

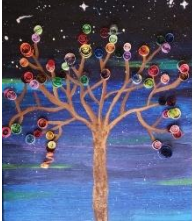

# Foundation Subject Medium Term Planning Stardust Class Year 1/ 2.

Autumn B 2025/2026


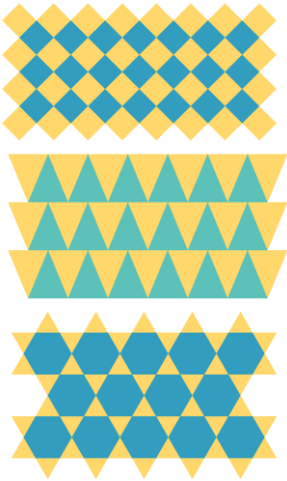
School Theme: Celebrating differences.

Literacy Tree: Stanleys Stick




## What is the world made of?

Week/ Date	<u>Literacy</u>	<u>Mathematics</u>	<u>Topic: Project Work</u> <u>Science/History</u> <u>Geography/Computing</u>	<u>Ongoing Curriculum</u> <u>Art/D&amp;T /Music</u>	<u>Ongoing Curriculum</u> <u>RE/PSHE</u>	<u>Ongoing Curriculum</u> <u>PE/Forest school</u>
<p style="text-align: center;">Week 1 W/C 3<sup>rd</sup> November</p>	<p style="text-align: center;"><u>Literacy</u> <u>Tree-</u> <u>Week one</u></p>		<p><b>Monday- WOW starter:</b> - Literacy 1: Stanley's Stick <b>Activity one:</b> See session 1 of the teaching unit. Introduce a magic stick to the children and tell them that the stick can become anything they want it to be. Model turning the stick into a range of different things, e.g. a pencil. My stick is a magic pencil, and I will use it to write stories that will come true. Ask children to decide what their stick is going to become and how they will use it. Children to share their ideas with a partner. Children to go outside and find sticks. Children to orally rehearse their sentences, using the sentence frame modelled.</p> <p><b>Activity two:</b> <b>Science and Art</b> <b>DT</b> to make paper collage including spirals using different paper. Look at the images throughout the book. Can anyone spot any trees in the book? Identify there is two trees.. one has some leaves on it. What season do you think this is from? Discuss... Look at the other tree.. what season is this from? Children to then use their art skills to create spirals patterns to make a tree from the season in the book (Spring). <b>Use this for the start of their calendars.</b></p> <div style="display: flex; justify-content: space-around;">   </div> <p><b>Tuesday:</b> <b>Geography</b> compare weather in our local area with weather in mountain environments. Look at physical features of our local area and mountain areas. <b>Compare to Everest.</b> Use geographical language including cliff, mountain, sea, valley,</p>	<p><b>Music-</b> Follow Kapow MTP: Celebration music and Nativity practise.</p>	<p><b>PSHE: Jigsaw Puzzle 2</b> 1. The same as... <b>WALT:</b> I can identify similarities between people in my class I can tell you some ways in which I am the same as my friends</p> <p><b>R.E</b> <b>Week 3 Similarities and differences</b> <b>WALT:</b> <u>Sequence the Creation story.</u></p> <p>Adult to show this video: <a href="https://www.bbc.co.uk/bitesize/clips/z62hyrd">https://www.bbc.co.uk/bitesize/clips/z62hyrd</a> Discuss this is the creation story. <b>Key question: What is the creation story about? Evidence: Scribe notes of what children are saying.</b> What happens first? Discuss... What happens next?</p> <p><b>Evidence:</b> Chn to sequence this in their topic books</p>	<p><b>P.E.</b> with P.E coach on Tuesday. CB to teach every other Friday.</p> <p><b>Class teacher Led P.E:</b> Cosmic Yoga- <a href="https://www.youtube.com/watch?v=KAT5NiWHFIU">https://www.youtube.com/watch?v=KAT5NiWHFIU</a></p>

