



Medium Term Plan
Term 1 2026-2027



Term: 1 Teacher: Miss Bellerby and Miss Bonvini					Focus opportunities: Settling in, school rules and routines, making friends, understanding feelings.				
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 know the school rules and be able to talk about how they help to keep them happy and safe. <i>Create rules for outdoor/indoor area'</i>	To be able to see themselves as a valuable individual <i>Sharing 'memory boxes' all about themselves.</i>	To be able to see themselves as a valuable individual	Demonstrates a range of emotions and starting to manage these with adult support. <i>The Colour Monster: Understanding feelings.</i>	Demonstrates a range of emotions and starting to manage these with adult support. <i>The Colour Monster: Understanding feelings.</i>	Can manage self-care and dressing routines with increasing proficiency. <i>Toileting/clothes changed for outside)</i>	Can manage self-care and dressing routines with increasing proficiency <i>Toileting/clothes changed for outside)</i>	
	Building relationships	Will willingly approach others to play. <i>Adults supporting turn taking</i>	Will willingly approach others to play. <i>Sentence stems – Can I play?</i>	Has a good relationship with peers and familiar adults. <i>Talk for Writing</i>	Has a good relationship with peers and familiar adults. <i>Talk for Writing</i>	Has a good relationship with peers and familiar adults. <i>Talk for Writing</i>	Has a good relationship with peers and familiar adults. <i>Talk for Writing</i>	Has a good relationship with peers and familiar adults. <i>Talk for Writing</i>	



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Communication & Language	Listening & Attention	Listens to stories, songs and rhymes.	Listens to stories, songs and rhymes.	Carpet time expectations. Phase 1: Environmental sounds	Carpet time expectations. Phase 1: Environmental sounds. Anticipates key events and phrases in rhymes and stories. <i>Repeating refrains</i>	Carpet time expectations. Phase 1: Environmental sounds. Anticipates key events and phrases in rhymes and stories. <i>Familiar stories</i>	Carpet time expectations. Phase 1: Environmental sounds Anticipates key events and phrases in rhymes and stories. <i>Nursery rhymes</i>	Carpet time expectations. Phase 1: Environmental sounds Anticipates key events and phrases in rhymes and stories. <i>Clap, rhyme, carpet time</i>	
	Understanding	Responds to simple instructions.	Responds to simple instructions.	Responds to simple instructions.	Listens to others and stories in small groups. Asks simple questions related to the story.	Listens to others and stories in small groups. Asks simple questions related to the story.	Can answer simple questions about themselves.	Can answer simple questions about themselves.	
	Speaking	Introducing themselves.	Describe events that have already happened. <i>'My special box'</i>	Describe events that have already happened. <i>"My special box"</i>	Describe events that have already happened. <i>"My special box"</i>	Describe events that have already happened.	Describe events that have already happened.	Describe events that have already happened.	
Physical Development	Gross Motor	Climbing, walking and moving with confidence.	BEAM	BEAM	BEAM	BEAM	BEAM	BEAM	
	Fine Motor	Using pincer grip.	Using pincer grip. <i>Finger gym</i>	Using resources that require twisting, turning and rotating. <i>Finger gym</i>	Able to use resources that require twisting, turning and rotating. <i>Finger gym</i>	Building strength. <i>Finger gym</i>	Building strength. <i>Finger gym</i>	Building strength. <i>Finger gym</i>	
Literacy <i>Develop vocabulary using 'Word of the Day' resources.</i>	Comprehension	Recognising familiar signs and labels, and their own name coat peg/tray labels/ self-register	Introduction to Phase 2 phonics: Little Wandle Hub S A T	Introduction to Phase 2 phonics: Little Wandle Hub P I N M D	Introduction to Phase 2 phonics: Little Wandle Hub G O C K Tricky word - is	Introduction to Phase 2 phonics: Little Wandle Hub C K E U R Tricky word- I	Introduction to Phase 2 phonics: Little Wandle Hub H B F L Tricky word - the	Introduction to Phase 2 phonics: Little Wandle Hub Assessment week	



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	Word Reading	Knows how to handle books. Plays with rhyming words, alliteration and hears and says some letter sounds.	Knows how to handle books. Plays with rhyming words, alliteration and hears and says some letter sounds.	Hears and says initial sounds in words.	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.	
	Writing	Baseline Assessments	Baseline Assessments	Mark making shows variation in shape and form.	Mark making shows variation in shape and form.	Ascribes meaning to the 'other' marks they make.	T4W	T4W	
Mathematics	Number	Recognises some numerals of personal significance and talks about numbers in the everyday environment.	Recognises some numerals of personal significance and talks about numbers in the everyday environment. <i>Birthday display</i>	White Rose maths <i>'Talk about measure and patterns'</i>	White Rose maths <i>'Talk about measure and patterns'</i>	Mastering Number <i>'Match, sort and compare'</i>	Mastering Number <i>'Match, sort and compare'</i>	Mastering Number <i>'Match, sort and compare'</i>	
	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.	Identifies groups of objects that have more or less than and the same.	Identifies groups of objects that have more or less than and the same.	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. <i>Learning Sign of the Cross</i>	Talk about their family. <i>Family pictures/ show and tell</i>	Have a growing awareness of their own uniqueness and differences of other families.	Have a growing awareness of their own uniqueness and differences of other families.	Have a growing awareness of their own uniqueness and differences of other families.	Similarities and differences between families.	Similarities and differences between families.	



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	<i>The Natural World.</i>	Looks closely at similarities, differences, patterns and change in own environment and that of others	Looks closely at similarities, differences, patterns and change in own environment and that of others	Looks closely at similarities, differences, patterns and change in own environment and that of others	Looks closely at similarities, differences, patterns and change in own environment and that of others	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.	
	<i>Past and Present.</i>	People who help us: Family and friends	People who help us: Family and friends	People who help us: Family and friends	People who help us: Our School family	People who help us: Our School family	People who help us: Our School family	People who help us: 'Our community'	
Expressive Arts & Design	<i>Creating with materials.</i>	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	Regularly uses simple tools and techniques competently and appropriately to create something new to express their creativity.	Regularly uses simple tools and techniques competently and appropriately to create something new to express their creativity.	Introduces a simple storyline into their play.	
	<i>Being imaginative and expressive.</i>	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.	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.	