



Year One/Two planning: Stardust
 School Theme: Fantastic Foundations
 Medium Term Planning - Autumn A 2026/2027
 Literacy theme: What makes something wild?

Week/ Date	<u>Literacy</u>	<u>Numeracy</u>	<u>Topic: Project Work</u> <u>Science/History</u> <u>Geography/Computing</u>	<u>Ongoing Curriculum</u> <u>Art/D&T /Music</u>	<u>Ongoing Curriculum</u> <u>RE/PSHE</u>	<u>Ongoing Curriculum</u> <u>PE</u>
1 31/08- 04/09						
2 07/09- 11/09	<i>Theme Week: Climate Sustainability.</i>	<i>Theme Week: Climate Sustainability.</i>	<i>Theme Week: Climate Sustainability.</i> <i>See separate planning</i>	<i>Theme Week: Climate Sustainability.</i> <i>See separate planning</i>	<i>Theme Week: Climate Sustainability.</i> <i>See separate planning</i>	<i>Theme Week: Climate Sustainability.</i>
3 14/09- 18/09	Where the Wild Things Are.	Place Value within 10	Science - WALT: Identify art work created by Andy Goldsworthy. Introduce Andy Goldsworthy and show the children examples (Links with Art). Discuss natural vs man-made materials. What are the materials like? Children to explore the properties, e.g. strong, soft, hard, etc. of physical items. Explore the school grounds for flowers and leaves that can be used to decorate Andrew Goldsworthy-inspired crowns, children to place their items into a polypocket to create crowns the following day. Science - WALT: Make a King of the Wild things crown inspired by Andy Goldsworthy.	Art - see science Music - Pulse and Rhythm, Kapow Unit 1, lesson1 Cultural Awareness - birthdays WALT: Understand that birthdays are important and can be celebrated differently. Discuss different birthdays within the class, understand birthday parties. Each child to make a birthday card to go into the stock pile so that each child can be given a birthday card on their birthday from PTPK class.	PSHE - Jigsaw - Being Me piece 1 WALT - Feel special and safe in our new class. Rainbow Time Eek	PE - PE Coach PE - Bikes and scooters - multi skills

			Children to create their 'wild' crowns. Children to explain why they used the materials they did and discuss their properties scientifically, pupil voice and photos to be added to keyworker book as evidence. Year 2 and HA Children to write a sentence using scientific terms to describe the decorations on their crown in their topic books. Stick in a photo of each child with their crown on. Once crowns are created take children on a 'Wild Things' walk through the school grounds and finish with a Wild Thing's Picnic.			
4 21/09- 25/09 WELLY WALK WEDS 23RD	Where the Wild Things Are.	Place Value within 10	History - WALT: Learn about Jane Goodall and her work in the jungle. Children will learn about Jane Goodall, a scientist who studied chimpanzees in the African jungle. She spent many years watching how chimpanzees lived and discovered that they use tools, have families, and behave in ways similar to humans. Jane Goodall also teaches people to care for animals, protect rainforests, and help the planet by speaking about climate change and conservation. Children will explore what life in the jungle might be like and compare it to the Wild things island, thinking about their similarities and differences from our own environment. They will discuss how chimpanzees and gorillas are similar to humans by looking at shared features such as hands, faces, emotions, and family groups. For their activity, children will draw (Yr2 and HA will add labels) a backpack of items Jane Goodall would need to work in the jungle, such as binoculars, a notebook, boots, water, or a camera, and complete simple sentences about her work and discoveries. Science - WALT: Identify herbivores, carnivores, and omnivores	Forest School/Art WALT: Make clay faces inspired by Andy Goldsworthy. Firstly, explain the rules of Forest School and show children the flags, fire circle and safety rules. Explain children are going to make clay Wild Things faces. Discuss features needed for models, thinking about making them 'scary.' Children go to the wild area and the field to collect natural materials to use for features. Which materials will be better for creating the features on their sculptures. Link to Andy Goldsworthy. Music - Pulse and Rhythm, Kapow unit 1 lesson 2 WALT: keep a pulse and show a sound pattern using bodies and voices.	PSHE - Jigsaw - Being Me piece 2 WALT - Understand my rights and responsibilities of being a member of my class. RE - Rosh Hashanah WALT - Understand why Rosh Hashanah is important to Jews. Explore Rosh Hashanah, what is it? Who celebrates it? When is it? Why is it important to Jews?- Shofar Craft Roll brown paper or card into a horn shape and decorate. Talk about the sound and meaning of the shofar. Children to eat apple and honey, a favourite treat during Rosh Hashanah.	PE - PE Coach

