Medium Term Plan
Term 2 2025-2026

Term: 2 Teacher: Miss Bellerby, Miss Bonvini					Christmas, Nativity, Halloween				
Area	**Area**	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**	
Personal Social & Emotional	***Self-regulation***	Shows more awareness of the feelings of others	Is able to adapt behaviour to changes in familiar routine.	Is able to adapt behaviour to changes in familiar routine.	Is able to adapt behaviour to changes in familiar routine.	Is able to take turns, accepts the needs of others and is aware of the consequences of their actions.	Is able to take turns, accepts the needs of others and is aware of the consequences of their actions.	Is able to take turns, accepts the needs of others and is aware of the consequences of their actions	
	Managing self	To be able to see themselves as a valuable individual. *PSHE Story sessions: Handmade with love*	To be able to see themselves as a valuable individual *PSHE* *Anti-bullying week: Choose respect*	To know the school rules and be able to talk about how they help to keep them happy and safe. *PSHE* *Ten* ten: I Am Me	To know the school rules and be able to talk about how they help to keep them happy and safe. *PSHE* Ten ten: Heads, Shoulders, Knees and Toes	Demonstrates a range of emotions and starting to manage these with adult support. *PSHE* Ten ten: Ready Teddy?	Can manage self-care and dressing routines with increasing proficiency. *Dressing for outdoor weather independently*	Can manage self-care and dressing routines with increasing proficiency *Dressing for outdoor weather independently*	
	Building relationships	Will willingly approach others to play.	Will willingly approach others to play.	Can play in a group with friends suggesting ideas. Can initiate an interaction with other children.	Can play in a group with friends suggesting ideas. Can initiate an interaction with other children.	Has a good relationship with peers and familiar adults.	Has a good relationship with peers and familiar adults.	Has a good relationship with peers and familiar adults.	
Communication & Language	***Listening & Attention***	Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time.	Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time.	Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time.	Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time.	Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time.	Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time.	Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time.	
	Understanding	Responds to simple instructions.	Responds to simple instructions.	Responds to simple instructions.	Learn new vocabulary. *Christmas instruments.*	Learn new vocabulary. *Christmas history.*	Learn new vocabulary. *Christmas history.*	Learn new vocabulary. *Christmas.*	

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	Speaking	Introducing themselves.	Describe events that have already happened.	Describe events that have already happened. .	Describe events that have already happened.	Describe events that have already happened.	Describe events that have already happened.	Describe events that have already happened.	
Physical Development	***Gross Motor***	PE Hub **Gymnastics Unit 1**	PE Hub **Gymnastics Unit 1**	PE Hub **Gymnastics Unit 1**	PE Hub **Gymnastics Unit 1**	PE Hub **Gymnastics Unit 1**	PE Hub **Gymnastics Unit 1**	PE Hub **Gymnastics Unit 1**	
	Fine Motor	Using pincer grip. *Finger Gym*	Using pincer grip. *Finger Gym*	Using resources that require twisting, turning and rotating. *Finger Gym*	Able to use resources that require twisting, turning and rotating. *Finger Gym*	Building strength. *Dough Disco*	Building strength. *Dough Disco*	Building strength. *Dough Disco*.	
Literacy	***Comprehension***	Phase 2 phonics: Little Wandle Hub: ff ll ss j Plus tricky words: *put* pull* full* as*	Phase 2 phonics: Little Wandle Hub: v w x y Plus tricky words: *and has his her*	Phase 2 phonics: Little Wandle Hub: z zz qu words with s /s/ added at the end (hats sits) Plus tricky words: *go no to into*	Phase 2 phonics: Little Wandle Hub: sh th ng nk Plus tricky words: *she push* he of*	Phase 2 phonics: Little Wandle Hub: Revision	Phase 2 phonics: Phase 2 phonics: Little Wandle Hub: Revision Little Wandle Hub: Assessment	Phase 2 phonics: Little Wandle Hub: Revision	
	Word Reading	Hears and says initial sounds in words.	Hears and says initial sounds in words.	Linking sounds to segment and blend CVC words.	Linking sounds to segment and blend CVC words.	Linking sounds to segment and blend CVC words.	Linking sounds to segment and blend CVC words.	Linking sounds to segment and blend CVC words.	
	Writing	Revision: Pencil grip/known sounds CVC words Letter revision Independent cvc word writing	Revision: Pencil grip/known sounds CVC words Talk for Writing - The Gingerbread man	Revision: Pencil grip/known sounds CVC words Talk for Writing - The Gingerbread man	CVC words Talk for Writing – 5 Sentence stories	Talk for Writing: The Nativity	Talk for Writing: The Nativity	Christmas List writing	
Mathematics	***Number***	Links numerals with amounts up to 5 and maybe beyond. **SSM** - identify and name circles and triangles.	Links numerals with amounts up to 5 and maybe beyond. **SSM** - compare circles and triangles	Links numerals with amounts up to 5 and maybe beyond. **SSM** - shapes in the environment.	Links numerals with amounts up to 5 and maybe beyond. **SSM** - describe positions	Links numerals with amounts up to 5 and maybe beyond. beyond 20. **SSM** - identify and name shapes with 4 sides.	Links numerals with amounts up to 5 and maybe beyond. **SSM** - identify and name shapes with 4 sides.	Assessment and review	