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		<p>town, and village. <b>Cultural awareness</b> comparing different places and lifestyles including Arctic and Antarctic</p> <p><b>History</b> Significant people in history: Edmund Hillary. Thinking about what an explorer is. Comparing differences between equipment needed then and now.</p> <p><b>Wednesday: Computing: - Active bytes online safety planning.</b></p> <p>WALT;</p> <p>I can explain why it is important to be kind and polite. I agree and use sensible rules to keep me safe when i use technology.</p> <p><b>See separate planning.</b></p>			
<p><b>Week 2-</b> W/c 10<sup>th</sup> November.</p>	<p><b>Literacy Tree- Week Two</b></p>	<p><b>11<sup>th</sup> November- Remembrance Day.</b></p> <p><b>Friday 14<sup>th</sup> November- Children in Need dress up.</b></p> <p><b>Tuesday:</b></p> <p><b>Science Seasons:</b></p> <p>Observe changes across the seasons: autumn, winter, spring and summer e.g. go outside and observe the changes to our trees in outdoor area. Make the second seasonal picture for Christmas calendars- Summer</p> <p>Children to follow instructions on how to make a Summer tree. Explain to the children that following instructions is really important when making our calendars.</p> 	<p><b>Monday:</b></p> <p><b>DT</b> Making puzzles using shapes e.g hexagons and creating tessellation pattern. Children to explore tessellations. Children to use 2d shapes in the classroom to make tessellations like below:</p> 	<p><b>PSHE: Jigsaw Puzzle 2</b></p> <p>2. Different from...</p> <p><b>WALT</b></p> <p>I can identify differences between people in my class I can tell you some ways I am different from my friends</p> <p><b>RE-</b></p> <p><b>Week 1 Lesson 1 - Why is Jesus important?</b></p> <p><b>WALT:</b> Understand why Jesus is important to Christians.</p> <p><b>Key Question:</b> Why is Jesus important? Talk about the meaning of the words important, guide, help, inspire and special. Discuss with partner who is an important adult in my life. Discuss with the class. Chn to watch video and discuss. <a href="https://www.bbc.co.uk/bitesize/articles/zdjf4j">https://www.bbc.co.uk/bitesize/articles/zdjf4j</a></p>	<p><b>Forest school</b> with CB:</p> <p><b>Autumn leaves</b></p> <p>Link with Geography Discuss the season. What season are we currently in. Why? Discuss the weather. Can we compare the weather to anywhere else? What about mountain environments? Discuss different areas by looking at different pictures. Then explain that we are in the Season Autumn. Children and adults to go for a walk to collect autumn leaves. Children to then go to the</p>

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			<p><b>Wednesday:</b>  <b>Computing:</b> Describe my toys (Core)- teachers can change this unit to describe my animals... and then present their project to another class.                  See separate planning.  <b>WALT</b>                  I can recognise ways that technology is used in my home and community.                  I can recognise the ways we use technology in our classroom.                  I can begin to identify some of the benefits of using technology</p>			<p>tables and have a ball of clay. Children to print the leaves they collecting like so:</p>  <p>Remove the leaves so then they look like a fossil.</p> <p>P.E. with inspired schools.</p>
<p>Week 3 w/c 17<sup>th</sup> November.</p>	<p>Literacy Tree- Week three</p>		<p><b>World Children's day- 20<sup>th</sup> November</b>  <b>Monday:</b>  <b>Science Seasons:</b>                  Observe changes across the seasons: autumn, winter, spring and summer e.g. go outside and observe the changes to our trees in outdoor area. Make the second seasonal picture for Christmas calendars- Autumn                  Children to follow instructions on how to make a Autumn tree. Explain to the children that following instructions is really important when making our calendars.</p> 	<p><b>Music-</b> Follow Kapow MTP: Celebration music and Nativity practise.   <b>Wednesday ART:</b>  <u>Christmas headdresses</u>                  To be confirmed.</p>	<p><b>PSHE: Jigsaw Puzzle 2</b>                  3.What is 'bullying'?  <b>WALT</b>                  I can tell you what bullying is I understand how being bullied might feel</p> <p><b>Rainbow time</b>  <b>Christmas cards to start/</b>  <b>Headdresses to be finished.</b></p> 	<p>P.E with CB:  <b>Multiskills- Lesson 6</b>                  See separate planning                  P.E. with inspired schools.</p>

