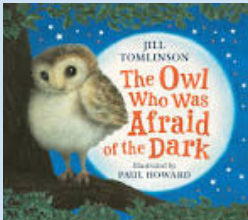
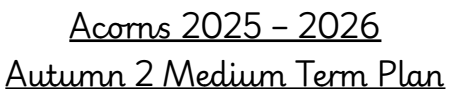


Acorns 2025 – 2026
Autumn 2 Medium Term Plan

Autumn 2	Week 1 05.11 Book Breakfast Bonfire Night	Week 2 Remembrance 11.11 Odd Sock Day 12.11 WNW Performance 14.11 Children in Need	Week 3 21.11 Whole School Forest Afternoon	Week 4	Week 5 04.12 Friends of FOG Present Swap	Week 6 09.12 Church Service 11.12 Christmas Fair	Week 7 15.12.25 Post letters to santa
Topic	Starry Night/Sparkle and Shine						
Phonics	Read Write Inc Teaching Set 1 Speed Sounds lessons	Read Write Inc Teaching Set 1 Speed Sounds lessons Poppies	Read Write Inc Teaching Set 1 Speed Sounds lessons	Read Write Inc Teaching Set 1 Speed Sounds lessons	Read Write Inc Teaching Set 1 Speed Sounds lessons	Read Write Inc Teaching Set 1 Speed Sounds lessons	Read Write Inc Teaching Set 1 Speed Sounds lessons

Literacy C&L	<p><u>Book of the Week:</u> The Bonfire Dance by Christopher Stokes</p>  <p><u>Key vocabulary:</u></p> <ul style="list-style-type: none">• Bonfire• crackle• change• cosy• exploded• fireworks• braved• ablaze	<p><u>Book of the Week:</u> Owl Babies by Martin Waddell</p>  <p><u>Key vocabulary:</u></p> <ul style="list-style-type: none">• nocturnal• diurnal• tree trunk• hunting	<p><u>Book of the Week:</u> The King Who Was Afraid Of The Dark by Emily Haworth-Booth</p>  <p><u>Learning objective</u> <u>Key vocabulary:</u></p> <ul style="list-style-type: none">• glare• distraction• panic• rushed• majesty	<p><u>Book of the Week:</u> Where Do Animals Go In Winter? by Katie Daynes</p>  <p><u>Key vocabulary:</u></p> <ul style="list-style-type: none">• migrate• protect• travel• freezes• sheltering• travel	<p><u>Book of the Week:</u> Stick Man by Julia Donaldson</p>  <p><u>Key vocabulary:</u></p> <ul style="list-style-type: none">• twirl• tumbling• shove• weary• chuckle• deserted	<p><u>Book of the Week:</u> All Through the Night by Polly Faber</p>  <p><u>Key vocabulary:</u></p> <ul style="list-style-type: none">• Ambulance• problems• quickly• neighbourhood• helping	<p><u>Book of the Week:</u> Santa's Coming To York by Steve Smallman</p>  <p><u>Key vocabulary</u></p> <ul style="list-style-type: none">• weary• laughter• sleepy• delighted
Literacy TTS							

Wellcomm	Positional language In front/behind	positional language on top/below	concept of after	est words	concept of either	concept - will	consolidation
Maths	<u>White Rose Maths</u> Circles and triangles <ul style="list-style-type: none"> Identify and name circles and triangles Compare circles and triangles 	<u>White Rose Maths</u> 1,2,3,4,5 <ul style="list-style-type: none"> Find 4 and 5 Subitise 4 and 5 	<u>White Rose Maths</u> 1,2,3,4,5 <ul style="list-style-type: none"> Represent 4 and 5 1 more 1 Less 	<u>White Rose Maths</u> 1,2,3,4,5 <ul style="list-style-type: none"> Composition of 4 and 5 	<u>White Rose Maths</u> 1,2,3,4,5 <ul style="list-style-type: none"> Composition of 1-5 	<u>White Rose Maths</u> Shapes with 4 sides <ul style="list-style-type: none"> Identify and name shapes with 4 sides Combine shapes with 4 sides 	<u>White Rose Maths</u> Shapes with 4 sides <ul style="list-style-type: none"> Shapes in the environment My day and night
Key Vocabulary: subitise, represent, 1 more, 1 less, composition, altogether, how many, 5 frame, part, whole, part-part-whole, sides, shapes, one, two, three, four, five, day, night							
PSED	<u>Jigsaw</u> Session 1: What am I good at? LO: I can identify something I am good at and understand everyone is good at different things	<u>Jigsaw</u> Session 2: I'm Special, I'm Me! LO: I understand that being different makes us all special	<u>Jigsaw</u> Session 3: Families LO: I know we are all different but the same in some ways	<u>Jigsaw</u> Session 4: Houses and Homes LO: I can tell you why I think my home is special to me	<u>Jigsaw</u> Session 5: Making Friends LO: I can tell you how to be a kind friend	<u>Jigsaw</u> Session 6: Standing up for Yourself LO: I know which words to use to stand up for myself when someone says or does something unkind	<u>Jigsaw</u> Consolidation



