

Cognition and Numeracy

Number/ Place Value –

To count an irregular arrangement of up to 10 objects. (Band 6)

To match numbers to 20. (Band 7)

To count forwards and backwards to 20. (Band 7)

To count and sort objects (Yr1 NC)

To count objects from a larger group (NCYr1)

To order objects and numbers (NC Yr1)

To represent objects (NCYr1)

To use a number line (NCYr1)

Recognise the place value of each digit in a 2-digit number (tens, ones) (NC Yr2)

Children can count to and across 100 forwards and backwards, beginning with 0 or 1, or from any given number. (Band 7)

To create addition and subtraction fact families for number bonds to 20 (Yr2 NC)

To begin to understand number bonds for 100 (NC Yr2)

To add & subtract 1s (NC Yr2)

To add 3 1 digit numbers (NC Yr2)

To add to the next 10 (NC Yr2)

To subtract from a 10 (NC Yr2)

To add and subtract 10s(NC Yr2)

To add a 1 digit number to a 2 digit number (NC Yr2)

To add two 2 digit numbers (NC Yr2)

To make equal groups (NC Yr3)

To make arrays (NC Yr3)

To understand multiples of 2 (NC Yr3)

To understand multiples of 5 and 10(NC Yr3)

To understand sharing and grouping (NC Yr3)

To multiply by 3(NC Yr3)

To multiply by 4 (NC Yr3)

Computing –

To use the camera on the iPad (Band 5)

To recognise basic parts of a keyboard e.g. spacebar, numbers and letters

To gain confidence and independence through using the iPad and computer independently (Band 6)

To recognise that it is not safe to communicate with people they do not know.

To recognise that strangers can be online too.

To use the keyboard to type sentences, numbers or known words. (Band 7)

Sparrow Medium Term Plan

Autumn Term 2026

Superheroes!



Shape, space and measure –

They begin to draw simple shapes.(Band 5)

Children can describe 2D shapes by using the number of sides and corners and properties e.g. round or square.

Children can consistently name common 2D and 3D shapes. (Band 6)

Children can recognise common 2D shapes in everyday objects.

They can recognise common 3D shapes in everyday objects.

Recognise and name common 2-D shapes, including: rectangles, squares, circles, triangles, hexagons, pentagons (Band 7)

Recognise and name common 3-D shapes, including: cuboids, cubes, pyramids and spheres

To draw 2d shapes (NC Yr2)

To find lines of symmetry in a 2D shape (NC Yr2)

To sort 2D shapes (NC Yr2)

To recognise right angles (NCYr3)

PSHE

Making Relationships

[PSHE KS1 / KS2: Copy Me | Moodboosters - BBC Teach](#)

All About Me – What makes me happy? Sad?

Make a class agreement – what is important to us all in terms of behaviour?

To demonstrate friendly behaviour (Band 5)

To be able to initiate conversations and form good relationships with peers and familiar adults. (Band 5)

To help my friends to be friends again when they fall out or are cross with each other.

To know what steps, I can take to help other children to resolve conflict

I can show sensitivity to others' feelings (Band 6)

Talk about how they form positive relationships with other children (Band7)

Recognise that if you work cooperatively as a team you can reach group goals (Band 7)

Recognise trusted adults we can talk to if our friends are making us feel sad, scared or angry (Band 7)

Confidently identifies personal qualities

Recognises their strengths and sets goals to challenge themselves further

Independence & Life Skills

Identifies that some familiar foods are healthy

Recognise that some people may not be able to eat certain foods because they will make them ill (allergies). (Band6)

Describe which foods we should only eat occasionally and explain why eating too much of them could harm our health (Band7)

Explain what it means to eat a healthy, balanced diet. (Band 7)

Communication and Literacy

Reading -

Share a book on a 1:1 with an adult for 5 minutes (Band 4)

To identify the initial sound of words when spoken (Band 4)

Can point to a picture and comment or sign about what is happening in that part of the story (Band 4)

Pupils develop their understanding of phase 2 phonics (Band 5)

