



EYFS – Autumn 2

	Week 1 03.11.25	Week 2 10.11.25	Week 3 17.11.25	Week 4 24.11.25	Week 5 01.12.25	Week 6 08.12.25	Week 7 15.12.25
Themes & Events Not an exhaustive list	Routines Bonfire Night Firework Safety Autumn Welly Walk	Poppy Day Remembrance Day Seasonal changes – Autumn/Winter	Hibernation Tolerance, Friendship,	Celebrations Preparing for Winter, Winter Clothes Seasonal changes – Autumn/Winter	Christmas Winter	Christmas Winter	Christmas Winter
Key Vocab	autumn, winter, season, change, celebrate hibernate, prepare, store, names of woodland animals, celebrate, parade, guest, feast, decorate, festive				Autumn comes before winter. Animals prepare for winter by storing food. We can help them by sharing our winter muffins.		
Key Enquiry Questions	How do we know it is Autumn? How do animals prepare for winter? Why do animals store food?				The autumn months are September, October and November. Nocturnal animals include badgers, foxes, cats, bats, owls, hedgehogs. Different people celebrate different things and have different traditions.		
Key Knowledge	Why do animals hibernate? Which season comes after autumn? Why do people celebrate Bonfire Night? Why do we celebrate Remembrance Day? Who celebrates Diwali and why? How do I celebrate Christmas? Why is Christmas special to Christians?				Harvest is a time to say thank you for what we have. Bonfire Night is on the 5th November. Poppy Day is on the 11th November. We remember all the people who have died in wars. Advent is a time of preparation for Christmas. Christmas takes place on the 25th December and is a Christian Festival celebrating the birth of Jesus.		
Key Texts Not an exhaustive list	Percy the Park Keep Series by Nick Butterworth We're Going on a Bear Hunt by Michael Rosen Non-fiction texts - Autumn	Percy the Park Keep Series by Nick Butterworth After the Storm by Nick Butterworth Non-fiction texts - Autumn The Gruffalo – Julia Donaldson	Hibernation Station by Michelle Meadows The Squirrels Who Squabbled by Rachel Bright Non-fiction texts - Autumn	Squirrels Autumn Search by Anita Loughrey Bear Snores on by Karma Wilson Non-fiction texts – Autumn/Winter	Little Bee by Autumn Publishing Stick Man by Julia Donaldson Snow Bears The Snowflake Mistake The Jolly Christmas Postman	We're Going on a Leaf Hunt by Steve Metzger What the Ladybird Heard at Christmas Non-fiction texts - Winter	Christmas Stories The Nativity Story We're Going on an Elf Chase by Martha Mumford Non-fiction texts - Winter
Engage	Signs of Autumn Walk Go on a 'Signs of Autumn' welly walk around the school grounds. Look for signs of Autumn and use the autumnal checklist to record what you spot. Use small forest area to drink hot chocolate and listen to the story 'We're Going on a Bear Hunt'. Talk about our 5 senses and how we will be using these on our welly walk.						



