

2025/26 Autumn Term 1 MTP			Theme: Teddy Bear, Teddy Bear					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<b>Events</b>	Inset Day 1 & 2  <b>Full time 2 days</b>	Full time  <b>Baseline assessments</b>					<b>Assessment week</b>	Teddy Bear's Picnic with parents
<b>Literacy</b>		<b>Text:</b> Where's my Teddy/This is the bear  Name writing in books – Termly assessment (AL)  Learn: Teddy Bear, Teddy Bear turn around	<b>Text:</b> Goldilocks and the 3 Bears – Book talk in small groups (AL)	<b>Text:</b> Goldilocks and the 3 Bears  Name spelling/writing	<b>Text:</b> Whatever Next  Intro helicopter stories  Name spelling/writing	<b>Text:</b> We're going on a bear hunt - book talk  Name spelling/writing  T4W/ Draw Story Map	<b>Text:</b> Bear Hunt  Invites to picnic TBP to parents  Write shopping list  Name spelling/writing  Independent write - assessment	<b>Text:</b> Bear Hunt T4W – Innovate own story map
<b>Phonics</b>	Throughout the term – Phase 1 activities and Nursery Rhymes	Unlocking Letters & Sounds Phase 1 – Aspect 1 & 2	Unlocking Letters & Sounds Phase 1 – Aspect 3 & 4	Unlocking Letters & Sounds Phase 1 – Aspect 5 & 6	Unlocking Letters & Sounds Phase 1 – Aspect 7	Unlocking Letters & Sounds Phase 1 – Recap Aspects 1 - 7	Unlocking Letters & Sounds Phase 1 – Recap Aspects 1 - 7	
		Unlocking Letters & Sounds Phase 2: Lessons 1 – 5: s a t p	ULS Phase 2: Lessons 6 – 10: i n m d	ULS Phase 2: Lessons 11 – 15: g o c k the	ULS Phase 2: Lessons 16 – 20: c k e u r to, into	ULS Phase 2: Lessons 21 – 25: h b f ff no, I	ULS Phase 2: Lessons 26 – 30: l l s s go	

<b>Maths</b>	<p>Oral counting in 1s to 10</p> <p>AL books: finger painting 1-3</p> <p>Anno's Counting Book</p> <p>Day, date, visual timetable, who is here?</p> <p>Sing 1,2,3,4,5 Once I caught a fish..</p>	<p>Number of the week: 1</p> <p>Numicon shape 1</p> <p>Number formation 1</p> <p>Oral counting in 1s to 10</p> <p>*Count sets of 1 – 5 objects when the objects are given to the child.</p> <p>*Use the sentence stem “..., ..., ..., there are ... ..” (e.g. “1, 2, 3, there are 3 cups”) with support.</p>	<p>Number of the week 2</p> <p>Numicon shape 2</p> <p>Number formation 2</p> <p>Oral counting in 1s to 10</p> <p>*Instantly recognise each dice pattern 1 – 6 (without counting the dots).</p>	<p>Number of the week 3</p> <p>Numicon shape 3</p> <p>Number formation 3</p> <p>Oral counting in 1s to 10</p> <p>*Be able to ‘grow’ (put the correct number of fingers up one at a time) and ‘show’ (put the correct number of fingers up in one go without counting), all numbers from 1 – 5 using one hand.</p>	<p>Number of the week 4</p> <p>Numicon shape 4</p> <p>Number formation 4</p> <p>Oral counting in 1s to 10</p> <p>*Quickly make amounts from 1 – 5 on a 5 frame (with counters/ other objects next to each other).</p> <p>*Use the sentence stem: “I can see ... counters and ... spaces” with support.</p>	<p>Number of the week 5</p> <p>Numicon shape 5</p> <p>Number formation 5</p> <p>Oral counting in 1s to 10</p> <p>*Instantly recognise (without counting) how many dots there are on each 5 frame flashcard (with dots/ pictures next to each other).</p>	<p>Recap numbers 1 – 5</p> <p>Numicon shapes 1 - 5</p> <p>Number formation 1-5</p> <p>Oral counting in 1s to 10</p> <p>*Compare numbers from 1 to 5, using the sentence stems: “... is bigger than ...”/ “... is fewer than ...”/ “... is the same as ...” with support.</p>
	Mastering Number assessment		/	Mastering Number – Week 1 Number blocks – Series 1	Mastering Number – Week 3	Mastering Number – Week 4	Mastering Number – Week 5
<b>C&amp;L</b>	<p>Assess children's C&amp;L in Provision and through Baseline Assessment Phase 1 throughout the term.</p> <ul style="list-style-type: none"> <li>- ULS Phase 1 activities</li> <li>- Listen/join in nursery rhymes</li> </ul>	<p>Poetry Basket: Chop Chop/Pointy Hat</p> <p>Read and share Helicopter stories</p> <p>Introduce Nursery Rhymes and continue throughout the term</p>	<p>Poetry Basket: Five Little Pumpkins/ Wise Old Man</p> <p>Read Helicopter stories</p>	<p>Poetry Basket: Falling Apples/ Basket of Apples</p> <p>Introduce Helicopter Stories</p>	<p>Poetry Basket: Leaves are Falling/ Breezy Weather</p> <p>Helicopter Stories</p>	<p>Poetry Basket: Who has seen the wind/Cup of tea</p> <p>Helicopter Stories</p>	<p>Poetry Basket: Mice/Shoes</p> <p>Helicopter Stories</p>

