

Snowdrop Class Big Question... Who are the people who help us? Autumn 2 2026							
Baseline week 1 & 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Core text	Mog and the VET	Mog and the Dark	People who help us Police	People who help us Firefighters	People who help us Ambulance	The Christmas Story	The Christmas Story
Core rhyme	Doctor Foster went to Gloucester	Continue 'Doctor Foster went to Gloucester' use pictures to help with the order.					Assess the oral retelling of the core rhyme Children to take part in Nativity and sing songs
		Miss molly had a dolly	The head bones connected to the neck bone	My senses song	Ten little firefighters	Twinkle twinkle little star	
Outdoor Learning	Understanding the visual boundaries and rules of walking to Forest school (On site) Bark rubbing.	Understanding the visual boundaries and rules of walking to Forest school (On site)	Autumn Scavenger hunt	Make art using fallen leaves	Make Mini Dens for Woodland Creatures.	Spotting Evergreen Plants- Holly and Ivy	The weather in winter Winter scavenger Hunts.
Forest School	Can we name some of the trees? Which trees have smooth bark? Which trees have rough bark?	Use blind folds to follow a trail – can your partner guide you safely?	Which trees have seeds? Which trees have berries? Take cuttings from the willow and plant new trees.	Looking at seeds and making bird feeders. Which birds eat seeds? Bird scavenger hunt – hang pictures in trees.	Find out about which animals hibernate, where and how they prepare	Why do people bring evergreens into their home? Can we make a simple decoration?	Set up a water trap to see how much water falls over the Christmas holiday.
Role Play (Ask parents to come and tell us about their jobs)	Vets : Model new vocabulary associated (such as make an appointment, medicine, injection, bandage, receptionist, respect, turn taking)	Vets : Observe how children play, extend play through modelling actions, vocabulary and introducing new ideas or concepts. Introduce xrays and skeletons	Introduce fresh resources depending on interests and needs e.g. Telephone for police, model conversations they might have, make maps to find the	Change to firefighters, have dressing up, posters, keeping safe etc.	Ambulance – boxes for them to create their own vehicles, first aid kit for treating patients, dressings	Nativity – provide costumes for the retelling of the story, change role play area to Bethlehem	Nativity – provide costumes for the retelling of the story

			places they are going to, posters,				
Maths	White rose It's me, 123	White rose Circles and triangles	White rose 12345	White rose 12345	White rose Shapes with 4 sides	Alive in 5	Alive in 5
Pre school maths	Subitising I see 123	Join in with repeats	Explore position and space	Show me 123	Show me 123	Move and label 123	Move and label 123
(depending on previous assessments) Phonics and reading – Keep sh,ch,ck,th,ch, ng,nk – for each session	Recap of previous early phonics listening skills and rhyme m, a, s, d, t,	Recap of previous early phonics listening skills and rhyme i, n, g, o, c, k,	Recap of previous early phonics listening skills and rhyme u, b, f, e, l,	Recap of previous early phonics listening skills and rhyme h, sh, ck, r, j,	Recap of previous early phonics listening skills and rhyme v, y, w, th, z,	Recap of previous early phonics listening skills and rhyme ch, qu, x, ng, nk,	Phonics assessment
Writing	Form letters correctly as taught in RWI <u>Writing in provision: Vets</u> Chalks, large paper, whiteboards and pens, See English plan for Reception writing	Form letters correctly as taught in RWI <u>Writing in provision: Vets</u> Chalks, large paper, whiteboards and pens See English plan for Reception writing,	Form letters correctly as taught in RWI <u>Writing in provision: Police</u> Chalks, large paper, whiteboards and pens, See English plan for Reception writing	Form letters correctly as taught in RWI <u>Writing in provision: Firefighters</u> Squirty water bottles, pastels, writing using mini step ladders. See English plan for Reception writing	Form letters correctly as taught in RWI <u>Writing in provision: Ambulance</u> Gloop, playdough with wooden letters to print shape, felt tip pens. See English plan for Reception writing	Form letters correctly as taught in RWI <u>Writing in provision: Christmas</u> Sound mats with sounds taught so far, sound cards, headed paper with character pictures on. See English plan for Reception writing	Form letters correctly as taught in RWI <u>Writing in Provision: Christmas</u> Labels, different textured paper e.g. tracing paper, Christmas cards, coloured, envelopes and post box. See English plan for Reception writing
Physical development Gross motor (See separate PE plan)	ribbon and scarves: circular up and down side to side up high, above their head down low,	Simon says Star jump, touch your toes, move sideways, jump high etc	Wall push ups	Let's pretend to be a firework › to ride a motorbike › to be a soldier › to be a windmill	Balance partners Find a partner and do hand balances, feet balances, back balances	Balloon volley ball Keep the balloon off the floor for as long as possible	Mirror Poses Copy your partners actions