<p>Express</p>	<p>What Happens After Autumn? Provide wintery images of frozen berries on bushes, frosty windows, bare trees, icy lakes and children wrapped up warmly. Ask the children ‘What season comes after autumn?’ and ‘How is it the same or different to autumn?’ Encourage the children to talk about the changes that occur from autumn to winter, relating them to their memories and experiences</p>
<p>PRIME - PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT Self-Regulation, Managing Self, Building Relationships</p>	
<p>Key PSED Vocab</p>	<p>Sit, smart sitting, listening ears, careful, look after, tidy up, try, have a go, washing hands, soap, water, dry. Play, nicely, share, turn take, adult, help, nicely, join in, friends. Happy, sad, angry, upset, cry, nice, problem, feeling, emotions. Sharing, taking turns, my turn, your turn, patience, waiting. Why, explain, language linked to provision and prior learning. Play, playing, area names of the classroom, help, please, dress, undress, clothing names, listening, next. Friend, class, teachers, help, please, talk, conversation.</p>
<p>Nursery Outcomes</p>	<p>Sit smartly (core) and keep feet to myself. Look after the toys and equipment at my setting. Have a go at new things. Wash hands after using the toilet with some reminders to do so. Play alongside other children in my setting and may need adult support to do this. Play simple turn taking games in adult guided groups. Show more interest in other children’s play.</p>
<p>Reception Outcomes</p>	<p>Share more often. Comfort a friend who is upset. Identify their own emotions and name them. Begin to take turns and share resources. Develop patience and an understanding that there is more than just them in the class. Able to say what they are doing and why they are doing it too. Use their preferences and interests to choose what they would like to do at school. Put coat on and becoming more confident and skilled in using buttons and zips. Build on the relationships made previously. Be open to making new relationships. Confident to talk to all children and adults in their setting.</p>
<p>PSED Curriculum Implementation</p>	<p>Children being supported and reminded to sit smartly on the carpet and to use their magnet eyes. Children having a regular tidy up time where they are supported and encouraged to tidy up (shadow prompts/ photos used where possible). Children encouraged explore all I2Ls in the setting – adults to model use of new resources. Children encouraged verbally to use the toilet. Adults modelling play and extending learning through modelling language and asking questions. Children playing turn taking games with adults and then introducing peers. Books read around sharing, friendships, conflicts. Adults modelling resolving conflict. Adults asking children to express their feelings in different situations – have we chosen the correct emotion? Adult prompts to encourage children in provision to say what they are learning and give a reason why. Children prompted to plan their busy learning, in the area they would like to in the environment. Verbal and pictorial reminders and support to organise their own things. Adults modelling respectful conversations. Adults continue to build positive relationships so children feel comfortable to ask for help.</p>



EYFS – Autumn 2

<p>Nursery Busy Groups</p> <p>Let's Celebrate</p>	<p>Let's Celebrate: Celebrating Bonfire Night and Diwali. Focus on firework safety and the Hindu festival of light.</p>	<p>Let's Celebrate: Celebrating Remembrance Day. Focus on poppies and remembering.</p>	<p>Let's Celebrate: Celebrating Hibernation. Focus on what hibernation means and some animals who hibernate.</p>	<p>Let's Celebrate: Celebrating changing seasons from Autumn to Winter. Focus on what changes as we move into winter.</p>	<p>Let's Celebrate: Celebrating Christmas. Focus on The Nativity Story.</p>	<p>Let's Celebrate: Celebrating Christingle. Focus on what a Christingle is and make a Christingle orange.</p>	<p>Let's Celebrate: Celebrating Christmas. Focus on what we each do at Christmas and compare similarities and differences.</p>
<p>PRIME – COMMUNICATION AND LANGUAGE Listening, Attention & Understanding, Speaking</p>							
<p>Key CLL Vocab</p>	<p>Listen, wait, turn, story, caret time, join in, song, looking, friends, turn taking, my turn, your turn, chat, discuss, my turn, your turn, turn taking. Picture, stories, book, big, small, dark, light, open, shut. Talk, turn taking, him, her. Why, because, and, what, me, reading, fiction, non-fiction, why, questions. Instruction, follow, why, question, explain, because. Text specific vocabulary.</p>						
<p>Nursery Outcomes</p>	<p>Listens to simple stories. Listens to other people speaking in conversation. Focuses more attention on stories being told to them. Give attention to others who are speaking. Responds to adults and children that are attempting to converse. Shows an understanding of text being read to them using the pictures. Understands simple concepts such as 'big/small'. Using words to communicate wants and make self understood. Asking 'what' questions. Using terms 'me, him, her'.</p>						
<p>Reception Outcomes</p>	<p>Continue to listen to new stories that are shared with them. Pay greater attention on the carpet and during guided tasks. Demonstrate an understanding of why they need to pay attention. Respond to questions based on a text that has been read. Discuss events in stories and ask questions about these. Follow clear instructions with 2 or more tasks. Use expression to communicate meaning. Initiate conversations and speak with confidence to familiar adults. Begin learning about rhyme and alliteration.</p>						
<p>CLL Curriculum Implementation</p>	<p>Carpet time with verbal and visual reminders to listen to others, daily and weekly songs, rhymes, music and stories shared. Adults modelling listening to others speaking. Adults modelling turn taking, adults supporting children to converse. Asking and encouraging children to answer why questions. Giving children opportunities to talk during carpet time, group tasks and in provision. Daily and weekly songs and rhymes build up across the year. Adult model use of 'me, him, her'. Carpet time with verbal and visual reminders to listen to others, daily and weekly songs, rhymes, music and stories shared. Carpet time, group work, playing in provision, visual and verbal reminders to show smart sitting, magnet eyes, best listening. Asking and encouraging children to answer questions about texts. Giving children clear instructions with two parts e.g. get your coat and then sit on the carpet'. Adults modelling the use of intonation and exploring expression during Talk Through Stories sessions. Introducing key talk tasks each week in provision. Daily and weekly songs and rhymes built up across the year. Learning about rhyme and listening to words that rhyme and creating their own.</p>						



