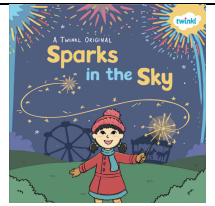
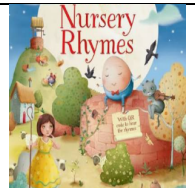
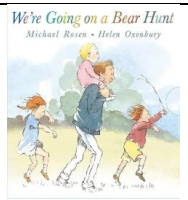
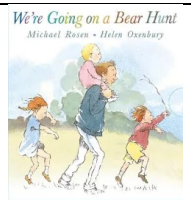
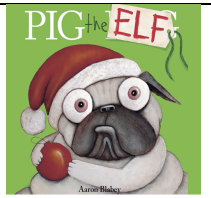
2026/2027 Medium Term Plans Year Group: EYFS Class: Term: Autumn 2

Our curriculum approach is around the theme **"Superstars: What Makes Me Special?"**, which celebrates every child's individuality, strengths, and sense of belonging. We focus on creating an environment where children feel seen, valued, and confident to express who they are, using rich, hands-on, sensory experiences that help them explore their identity in meaningful ways. Our provision grows from the children themselves—their interests, their preferences, and the moments of joy they share—so that learning feels personal, motivating, and deeply connected to their lived experiences. Through daily routines, play, and responsive interactions, we nurture self-awareness, communication, independence, and emotional security, ensuring every child has the opportunity to shine as the superstar they are.

Area of Learning	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
Key Words/symbols:	Light, dark, bang, colour, celebrate, sing, clap, dance, rhyme, big, grow, help, pull, bear, grass, mud, cave, elf, share, kind, Christmas							
Key Themes and learning	Sparks in the Sky	Nursery Rhyme Week	We're Going on a Bear Hunt	We're Going on a Bear Hunt	Revisit a nursery rhyme from week 2	The Snowman and the Snow Dog	Pig the Elf pig the elf - Google Search	
Key Texts								
PSED (Personal, social, emotional development)	Circle time – Promoting discussions Share and celebrate each	Circle time – Promoting discussions	Circle time – Promoting discussions Anti-bullying week – emotions link -	Circle time – Promoting discussions Working together/team	Circle time – Promoting discussion Sharing / turn taking	Circle time – Promoting discussion	Circle time – Promoting discussion	

Self-regulation, managing self and building relationships.	others holiday news. - emotions link – Recap key class/ school rules	Being a kind friend – emotions link -		work – emotions link -		.	Emotions link – Xmas- excited? Happy? Worried?	
CL (Communication and language)	Total communication approach used throughout. Core boards to promote key vocabulary across all subjects, where appropriate have these interwoven into powerpoints.	Think about specific activity boards with key vocabulary on. Ensure these are accessible for all. Create a core board to accompany the key text.	Work on specific SALT targets for individuals and small groups. Create a core board for key sessions e.g. 'look and see', again interwoven into powerpoints if appropriate.	Continue to intertwine communication and language throughout all aspects of the day. Focusing on familiarity with key vocab and core word of the week.	Continue to intertwine communication and language throughout all aspects of the day. Focusing on familiarity with key vocab and core word of the week.	Continue to intertwine communication and language throughout all aspects of the day. Focusing on familiarity with key vocab and core word of the week.	Continue to intertwine communication and language throughout all aspects of the day. Focusing on familiarity with key vocab and core word of the week.	
PD (Physical Development) including PE sessions *Daily fine motor activities including pencil control, scissor skills and finger gym* *Additional activities – scarf and ribbon dances; dough disco and parachute sessions.*	Shows some control over their body. Uses a range of tools and equipment. PE: Dance and Movement. Warm up : Copy actions (tune of happy and you know it) Activity: Divali dance (with scarves)	Shows some control over their body. Uses a range of tools and equipment. PE: Dance and Movement. Warm up: Copy actions (tune of happy and you know it) Activity: The Grand Old Duke of York song and actions.	Shows some control over their body. Uses a range of tools and equipment.	Shows some control over their body. Uses a range of tools and equipment.	Shows some control over their body. Uses a range of tools and equipment.	Shows some control over their body. Uses a range of tools and equipment.	Shows some control over their body. Uses a range of tools and equipment.	

