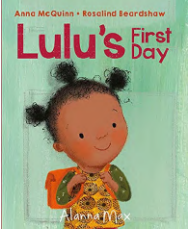







Conkers 2025 – 2026
Autumn 1 Medium Term Plan

Autumn 1 Dates and Enrichment	Week 1 Welcomm Assessments	Week 2 Roald Dahl Story Day	Week 3	Week 4	Week 5 Firefighter visit National Poetry Day Black History Month	Week 6 Nurse Visit	Week 7 Phonics Assessments Local Area Walk	Week 8 Hygienist Visit
Topic	Me and My Community							
Phonics & Early Writing	Explore the environment	Environmental sounds Pen Disco Mark Making	Instrumental sounds Pen Disco Mark Making	Rhythm & Rhyme Pen Disco Mark Making	Body percussion Pen Disco Mark Making	Voice Sounds Pen Disco Mark Making	Alliteration Pen Disco Mark Making	Consolidation Pen Disco Mark Making
Well-Comm	Wellcomm focuses will be added here after children's assessments have been completed.							

Key books	<p><u>Sharing a Story</u> <u>Core Text:</u> Lulu's First Day</p>  <p><u>Learning Objectives:</u> Anticipate, where appropriate, key events in the story Use and understand recently introduced vocabulary during discussions about stories and during role-play</p>	<p><u>Sharing a Story</u> <u>Core Text:</u> Only One You</p>  <p><u>Learning Objectives:</u> Anticipate, where appropriate, key events in the story Use and understand recently introduced vocabulary during discussions about stories and during role-play <u>Key vocabulary:</u> Crowd</p>	<p><u>Sharing a Story</u> <u>Core Text:</u> Brown Bear, Brown Bear</p>  <p><u>Learning Objectives:</u> Anticipate, where appropriate, key events in the story Use and understand recently introduced vocabulary during discussions about stories and during role-play</p>	<p><u>Sharing a Story</u> <u>Core Text:</u> We are Family</p>  <p><u>Learning Objectives:</u> Anticipate, where appropriate, key events in the story Use and understand recently introduced vocabulary during discussions about stories and during role-play <u>Key vocabulary:</u></p>	<p><u>Sharing a Story</u> <u>Core Text:</u> Wow! Said the Owl</p>  <p><u>Learning Objectives:</u> Anticipate, where appropriate, key events in the story Use and understand recently introduced vocabulary during discussions about stories and during role-play <u>Key vocabulary:</u> Owl</p>	<p><u>Sharing a Story</u> <u>Core Text:</u> The Colour of Us</p>  <p><u>Learning Objectives:</u> Anticipate, where appropriate, key events in the story Use and understand recently introduced vocabulary during discussions about stories and during role-play <u>Key vocabulary:</u></p>	<p><u>Sharing a Story</u> <u>Core Text:</u> Leaf Man</p>  <p><u>Learning Objectives:</u> Anticipate, where appropriate, key events in the story Use and understand recently introduced vocabulary during discussions about stories and during role-play <u>Key vocabulary:</u> Yesterday Blows</p>	<p><u>Sharing a Story</u> <u>Core Text:</u> Pumpkin Soup</p>  <p><u>Learning Objectives:</u> Anticipate, where appropriate, key events in the story Use and understand recently introduced vocabulary during discussions about stories and during role-play <u>Key vocabulary</u> Cabin</p>
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	<u>Key vocabulary:</u> Choose Grown ups Snack time Huge Join in Circle time Exhausting	Listen Quiet Excited	<u>Key vocabulary:</u> What? Teacher	Crowd Quiet Listen Excited	Night Day Eyes Up Down	Cinnamon Spice Flipping Delicious	River Home	Squirrel Salt Stir Pumpkin Soup
Maths	Explore our resources	Explore and build with shapes and objects	Explore repeats	Hear and say number names	Begin to order number names	I see 1,2,3	Join in with repeats	Consolidate
Key Vocabulary: More, fewer, pattern, repeat, again, same, numbers, count, show								
PSED	Introduce behaviour chart and revisit daily	<u>Jigsaw</u> Being Me In My World Session 1: Who...Me?	<u>Jigsaw</u> Being Me In My World Session 2: How Am I Feeling Today?	<u>Jigsaw</u> Being Me In My World Session 3: Being At School	<u>Jigsaw</u> Being Me In My World Session 4: Gentle Hands	<u>Jigsaw</u> Being Me In My World Session 5: Our Rights: School Charter	<u>Jigsaw</u> Being Me In My World Session 6: Our Responsibilities	<u>Jigsaw</u> Consolidation from the half term
Key Vocabulary: Taking turns, sharing, happy, sad, nervous, excited, me, I.								

