



# Thomas Bullock Church of England Primary & Nursery Academy

## Medium Term plan – Autumn 1 - 2026-27 – Arctic & Antarctica classes



### Marvellous Me and the World I live in

| Autumn 1                   | Week 1                                          | Week 2                                                                                                      | Week 3                                                                                                         | Week 4                                                                                                                     | Week 5                                                                                                 | Week 6                                                                       | Week 7                                                                                               | Week 8                                                                                   |
|----------------------------|-------------------------------------------------|-------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
|                            | 2 <sup>nd</sup> – 4 <sup>th</sup> Sept (3 days) | 7 <sup>th</sup> – 11 <sup>th</sup> Sept (transitions 3 sessions)                                            | 14 <sup>th</sup> – 18 <sup>th</sup> Sept                                                                       | 21 <sup>st</sup> – 25 <sup>th</sup> Sept                                                                                   | 28 <sup>th</sup> Sept – 2 <sup>nd</sup> Oct                                                            | 5 <sup>th</sup> – 9 <sup>th</sup> Oct                                        | 12 <sup>th</sup> – 16 <sup>th</sup> Oct                                                              | 19 <sup>th</sup> – 22 <sup>nd</sup> Oct (4 days)                                         |
| Focus Text                 | Home Visits                                     | The Colour Monster                                                                                          | The Colour Monster                                                                                             | Ruby's Worry                                                                                                               | Ruby's Worry                                                                                           | The Little Red Hen                                                           | The Little Red Hen                                                                                   | The Colour of us                                                                         |
| Special Events/assessment  |                                                 | First sessions at school<br>Classroom rules & routines.<br>Making friends                                   | NFER Baseline assessments                                                                                      | NFER Baseline assessments                                                                                                  | WELCOMM S&L assessments – Whole Class                                                                  | WELCOMM S&L assessments – Whole Class                                        | Baseline catch ups Harvest                                                                           | What do I want to be when I grow up? Video for parents                                   |
| RWI Phonics                |                                                 | What's in the box?<br>Environmental sounds<br>Listening walk                                                | Set 1 –<br>Silent Signals<br>Name the pictures<br>listening focus.<br>Initial Entry Assessment                 | whole class<br>Set 1 sounds<br>m a s d t                                                                                   | whole class<br>Set 1 sounds<br>i n p o<br>word time 1:1 @ tables                                       | whole class<br>Set 1 sounds<br>c k u b f<br>word time 1:2 @ tables           | whole class<br>Set 1 sounds<br>e l h r j<br>+ re-assessment for groupings.<br>word time 1:4 @ tables | groups x 3 + independent activity<br>Set 1 sounds<br>v y w x z<br>word time 1:5 @ tables |
| Communication and Language |                                                 | Model talk routines through the day. For example, arriving in school: "Good morning/afternoon how are you?" | Daily circle time: rules, routines, listening games, circle games.<br>Settling in activities<br>Making friends | Circle Games<br>Who am I?<br>Children talking about experiences that are familiar to them<br>What are your goals & dreams? | Circle Games:<br>listening/sign al games e.g. 'Simon Says'.<br>This is me!<br>Rhyming and alliteration | Circle Games;<br>rhymes and songs<br>Alternative endings to favourite rhymes | Circle Games;<br>repetitive rhyme.<br>All about me                                                   | Circle Games: explaining/give reason for effect                                          |



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|                      |  |                                                                                                                                                                                                                         |                                                                                                                                                                                                                 |                                                                                                                                                                                                                           |                                                                                                                                                |                                                                                                                                                            |                                                                                                                                                                                                        |                                                                                                                                                                                                      |
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| Physical Development |  | Managing own personal hygiene.                                                                                                                                                                                          | Whole class snack/lunch times.<br>Managing own personal hygiene.                                                                                                                                                | Dough disco.<br>PE<br>Managing own personal hygiene.                                                                                                                                                                      | Dough disco.<br>PE<br>Fine motor: practise to develop pencil control.                                                                          | Dough disco.<br>PE<br>Fine motor practise to develop pencil control.                                                                                       | Dough disco.<br>PE<br>Fine motor practise to develop pencil control.                                                                                                                                   | Dough disco.<br>PE<br>Fine motor practise to develop pencil control.                                                                                                                                 |
| Literacy (R&W)       |  | Begin to recognise their own name.<br><br>Fine motor practise.<br><br>Give meaning to marks.<br><br>Naming & drawing emotions.<br><br>Joining in with rhymes and showing an interest in stories with repeated refrains. | Recognising own name.<br><br>Fine motor practise.<br><br>Listen to a story with increasing attention.<br><br>Talk about their own experiences.<br><br>Learn classroom vocabulary.<br><br>Mark-make with purpose | Recognising own name.<br><br>Fine motor practise.<br><br>Talk about my family and develop a sense of belonging.<br><br>Retell familiar parts.<br><br>Describe characters.<br><br>Talk about similarities and differences. | Recognising own name.<br><br>Fine motor practise.<br><br>Respond to illustration and share personal narratives.<br><br>Make story predictions. | Giving meaning to the marks made.<br><br>Writing own name.<br><br>Explore characters.<br><br>Sequencing familiar stories using pictures to tell the story. | Giving meaning to the marks made.<br><br>Writing own name.<br><br>Take clues form texts.<br><br>Explore rhyming pairs.<br><br>Engage in extended conversations about stories, learning new vocabulary. | Giving meaning to the marks made.<br><br>Identify initial sounds<br><br>Engage in extended conversations about stories, learning new vocabulary.<br><br>Create a story map.<br><br>Innovate a story. |
| Maths                |  | Getting to know the children and exploring numbers in the environment.                                                                                                                                                  | WR – getting to know you                                                                                                                                                                                        | WR – getting to know you                                                                                                                                                                                                  | WR - Match sort and compare<br><br><i>matching as a</i>                                                                                        | WR - Match sort and compare-<br><br><i>objects can be</i>                                                                                                  | WR - Talk about measure and patterns.<br><br><i>recognise a</i>                                                                                                                                        | WR - Talk about measure and patterns.<br><br><i>recognise a</i>                                                                                                                                      |