EYFS – Autumn 2

<p>Nursery Busy Groups</p> <p>Music – Phase 1 Phonics</p> <p>Oracy</p>	<p>Music Phase 1 Phonics: Miss Bray has a box ee i ee i o – Focus on children guessing what is making the sounds in the box.</p>	<p>Music Phase 1 Phonics: Describe and find it (farm animals) – Focus on listening to the animal description and copying noises.</p>	<p>Music Phase 1 Phonics: Shakers – Identify what is inside the shakers and discuss where we would find these objects.</p>	<p>Music Phase 1 Phonics: Match the instrument and the sound. Focus on listening to a range of musical instruments and correctly matching the sound to the instrument.</p>	<p>Music Phase 1 Phonics: Pass the beat around the circle. Focus on listening to and copying a simple beat.</p>	<p>Music Phase 1 Phonics: Tambourine listening game. Focus on listening to the instrument (eyes open then closed) and placing hands on head etc once the sound has been heard.</p>	<p>Music Phase 1 Phonics: Listen to and sing learnt Christmas songs. Focus on how each song has similarities and differences.</p>
<p>Adult-Led Experiences</p>	<p>Experience ENGAGE – Signs of Autumn walk Non-fiction focus</p> <p>Learning Intention I will be able to spot signs of Autumn on a walk around the school.</p> <p>Sticky Knowledge/Skills Seasons The weather Signs of Autumn</p>	<p>Experience Hedgehog Tale Non-fiction focus</p> <p>Learning Intention I will know facts about hedgehogs.</p> <p>Sticky Knowledge/Skills Hibernation Hedgehogs Spines Nocturnal / diurnal</p>	<p>Experience Snuggle up</p> <p>Learning Intention I will become familiar with the story ‘The Squirrels Who Squabbled’ and become confident re telling it.</p> <p>Sticky Knowledge/Skills Building relationships Hibernating animals</p>	<p>Experience – Oracy Project Get into character and talk about how they are feeling.</p> <p>Children exploring food that different animals will eat (monologue prep).</p> <p>Children getting in role e.g. I am a hedgehog and I eat mealworms.</p>	<p>Experience – Oracy Project Answering questions for their final performance whilst making squirrel muffins e.g. why do you hide your food? Where do you hide your food?</p>	<p>Experience Squirrels Winter Muffins Instruction focus</p> <p>Learning Intention I will be able to make a squirrel winter muffin.</p> <p>Sticky Knowledge/Skills Hibernation Woodland animals Following instructions</p>	<p>Experience EXPRESS</p> <p>Learning Intention To be able to explain why squirrels hide their nuts.</p> <p>Sticky Knowledge/Skills Hibernation Seasons Woodland animals</p>



