

English – Where the Wild Things Are

- Setting description (describe what can be seen, heard, felt and smelt, use interesting vocabulary to make the description engaging)
- Character description (identify and describe a character's appearance, personality and feelings, use conjunctions to describe why a character is feeling a certain way)
- Retelling a story (identify and use key events from a story, use time conjunctions to sequence events, use story language and vocabulary from the PoR book)

Grammar skills

- Consistently punctuating sentences with capital letters, full stops, question marks and exclamation marks.
- Using expanded noun phrases to describe and specify e.g. the blue butterfly, the man on the moon.

Music – Pulse/beat

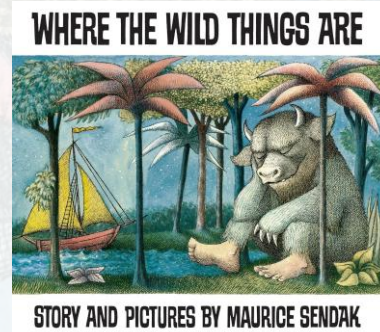
- Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo.
- Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others.
- Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.
- Identify the beat groupings in familiar music that they sing regularly and listen to.

Art – Explore and Draw

- See how some artists explore the world around them to help them find inspiration.
- Explore my local environment (school, home, etc) and collect things which catch my eye.
- Hold an object and make a drawing thinking about the way the object feels.
- Cut out and collage to explore composition

Autumn 1 2026 Medium Term Plan

Our topic is Wild Adventures and Magical Places



RSHE – Be Yourself!

- Identify their own special traits and qualities.
- Identify and name common feelings.
- Select times and situations that make them feel happy.
- Talk about what makes them feel unhappy or cross.
- Explain how change and loss make them feel.
- Understand the importance of sharing their thoughts and feelings.

PE

- Gymnastics (agility, balance, coordination, locomotion, rotation, sequencing, use of apparatus and working together)
- Multi Skills (agility, balance, coordination, locomotion, stabilisation, ball manipulation)

Maths

Place Value

- To recognise the value of tens and ones in a two-digit number and use place value charts.
- To read, write and represent numbers to 100.
- To count confidently to 100, forwards and backwards.
- To compare numbers and quantities.
- To order and sequence numbers.

Addition and Subtraction

- Add and subtract numbers not across and across a 10.
- Understand 10 more and 10 less of a number.
- Compare number sentences.
- Complete missing word problems.

Geography - Maps

- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Science – Animals including Humans

- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
- Working scientifically – Asking simple questions and recognising that they can be answered in different ways.