

Communication, Language and Literacy

Owl Babies

- Use imagination and describe ideas
- Mark making and letter formation
- Write using phonetic knowledge
- Learn and retell model text
- Perform the model text

Music – music and movement

Rhythm in the way we walk & banana rap

Listen to the music, feel the pulse, move and clap rhythms, sing and rap, then perform and reflect on what you enjoyed most.

Personal, Social and Emotional

Celebrating Differences

- What am I good at
- I'm special, I'm me!
- Families
- Homes
- Making friends
- Standing up for yourself

Maths

- Subitise 1-10
- Identify and compare circles and triangles
- 2D shapes
- Representing numbers 1-10
- 1 less and 1 more



Ourselves

Big Question

What can we learn from our past?

Class 1 – EYFS
Autumn 2 2025



Expressive Art and Design

- Drawing and labelling Owls
- Designing a different character for the innovation stage of the new model text.
- Character Puppets: Make stick puppets of nativity scene for storytelling



Questions to ask

- Why do people celebrate Christmas?
- Can you clap a rhythm and tell me how it feels?
- How would you draw yourself?
- Can you retell the model text to you family and friends?
- Who are your friends?

Physical Development

- Outdoor – Send and Return
- Indoor – Gymnastic and judo

R.E

Why do we perform the nativity play?

- Learn why Jesus is important in the Bible.
- Understand that Christians believe Jesus is God on Earth (incarnation).
- Know the Nativity story and its key characters.
- Identify ways people celebrate Christmas

Understanding of the World

- Describe the simple physical properties of a variety of everyday materials.
- Compare and group together a variety of everyday materials based on their simple physical properties.
- Changes within our living memory including how toys, clothes and technology changes over time
- Understanding changes since our grandparents were children

Please note: this is the starting point for our planning, but is not the full extent of what we will cover. We pride ourselves on being spontaneous and flexible, and may adjust our plans for teaching throughout the term to follow the children's lines of enquiry or learning interests and needs.