

Literacy/English

Word reading To recognise taught Phase 2 sounds (s a t p i n m d g o c k c k e u r h b f l f l l s s j v w x y z z z q u c h s h t h n g n k) To recognise taught Phase 2 Tricky Words (the l i s p u t p u l l f u l l a s a n d h a s h i s h e r g o n o t o i n t o s h e p u s h h e o f w e m e b e)

To blend sounds to read words using taught sounds To read words ending with s e.g. hats, sits To read words ending with s /z/ e.g. his, bags To begin reading captions and sentences using taught sounds To read books matching their phonics ability.

Comprehension Engage in extended conversations about stories, learning new vocabulary. Ask questions about the book. Make comments and share their own ideas. We can predict different endings to stories.

Writing Form lower-case accurately. To write their name. To use the correct letter formation of taught letters To write words and labels using taught sounds

Mathematics opportunities: Maths taught through White Rose Maths

It's me 1,2,3: This unit focuses on children's ability to recognise, represent and manipulate numbers to 3. They will subitise groups of 1,2,3 items and count groups of objects up to 3. They will learn to recognise and count different representations of numbers up to 3 and use a five frame to help structure the counting and reasoning.

Circles and triangles: children notice circles and triangles all around them and begin to describe their properties. They may use informal language such as 'pointy' or 'sharp' to describe what they notice. They should also be introduced to mathematical language for describing the properties of circles and triangles, such as 'sides', 'straight', 'corners' and 'round'.

1,2,3,4,5: Children are introduced to the concept of 1 more & 1 less, working with numbers up to 5. They begin to understand that as they count forwards, each number they say is 1 more than the previous number and that as we count back, each number is 1 less than the number before. Children should notice that the numbers get smaller because they are taking 1 away. They should recognise that the order of the numbers when counting does not change. This is the stable order principle.

Shapes with 4 sides: children notice squares and rectangles all around them and begin to describe their properties using mathematical language, such as 'sides', 'straight' and 'corners'. When introducing the properties of the shapes, children begin to understand that both rectangles and squares have 4 straight sides and 4 corners.

Understanding the World/Science/History/Geography/R.E./Technology

Past and Present Comment on images of familiar situations in the past. War and conflicts Compare and contrast characters from stories, including figures from the past. To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Christmas)

People, Culture and Communities. Christmas Story: Recognise that people have different beliefs and celebrate special times in different ways. Christmas around the world: Know that there are different countries in the world and talk about the differences they have experienced. **The Natural World** Use all their senses in hands on exploration of natural materials. Talk about the differences between materials and changes they notice. Explore and talk about different forces they can feel. To know about and recognise the signs of Autumn To know about features of the world and Earth.



Four Swannes Primary School

Medium term plan of
learning experiences
Autumn 2
2025

Autumn 2 '25 'Knights and Dragons' Castles

3.11 Week 1

10.11 Week 2

The Princess has to pee
Rooney Lennon

17.11 Week 3

Peep inside the Castle
Anna Milbourne

24.11 Week 4

George and the Dragon by
Christopher Wormell

1.12 Week 5

Meg and the Dragon
David Walser

8.12 Week 6

Paddington's Christmas
Post

15.12 Week 7

Jonty Gentoo: The
Adventures of a
Penguin

Festivals/Special Occasions:

Bonfire Night/Guy Fawkes
Diwali (Hinduism) Hanukkah
(Judaism) Advent, Christingle
& Christmas (Christianity)

Trips/Experiences:

Local Church
Christmas Nativity
Boxing up food for a
local food bank

Communication and Language

Listening, Attention and Understanding Learn rhymes, poems and songs. Enjoy listening to longer stories. To engage in story times, joining in with repeated phrases and actions. To begin to understand how and why questions To respond to instructions with more than one step. **Speaking** Retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Ask questions to find out more and to check they understand what has been said to them. Sing a large repertoire of songs. Using longer sentences and increasing vocabulary.

Personal, Social and Emotional/PSHE

Self-Regulation Identify and moderate their own feelings socially and emotionally. Talking with others to solve conflict. Developing problem solving skills. To recognise different emotions & understand how people show emotions. To focus during short whole class activities & To follow one-step instructions. To adapt behaviour to different events, social situations and changes in routine. To tolerate delay when my needs are not immediately met and understand that my wishes may not always be met.

Managing Self Increasingly follow rules without adult reminders and understand why they are important. Able to dress/undress independently. Show more confidence in social situations. Identify and select resources independently. To wash hands and use the toilet independently.

Building Relationships Begin to understand how others may feel. Express their feelings and consider the feelings of others. Help to find solution to conflict. Develop sense of membership to a community. To become more confident with unfamiliar people in familiar settings. To play with one or more other children, extending and elaborating play ideas e.g. building up a role-play activity with other children.

Physical Development/P.E.

Fine Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. To use a tripod grip when using mark making tools. To accurately draw lines, circles and shapes to draw pictures. To write taught letters using correct formation. To begin to hold a knife correctly and use to cut food with support.

Gross Revise and refine fundamental movement skills they have already acquired: rolling; crawling; walking; jumping; running; hopping; skipping and climbing. To explore different ways to travel using equipment.

Expressive arts and design/Art/Design/Music

Creating with Materials Take part in simple pretend play, using an object to represent something else even though they are not similar. Use drawing to represent ideas like movement or loud noises. To use colours for a particular purpose To share their creations. To know how to work safely and hygienically. Make a castle using boxes – selecting appropriate resources and using simple tools to effect changes to materials. Make castle inside and outside of class. To use non statutory measures (spoons, cups). To explore different techniques for joining materials (Glue Stick, PVA). To use some cooking techniques (spreading, cutting, threading, coring) Sandwiches, Fruit Kebab

Being Imaginative and Expressive Sing in a group or on their own, increasingly matching the pitch and following the melody. Sing the pitch of a tone sung by another person 'pitch match'. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar song. Design cards/calendars Rehearsal and performance for Christmas. To perform a song in the Christmas Play. To sing the melodic shape of familiar songs To begin to build up a repertoire of songs. To sing entire songs. To use costumes and resources to act out narratives. To watch and talk about dance and performance art, expressing their feelings and responses