			Children will learn that animals can be grouped by the type of food they eat. They will be introduced to the scientific words herbivore, carnivore, and omnivore and learn what each one means. A herbivore eats plants, a carnivore eats meat, and an omnivore eats both plants and meat. The class will look at a selection of common animals and discuss what they eat before sorting them into the correct groups. Children will use pictures or toy animals, discussion and simple reasoning to explain their choices. They may compare teeth, food, or habitats to help them decide. During the activity, children will sort animal pictures or toy animals into the three categories and explain their thinking using scientific vocabulary. Take photos and pupil voice for keyworker book as evidence. Vocab: herbivore carnivore omnivore diet animal meat plants sort group			
5 28/09- 02/10	Where the Wild Things Are.	Addition and Subtraction (within 10)	Computing- Technology and my toys WALT: name 3 ways technology has changed our toys. Look at some modern 'technological' versions of 'traditional' toys, e.g. remote- control vehicles, teddy bears that have voice recording inside, virtual pets, virtual musical instruments etc. <i>Do you think technology has made these toys better? Why/How? What toys/technology might Max have in his bedroom?</i> Split class into two groups - one half has some jigsaw puzzles and the other half completes an online puzzle (or there is a huge range of jigsaw puzzle apps for both iPad e.g. Jigsaw Box by Sparkle Apps and Android -	Art: Children to create Andy Goldsworthy inspired leaf art by cutting and sticking different coloured/shaped printed leaves into their scrapbook. Music - Pulse and Rhythm Kapow unit 1 - lesson 3 WALT - Explore using a thinking voice to show the pulse. Cultural Awareness - National Poetry Day (Thursday) Children to look at poems about diversity and equality. Children to discuss how we are all	PSHE - Jigsaw - Being Me piece 3 WALT - Know how to make our classroom a safe and respectful place for everyone. Rainbow Time - take small groups to help build the scarecrow.	PE - PE coach PE - Bikes and scooters - multi skills.

			download one that has puzzles appropriate to the interests of your learners). Allow time to explore/complete, then swap. Which type of puzzle do you prefer? The traditional or technological version? Why? Photos and pupil voice for keyworker book as evidence.	different and write an acrostic poem about themselves using the letters in their name.		
6 05/10-09/10 HARVEST FESTIVAL CHURCH ON WEDS 7TH - WORLD MENTAL HEALTH DAY FRI 9TH	Where the Wild Things Are	Addition and Subtraction (within 10)	Science:WALT: Name common animals and their features and sort them into groups. Children will learn to identify a variety of common animals and sort them into groups including mammals, birds, reptiles, amphibians, fish, and insects. They will explore the external features of animals and discuss how these features help us know which group the animal belongs to. Children will compare animals by looking carefully at features such as feathers, fur, scales, wings, fins, legs, and beaks. Through discussion, sorting, and drawing activities, children will begin to use scientific vocabulary to describe and classify animals. Photographs and pupil voice for keyworker book. Children to work as a class to group animals together and explain why each animals belongs in each group.	Art - World mental health day - WALT - Understand what is mental health and why it is important. Look at powerpoint describing what is mental health. our feelings - children create a visual representation of their feelings. Children to talk about their creation - why they have chosen specific colours etc, linking it to their feeling. Forest School - Natural vs manmade. WALT: identify natural and man-made features around our school. Ask children to recap what natural and man-made mean. Children to head into school grounds in small groups and identify features around the school that are natural and those that are manmade. Have some printed pictures ready and when the children return ask them to share which features, they identified and whether they were natural or manmade. Children to sort feature photos into natural or manmade. Photos and pupil voice for forest school book and key worker book if needed. Music - Pulse and rhythm Kapow unit 1 - lesson 4 WALT play short rhythms in time with the pulse.	PSHE - Jigsaw - Being Me - piece 4 WALT - Know I am valued in my class and that I understand how it feels to be proud of myself and others. RE - World Mental Health Day see Art.	PE - PE Coach
7 12/10-16/10 Parents Day 16/10	Where the Wild Things Are	Assessment week (Place value within 10)	Computing- WALT - Use the internet for research. Technology and my toys Discuss with the children what they really enjoy about using the internet - draw out the different purposes of its use (e.g. communication - email/Skype/Facetime; multimedia - iPlayer/Spotify/Kids Tube, gaming - Club Penguin Island). Inform	DT - WALT: Use our scissor skills to make jungle animal masks. Children to choose an animal mask (printed onto card). Children to decorate their animal and then cut out their masks, including the eyes. Adults to help children with tying on elastic, children to have a go at tying knots.. Photos of children throughout process, and	PSHE - Jigsaw - Being Me - piece 5 WALT: Understand that our choices have consequences and consequences can give us big feelings. Rainbow time - take small groups to help build the scarecrow.	PE - PE Coach

