Richard Bonington Primary and Nursery School
FS1 Medium Term Planning
Autumn 2 2026

Enquiry Question **Talk for Writing Focus**	# What do people celebrate? Mr Wiggle and Mr Waggle (Immersion, imitation, invention)						
Vocabulary	celebration, party, religion, Christmas, Diwali, Remembrance Day, wedding						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Communication and Language	**EYFS progression** **I can shift from one task to another if you get my attention.** **I can look at the person who is speaking 1:1 and at story time.** **I can concentrate for 5 minutes on an activity.** **I can respond to 'what' questions.** **I can start a conversation with a friend / adult.** **I can use core vocabulary to describe my wants and needs.** **I can confidently use sentences with 4 words.**						
Communication and Language **1. Listening, attention, understanding** **2. Speaking**	Listening: Show listening skills at carpet time and in small group sessions. Understanding: Show understanding of taught concepts through practical activity and child-initiated play. Speaking: Develop conversation with friends and adults.						
Phonics – Little Wandle (Phase 2)	S	A	T	P	I	N	M
Maths	**EYFS progression** I can recite number names in sequence to 5 I can use 1:1 to count 3 objects I can join in with mathematical routines (counting how many children/number songs/trying to use my fingers to count etc)						
Maths – WRM **Block 4 - Counting 1** **Block 5 - Counting 2** **Block 6 – Subitising 1** **Block 7 - Pattern 2**	Hear and say number names Join in saying some number names Model saying number names in order Practise saying number names in order Join in stable order counting forwards	Model saying 1,2,3 in play Copy the sequence of 1,2,3 Copy fingers to represent 1,2,3 Begin to count actions Say number names in order	Notice images in books Respond to 'I see 1,2,3' Recognise 'I see 1,2,3'	Copy 'I see 1,2,3' Point to 1,2,3 Recognise 1,2,3 in well-known tales	Join in with repeated actions in songs Join in with repeats in songs and stories Sing some refrains independently	Have a sense of daily routines Say what happens next Make arrangements in art	

	Join in stable order counting backwards	Begin to recognise that anything can be counted					
Understanding the World **EYFS Progression**	**Past and Present** • I can talk about how my family celebrate with pictures as an aid		**People, Culture and Communities** • I can talk about similarities and differences between myself and others • I can name my friends		**Natural World** • I can say what the weather is like outside_ • I can name wild animals tiger, elephant, giraffe, lion, zebra, snake.		
Understanding the World **1. Past and Present** **2. People, Culture and Communities** **3. Natural World**	**What is Diwali?** CBeebies First Festivals program. Recap main points at the end.	**Who are Rama and Sita?** Read Rama and Sita story. Discuss characters and plot.	**Who are the important people at a wedding?** Check children's understanding of vocab, bride, groom, bridesmaid, flower girl, best man, usher, ring bearer.	**What happens at a wedding?** Children's own experiences of going to a wedding? Watch Woolly and Tig wedding episode.	**What are your Christmas traditions?** What do you do with your family to get ready for Christmas (visit Santa, Christmas decs, make a list).	**What are your Christmas traditions?** What are children looking forward to? What do they do in their house on Christmas Day?	**What are your Christmas traditions?** What have you asked Santa for? What gifts are you giving?
Natural World **Forest School**	Sessions led by Mrs Gaunt this half-term Week 1 – Leaves Week 2 – Apples Week 3 – Planting and bug hunting Week 4 – Teddy Bears Picnic Week 5-7 – Nativity story and Christmas						
Expressive Art and Design	**EYFS progression** • I access the role play areas and use resources purposefully • I can explore the instruments and talk about the different sounds they make. • I can use a glue stick independently • I can describe the texture of things						
Expressive Art and Design 1. **Creating with Materials** 2. **Being Imaginative and Expressive**	Snip with easy grip scissors Nursery rhymes	Cutting: snipping, learning how to hold scissors correctly, cutting straight lines, snipping playdough Attaching: using glue sticks to attach paper to paper, tear masking tape and Sellotape to attach materials Painting: use paint brushes effectively, rinse after painting, choosing colours Mark making: colouring in using different colours. Sing songs and make music – selections of musical instruments, nursery rhymes.					
EAD ideas linking to topic	Remembrance poppy (easel) Paper plate Diwa lamp	Bunting (colouring) Collage wedding cake	Box modelling wedding cakes (stacking and sticking)	Christmas corridor decorations	Christmas cards Transient Art	Christmas trees with strips of paper, stars and gems.	Winter patterns