To know that phonemes are represented by graphemes/ To say the phoneme when shown the grapheme (Band 5)

Pupils develop their understanding of phase 3 phonics

With prompting, blends known letters to vc and cvc words (Band 6)

Uses familiar stories to help create new stories (Band 6)

Recognises that stories have beginnings and endings and will sometimes guess how the story will end (Band 6)

Recognises some tricky words and familiar names (Band 6)

Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. (Band 7)

Children use their phonic knowledge and skills to decode words

To identify characters in a story

To relate stories to my own experiences

To make inferences on the basis of what is being said and done (KS1 Yr1)

To predict what might happen on the basis of what has been read so far (KS1 Yr1)

To predict what might happen on the basis of what has been read so far (KS1 Yr1)

To become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics (KS1 Yr1)

Writing -

Hold a writing implement with increasing control (Band 3)

Copies letters or words from the environment (Band 4)

Copies underneath from left to right

With assistance produces captions for pictures

To leave spaces between groups of letters/symbols. (Band 5)

To attempt to write other words other than my name.

To use letter sound knowledge in writing. (Band 6)

To use some recognisable words in their writing. (Band 6)

To compose a simple sentence with adult support. (Band 6)

To re-read what they have written to check that it makes sense. (Band 7)

To join words and clauses using 'and' (Yr1 NC)

To begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark (Yr1NC)

To use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' (Yr1NC)

To write sentences with different forms: statement, question, exclamation, command(Yr2 NC)

To use expanded noun phrases to describe and specify [for example, the blue butterfly] (Yr2 NC)

To use the present and past tenses correctly and consistently, including the progressive form(Yr2 NC)

To use subordination (using when, if, that, or because) (Yr2 NC)

To use conjunctions such as 'and', 'but' 'or' to extend sentences (Yr2 NC)

Speaking and listening -

They can use single words, signs and symbols to communicate. This can include requesting or name a familiar object, continuing or ending an activity, greeting, or commenting on something they see. (Band 3)

Children begin to use verbs at a one key word level of understanding.

Children can communicate confidently using up to 3 key words, signs or symbols. (Band 4)

Children can ask simple questions to obtain information e.g. 'Where's the cat?', 'Who is that?'

Children can ask and answer "when?" questions. (Band 5)

Children develop social interaction and play skills.

-They can maintain a short conversation.

-They can talk about what they are doing.

Children build upon their vocabulary that reflects the breadth of their experiences. (Band 6)

They can describe how they are feeling.

Start to be able to answer questions about 'why' something has happened, although this still might be at quite a basic level

They can communicate with a range of listeners. (Band 7)

Children demonstrate 2 channelled attention consistently as and when required.

Children can consistently understand 3-part instructions

To listen and respond appropriately to adults and their peers (NCKS1)

To ask relevant questions to extend their understanding and knowledge (NCKS1)

Stories being used:

Super Duper You

See Inside Your Body

A Superhero Like You

Superhero Animals

Expressive Arts

Music –

Creates movement in response to music (Band 5)

Explore and learn how sounds can be changed – beaters, hand, finger on a drum for example

To identify long, short, high and low sounds (Band 6)

Listen to a recording of themselves/peers with interest (Band 6)

Clap/ play a given rhythm (Band 6)

DT –

Children identify that food and water helps run their body.(Band 5)

Children can identify different fruits and vegetables.(Band 6)

Children recognise that a balanced diet helps us to remain healthy.(Band 7)

Art –

Mixes different paint colours and observes the change (Band 4)

Selects colour with purpose (Band 4)

Draws using circular or horizontal strokes (Band 4)

Begins to use adapted scissors (such as squeeze scissors) to cut thin materials (Band 4)

Uses regular scissors to cut material with adult support (adult holds material etc.) (Band 5)

Chooses materials for purpose when collaging(Band 5)

Adds white paint to make a lighter shade of a colour (Band 5)

Represents a person, story or event artistically (Band 6)

Develops fine motor skills to use a range of tools competently and confidently.