Fine motor	across their bod figure of eight squiggly line spiral motion Funky fingers, zipping up coats, peg boards and pegs, pencil grip for self registration,	Cutting out Mog puppets	Dot to dots of police	Firefighter – tweezers to rescue animals from the flames	Bandages to wrap limbs of toy animals/ people	Matching games with pom poms – Christmas trees	Cutting out Christmas decorations
Expressive arts and design	Bonfire night Firework pictures – glue, straws and ink, paint splatters Chalks and wax resist paintings	Diwali - make clay diva lanterns	Explore, use and refine a variety of artistic effects to express their ideas and feelings through colour mixing. Mixing on their own to experiment Pictures of police officer	Colour mixing: pictures inspired by fire and fire engines	Colour mixing: Mixing using the input from adults and the colour mixing charts- pictures of people who help us	Mixing materials pictures of evergreen plants using pastels, crayons, paints, collage etc. Making a Bethlehem scene	Making Christmas cards and decorations using clay
Understanding the world	Finding out about occupations e.g. fire fighter, vet, nurse, recycling centre What jobs do people in your family do? Why do we celebrate Bonfire night?	Find out about Diwali. Who celebrates this? Why is it important to Hindus? How do they celebrate?	Understand that some places are special to members of their community. Who is in your family? Who is special to you?	Talk about members of their immediate family and community. What do you do to keep safe? Have you ever seen the doctor?	Exploring belonging at St Briavels School, what changes are happening outside? What is the weather like? How dark is it? How do we keep safe?	Discuss the celebrations that we have in our community. How do we prepare for special times?	Discuss the celebrations that we have in our community. Why do we go to the church? Why is it important for Christians?

Natural world	Look at fallen leaves and their colours and shapes.	Look at xrays of different animals	Past and present Look at old police cars	Skeletons – think about all the different bones inside humans. Make a drawing around each body and draw the bones.	Why is it getting darker earlier? Talk about the earth and its rotation around the sun.	Notice the different evergreen plants – make a display. Why don't they lose their leaves? Past and present Look at old fashioned Christmases – ask parents for photos	Think about why plants have berries. Are they safe to eat? Which animals eat them?
Science		Kapow Light or dark	Kapow float or sink	Kapow Loud or quiet	Kapow Whatever the weather		
RE	See Glos Agreed Syllabus						
PSHE	Who helps me? What do I need help with?	How do I help others? How does it feel to help someone?	Who in my family helps me? How could I help them?	Who in our community helps us?	How can we help others in our community? (making cards for the elderly)	How can we help others in our community? (carol singing and selling old toys to raise money for a children’s charity)	Who do I need to say thank you to? Making thank you cards for people who help me.
CLL	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				Talking time, share our thoughts and feelings throughout the day 1. Snack time model how to complete a sentence using correct grammar 2. Story time ask for predictions, why did the character do that, how would you feel if you were this character 3. ‘Please may I ‘ 4. Tongue twisters 5. Saying excuse me then waiting for the grown up to answer. No patting. 6. Joining in with Christmas songs 7. How do we feel about special times like Bonfire night and Christmas?		
Cooking			Make a soup using winter vegetables – talk about the story of stone soup.				