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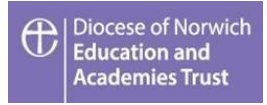
#### Marvellous Me and the World I live in

|                            |  | Introducing routines and establishing classroom norms.                                                                                                                                                                                                              | Teacher assessment and govt. baselines<br>Encouraging positional language during tidy-up time and board games with friends.                                                                                                                                                        | Teacher assessment and govt. baselines                                                                                                                                                                                                                                                   | <i>form of sorting, I-I correspondences.<br/>identify sets of different objects.</i>                                                                                                                                   | <i>introduce 'sorting' by colour, size or shape.<br/>'more' 'fewer' and compare sets.</i>                                                                                                                                                                                          | <i>compared and ordered by size.<br/>'heavy' &amp; 'light' introduce balance scales.<br/>full and empty containers.</i>                                                                                                                                      | <i>pattern as repeated unit.<br/>visual and auditory patterns begin to copy basic AB patterns</i>                                                                                                                                                     |
|----------------------------|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Topic – PSED, UtW, EAD, RE |  | <p><b>PSED</b><br/>Classroom routines and rules.<br/>PolEd – What are Rules?<br/>Who's in our class?</p> <p><b>UtW</b><br/>Discuss families.<br/>Look at photos.<br/>Who is in our family and what are their names?</p> <p><b>EAD</b><br/>Mark making practice.</p> | <p><b>PSED</b><br/>Managing feelings and emotions<br/>Transitions.<br/>Discussion on feelings.<br/>PolEd – What are emotions?<br/>Passport Stamp</p> <p><b>UtW</b><br/>Noticing seasonal changes –<br/>Introduce calendars &amp; weather station<br/><b>RE</b> – Rosh Hashanah</p> | <p><b>PSED</b><br/>Making friendships.<br/>Pol-Ed – How can I be a good friend?</p> <p><b>UtW</b><br/><b>RE</b> enquiry I – Why is the word God so important to Christians?</p> <p><b>EAD</b><br/>Self-portraits.<br/>Artist Ivan Albright<br/>Discuss family and who lives with us.</p> | <p><b>PSED</b><br/>Turn-taking and sharing.</p> <p><b>UtW</b><br/>Features of animals including humans.<br/>Intro to IWB.</p> <p><b>EAD</b><br/>Artist Ivan Albright<br/>Introduce and identify shapes within Art.</p> | <p><b>PSED</b><br/>Turn-taking and sharing.<br/>PolEd – Who are the police and how do they help us?</p> <p><b>UtW</b><br/>Me and my small World –<br/>Identifying our body parts.<br/>Explore different people who help us – Police</p> <p><b>EAD</b><br/>Artist Ivan Albright</p> | <p><b>PSED</b><br/>All about my family.<br/>What makes me special.</p> <p><b>UtW</b><br/>Explore different people who help us –<br/>Doctors, nurses</p> <p><b>EAD</b><br/>Artist Ivan Albright<br/>Drawing circles in places for eyes, face, nose, mouth</p> | <p><b>PSED</b><br/>Respecting difference.</p> <p><b>UtW</b><br/>Explore different people who help us –<br/>Vets<br/>Harvest &amp; Autumn inc. hibernation</p> <p><b>EAD</b><br/>Artist Ivan Albright<br/>Create a final piece of family portrait.</p> |



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|                     |  |                                   |                                                                                                            |                                          |                |                                                                                                                  |                                                                 |                    |
|---------------------|--|-----------------------------------|------------------------------------------------------------------------------------------------------------|------------------------------------------|----------------|------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|--------------------|
|                     |  |                                   | <b>EAD</b><br>Colour mixing.<br>Artist Ivan<br>Albright. Look at<br>work of artist and<br>say what we see. |                                          |                | Practice holding a<br>pencil and mark<br>making.<br>Practice making<br>marks that are<br>similar to the<br>body. | and body.                                                       |                    |
| Outdoor<br>Learning |  | Exploring the<br>areas at school. | Being safe<br>outdoors.                                                                                    | Exploring the<br>outdoor<br>environment. | Listening Walk | Harvest                                                                                                          | 3-2-1 Listen<br>and Recall.<br>Wider<br>outdoor<br>environment. | . Natural patterns |