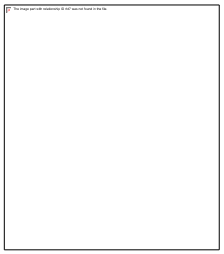
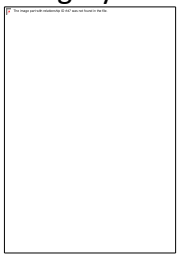
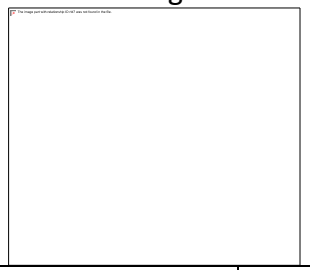
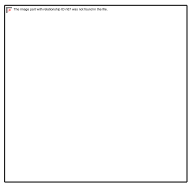
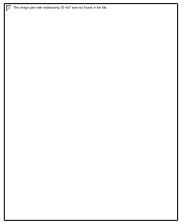
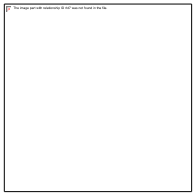
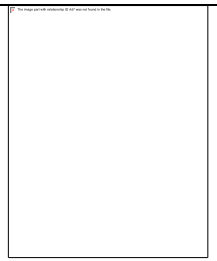
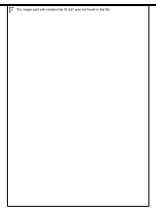
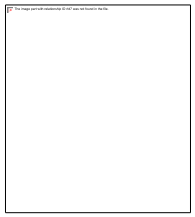
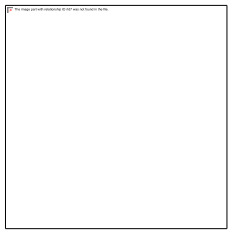
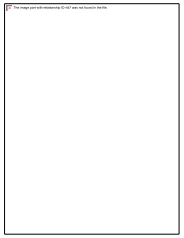
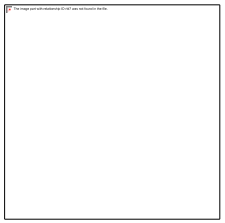
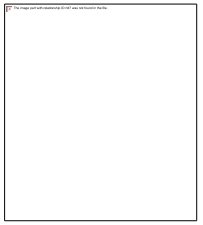
Who Are We? – Autumn 2 – 2025-26

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Key Theme	People Who Help Us Superheroes Bonfire Night Remembrance Day		Vehicles and Transport Road Safety		What Do I Want to Be When I Grow Up? Our local area People Who Help Us – Post Office	Christmas Winter Dress up day	Christmas Winter Post office trip	Christmas Winter
Core Texts	Traction Man by Mini Grey 		Naughty Bus by Jan and Jerry Oke 			The Jolly Christmas Postman by Janet and Allan Ahlberg 		
Possible Reading Texts	My Mummy is a Plumber  My Mummy is an Engineer	Emergency 999! Fire Service by Kathryn Walker	Hoorah for Mary Seacole by Trish Cooke and Anni Axworthy	You Can't Call an Elephant in an Emergency by Patricia Cleveland-Peck and David Tazzyman	The Jolly Postman by Janet and Allan Ahlberg Birthdays Around the World by Margriet Ruurs	Harvest Days: Giving Thanks Around the World by Kate DePalma 	Happy New Year Everywhere by Arlene Erlbach	Christmas poems

	 Emergency 999! Police by Kathryn Walker  Dr Ranj Superhero Like You 			 What Jobs Could You Do? By Catherine Barr  When I Grow Up by Andrew Daddo 	and Ashley Barron 	The Christmas Story – Nativity  The Night Before Christmas by Clement Clarke Moore 		
Personal, Social and Emotional	To explore different	Learning how to keep yourself safe and who	Learning how to stay safe on the roads -	Learn to identify different feelings based on corresponding facial expressions and explore ways to		To talk about people who hold a special	To understand why it is important to share and cooperate with others.	