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	Numerical patterns	When combining materials knows how to change an amount (size, number) if something is added or taken away. Is able to anticipate which amount will be next in the context of one more/one less number songs/ rhymes.	When combining materials knows how to change an amount (size, number) if something is added or taken away. Is able to anticipate which amount will be next in the context of one more/one less number songs/ rhymes.	Make patterns with varying rules (including AB, ABB and ABBC) and objects and invite children to continue the pattern	Make patterns with varying rules (including AB, ABB and ABBC) and objects and invite children to continue the pattern	Uses everyday language to recreate and describe patterns in nature or urban environments	Uses everyday language to recreate and describe patterns in nature or urban environments	Uses everyday language to recreate and describe patterns in nature or urban environments.	
Understanding the world	***People, culture and communities.***	Can talk about festivals and celebrations that are marked within their own culture. *Bonfire Night* RE: God loves us, and we are part of a family.	Can talk about festivals and celebrations that are marked within their own culture. *Remembrance day.* RE: We enter God's family, the Church, through baptism.	Have a growing awareness of their own uniqueness and differences of other families. RE: Story of Aaron (Genesis 1:31) Human dignity CST	Draw information from a simple map RE: God sent Jesus to love us all. The Annunciation	Understand that some places are special to members of their community. Our church *Link to Christmas celebrations* RE*:* The Nativity Advent	Recognise some similarities and differences between life in this country and life in other countries *Link to Christmas celebrations* *RE:* Advent RE*:* The Shepherds	Recognise some similarities and differences between life in this country and life in other countries *Link to Christmas celebrations* RE*:*	
	The Natural World.	Understand the effect of changing seasons on the natural world around them.	Understand the effect of changing seasons on the natural world around them.	Understand the effect of changing seasons on the natural world around them.	Explore the natural world around them.	Responds to experiences and explorations of why things happen and how things work in the natural world.	Responds to experiences and explorations of why things happen and how things work in the natural world.	Responds to experiences and explorations of why things happen and how things work in the natural world.	
	Past and Present.	People of the past: Guy Fawkes	People of the past: War veterans	People who help us: Friends, family and school family. Link to Anti-bullying week.	People who help us: Our church family	Christmas of the past	Christmas of the past	Christmas of the past	

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Expressive Arts & Design	***Creating with materials.***	Creations are used in independent play.	Creations are used in independent play.	Demonstrates creativity and imagination, constructs with a purpose in mind using a variety of resources to create models, props and simple stories	Demonstrates creativity and imagination, constructs with a purpose in mind using a variety of resources to create models, props and simple stories *Christmas decorations*	Regularly uses simple tools and techniques competently and appropriately to create something new to express their creativity. *Christmas decorations*	Regularly uses simple tools and techniques competently and appropriately to create something new to express their creativity. *Christmas decorations*	Regularly uses simple tools and techniques competently and appropriately to create something new to express their creativity. *Christmas decorations*	
	Being imaginative and expressive.	Starting to create a dance/own music to support self-expression.	Starting to create a dance/own music to support self-expression.	Starting to create a dance/own music to support self-expression.	Representations and responses show understanding that different music and movements will support the expression of their own ideas.	Engages cooperatively as part of a group to develop and act out a simple storyline and perform songs/ dances and rhymes.	Engages cooperatively as part of a group to develop and act out a simple storyline and perform songs/ dances and rhymes.	Engages cooperatively as part of a group to develop and act out a simple storyline and perform songs/ dances and rhymes.	