EYFS – Autumn 2

PRIME – PHYSICAL DEVELOPMENT

Gross Motor, Fine Motor

<p>Key PD Vocab</p>	<p>Balance, careful, bike, safe, safely, climb, high, feet, watch, hands, help, swing, kick, move, jump. Write-dance, movements. Pen, pencils, scissors, paintbrush, finger, finger strong, dough, dough disco, colouring, spoon, fork. Sit, straight, smart sitting, balance, posture, follow me, climb, slither, crawl, skip, jump, hop, sidestep. Ready to write, pen, pencils, pencil grip (nip, flip, grip), scissors, paintbrush, finger, finger strong, dough, dough disco, letter formation, letters, rhymes, writing.</p>
<p>Nursery Outcomes</p>	<p>Begin to move slowly on a balance bike. Begin to use a climbing frame with support from an adult. Being able to use a swing with some independence. Children mark making by scribbling and colouring. Children exploring a range of fine motor activities and implements, Children using a spoon and a fork to feed themselves.</p>
<p>Reception Outcomes</p>	<p>To have refined the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. To move energetically using the fundamental movement skills. To use their core muscle strength to achieve and maintain a good posture when sitting at a table or sitting on the floor. To be able to develop the skills they need to manage the school day successfully, including using appropriate tools at mealtimes. To be able to manipulate different materials using their hands. To develop scissor skills including holding scissors, being safe and making snips. To be able to interact with small tools to develop control and confidence with fine motor movements. To refine fine motor skills using tweezers, playdough and threading activities.</p>
<p>PD Curriculum Implementation</p>	<p>Children using balance bikes with guidance from adults in the provision, children having access to a climbing frame and supported to use them, children using a swing and verbally supported or modelled to – how to use. Fine motor activities in the class as well as adult guided activities – drawing, writing, cutting, tracing ect. Children having access to mark making materials at all times, children encouraged to feed themselves with spoons and forks. Provision focusing on strength and balance – using equipment to climb, using mats to make a range of shapes with their body, moving around the space in different ways. Fine motor activities in the class as well as adult guided activities – drawing, writing, cutting, tracing ect. Weekly handwriting lessons – children introduces to new formations to copy and then use during writing activities.</p>



EYFS – Autumn 2

<p>Nursery Busy Groups</p> <p>Funky Fingers</p> <p>Hall Time</p>	<p>Funky Fingers: Make a clay Diwali Diva lamp. Focus on manipulating the clay to create the desired shape.</p> <p>Hall Time: Learn the bean game. Focus on moving our bodies in different ways.</p>	<p>Funky Fingers: Decorate the clay Diwali Diva lamps made previously. Use one handed tools with confidence and accuracy.</p> <p>Hall Time: Learn the traffic light game. Focus on travelling in different ways and at different speeds.</p>	<p>Funky Fingers: Learn how to hold scissors and practice cutting skills. Focus on scissor safety and how to use scissors.</p> <p>Hall Time: Healthy Movers Wiggle, Weave, Watch – Focus on co ordination and object control.</p>	<p>Funky Fingers: Peg Chat (Greg Bottrill) and shaving foam mark making (Write Dance). Focus on the pincer grip and pressure needed to open and close a peg.</p> <p>Hall Time: Healthy Movers Wiggle, Weave, Watch – Focus on co ordination and object control.</p>	<p>Funky Fingers: Threading. Focus on the threading movement.</p> <p>Hall Time: Healthy Movers Whatever the Weather – Focus on stability and co ordination.</p>	<p>Funky Fingers: Write Dance – Scarves for large scale movements. Crayons and paper to make marks on copying large scale movements we have just made.</p> <p>Hall Time: Healthy Movers Whatever the Weather – Focus on stability and co ordination.</p>	<p>Funky Fingers: Paper chains. Focus on folding and manipulating paper strips.</p> <p>Hall Time: Bean Game/Traffic Light Game/Healthy Movers. Focus on re capping learnt skills.</p>
<p>PHYSICAL EDUCATION</p>	<p><i>Gross motor – Moving in different ways like woodland animals, throwing and catching.</i> <i>Fine motor – make harvest soup, make a squirrel muffin – using tools.</i> <i>Reception – Twinkl PE/Leap into Life F1 – led by Mr Keast</i> <i>with a focus on developing fundamental skills: throwing, catching, running and jumping.</i></p>						
<p>SPECIFIC – LITERACY Word Reading, Comprehension, Writing</p>							
<p>Key Literacy Vocab</p>	<p>Instruments, hear, listen, sing, perform, actions, nursery rhymes, rhyme, join in. Texts, books, story, careful, print, words, says, pictures, happening. Letters, sounds, phonemes, blend, Fred talk, read, sounds, tricky words. Non-fiction, fiction, questions, who, what, where, why, when, pictures, illustrations. Marks, pencils, pens, paper, drawing, writing, trace. Writing, mark making, pencils, pens. Pencil grip (nip, flick, grip). Drawing, picture, neat, phoneme, grapheme, symbols, marks, letters, name, writing, Fred talk, Fred fingers for spelling. Roleplay, feelings, happy, sad, story, message, stories, text. Language linked to being ‘ready to write’.</p>						