	coping strategies to help regulate our emotions. To identify our feelings and consider the reasons behind our emotions.	can help – emergency services. To explore different adjectives that can be used to describe feelings.	Road Safety Week. Shared stories about celebrations around the world - understanding that people celebrate different things and sometimes in different ways. To explore different facial expressions and identify the different feelings they can represent.	moderate behaviour socially and emotionally. Discovering passions, goals and dreams with our dress up day - what do you want to be when you grow up? - dress up day.	place in children's lives and think about what it means to be a valued person.	To develop strategies to help when trying to share with others.
Vocabulary	feelings, emotions, happy, sad,	help, rescue, emergency, safe happy, cheerful,	Hazard, pedestrian, safe, safety.	Explain, interests, share, individual, hobbies, passion, like, dislike, unique, different, similar, enjoy, special	love, special, valuable, unique, different	share, sharing, take turns, friend, timer

	angry, calm, scared, loved	positive, delighted smiley, sad, unhappy, upset, gloomy, miserable, angry, cross, annoyed, frustrated, furious, loving, caring, supportive, affectionate, friendly, calm, peaceful, quiet, still, relaxed, scared, nervousm anxious, worried, unsure.	worried, angry, sad, calm, excited, surprised, tired, scared, proud, shy, loved, bored, sorry, expression, face, facial expression, emotion, feeling.	worried, angry, sad, calm, excited, surprised, tired, scared, proud, shy, loved, bored, sorry, expression, face, facial expression, emotion, feeling, regulation, dysregulation.		
Communication and Language	Continuously across the term - develop vocabulary through core text and other areas of the curriculum. Exploring how to think out loud to work things out - linked to PSED feelings and emotions. Exploring how to talk about a problem and come up with ideas for how to solve it - linked to PSED feelings and emotions.			Listening to visitors from our community, asking questions. Asking questions to find out more and listening to answers. Remembering to use our question words. Articulate their ideas and thoughts in well formed sentences e.g. when	Daily shared stories. Use talk to solve problems - linked to learning in PSED about sharing. Encourage children to talk about a problem together and come up with ways to solve it - focussed around sharing PSED links.	

	Daily shared stories.			sharing about what they want to be when they grow up. Daily shared stories.			
Vocabulary	questions, talking, asking, finding out, discuss, who, what, why, when, how, where listen carefully, listening PSED emotions vocab		questions, talking, asking, finding out, discuss, who, what, why, when, how, where PSED emotions vocab	questions, talking, asking, finding out, discuss, who, what, why, when, how, where		talk, discuss, problem solving, solve, sharing, turn taking	
Physical Development	To develop balancing BEAM Dough Disco	To develop running and stopping. BEAM Dough Disco	To develop changing direction. BEAM Dough Disco	To develop jumping. BEAM Dough Disco	To develop hopping. BEAM Dough Disco	To explore different ways to travel using equipment. BEAM Dough Disco	Recap / Catch Up week.
Vocabulary	balance	work safely, run, , stop, skip, space	change direction, space, moving safely	jump, stop	hop, balance	travel, equipment, safely	

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Literacy	Review week fiction writing - Labelling a character using cvc and some longer words and phrases, hearing initial, some middle and end sound. Focus on reading from left to right and writing from left to right. When exploring books this term - discuss types of text e.g. non-fiction and fiction.	Phase 2 – ll, ff, ss, j tricky word - put, pull, full, as fiction writing - To write a speech bubble using simple words and phrases, using independent ideas. Writing longer words, hearing initial, some middle and end sound.	Phase 2 – v, w,x,y tricky word - and, has, his, her FIction writing - Describing a bus by captioning a picture using simple words and phrases. When exploring books this term - discuss types of text e.g. non-fiction and fiction. When reading books discuss - author, illustrator, blurb, spine,	Phase 2 – z, zz, qu, words with a s /s/ added at the end (hats, sits), ch tricky word - go, no, to, into Fiction writing - Generating ideas about what might happen to a character next - using imagination and writing simple words and phrases. Make predictions about what might happen next in a story.	Phase 2 – sh, th, ng, nk tricky word - she, push, he, of Christmas List writing using cvc and cvcc words. When exploring books this term - discuss types of text e.g. non-fiction and fiction. When reading books discuss - author, illustrator, blurb, spine, front cover, title	Phase 2 – words with s /s/ added at the end words ending s /z/ (his) and with s /z/ added at the end (bags) Letter writing - To write an invitation to Christmas party using simple words and phrases for letter writing. tricky word - we, me, be	Assessment week - phonics and review week. Letter writing - to write a christmas card using simple words and phrases.	Assessment week - phonics and review week Instructions - to write a recipe for Christmas cookies, writing some cvc and some longer words.