UTW		<p>I am me! <u>Skill:</u> See themselves as a valuable individual and describe themselves in positive terms, talking about their abilities and interests.</p> <p><u>Prompts:</u> What is your full name? How old are you? What is your favourite colour/ animal/ toy? What activities do you like to do out of school? What food do you like to eat?</p> <p><u>Knowledge:</u> I am good at lots of different</p>	<p>What do I see? <u>Skill:</u> Express their ideas and feelings about their experiences using sentences containing four to six words, articulating most sounds and simple words.</p> <p><u>Prompts:</u> Can you tell us who is in your photos? Do these people live in your house with you? Does your family look the same as your friends' family?</p> <p><u>Knowledge:</u> All families are</p>	<p>We are family! <u>Skill:</u> Understand that families are special and are different.</p> <p><u>Prompts:</u> Who lives in your house? Do you have any siblings? Do you have any pets? What does your house look like? What colour is your front door?</p> <p><u>Knowledge:</u> Families are unique. Your Family can look different to other people's families.</p>	<p>People who help us <u>Skill:</u> Show an interest in different occupations and people familiar to them.</p> <p><u>Prompts:</u> Can you think of anyone who helps you? Have you ever been to see a doctor/ nurse/ dentist? Why are bin people and post people important? How do some of these people help to keep us safe?</p> <p><u>Knowledge:</u> There are people in our community who</p>	<p>Portraits <u>Skill:</u> Children will use mirrors to look at themselves and draw a self portrait.</p> <p><u>Prompts:</u> What can you see? What colour is your hair, eyes, skin? Is it the same as your friends or different? What shape is your face? How many eyes, ears, nose, mouths do you have? What are they used for?</p> <p><u>Knowledge:</u> I can talk about what I look like and notice how I am the same or</p>	<p>Autumn Days <u>Skill:</u> Children can give simple descriptions following observation of changes.</p> <p><u>Prompts:</u> What do the leaves sound like when you step on them? What colour are they? Were they a different colour before? What other colours can you see? What are the leaves falling from the trees?</p> <p><u>Knowledge:</u> The weather and some plants and trees change.</p>	<p>Pumpkin Soup <u>Skill:</u> Children will cut up vegetables to make a soup</p> <p><u>Prompts:</u> What vegetable is this? Have you tried it before? What can you see/ smell? How does it feel? How does it taste?</p> <p><u>Knowledge:</u> Vegetables can be cooked or eaten raw. They can be chopped, peeled, sliced and grated. We can blend them to make them into a smooth soup.</p>
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		things and I can like different things to my friends.	different and special. There are lots of special people in our lives.		help us.	different from my friends. Everyone is unique.		
<p style="text-align: center;">Key Vocabulary:</p> <p>Me, I, mine, name, favourite, family, different, same, job, dentist, vet, safe, Season, Autumn, fall, change, soup, seed, skin, soup, peel, chop, grate, raw, cooked, mix</p>								
Art / DT	Explore our resources	<p>Exploring Crayons</p> <p>LO: Use crayons and talk about how they look and feel. What happens if we press lightly? And harder? What if we rub over something using the side of the crayon?</p>	<p>Exploring Felt tips</p> <p>LO: Use felt tips to draw patterns.</p>	<p>Exploring Chalks</p> <p>LO: Use chalks to make controlled large and small marks on paper, on chalk boards and outside on the ground.</p>	<p>Exploring Paints</p> <p>LO: Use paints to make marks - use brushes and fingers/ hands. Talk about how the paint feels on our hands. What happens if we add water to the paint?</p>	<p>Artist of the half term</p>  <p>LO: Look at some work by Picasso. What do they like/ dislike about his work? Can they try to recreate their favourite piece?</p>	<p>Colour mixing with paints</p> <p>LO: Talk about primary colours and investigate what happens when we mix different combinations of these to make secondary colours.</p>	Consolidation
	<p style="text-align: center;">Key Vocabulary:</p> <p>Picasso, artist, crayon, soft, hard, rub, pattern, straight, wavy, small, large, smooth, sticky, print, mix, primary, secondary</p>							

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