p> <p>To thread large beads.</p> <p>To use large pegs.</p> <p>To hold scissors correctly and make snips in paper and cut along a straight or zig zagged line.</p> <p>To use tweezers to transfer objects.</p> <p>To make points in playdoh by pinching.</p> <p>To hold a knife and fork correctly.</p> <p>To begin to use anticlockwise movements and retrace vertical lines.</p>	<p>To recognise taught sounds - see Twinkl Phonics.</p> <p>To identify the initial sound in words.</p> <p>To begin to orally blend sounds in short words e.g. cat, dog.</p> <p>To blend sounds to read words using taught sounds.</p> <p>To begin reading captions and sentences using taught sounds.</p> <p>To read taught tricky words - see Twinkl Phonics.</p> <p>Writing</p> <p>To copy letter shapes which are familiar to them e.g. from their name.</p> <p>To give meaning to the marks they make as they write.</p> <p>To copy taught shapes and letters.</p> <p>To write the initial sounds in words.</p> <p>To write their name.</p>	<p>To compare equal and unequal groups.</p> <p>To count forward to 5 and then to 10.</p> <p>To count backward from 5 to 0 and then 10 to 0.</p> <p>To order numbers to 5.</p> <p>Shape, Space and Measures</p> <p>To copy repeated patterns.</p> <p>To make repeating patterns and say what will come next.</p> <p>To talk about some common 2D shapes using informal and mathematical language.</p> <p>To make direct comparisons between objects relating to size, length, weight and capacity.</p>	<p>To know about people who help us within the local community.</p> <p>To know about special places in our community.</p> <p>To know the Christmas story and how it is celebrated.</p> <p>Materials</p> <p>To use their senses to say how a range of materials, including natural materials, look and feel</p> <p>To make objects from different materials, including natural materials</p> <p>To name different materials and use words to describe them.</p> <p>The Natural World</p> <p>To talk about a simple map and draw information from it.</p> <p>To describe what they can see, hear, smell and feel when they are outside.</p>	<p>To talk about whether they like/dislike a piece of music.</p> <p>To create musical patterns using body percussion.</p> <p>To use costumes, songs and resources to act out the Nativity.</p> <p>To join in with whole school singing assemblies.</p>
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	To begin to develop positive relationships with Willow class staff.	To write taught letters using correct letter formation.	To use the correct letter formation of taught letters. To write words and labels using taught sounds. To begin to write captions using taught sounds.		To know features of their own immediate environment. To identify and recognise the features of Autumn. To begin to describe how different weathers look and feel; rain, snow, wind, sun, storm. To say what they would wear in different seasons/weathers.	
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Medium term plans for Year 1 show starting and end points for the subject areas Music, Computing, Science, Geography, RE, PSHE and Design Technology. In addition to the above plan we will explore two big questions as part of spirituality development.