<p>Nursery Outcomes</p>	<p>Discriminate between different instrument sounds. To sing and perform actions to a familiar nursery rhyme. Say the rhyming word at the end of a familiar Rhyme. To understand that we should turn one page at a time in a book. To begin to understand that print has meaning. To talk about the pictures in a book with support. Draws marks that are not always distinguishable. Follows large pattern templates available. Makes controlled marks e.g. dots, circles, scribbles. Copies shapes and patterns with developing accuracy.</p>						
<p>Reception Outcomes</p>	<p>RWI progress expectations Recognise words with the same initial sound. Understand that print has meaning and that we read English text from left to right, top to bottom. Blend sounds into words. To have a favourite book/non-fiction text/poem and seek them out to share with an adult, another child or to read alone. Repeat words and phrases from familiar stories. Give meaning to the marks they make in writing, painting, printing and drawing. Write some or all of their name, including a capital letter at the start. Write some letters accurately. Enjoys creating texts which communicate meaning for a variety of purposes such as greeting cards and lists.</p>						
<p>Literacy Curriculum Implementation</p>	<p>Children listening to instruments being played and have access to using instruments within CP. Children learning new nursery rhymes and accompanying actions. Children being prompted to ‘jump in’ to say the missing words in known nursery rhymes. Reading together, exploring a wide range of books and discussing them together, Asking questions about books and modelling to the children how to talk about the pictures. Teach Set 1 sounds (RWI MaSSinR guidance). Modelling blending and building cvc words. Children introduced to weekly tricky word to sight read & display on Red Word Wall. Reading together, exploring a wide range of books and discussing their features, Asking questions about books we have read, asking ‘yes’ and ‘no’ questions about texts, model using puppets to act out stories. Adults to provide children with writing equipment in provision for children to access independently at any time, across all areas of provision (inside and outside). Tracing materials available to children, writing materials always available to children. Access to paper, writing frames, post-its etc. and writing tools, modelling writing during shared inputs and writing sounds ‘out loud’. Children have access to sound mats in the class. Listening to stories, joining in with class discussions, talking to friends or in guided groups including the teacher, roleplaying with others and acting out stories, modelling writing down ideas as a shared input. Super sentence session – cvc word focus.</p>						
<p>Nursery Busy Groups Library Visit</p>	<p>Library Visit: Share a story, engage in book talk and explore the children’s picture book section of the library with friends.</p>	<p>Library Visit: Share a story, engage in book talk and explore the children’s picture book section of the library with friends.</p>	<p>Library Visit: Share a story, engage in book talk and explore the children’s picture book section of the library with friends. Make a bookmark to take home.</p>	<p>Library Visit: Share a story, engage in book talk and explore the children’s picture book section of the library with friends.</p>	<p>Library Visit: Share a story, engage in book talk and explore the children’s picture book section of the library with friends.</p>	<p>Library Visit: Share a story, engage in book talk and explore the children’s picture book section of the library with friends.</p>	<p>Library Visit: Share a story, engage in book talk and explore the children’s picture book section of the library with friends.</p>