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			<p><b>Tuesday:</b>  <b>Geography</b> compare weather in our local area with weather in mountain environments. Look at physical features of our local area and mountain areas. <b>Compare to Everest.</b> Use geographical language including cliff, mountain, sea, valley, town, and village. <b>Cultural awareness</b> comparing different places and lifestyles including Arctic and Antarctic  <b>History</b> Significant people in history: Edmund Hillary. Thinking about what an explorer is. Comparing differences between equipment needed then and now. <b>Geography</b>  <b>What different weather pattern and environment would Edmund Hillary have come across.</b> Children to sort weather cards/ STC to describe the weather in different environments.                  Start a weather recording sheet for the week.</p>			
<p><b>Week 4 -</b>                  w/c 24<sup>th</sup> November</p>	<p><b>Literacy Tree- Week Four</b></p>	<p>Take a photo of each child in front of the Christmas tree, frame it and send home for parents.  <b>Monday:</b>  <u>Christmas headdresses</u>  <u>To be confirmed.</u></p> <p><b>Tuesday:</b>  <b>Finish last picture:</b>  <b>Science Seasons:</b>                  Observe changes across the seasons: autumn, winter, spring and summer e.g. go outside and observe the changes to our trees in outdoor area. Make the second seasonal picture for Christmas calendars.-                  Winter</p> <p>Children to follow instructions on how to make a winter tree. Explain to the children that following instructions is really important when making our calendars.</p>	<p><b>Music-</b> Follow Kapow MTP: Celebration music and Nativity practise.</p>	<p><b>PSHE: Jigsaw Puzzle 2</b>                  What do I do about bullying?  <b>WALT</b>                  I know some people who I could talk to if I was feeling unhappy or being bullied                  I can be kind to children who are bullied</p> <p><b>RE</b>                  Week 2 Lesson 2 and 3 - Christmas  <b>WALT: Understand the story of Christmas.</b>                  Brain storm all the words pupils can think of associated with Christmas. Sort words into those to do with the birth of Jesus and those not. Explain we are going to watch a video of the first Christmas based on events written in the Bible. These events can be found in the New Testament part of the Bible. Can you listen carefully</p>	<p><b>Forest school</b> with CB:  <b>Hibernation</b>                  Talk about hibernation. What It is and what type of animals may hibernate in the winter. Children to then go outside and build small dens for animals to hibernate eg. Hedgehogs house.  <b>P.E.</b> with inspired schools.</p>	

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			 <p><b>Wednesday:</b> <b>Christmas Stars:</b> Children to follow instructions to make Christmas stars.</p> 		<p>to what the angels say Jesus name means? Watch the Christmas story on <a href="https://request.org.uk/resource/rest-art/2014/06/11/the-story-of-christmas-2/">https://request.org.uk/resource/rest-art/2014/06/11/the-story-of-christmas-2/</a></p> <p><b>Key question:</b> How did Mary feel when the angel Gabriel visited her?</p> <p><b>Key question:</b> Why did the angel said don't be afraid?</p> <p><b>Key question:</b> What the angel said Mary's son would be called? Jesus What does that mean? (Saves from all they have done wrong).</p> <p><b>Key question:</b> What do you think it would be like being born in a stable?</p> <p><b>Key question:</b> How did the shepherds feel when all the angels appeared in the sky?</p> <p><b>Key question:</b> How did the shepherds feel when the angels visited them? Explain there were no street lights in those days, no electricity so it would be very bright.</p> <p><b>Key question:</b> How did the Wise Men know where to go?</p> <p><b>Key question:</b> How do you think they felt going into a smelly stable with their very expensive gifts?</p> <p>Pupils to draw the characters angel Gabriel, Mary Joseph and Jesus, shepherds and wise men Ext to write speech bubbles for each character.</p>	
<p><b>Week 5</b> w/c 1<sup>st</sup> Decemb er</p>	<p><b>Literacy</b> <b>Tree-</b> <b>Week Five</b></p>		<p><b>Assessment week</b> Monday 1<sup>st</sup> December- Christmas production walk through</p>	<p><b>Music-</b> Follow Kapow MTP: Celebration music and Nativity practise.</p>	<p><b>PSHE: Jigsaw Puzzle 2</b> 5 .Making new friends <b>WALT</b> I know how to make new friends</p>	<p><b>P.E</b> with CB: <b>Multiskills- Lesson 8</b></p>