To begin to draw to represent a face (Band 6)

Represents a person, story or event artistically (Band 7)

To finish a piece of work following different stages.(Band 7)

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (NC1)

To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination (NC1)

Enrichment outings:

Forest

Cafes, shops, community visits

Exchanging money for items

Finding items in a shop from a list

Visit Ash Farm- Pumpkin Picking

Cinema or theatre visit

Bikes at Altringham

Celebrations:

Black History Month 01/10

World mental health day
10/10

Harvest

Diwali 06/11

Halloween 31/10

St Andrew's Day 30/11

Remembrance Day 08/11

Bonfire Night 31/10

Christmas 25/12

Physical Development

Pupil can catch larger objects (Band 4)

Pupil can roll, throw or kick a ball (such as a boccia ball) and hit a target (Band 5)

Pupil can stop a ball travelling towards them (Band 6)

Pupil can catch various balls (of different sizes) whilst playing games

Children can successfully kick/throw a ball to another player in a simple game. (Band 7)

Run at different speeds, change direction and may begin to use space in a game. (Band 7)

master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities (NC1)

Design & Technology – Cooking

They use a range of equipment with support.(Band 5)

They demonstrate simple techniques for example mixing, stirring, peeling, rolling, whisking, and grating.

Children begin to describe simple changes they observe before and after mixing and cooking with prompting from an adult.

Children can measure, using a range of non-numerical measuring equipment e.g. cups, spoons. (Band 6)

They begin to use scales with numbers .(Band 6)

Children use a variety of ingredients from around the world to make and describe the taste, smell and texture of some foods. (Band 7)

Further Learning

Opportunities:

Cooking

Soft play

Forest

Knowledge and Understanding of the World

Humanities – History Focus

- Looking at ourselves as superheroes, why we are unique and how we can help our body be healthy and strong.
- Making portraits of our families and identifying why key members of our families are our superheroes
- Finding out about real superheroes such as police, paramedics, firefighters, teachers and doctors
- Looking at superhero vehicles that build, move earth and transport us in different ways
- Learn about superhero animals who help people with additional needs and horses that help

Bonfire Night - Who is Guy Fawkes and what is he famous for? Why do we celebrate bonfire night? What are the traditions? Make chocolate apples / tiffin

Remembrance Day - Why do we mark Remembrance Day?

Black History Month

Recognise how some jobs that people do in the wider community can help us (Band 5)

To name and describe people who are familiar to them: To talk about the lives of the people around them and their roles in society

(Band 6)

To show curiosity about the past and identify same/different between now and then

To understand how they have changed from baby to child

To show some understanding of chronological awareness (Band 6)

Chronological Understanding:

To develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework. (Band 7)

To understand historical concepts, such as historical significance. (Band 7)

Understand the effect of changing seasons on the natural world around them (Band 5)

Science –

To talk about how I am the same and different from other people, based on my familiar experiences, such as what I like to eat or what clothes I wear. (Band 4)

To develop an understanding that they are special and that some things that they do are the same as their friends and some things are different. For example, some children don't like meat.(Band 5)

To list the five senses and locate the body part that relates to each one (Band 6)

To talk about how different parts of their body are moving for example, their knee or elbow can bend.

To describe the importance of a balanced diet (Band 7)

To identify name, draw and label the basic parts of the body & say which part is associated with each sense (NC Yr1)

To describe the importance for humans of exercise, eating the right amounts of different types of food & hygiene. (NC Yr2)

To identify that humans & some other animals have skeletons & muscles for support, protection and movement (NC Yr3)

To talk about the temperatures they would expect to experience in different seasons. (Band 6)

To understand the effect of changing seasons on the natural world around them(Band 6)

To recognise that some plants are fruits/vegetables and where they come from [not a shop] (Band 5)

RE

Recognise some special people linked to a range of different religions - e.g. Rama and Sita as art of the Diwali story (Band 7)

Make links between different celebrations (Band 5)

Recognise times that are special in the Christian calendar (Band 6)

Recognise some simple stories from different religions(Band 6)

Identify key people in some Christian stories e.g. Mary. Joseph Jesus(Band 6)