Autumn 2 Medium Term Plan

<p>Key Vocabulary: different, special, friends, similar, family, frightened, unique, proud, same</p>							
R.E	Why do Christians perform nativity plays at Christmas?	Why do Christians perform nativity plays at Christmas?	Why do Christians perform nativity plays at Christmas?	Why do Christians perform nativity plays at Christmas?	Why do Christians perform nativity plays at Christmas?	Why do Christians perform nativity plays at Christmas?	Why do Christians perform nativity plays at Christmas?
	To know that we were all once babies	To know different stories of Jesus	To know who was important in the nativity	To act out the birth of Jesus	To know the importance of the shepherds	To know the importance of the wise men	To perform the nativity to parents/ carers
<p>Key Vocabulary: Jesus, Mary, Joseph, nativity, bible, baby, God, church, performing, birth, shepherds, wise men, angels</p>							

UTW	<p>Skill</p> <ul style="list-style-type: none"> • Learn about festivals of light (Diwali, Hanukkah, Christmas, Bonfire Night). • Talk about past events such as birthdays or celebrations. <p>Prompts What happens on Bonfire Night?</p> <p>Why do people have bonfires and fireworks?</p> <p>What colours and shapes can you see in the sky?</p> <p>Do people in other places have celebrations with lights?</p> <p>Knowledge</p> <ul style="list-style-type: none"> • People celebrate in 	<p>Skill</p> <ul style="list-style-type: none"> • Use new vocabulary accurately (“nocturnal”, “habitat”). • Explain differences between animals and environments. <p>Prompts What does nocturnal mean?</p> <p>Can you name an animal that is nocturnal?</p> <p>What does the word habitat mean?</p> <p>Where does a fox/bat/owl live?</p> <p>What kind of place is a good habitat for a hedgehog?</p> <p>Why does this animal sleep in the daytime?</p>	<p>Skill</p> <ul style="list-style-type: none"> • Explain how people’s lives have changed (e.g. light sources). • Explore light sources (torches, lamps, candles) and shadows. <p>Prompts What do we use to help us see when it’s dark?</p> <p>What kinds of lights do we have at home?</p> <p>What do you think people used before we had electricity?</p> <p>Have you ever seen a candle or a lantern being used for light?</p> <p>How is a candle different from a torch or a lamp?</p>	<p>Skill</p> <ul style="list-style-type: none"> • Observe the difference between day and night. <p>Prompts What can you see in the sky during the day?</p> <p>What can you see in the sky at night?</p> <p>What happens to the sky when it gets dark?</p> <p>What colours do you notice in the sky in the morning and at night?</p> <p>Why do you think the sun comes out in the day and the moon comes out at night?</p> <p>Why does it get dark at night?</p>	<p>Skill</p> <ul style="list-style-type: none"> • Notice changes in the weather (Autumn–Winter). <p>Prompts What is the weather like today?</p> <p>How is the weather different from yesterday?</p> <p>What is the sky like today (sunny, cloudy, grey)?</p> <p>Why do you think it gets colder as winter comes?</p> <p>Why do leaves fall off the trees in autumn?</p> <p>Why do we wear coats, hats, and gloves in winter?</p>	<p>Skill</p> <ul style="list-style-type: none"> • Discuss roles of night workers and why they are important. <p>Prompts Who works at night?</p> <p>Can you name any jobs that happen while we are asleep?</p> <p>What do a police officer, nurse, doctor, firefighter, or delivery driver do at night?</p> <p>Why do we need people to work at night?</p> <p>What would happen if no one worked at night?</p> <p>Knowledge</p>	<p>Skill</p> <ul style="list-style-type: none"> • Learn about festivals of light (Diwali, Hanukkah, Christmas, Bonfire Night). • Talk about how families celebrate special times differently. <p>Prompts What is Hanukkah?</p> <p>What do people do during Hanukkah?</p> <p>What special things do people use for Hanukkah (candles, menorah, dreidel)?</p> <p>Why do people light candles during Hanukkah?</p> <p>How do you think people feel when they celebrate Hanukkah?</p> <p>Knowledge</p>
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[illegible]

Expressive Arts and Design – in provision	<u>DT</u> Lesson 4 - Fine motor skills. LO: To learn how to use a knife safely.	<u>Art</u> Lesson 4 - Observational pencil drawings. LO: To explore mark making using pencil.	<u>DT</u> Lesson 5 - Making soup. LO: To safely use tools to prepare ingredients.	<u>Art</u> Lesson 5 - Drawing faces. LO: To create simple observational drawings.	<u>Artist of the half term</u>	<u>Art</u> Lesson 6 - Drawing faces in colour. LO: Use a variety of colours and materials to create a self portrait.	<u>DT</u> Making christmas decorations
	Key Vocabulary: drawing, mark making, observational, pencils, picture, self-portrait, artist, colours, observe, oil pastels, wax crayon, paint, safely, knife, blade, sharp, tool, edge, handle, chop, slice, cut, blender, chopping board, creamy, sweet, sour,						
	Artist of the half term: Vincent van Gogh 