

Snowdrop Class Big Question... what makes me...me? Autumn 1 2026							
Baseline week 1 & 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Core text	Elmer	Julian is a mermaid	The Lion inside	Croc and bird	Owl Babies	The little red hen	The rainbow fish
Core rhyme	I Know an Old Lady Who Swallowed a Fly.	Continue 'I Know an Old Lady Who Swallowed a Fly' use pictures to help with the order.					Assess the oral retelling of the core rhyme Children to perform little red hen at the harvest festival
		Heads shoulders knees and toes	My body song	My senses song	Once I caught a fish alive	Little red hen story with actions	
Outdoor Learning	Introduction to the School grounds. Kitchen garden, swamp area, outdoor shed and log circle.	Introduction to the School grounds: Hall, other classrooms, pond, trim trail.	Taking care of resources, putting them away and beginning to understand where and why they are stored that way.	Understanding the visual boundaries and rules of walking to Forest school (Onsite)	Understanding the visual boundaries and rules of walking to Forest school (Onsite)	Understanding the visual boundaries and rules of walking to Forest school (Off site)	Understanding the visual boundaries and rules of walking to Forest school (Off site)
Forest School	Sunflowers – look at the seeds and find other seeds in the grounds	What lives in the pond? Use jam jars to find mini-beasts	Making a den and pretending to be a lion on the rock.	Looking at seeds and making bird feeders	Find out about which animals hibernate, where and how they prepare	Looking at the fields and what grows in them – have corn ears to take apart	Looking for signs of late summer – collecting a rainbow of flowers on a head band or wrist band
Role Play	Home corner Play partner and observe play in the home corner. Model new vocabulary associated (such as teapot, family tree, respect, turn taking)	Observe how children play, extend play through modelling actions, vocabulary and introducing new ideas or concepts. Introduce mermaid dressing up costumes.	Introduce fresh resources depending on interests and needs e.g. washing machine. Bring clothes in to sort according to colour, role play getting dirty and needing help.	Do croc and bird eat the same foods? e.g. different types of food children eat in the homes, different family traditions (please may I leave the table, prayer before eating, jobs after eating)	Owl families, how do they look after each other? Who is scared of the dark? What can we do to make you feel safe?	Resources for bread making, rolling pins, bowls, corn etc. Have recipes for making bread	How can we make a rainbow in the kitchen?
Maths	Baseline	Baseline	White rose	White rose	White rose	White rose	White rose

			Match sort and compare	Match sort and compare	Talk about measure and patterns	Talk about measure and patterns	It's me, 123
Pre school maths	Baseline	Baseline	More than, fewer than, same	Explore and build with shape and objects	Explore repeats	Hear and say number names	Beginning to order number names
Phonics and reading	Baseline	Baseline	Recap of previous early phonics listening skills and rhyme <u>Introduce</u> m, a, s, d	Recap of previous early phonics listening skills and rhyme <u>Introduce</u> t, i, n, p	Recap of previous early phonics listening skills and rhyme <u>Introduce</u> g, o, c, k	Recap of previous early phonics listening skills and rhyme <u>Introduce</u> u, b, f, e	Recap of previous early phonics listening skills and rhyme <u>Introduce</u> l, h, r, j, v
Writing	Baseline	Baseline	Form letters correctly as taught in RWI <u>Writing in provision:</u> Chalks, large paper, whiteboards and pens,	Form letters correctly as taught in RWI <u>Writing in provision:</u> Squirty water bottles, pastels, writing using mini step ladders.	Form letters correctly as taught in RWI <u>Writing in provision:</u> Gloop, playdough with wooden letters to print shape, felt tip pens.	Form letters correctly as taught in RWI <u>Writing in provision:</u> Sound mats with sounds taught so far, sound cards, headed paper with character pictures	Form letters correctly as taught in RWI <u>Writing in Provision</u> Labels, different textured paper e.g. tracing paper, card, coloured, envelopes and post box.
Physical development Gross motor (See separate PE plan)	Baseline (fine)	Baseline (Gross)	Gross motor skills using scarves, soft bean bags and soft balls, bikes and scooters	Gross motor skills using scarves, soft bean bags and soft balls, bikes and scooters	Building using outdoor equipment, crates, planks etc. Sensory path.	Watering cans, watering the garden, wheel barrows, rules with tools, digging, raking, sweeping	Running, skipping, hopping and jumping using a large space to control stop and start safely
Fine motor			Funky fingers, zipping up coats, peg boards and pegs, pencil grip for self registration,	Manipulating playdough, making towers for the lion, using odd blocks	Threading, making repeating patterns, simple sewing	Kneading bread, stirring mixing, grinding. Placing corn on a print out of a hen.	Pattern matching using tweezers for the rainbow fish.

PSHE	Baseline Introduce School rules, kind hands, stop it I don't like it, sand timers	Baseline Talk about how we can solve problems, feelings, self registration.	Who is in my family?	Where do I belong?	What am I good at?	What are my likes? Dislikes?	Who are my friends?
CLL	Baseline	Baseline	Understand how to listen carefully and why listening is important. – Introduce listening opportunities and experiences 1. Worship in classroom 2. Songs of praise in class 3. Listening to daily stories and rhymes 4. Listening during focus carpet time 5. Modelling eye contact, your turn, my turn 6. Not treading on words 7. Go on a listening walk. 8. Circle time to share ideas, thoughts, turn taking				
Cooking			Make play dough Step by step instructions with photos. Once introduce leave the ingredients and equipment for individuals to make on their own. Make Hedgehog bread				