EYFS – Autumn 2

SPECIFIC – MATHEMATICS

Number, Numerical Patterns

Key CLL Vocab	Count, number, number names, number songs. Compare, big, small, tall, short, different. Subitising. Number names, count, counting, how many, total.
Nursery Outcomes	To be able to verbally count to 5 with developing accuracy. To develop an understanding of '2' e.g. giving 2 items or noticing 2 in the environment. To begin to describe the height and size of something using the terms 'tall' or 'short' and 'big' or 'small'.
Reception Outcomes	I can talk about and explore 2D and 3D shapes using mathematical language. I can begin to compare quantities using the language of 'more than', 'fewer than'. I can experiment with representing my own symbols and marks as well as numerals.
Maths Curriculum Implementation	Adults to model counting out loud carefully during learning inputs and daily routines, adults to ask children for a number of objects and support children who are still learning to do this. Adults modelling the use of vocabulary, children completing activities based on height and size comparison Comparing groups of up to 5 using more, fewer & equal. Exploring, describing and comparing the properties of 3D & 2D shapes. Finding one more, and one less. Finding different ways to break groups into parts. Understanding positional and directional language in practical contexts WWN Wins 1-25 – initial counting and number recognition.

SPECIFIC – UNDERSTANDING THE WORLD

Past & Present, People, Places & Communities, The Natural World

Key UtheW Vocab	Past, before, events, now, then, before, next. Friends, family, care, look after, home, bedroom, kitchen, living room, bathroom, Christmas. Weather, sunny, raining, snowing, ice, autumn, winter, summer, spring, body part names, explore. Last week, yesterday, a long time ago, last year, before I was born. Belief, religion, special, special book, celebrate, celebration, different, same, cold, landscape related vocabulary. Maps, mapping, environment, bee-bot, left, right, under, beside, on top.
Nursery Outcomes	Children talking about their past life experiences e.g. birthdays, Christmas. Children using the words 'then' 'now' 'next' 'before'. Children talking about how we look after our friends and families. Children talking about their homes and what they have inside their homes. Children talking about the celebration of Christmas. Children exploring the changing weather and seasons, Children continuing to explore using their senses. Children naming parts of the body. Children showing more of an interest in the world.
Reception Outcomes	I can begin to identify some similarities and differences between themselves and others. I can identify features in their immediate environment. I can share things I celebrate and how I celebrate them. I can describe what they can see, hear and feel whilst outside I can express some signs of Autumn/Winter

Medium Term Curriculum Plan

2025-26

EYFS – Autumn 2



<p>UtheW Curriculum Implementation</p>	<p>Adults modelling subject-specific terms correctly and rephrasing children's words so they are too using them correctly. Adults discussing with children their past experiences when celebrating them in nursery (e.g. Christmas time). Adults encouraging children to look after their friends and family e.g. get them a tissue, adults discussing with children their homes and what is inside their homes, children exploring a range of celebrations at nursery including Christmas. Stories, discussions and activities based on the weather and seasons. Discussions around past and present – events such as celebrations, Remembrance Day (war). Children taught about respect, children taught about different beliefs and special times for different people. Modelling how to use a bee-bot and positional language</p>						
<p>Nursery Busy Groups</p> <p>Welly Walk</p> <p>Cooking</p>	<p>Welly Walk Autumn welly walk around the school and outdoor area. Focus on the season autumn.</p> <p>Cooking: Breadstick Sparklers. Focus on melting chocolate.</p>	<p>Welly Walk: Autumn loose parts transient art. Focus on autumn treasures and creating patterns.</p> <p>Cooking: Poppy biscuit. Focus on colours.</p>	<p>Welly Walk: Signs of Autumn checklist. Focus on the season autumn.</p> <p>Cooking: Rocky Road – Focus on breaking, melting and mixing.</p>	<p>Welly Walk: Bird watching. Focus on different types of birds.</p> <p>Cooking: Chocolate bark. Focus on melting.</p>	<p>Welly Walk: Signs of Winter. Make ice bird feeders. Discuss the change of season from Autumn to Winter. Focus on changing seasons.</p> <p>Cooking: Star biscuits – Focus on rolling and cutting.</p>	<p>Welly Walk: Hang up frozen bird feeders in Welly Walk. Spot signs of winter.</p> <p>Cooking: Reindeer Cupcakes – Focus on weighing, measuring and mixing.</p>	<p>Welly Walk: Christmas story and hot chocolate.</p> <p>Cooking: Mince Pies – Focus on rolling and cutting.</p>
<p>SPECIFIC – EXPRESSIVE ARTS & DESIGN Creating with Materials, Being Imaginative & Expressive</p>							
<p>Key EAD Vocab</p>	<p>Glue, glue stick, join, lid, wind up, craft, glitter, design, ideas. Instruments, play, music, sounds, singing, songs, actions, listen, loud /quiet / fast / slow, dance. Roleplay (enhanced domestic). Colours, colour names, change, lighter, darker, mix, primary colour, secondary colours, light, dark. Paint, painting, colour, choice. Joins, materials, 3D, 3D work, sellotape, masking tape, glue stick, stronger, hold. Instruments, play, music, sounds, singing, songs, actions, listen, loud /quiet / fast / slow, dance. Celebrate, bunting, paper chains, joins, glue, paper, card. Join in, pretend, roleplay (Christmas shop/workshop), home corner, mums, dads, baby, small world, people, vehicles, cars, recreate, represent, shops, schools.</p>						
<p>Nursery Outcomes</p>	<p>Uses a glue stick to join materials together. Creates an independent craft using available materials e.g. An independent Christmas Card. Children developing storylines in their play, children using familiar props in their play, children singing to familiar songs and nursery rhymes they have learnt or are learning.</p>						



