

F2 Medium Term Plan – Autumn 1 2026

Themes will include: Super Me, Super You

Personal, Social and Emotional Development:

Learning the school rules and routines.

Gaining an awareness of our school values and expectations.

Learning expected behaviour in school.

Making new friends and communicating with both adults and children.

Playing co-operatively, taking it in turns and sharing nicely.

Feelings- what makes us and other people feel happy, sad, excited etc

How do we make others feel eg sharing, being kind, snatching toys, leaving people out? What is right / wrong?

Asking for help and talking about own wants, needs, interests and opinions.

Getting used to their new environment and managing their own needs

How we will help develop these skills in our classroom via adult directed or enhancements in CPA-

- Carpet class discussions
- Small group work
- Collective worship
- Story time sessions with link texts
- Introduction to our school values board and modelling examples
- Discover and do time enhancements - making feelings puppets, sorting the colour monsters emotions, quiet reading area and family photo album, making monsters with different feelings.

Communication and Language:

Lots of time will be spent with adults interacting with children during discover and do time through conversation, role play and storytelling modelling language, extending ideas and asking questions.

Gradually builds up maintaining attention, concentrating and sitting during an appropriate activity for longer periods of time.

Learn and use new vocabulary in different contexts throughout the day

Listen carefully to rhymes and songs, paying attention to how they sound.

Learn rhymes, poems and songs.

Actively engage in story time sessions

Understand how to listen carefully and why listening is important.

Ask questions to find out more and to check they understand what has been said to them.

With the help from adults, find out how things work and why things happen.

Interact with both adults and children and gain confidence in sharing their thoughts, ideas and opinions.

How we will help develop these skills in our classroom via adult directed or enhancements in CPA-

- Small world area – children's free choice of what to use and set up
- All areas of the classroom promote use of C & L eg lego, duplo, role play, block play, investigation station
- Story time / poetry basket sessions
- Class / whole year group collective worship

- Lots of time will be spent with adults interacting with children during discover and do time through conversation, role play and storytelling modelling language, extending ideas and asking questions.

Physical Development:

Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing

Progress towards a more fluent style of moving, with developing control and grace.

Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.

Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

Develop overall body-strength, balance, co-ordination and agility.

How we will help develop these skills in our classroom via adult directed or enhancements in CPA-

- Weekly PE lesson- Getting used to the space and thinking of spacial awareness, travelling in different ways and listening for different commands. Exploring traveling on different body parts. Using beanbags to throw, catch, kick, pat and push. Progressing to balls.
- Use the bikes, scooters, balls, hoops, ropes and balancing equipment in the outdoor classroom.
- Obstacle courses in outdoor classroom
- Climbing wall on playground
- Field Fridays for gross motor large scale movements and play
- In the workshop area daily opportunities to use scissors, paintbrushes and glue spreaders.
- Large scale movements for mark making eg standing up on easel outside, chalks on walls and floors, paint brushes and water, ribbons for shoulder movement / dancing
- Lying down on tummy to draw / write on large paper / whiteboards
- Opportunities to use pencils. pens and crayons in all areas of the classroom to develop pencil grip and control.
- Weekly enhancements for finger gym challenges to develop fine motor control.
- Home corner to have knives, forks and spoons to practise in their play.
- Playdoh / malleable activities

Main focus this half term will be gross and fine motor development for pre writing -

Physical Pre-Writing Foundations

The Ofsted Research Quote *"Physical development is central to children's health and fitness, and provides the foundations for later participation in and enjoyment of physical activity... It supports academic achievement in later childhood... Learning gross motor skills helps children to develop fine motor skills."* — **Ofsted, *Best Start in Life: Part 2***

The EYFS Statutory Framework Quote *"Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control*

and precision helps with hand-eye coordination which is later linked to early literacy."
— **DfE, *Statutory Framework for the EYFS***

The Practical Guidance Quote *"Children need to develop their core strength, balance, and co-ordination first so they have the physical control required to master hand-eye precision and mark-making."* — **DfE, *Development Matters***

Literacy:

Read individual letters by saying the sounds for them.

Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.

Begin to form lower-case letters correctly.

Spell words by identifying the sounds and then writing the sound with letter/s.

Shows an understanding of rhyme.

Enjoy stories and answer questions showing some comprehension of what has been read to them.

Show an awareness and understanding of rhyming words.

How we will help develop these skills in our classroom via adult directed or enhancements in CPA-

- Daily story time to discuss stories, develop comprehension and understanding of books as well as promoting a love for reading.
- Weekly poetry basket sessions
- Reading area – fiction, non fiction and have a go books
- Daily phonics RWI Set one sounds
- Initial sound activities and challenges
- Blending and segmenting opportunities
- Weekly adult focus activities for reading and writing – name writing to be a focus and then attempts at initial sound, cvc and labelling opportunities for writing.
- Children to begin the school reading scheme once ready.
- Drawing club sessions to develop imagination / creativity / vocabulary / encourage mark making / early writing skills

Mathematics:

Count objects, actions and sounds.

Subitise.

Link the number symbol (numeral) with its cardinal number value.

Understand the 'one more than/one less than' relationship between consecutive numbers.

Count beyond ten.

Compare numbers.

Continue, copy and create repeating patterns.

How we will help develop these skills in our classroom via adult directed or enhancements in CPA-

- Daily maths carpet sessions – linked to number of the week
- Daily mastering number sessions
- Opportunities for mathematical exploration / revisit / rehearse during the day eg counting in the line, ordinal numbers, subitising eg what can we see I can see 2 children on the carpet ready etc
- Opportunities for developing these new mathematical skills in all areas of learning in discover and do

- Adults to question / help children to notice / think mathematically in our environment eg subitise / more / less / shape / space
- Jigsaws and games to help with spatial reasoning

Understanding the world:

Talk about members of their immediate family and community.

Name and describe people who are familiar to them.

Comment on images of familiar situations in the past.

Describe what they see, hear and feel whilst outside.

How we will help develop these skills in our classroom via adult directed or enhancements in CPA-

- Carpet discussions about our families and ourselves. How have we ourselves changed? How are our families similar / different?
- Discussions about how we have changed? What is our past and how are we now in the present?
- Learn about the 5 senses and what we use them for. – Feely box for sense of touch, smelling station, taste test, hearing and seeing walk around the school grounds.
- Investigation station activities / exploration
- We will begin to link all of our learning back to our 5 senses or our feelings to help us make sense of the world around us.

Expressive arts and design:

Sing in a group or on their own, increasingly matching the pitch and following the melody.

Develop storylines in their pretend play.

Explore, use and refine a variety of artistic effects to express their ideas and feelings.

Return to and build on their previous learning, refining ideas and developing their ability to represent them.

Create collaboratively, sharing ideas, resources and skills.

How we will help develop these skills in our classroom via adult directed or enhancements in CPA-

- Workshop area for children to design and make during discover and do – there will be enhancements introduce new techniques but then these will be left out for children to use independently to repeat, rehearse and revisit. Children need time to practice and consolidate. Repetition is a good thing.
- Lego, duplo, block play and construction carpet for child initiated construction.
- Large scale construction in the outdoor classroom.
- Observational self portraits.
- Colour mixing challenges.
- Home and school role play areas
- Small world area
- Daily songs / exploration of instruments

Link texts –

School value books

The colour monster goes to school

The colour monster

Everybody feels scared / angry / happy / sad

Slug needs a hug

Ruby's Worry

Families, families, families

The great big book of families

All are welcome

Key Vocabulary

Teamwork Responsibility Respect Creativity Truthfulness

Compassion Perseverance Friendship

Be Safe

Be Respectful

Be Ready

Sharing

Taking it in turns

Senses Sight Hearing Touch Smell Taste

Feelings

Emotions

Angry sad happy worried lonely anxious excited

Unique

Special

Different

Autumn

Seasons

Differences

Similarities

Past

Present

Future