	When reading books discuss - author, illustrator, blurb, spine, front cover, title		front cover, title					
Vocabulary	Non-fiction, fiction, author, illustrator, blurb, front cover, spine, title. label, character, main character	digraph speech bubble	Non-fiction, fiction, author, illustrator, blurb, front cover, spine, title describe, caption	predict, imagination	Letter, invitation Non-fiction, fiction, author, illustrator, blurb, front cover, spine, title.	invitation, dear, love from	card, dear, love from	instructions, ingredients, method, recipe, list
Mathematics	NCETM: Subitising	NCETM: Comparison	NCETM: Counting, ordinality and cardinality	NCETM: Comparison	NCETM: Composition	NCETM: Composition	NCETM: Counting, ordinality and cardinality	White Rose: Talk about measure and patterns
Vocabulary	Subitise	More than, fewer than, compare, same, different	How many, altogether, set, five, count, collect, represent,	More than, fewer than, compare, same, different, match, equal, too many, not enough	Composition Part, whole, partition,	Composition, part, whole, spatial pattern language e.g. line, side,	Numbers to 20, counting pattern, teen numbers, stopping number, how	Size, tall, short, long, mass, heavy, light, heavier, lighter,

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						middle, top, bottom	many, altogether	capacity, full, nearly full, half full, repeating pattern,

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Understanding the World	Name and describe people who are familiar to us - roles in the community. (visits from members of the community throughout the term) How did Christianity begin in our country?	Focus on emergency services - what to do in an emergency and how do these people help us? Who is Jesus? How do Christians find out what Jesus is like?	Comment on familiar situations from the past - Mary Seacole and hospitals focus. What is the story of how Jesus was born?	Know some similarities and differences between things in the past and now - focus on transport. How do some Christians celebrate the birth of Jesus in church, at home and in the community?	Comment on familiar situations from the past - toys. What I want to be when I grow up dress up day. How do people celebrate Christmas? How do some Christians in Mexico celebrate Christmas?	Finding out more about the role of a postal worker in our community. Draw information from a simple map. Look at our village on the map and google earth aerial views to see where we will walk and talk about what we see around us. Familiarise children with the name of the road and village that it is located in. How do some Christians in Mexico	Post office visit. Walk through our village and familiarise ourselves with our local surroundings. Use their senses to describe what they see, hear and feel whilst outside – seasons focussing on Winter. How do some CHristians in Mexico celebrate Christmas? What can we learn from the special story about	Understand the effect of changing seasons on the natural world around them – Winter focus. To recognise how animals prepare for winter. Visit local church for Christmas service How do different Christian people celebrate Christmas? (Assessment Week)

						celebrate Christmas? What is Las Posadas?	the poinsettia?	
Vocabulary	Boat Message Welcome Special Journey community, jobs	Christian Jesus Bible God Miracle community, jobs, firefighters, police, ambulance, paramedics, emergency, safe, help, 999	Mary Seacole, hospitals, new, then, now, a long time ago, old, present, past, change, similar, different. Christian Jesus Bible God Christmas Incarnation Nativity	Transport, new, then, now, a long time ago, old, present, past, change, similar, different. Christian Jesus Bible God Christmas Incarnation Birthday	toys, Christmas Jesus Bible God Christmas World Country Mexico Celebration	Postal Worker, Post Office, village, local area, map, aerial view, Advent, community, Sissinghurst, Common Road Christian Jesus Bible God Christmas World Country Mexico Celebration Las posadad Journey Nativity Advent	winter, cold, frosty, icy, chilly Christian Jesus Bible God Christmas World Country Mexico Celebration Nativity Advanet Poinsettia Miracle	natural world, hibernate Christian, Christmas Jesus God Bible