			children that the internet can be used research and finding our information. Use the website https://www.bbc.co.uk/teach/class-clips-video/articles/zbs2h4j to watch a short video and discover 2 facts about how toys have changed. Children to record their facts as a group onto a sheet of A3, decorate the sheet and write fact. Photograph and pupil voice for keyworker books or shrink down A3 sheets and stick in. History – Jane Goodall – WALT: Understand the similarities and differences between Jane Goodall and other historic figures. Ask the children to think about another important person from history, maybe a King or Queen, a famous actor/actress, an explorer etc. Why are they famous? What is different about them from Jane Goodall? What is the same between them and Jane Goodall? Are all historic people important for the same reasons? Have they all had the same impact on our society? Are they still making a difference today? Children to work in groups to choose a historic figure and write their name on an A3 sheet. The groups work around the room adding information about that person to the A3 sheet. Discuss any similarities or differences that were not previously mentioned. Photos and Shrink down sheet to go in Keyworker books.	pupil voice for key worker books. Class photo of all children in their animal masks. . Music – Pulse and Rhythm Kapow unit 1 – lesson 5 WALT To demonstrate an understanding of pulse through performance.		
8 19/10- 23/10	Where the Wild Things Are	Theme Week: Fantastic foundations Geometry:	Science – Lifecycles. WALT – understand what a life cycle is and explain the life cycle of a caterpillar/butterfly. Powerpoint explaining life cycles. Explain to children that all living things are born, they grow up and that they die. It is natural and happens to everything. Read the Very hungry caterpillar. Ask children to describe the changes that happen to the caterpillar. Recap using scientific vocabulary associated with the life-cycle of a butterfly. Split children into groups of three. Each child must represent the three stages of a butterflies life-cycle. Ask the children to 'freeze frame'	DT – Moving pictures – WALT: use a mechanism to make a moving picture. This will take several sessions to complete. Children to create moving pictures where the chrysalis becomes a butterfly. Explain to children that we are going to use split pins and levers to create a butterfly coming out of it's chrysalis. Session 1 children design their back ground and colour in. Session 2 children to draw the chrysalis and butterfly on card and cut out. Session 3 children assemble picture using split pin, lever and slit (cut by adult) in the picture.	PSHE – Jigsaw – Being me piece 6 WALT: Understand the rights and responsibilities of our learning charter. Cultural Awareness – British Values – Introduce children to the 5 british values. Discuss what these words mean and why they are important. What does each word look like in our society, why are they important? What would life be like without these values? Children to use small world/dolls house/dress up to show how we can show these values in our lives. E.g. policeman catching baddies, standing	PE – PE coach

			with 1 being a caterpillar, one a chrysalis and the last a butterfly/ When you say 'action' children bring their freeze frame to life. Photos/videos, pupil voice for key worker books.	Lucy Burrows to provide a WAGOLL for staff and children to use as a model.	up for each other against bullies, being kind to each other, learning about our differences etc.	
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