EYFS Medium Term Plan
Autumn term 2026-2027
Heroes and Villains – Does every forest have a tale to tell?

Prime Areas of Learning

Communication and Language

I am starting to concentrate for longer periods.
I can listen carefully to adults and peers.
I can start and continue a conversation with an adult or a peer.
I can use talk in my play.
I am starting to learn new vocabulary.
I can answer a simple question.
I can follow two-part instructions.
I can understand and answer 'why' questions.
I can join in with rhymes and songs.
I encourage and congratulate others.
I follow instructions involving several ideas or actions.

Personal, Social and Emotional Development

I can talk about who my key person is.
I can identify my safe adults in school and at home.
I understand how it feels to belong and that we are similar and different.
I can start to recognise and manage my feelings.
I enjoy working with others to make school a good place to be.
I understand why it is good to be kind and use gentle hands.
I am starting to understand children's rights and that this means we should all be allowed to learn and play.
I am learning what responsible means.
I can identify something I am good at and understand everyone is good at different things.
I understand that being different makes us all special.
I know we are all different but the same in some ways.
I can tell you why I think my home is special to me.
I can tell you how to be a kind friend.
I know which words to use to stand up for myself when someone says or does something unkind.
I can talk about ways to keep safe when crossing the road.
I can make independent choices.
I show an understanding of my feelings and can regulate my behaviour.

Physical Development

I can demonstrate balance.
I can negotiate space safely with consideration for myself and others.
I play cooperatively and take turns.
I use movement skills with developing balance and coordination.
I understand the rules and can explain why it is important to follow them.
I play games honestly with consideration of the rules.
I am confident to try new challenges.
I can decide on the skills I need to use.
I use to hold scissors/a pencil.
I can hold a pencil correctly.
I can form recognisable letters.
I am starting to form some letters correctly.
I am beginning to use small tools with control e.g. scissors, tweezers, cutlery.

Specific Areas of Learning

Literacy

I can write my name.
I can write some letters accurately.
I can read individual letters by saying the sounds for them.
I can blend sounds so I can read short words.
I can identify initial sounds in words.
I can use my fred fingers to segment words.
I can hear sounds in words and write them.
I can name the different parts of a book.
I know we read English text from left to right and top to bottom.
I can talk about a picture in a book.
I can talk about what has happened in a book.
I can answer simple questions about a book.
I am starting to learn new vocabulary through story times, 'Word of the day' and our project.

Mathematics

I can subitise up to 3 objects.
I can recite numbers past 5.
I can say the number for each item in order up to 10.
I know the last number I reach is the total.
I can show finger numbers up to 5.
I can link numerals to amounts.
I can compare amounts and say which is more and which is fewer.
I can recognise and name 2D shapes.
I can continue and create a repeating pattern.
I can say the number that is one more than a given number.
I can say two numbers that make 5.

Computing

I can unlock an iPad.
I can select an app to use.
I can use the apps that I have been taught how to use.
I can 'close' an app when I have finished using it.
I can use the camera app to take photos.
I can name safe adults in school and at home.

Understanding the World

I can talk about changes over time.
I can name the different seasons.
I can talk about weather changes through the seasons.
I can talk about the seasons changing around me.
I can make observations and talk about what I have seen.
I can make predictions.
I can explore and draw conclusions about objects that float and sink.
I can share what I know about Remembrance Day.
I know where I live.
I can talk about my journey to school.
I can name features that I might see on the way/ near to my school (trees, road, traffic lights, roundabout, shops, and houses).
I can describe my house features (garden, windows, garage, door etc.) and the street/road where I live.
I can discuss settings in books, such as castles, beaches, space, gardens etc.
I can talk about how people celebrate special events (birthdays, Christenings, weddings)

Expressive Arts and Design

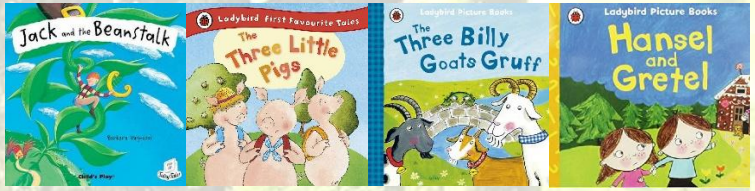
I can draw something that I like.
I can draw something that I see often.
I can use lines to create some shapes.
I can hold a drawing tool correctly.
I can use colour appropriately in my drawings.
I can say what I see.
I can say what I like about a piece of artwork.
I can explain how I made my artwork.
I know which hand I hold scissors in.
I know how to be safe when using scissors.
I can make cuts (snips) in paper.
I can explore joining materials in different ways.
I can build with and join construction pieces together.

I know to find help from my safe adults if I am upset/worried/unsure when using technology.	I can talk about what might happen/what I might experience on Bonfire Night/Christmas. I can sequence daily events. I can talk about how an object or toy works. I can talk about how a toy or object moves. I know what a group is. I can talk about groups I am part of. I can talk about similarities and differences between others and myself. I can name the special building. I can talk about why people visit the special building. I can name a religious group of people. I can name special people to me I can name special people to a religious group I can talk about different jobs. I can talk about the job of a Reverend. I know what a celebration is. I know why Christmas is celebrated. I can talk about the Christmas story. I can talk about ways Christmas is celebrated. I understand Christmas is celebrated differently around the world (Ethiopia)	I can explore making sound with voices and percussion instruments to create different feelings and moods. I can make up new words and actions to a song about different emotions and feelings. I can sing with a sense of pitch, following the shape of the melody with voices. I can mark the beat of the song with actions. I can explore storytelling elements in the music and create a class story inspired by the piece. I can identify and describe contrasts in tempo and dynamics. I can begin to use musical terms (e.g. louder/quieter, faster/slower, and higher/lower). I can respond to music in a range of ways (e.g. movement, talking, writing)

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Literature Spine

Fiction



Non-fiction



Poetry/Song

Four Seasons to Love – Author unknown

What is my hidden talent?

Project Timeline

Week 1 and 2: Jack and the Beanstalk
Week 3 and 4: The Three Little Pigs
Week 5: The Three Billy Goats Gruff
Week 6: Hansel and Gretel
Week 7 and 8: Exhibition filming
Week 9: Exhibition 'Does every forest have a tale to tell?' – 26th November 2026