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Expressive Arts and Design Continuing to teach children to use a range of materials and tools to give them opportunities to realise their own creative ideas across the term.	To explore junk modelling and investigate the tools and materials in the junk modelling area. To develop scissor skills. To investigate cutting different materials. SIng up - Sorcerer's apprentice lesson 2. To explore classroom percussion instruments.	To learn how to plan and select the correct resources needed to make a model. Sing up - sorcerer's apprentice - lesson 3. To explore the story of Fantasia and create a new version as a class.	To verbally plan and create a junk model. To share the finished model and talk about the process in its creation. Sing up - witch witch - listen and pitch match a call and response song	To explore different ways to temporarily join materials together. To learn about the different ways in which we can join materials together and practise these techniques. Sing up - witch witch - sing with a range of voices to adopt different roles and characters	Learn to fold, cut and curl paper to achieve a desired effect. Sing up - witch witch - improvise, compose, and play a simple accompaniment using percussion instruments.	To create a design for a decoration. To use our designs to create a decoration. To refine small motor skills through the use of drawing, cutting and manipulating paper. Sing up - row, row, row your boat - sing a tune with 'stepping' and 'leaping' notes	To explore how to cook safely and hygienically. Sing up - row, row, row your boat - play a steady beat on percussion	To follow a simple recipe. Sing up - row, row, row your boat - make up new lyrics for different kinds of transport.
Vocabulary	join, stick, cut, bend, slot, smooth, bendy, bumpy,	join, stick, cut, bend, slot, lift, open, measure, bigger,	join, stick, cut, bend, slot, lift, open, measure, bigger, shorter,	fix, flange, glue, join, slot, string, sturdy, tape, tie, wobbly, temporary, permanent,	fold, bend, crease, roll, wrap, strip, cut	create, design, plan, template create, design, glue,pattern, plan, rip,	baking, safety, hygiene, equipment	baking, recipe, instructions, equipment

	blade, handle, scissors, snip, straight, wave, zig-zag	shorter, longer, taller, thicker, thinner, rough, smooth, bendy, bumpy, paper clip, rubber band, bottle top	longer, taller, thicker, thinner, rough, smooth, bendy, bumpy, paper clip, rubber band, bottle top	materials, push, pull, break, separate, fix		scrunch, stick, tear.		
	duration - long, short dynamics - louder, quieter pitch - higher, lower tempo - faster, slower timbre - percussion instruments	 duration - long, short dynamics - louder, quieter pitch - higher, lower tempo - faster, slower	pitch - high, low structure - call and response, phrase tempo - strong beat, pulse timbre - scratchy percussion, sounds, tone, tuned, untuned percussion,	 pitch - high, low structure - call and response, phrase tempo - strong beat, pulse timbre - scratchy percussion, sounds, tone, tuned, untuned percussion, instrument names	 pitch - high, low structure - call and response, phrase tempo - strong beat, pulse timbre - scratchy percussion, sounds, tone, tuned, untuned percussion,	duration - beat, pulse, rhythm dynamics - loud, quiet pitch - stepping and leaping notes songwriting, improvise	duration - beat, pulse, rhythm dynamics - loud, quiet pitch - stepping and leaping notes songwriting, improvise	duration - beat, pulse, rhythm dynamics - loud, quiet pitch - stepping and leaping notes songwriting , improvise

	storytelling, classical music, composer, orchestra	timbre - percussion instruments storytelling, classical music, composer, orchestra	instrument names texture - solo, together(unison), accompaniment	texture - solo, together(unison), accompaniment	instrument names texture - solo, together(unison), accompaniment			