Physical Development	**EYFS Progression** • I can use large tweezers to transport objects from one place to another • I'm accessing mark making opportunities independently • I can balance along a low beam (even with sideways feet) • I can avoid obstacles when running/show some special awareness • I can walk up and downstairs- not feeling nervous/holding anyone's hand						
Physical Development **1. Gross motor** **2. Fine Motor**	Fine motor opportunities. Mark making – encouragement and guidance for holding a pencil. Obstacle courses outside. Safety at playtime. Show more confidence on staircase.	Fine motor opportunities. Mark making – encouragement and guidance for holding a pencil. Obstacle courses outside. Safety at playtime. Use different stairs confidently (playground, inside, block steps)	Fine motor opportunities. Mark making – encouragement and guidance for holding a pencil. Obstacle courses outside. Safety at playtime. Use different stairs confidently (playground, inside, block steps)	Fine motor opportunities. Mark making – encouragement and guidance for holding a pencil. Obstacle courses outside. Safety at playtime. Use different stairs confidently (playground, inside, block steps)	Fine motor opportunities. Mark making – encouragement and guidance for holding a pencil. Obstacle courses outside. Safety at playtime. Use different stairs confidently (playground, inside, block steps)	Fine motor opportunities. Mark making – encouragement and guidance for holding a pencil. Obstacle courses outside. Safety at playtime. Use different stairs confidently (playground, inside, block steps)	Fine motor opportunities. Mark making – encouragement and guidance for holding a pencil. Obstacle courses outside. Safety at playtime. Use different stairs confidently (playground, inside, block steps)
Funky Fingers	Mosaic boards	Numicon, tweezers and small objects	Threading pasta onto pipe cleaners to make wedding jewellery	Tennis balls and buttons (Slit tennis ball – children squeeze open and put buttons inside).	Gingerbread men – felt outlines with decorations	Children add pom poms to the light string to 'make the fairly lights switch on'.	Christmas tree outline – children use a small paintbrush to brush the pine needles into the Christmas tree outline
Personal, Social and Emotional	**EYFS Progression** • I join in at larger group times (answer questions/talk during circle time) • I enter nursery confidently and happily wait for my carers at the end of the day • I am willing to have a go at a range of activities when encouraged • I can follow the nursery rules (with verbal reminders) • I can be friendly towards other children • I can role play using my own experiences (home corner/office/role play area)						
Personal, Social and Emotional (SCARF) **1. Self-regulation** **2. Managing Self** **3. Building Relationships** **plus I'm Special (SCARF unit)**	Engage in adult-led activities. Understand routine and know what to do at different times of the day. Have a group of friends who you seek out.	Engage in adult-led activities. Understand routine and know what to do at different times of the day. Have a group of friends who you seek out.	Engage in adult-led activities. Understand routine and know what to do at different times of the day. Have a group of friends who you seek out.	Engage in adult-led activities. Understand routine and know what to do at different times of the day. Have a group of friends who you seek out.	Engage in adult-led activities. Understand routine and know what to do at different times of the day. Have a group of friends who you seek out.	Engage in adult-led activities. Understand routine and know what to do at different times of the day. Have a group of friends who you seek out.	Engage in adult-led activities. Understand routine and know what to do at different times of the day. Have a group of friends who you seek out.

	Show a range of role play experiences.	Show a range of role play experiences.	Show a range of role play experiences.	Show a range of role play experiences.	Show a range of role play experiences.	Show a range of role play experiences. Cope with changes in routine (Christmas activities). Perform in front of an audience.	Show a range of role play experiences. Cope with changes in routine (Christmas activities). Perform in front of an audience.