Literacy	Core word of the week Twinkl Phonics Level 1 & 2 (Dependent upon children and classes) Reading pathway? Online story - explore the associated props and the environmental sounds. Key words: bonfire; rocket; firework; colours. Activity: Rockets song. Activity: Early mark making and writing patterns. (sensory writing trays with fingers/brushes; on the screen using finger and laminated sheets using pens.) DM links: I can notice different sounds around me (3-4) PD - I can develop manipulation and control	Core word of the week Twinkl Phonics Level 1 & 2 (Dependent upon children and classes) DM links: L –I can copy finger movements and other gestures (0-3) L- I can enjoy rhymes, tune in and pay attention (0-3) I can join in with some songs and rhymes when led by an adult (3-4) -	Core word of the week Twinkl Phonics Level 1 & 2 (Dependent upon children and classes) DM links: L- I can pay attention and respond to pictures or the words (0-3) PD I can use large muscle movements to make marks (3-4) CL I can engage in story times (R)	Core word of the week Twinkl Phonics Level 1 & 2 (Dependent upon children and classes) DM Links – L- I can develop play around favourite stories using props (0-3) L- I can repeat words and phrases from familiar stories (0-3) I can show awareness of how acting upon an instrument affects the sound it makes (3-4)	Core word of the week Twinkl Phonics Level 1 & 2 (Dependent upon children and classes) DM links: L – I can join in with some songs and rhythms when led by an adult (3-4)	Core word of the week Twinkl Phonics Level 1 & 2 (Dependent upon children and classes) DM Links: L –I can notice different objects make different sounds (3-4) UW – I can explore natural materials (0-3). I can enjoy drawing freely (0-3)	Core word of the week Twinkl Phonics Level 1 & 2 (Dependent upon children and classes) Pig The Elf | Kids Book Read Aloud Story 📚 DM Links:	
Daily opportunities to mark make might include: chalk/white boards colouring sheets related to story shallow sand/rice trays squiggle whilst you wiggle sessions Look and Listen TacPac HandyPac Library visits Nursery Rhyme sessions								

	CL -I can use a wider range of vocabulary (3-4)							
Maths *Daily routine maths – countdowns during tidy up time, positional language to out away resources, counting how many chn are in class, how many resources go in pots/draws, counting out snacks, daily nursery rhymes*	Geometry focus -Explore circular objects DM Links - Begins to notice shape through exploration. Roll sensory balls between adults and children. Watch bubbles and pop them. Roll illuminated balls in a darkened space. Explore circular objects using hands and feet.	Geometry focus -Explore square shapes through touch and construction DM Links - Explores similarities and differences between shapes Build towers together. Knock towers down. Stack and carry cubes. Explore textured square materials	Geometry focus Explore and recognise triangles. DM links – Talk about and select shapes. Compare shapes using language 'pointy' 'corner' 'same' 'different' Triangle hunt Explore 3 corners and 3 sides. Look for triangles in class. Sensory activities – triangle painting, triangle play dough cutters, make triangles with sticks.	Geometry focus Explore and recognise rectangles DM links – Explore and talk about different shapes. Compare size, shape and pattern. Compare a rectangle and a square. Build a rectangle using construction materials. Sensory activities – paint inside large rectangles, rectangle stamping, rectangle hunt.	Geometry focus To match shapes that look the same. DM Links- Match objects and shapes. Identify when objects are the same. Shape pairing game Sensory activities- Velcro matching, shape matching on IWB, giant floor matching tiles.	Geometry focus To sort shapes into groups. DM Links- Sort objects according to properties. Notice similarities and differences. Sorting stations -Use of hoops labelled with different shapes.Children put the shapes in the right hoop. Sensory activities – Shape tuff tray, shape fishing in water tray,	Geometry focus To notice shapes in everyday objects. DM Links – Recognise and name shapes Shape detectives, collect photo's of shapes. Sensory activities – Shape walk, shape collage of real objects, shape photo hunt.	
UW (Understanding the World)	Bonfire Night 5th November DM Links – CL Listen to simple stories and understand what is happening, with the help of the pictures.	Children in Need 13th November UW - Understand that some places are special to members of their community.	Anti Bullying Week DM Links: UW - Recognise similarities and differences between themselves and	St Andrew's Day 30th November DM Links: UW - Understand that some places are special to members of their community.	Christmas and preparation for Christmas UW - Recognise that people have different beliefs and celebrate special times in different ways.	Salt Dough Decorations looking into the significance and tradition of decorations on a tree. DM Links	Look at making hot chocolate. DM Links: UW - Understand the effect of changing seasons on the natural world around them.	