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	<p><b>Assessment week</b></p>		<p>Tuesday 2<sup>nd</sup>-December- Christmas Production run through                  Wednesday 3<sup>rd</sup> -Dress rehearsal am.                  Friday- 5<sup>th</sup> December- Christmas Decoration Day/ non uniform day- parents in pm</p> <p><b>Tuesday:</b>  <b>Geography</b> compare weather in our local area with weather in mountain environments. Look at physical features of our local area and mountain areas. <b>Compare to Everest.</b> Use geographical language including cliff, mountain, sea, valley, town, and village. <b>Cultural awareness</b> comparing different places and lifestyles including Arctic and Antarctic  <b>History</b> Significant people in history: Edmund Hillary. Thinking about what an explorer is. Comparing differences between equipment needed then and now. <b>Geography</b> What different weather pattern and environment would Edmund Hillary have come across. Children to sort weather cards/ STC to describe the weather in different environments.</p> <p><b>Wednesday:</b>  <b>Computing</b> Year1 Multimedia Describe My Toys (Core) session 3: Make an information poster about a toy - changing this to describe my animal and present product to another class  <b>WALT</b>                  I can use the keyboard on my device to enter text.                  I use my index fingers on the keyboard to build words and the space bar between words to add labels to an image.</p>	<p><b>Monday</b> Art: Table decorations for lunch and party day.</p> <p>3D Christmas trees.</p> 	<p>I know how it feels to make a new friend</p> <p><b>Rainbow time</b>                  Table Placemats for lunch and party day - laminate</p>	<p><b>See separate planning P.E.</b> with inspired schools..</p>
<p><b>Week 6</b>                  w/c 8<sup>th</sup>                  December</p>	<p><b>Literacy Tree- Week Six</b></p>		<p><b>Christmas Jumper Day/Christmas Lunch 11.12.25</b>                  Monday-8<sup>th</sup> December 2 Christmas performances.                  Tuesday 9<sup>th</sup> December West end Pantomime                  Wednesday 10<sup>th</sup> December 2 Christmas performances.</p>		<p><b>PSHE: Jigsaw Puzzle 2</b>                  6.Celebrating difference; celebrating me  <b>WALT</b>                  I can tell you some ways I am different from my friends I</p>	<p><b>Forest school</b> with CB:  <b>Christmas natural art</b>                  Children to collect sticks and natural items from outside.</p>

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			<p>Thursday 11<sup>th</sup> December- Jumper Day/ Christmas lunch.                      Friday 12<sup>th</sup> December- Toddler Nativity Performance.</p> <p>Fantastic Finishers- Monday/ Tuesday/ Wednesday.</p>		<p>understand these differences make us all special and unique</p> <p><b>R.E</b>  <b>Lesson 4 - Christmas - The Magi</b>                      Key question: Who can remember what we found out about the first Christmas?                      Key question: Where is this story from? (The Bible)                      Key question: Who likes being given Christmas presents?                      What do your presents say about you and the things that you like?                      The next part of the Christmas story talks about the very first Christmas presents being given to the baby Jesus. Watch the short video of the Christmas story. The story of Christmas - Jesus and the wise men. Saddleback kids. (It was prepared for Christian use so begins with a faith statement about Jesus being "the Son of God" - you will want to qualify this by saying "This is what Christians believe" After that it is an excellent and age appropriate summary of the story  <a href="https://www.youtube.com/watch?v=Zk1LhngROCM">https://www.youtube.com/watch?v=Zk1LhngROCM</a>                      Jesus is given three gifts. Key question: Who can remember what they were? Each gift says something about what Christians believe about Jesus.                      Gold says that Jesus is born to be King. Frankincense says that he is to be a kind of priest. Myrrh says he will one day die on a cross. (It is used to</p>	<p>The children to then make a Christmas tree picture with their items.</p> <p>P.E. with inspired schools.</p>
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					embalm dead bodies). What was your favourite present? Draw its picture.	
Week w/c 15 <sup>th</sup> December Christmas theme week	<u>Christmas theme week.</u>	<u>Christmas theme week.</u>	School Fundraising event (17 <sup>th</sup> December) link to Christmas eg Movie night <u>15<sup>th</sup>- 19<sup>th</sup> December- Christmas Theme week.</u> Friday 19 <sup>th</sup> December- Christmas party and Fun Day. 21/12/25- Winter Solstice	<b>Music</b> - Follow Kapow MTP: Celebration music and Nativity practise.		<b>P.E</b> with CB: <b>Multiskills- Lesson 8</b> <b>See separate planning</b>  <b>P.E.</b> with inspired schools.