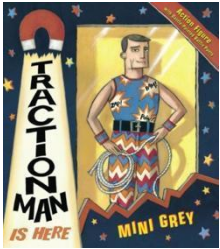
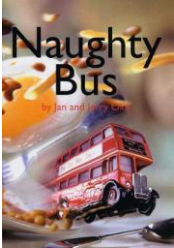
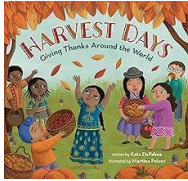

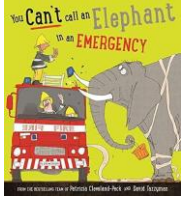

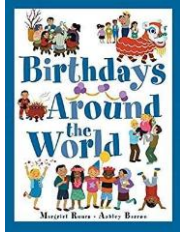
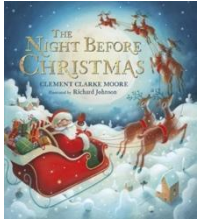


Who Are We? – Autumn 2 – 2025-26

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 |
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| 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 |

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

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

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

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| | 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 | |

Who Are We? – Autumn 2 – 2025-26

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

Who Are We? – Autumn 2 – 2025-26

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

Who Are We? – Autumn 2 – 2025-26

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| <p>Expressive Arts and Design</p> <p>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.</p> | <p>To explore junk modelling and investigate the tools and materials in the junk modelling area.</p> <p>To develop scissor skills.</p> <p>To investigate cutting different materials.</p> <p>Sing up - Sorcerer's apprentice lesson 2. To explore classroom percussion instruments.</p> | <p>To learn how to plan and select the correct resources needed to make a model.</p> <p>Sing up - sorcerer's apprentice - lesson 3. To explore the story of Fantasia and create a new version as a class.</p> | <p>To verbally plan and create a junk model.</p> <p>To share the finished model and talk about the process in its creation.</p> <p>Sing up - witch witch - listen and pitch match a call and response song</p> | <p>To explore different ways to temporarily join materials together.</p> <p>To learn about the different ways in which we can join materials together and practise these techniques.</p> <p>Sing up - witch witch - sing with a range of voices to adopt different roles and characters</p> | <p>Learn to fold, cut and curl paper to achieve a desired effect.</p> <p>Sing up - witch witch - improvise, compose, and play a simple accompaniment using percussion instruments.</p> | <p>To create a design for a decoration.</p> <p>To use our designs to create a decoration.</p> <p>To refine small motor skills through the use of drawing, cutting and manipulating paper.</p> <p>Sing up - row, row, row your boat - sing a tune with 'stepping' and 'leaping' notes</p> | <p>To explore how to cook safely and hygienically.</p> <p>Sing up - row, row, row your boat - play a steady beat on percussion</p> | <p>To follow a simple recipe.4</p> <p>Sing up - row, row, row your boat - make up new lyrics for different kinds of transport.</p> |
| <p>Vocabulary</p> | <p>join, stick, cut, bend, slot, smooth, bendy, bumpy,</p> | <p>join, stick, cut, bend, slot, lift, open, measure, bigger,</p> | <p>join, stick, cut, bend, slot, lift, open, measure, bigger, shorter,</p> | <p>fix, flange, glue, join, slot, string, sturdy, tape, tie, wobbly, temporary, permanent,</p> | <p>fold, bend, crease, roll, wrap, strip, cut</p> | <p>create, design, plan, template create, design, glue, pattern, plan, rip,</p> | <p>baking, safety, hygiene, equipment</p> | <p>baking, recipe, instructions , equipment</p> |

Who Are We? – Autumn 2 – 2025-26

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| | 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 |

Who Are We? – Autumn 2 – 2025-26

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| | <p>storytelling, classical music, composer, orchestra</p> | <p>timbre - percussion instruments</p> <p>storytelling, classical music, composer, orchestra</p> | <p>instrument names</p> <p>texture - solo, together(uniso n), accompanime nt</p> | <p>texture - solo, together(unison), accompaniment</p> | <p>instrument names</p> <p>texture - solo, together(uniso n), accompanimen t</p> | | | |
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