	<ul style="list-style-type: none"> <li>- How to be a good listener – listening walk (AL)</li> <li>- Simon Says, robot talk, mimic me game</li> </ul> BBC Sounds radio/EYFS/Listening skills			Intro library books  3 ways to read a book				
<b>PD – Gross Motor &amp; Health and hygiene</b>	Assess gross motor inc kicking, throwing & catching, climbing (climbing frame), sticky kids in hall  Prepare Big Brush Club equipment and send parent consent forms		Complete PE Autumn T1 – Walking: Lesson 1  Introduce Big Brush Club – health and hygiene	Complete PE Autumn T1 – Walking: Lesson 2	Complete PE Autumn T1 – Walking: Lesson 3  Listening/parachute Games  Bear Hunt Sensory Walk (AL)	Complete PE Autumn T1 – Walking: Lesson 4  Listening/parachute Games  Bear Hunt Dance Opposites – loud/quiet/fast/slow	Complete PE Autumn T1 – Walking: Lesson 5  Listening/parachute Games  Bear Hunt Dance	Complete PE Autumn T1 – Walking: Lesson 6
<b>PD – Fine Motor</b>	Assess FMS - scissors, pencil grip, co-ordination, hand strength			Vertical surfaces Squiggle while you wiggle	Snip/straight line Scissor activity Dough disco	Pattern copying (AL) Dough disco/squiggle	Name writing assessment	Snip/straight line Scissor Activity Dough disco/squiggle
<b>PSED</b>	Introduce behaviour curriculum	Introduce behaviour curriculum	Jigsaw Being me in my world – Piece 1 – Who me  Introduce behaviour curriculum	Jigsaw T1 – Being me in my world – Piece 2 - Emotions How am I feeling today?	Jigsaw T1 – Being me in my world – Piece 3 – Being at School	Jigsaw T1 – Being me in my world – Piece 4 – Gentle Hands	Jigsaw T1 – Being me in my world – Piece 5 – Our rights (school charter)	Jigsaw T1 – Being me in my world – Piece 6 – Our Responsibilities
<b>RE</b>		Who is special to you? What makes us						

		special? Draw a pic of who is special, annotate with comments (AL)						
<b>UTW</b>	Getting to know adults and their roles in school and their school environment		Walk around school – Getting to know adults in our school community and our school areas inside and outside	Making porridge (AL) Sorting natural/not natural objects (AL)	Magnifying glasses/binoculars (AL)	Seasons linked to observational drawing of a tree	Thinking about the church & special places	Making sandwiches for picnic (AL)
<b>EAD</b>	Helping Hands (AL)	Modelling how to use role play and creative area  Colour hunt outside (AL)	Painting and drawing self portraits – sketch books and display	Junk modelling – Modelling how to use recyclable objects and tools	Junk modelling – Modelling how to use recyclable objects and tools	Observational drawing of a tree (seasons) & orientation of paper	Bear Hunt story settings – using different mediums – pastels, chalks, charcoal, crayons, paint, watercolours	Bear collage cutting brown wool/ (AL)
			Charanga – AUT1 Me! Step 1	Charanga – AUT1 Me! Step 2	Charanga – AUT1 Me! Step 3	Charanga – AUT1 Me! Step 4	Charanga – AUT1 Me! Step 5	Charanga – AUT1 Me! Step 6
Learn song 'When Goldilocks went to the house of the bears' to perform at Teddy Bears Picnic – Wk 8								