<p>Reception Outcomes</p>	<p>Explore a range of colours and how colours can be changed e.g. colour mixing. Knowing pictures do not need to use multiple colours. Working on choosing particular colours for the painting they are creating. Children being shown how to use simple joins when using different materials to create Nativity Performance – joining in with the words to sings and using actions. Listening to music. Children building and developing storylines in both the small world area and role-playing in the setting.</p>						
<p>EAD Curriculum Implementation</p>	<p>Joining techniques modelled by the adults. I2L used to give suggestions/ideas for outcomes. Roleplay area and clothes for children to try on, props for children to use, adults modelling roleplaying and joining in as well as singing song and nursery rhymes with the children daily Paints available to children, modelling mixing colours, prompting children to identify dark and light colours in play and discussions. Exploration with the class of different ways to join materials and which is the best method for which material. Daily singing of learnt songs, rhymes or poems, listening to music together as a class, rehearsing to then perform the school Nativity production. Reading stories about celebrations, exploring pre-made paper chains, exploring the process of paper chains, making cards and other decorations. Updated roleplay area, creative area with resource for children to create and build from, modelling of how to use the role play area and creative area, stories read as a class, small world area available to children.</p>						
<p>Nursery Busy Groups Singing / Music</p>	<p>Singing/Music: Recap nursery rhymes learnt in the first half term (begin with previous nursery rhymes of the week). Focus on listening and joining in to well known songs.</p>	<p>Singing/Music: Introducing a drum. Focus on listening to the sound it makes, how to play it and singing to songs with someone playing the drum. Basic listening games with the drum.</p>	<p>Singing/Music: Explore loud and quiet sounds. Focus on identifying if a sound is loud or quiet.</p>	<p>Singing/Music: Learn and sing a range of Christmas songs. Focus on learning songs and singing them together as a group.</p>	<p>Singing/Music: Learn and sing a range of Christmas songs. Focus on learning songs and singing them together as a group.</p>	<p>Singing/Music: Learn and sing a range of Christmas songs. Focus on learning songs and singing them together as a group.</p>	<p>Singing/Music: Learn and sing a range of Christmas songs. Focus on learning songs and singing them together as a group.</p>



Medium Term Curriculum Plan

2025-26

EYFS – Autumn 2



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Adult-Led Experiences</p>		<p>Experience Clay Creatures</p> <p>Learning Intention I will be able to use the resources to create my own creature.</p> <p>Sticky Knowledge/Skills Hibernating animals Sculpture, model, design, tools</p>	<p>Experience Clay Creatures</p> <p>Learning Intention I will be able to use the resources to create my own creature.</p> <p>Sticky Knowledge/Skills Hibernating animals Sculpture, model, design, tools</p>		<p>Experience Land Art</p> <p>Success Criteria I will explore different woodland treasures to use in a transient creation.</p> <p>Sticky Knowledge/Skills Selecting materials for a planned purpose</p>		
---------------------------------------------------------------------------------------------------	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--