	UW - Comment on images of familiar situations in the past. Discuss why we celebrate bonfire night. Repeat the rhyme remember remember the 5th of November. Have communication boards to encourage pupils to fill in the gaps. Then using sticks create their own bonfire picture using tissue paper for the flames, only stick the bottom down. Use a balloon and rub it on children's hair and encourage them to watch the tissue paper move with the balloon, experimenting with static electricity. 	UW - Comment on images of familiar situations in the past. Recognising Pudsey Bear. Children can colour in a Pudsey Bear. They can make a Pudsey Mask. 	others within the class. Allow the children to look in mirrors and recognise features e.g. length of their hair, colour of the hair, colour of their eyes. Notice similarities with peers and differences. Encourage pupils to communicate the colours using AAC low tech or hi tech. Use puppets to act out kindness and kind hands not hitting or kicking or shouting. 	Look at virtual tour of Edinburgh Castle Create a collage of the St Andrew's Flag. Building blocks to build their own castles.	Play the Christmas Story. Pupils can use paint sticks, pens or crayons to decorate their own book about the Christmas story. You can choose to do it all or pick a page to complete.	UW - Explore materials with different properties. 	 Recap on the scents and smells of Christmas.	
EAD (Expressive Art and Design)	Diwali 8th November DM Links: Learning about Diwali. Creating	Remembrance 11th November Creating a poppy display to	Preparation for Christmas Performance	Preparation for Christmas Performance	Make a Christmas Card for a friend or relative.	Decorate your salt dough using spices and scents relating to Christmas.	We are going to wrap our gifts and then finish writing our cards.	

	their own paper Diya lamp, or Rangoli pattern on the floor/tuff tray/tabletop. DM - UW - Recognise that people have different beliefs and celebrate special times in different ways.  	remember the fallen soldiers across all the wars. **DM – EA -** Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Looking at the different colours of Poppies and what do they mean. Create a handprint poppy wreath allowing pupils to choose their colour of poppy. 	Creating a Christmas performance as a class. Begin to learn the signs to the school Christmas Song. Underneath the Christmas Tree. ·**DM – EA –** Show attention to sounds and music.. Move and Dance to Music. Sing entire song. ·**DM – CLL** - Copy Gestures and Words. Understands simple instructions.	Creating a Christmas performance as a class. Begin to learn the signs to the school Christmas Song. Underneath the Christmas Tree. ·**DM – EA –** Show attention to sounds and music.. Move and Dance to Music. Sing entire song. ·**DM – CLL** - Copy Gestures and Words. Understands simple instructions.	·**DM – UW –** Talk about members of their family. ·**DM – EAD** - Start to make marks intentionally. •Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. •Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Show pupils the three card designs and allow them to make a preference and decide which one they want to create.   	**DM – EAD -** Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Explore the scents first: Cardamon, Cinnamon, star anise, coriander seeds, cloves, juniper berries, thyme and dried orange. Pupils can explore by touching, smelling and looking at the different spices. They then press them into the salt dough to complete their decoration. 	**DM – UW -** Recognise that people have different beliefs and celebrate special times in different ways. **EAD -** Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Discuss the origin of giving gifts recognising some people believe it comes from the three wise men giving gifts to Jesus when he was born and this is why we give gifts to each other at Christmas.	
Outdoor Provision	Maths - Chalking giant triangles. Make triangles using natural resources.	Maths – Water painting with brushes (rectangles),	Maths – Shape trial around the garden.	Maths - Natural object sorting.	Maths Find the shape in the garden.	Maths – Den building. Construction – Make houses with	Maths – Throw beanbags to different shapes.	

	Construction – Make houses with range of building blocks Mud Kitchen – kitchen resources to explore and develop play skills PD – Ride on toys	chalking rectangles Construction – Make houses with range of building blocks Mud Kitchen – kitchen resources to explore and develop play skills PD – Ride on toys	Construction – Make houses with range of building blocks Mud Kitchen – kitchen resources to explore and develop play skills PD – Ride on toys	Construction – Make houses with range of building blocks Mud Kitchen – kitchen resources to explore and develop play skills PD – Ride on toys	Construction – Make houses with range of building blocks Mud Kitchen – kitchen resources to explore and develop play skills PD – Ride on toys	range of building blocks Mud Kitchen – kitchen resources to explore and develop play skills PD – Ride on toys	Construction – Make houses with range of building blocks Mud Kitchen – kitchen resources to explore and develop play skills PD – Ride on toys	
SMSC & BV	SMSC is covered in our early years setting by developing activities and sessions that foster a sense of self-worth, respect for others and an understanding of the world around them. Examples in our early years classes are: Engaging in stories, songs, and activities that have cultural or moral themes, such as celebrating different festivals, Creating a classroom that is inclusive, where different perspectives are welcomed, and children feel safe to express themselves, providing resources that support social and emotional learning, such as books about feelings and using everyday situations, like sharing toys or resolving a playground conflict, as a natural opportunity to discuss and practice social and moral skills. In EYFS we teach children to be resilient, determined, confident, manage risks, make safe choices, knowing when where and how to get help. This teaching underpins the Fundamental British Values.							
Evaluation/Comments (Teacher use)								