

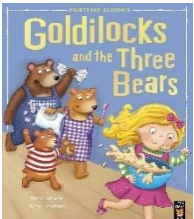
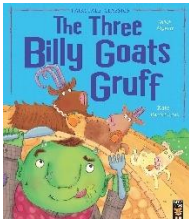
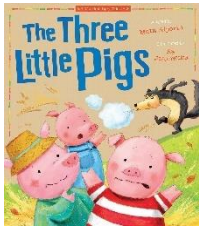
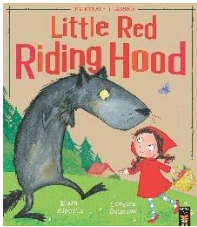
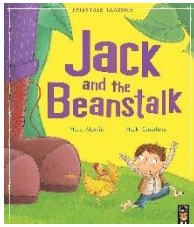
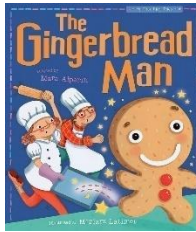
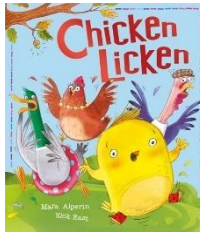
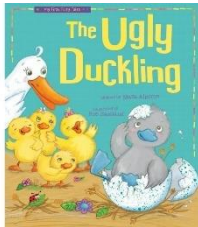
Halesbury School
Medium Term Planning – Autumn 1 (2026)

Class: Caterpillar

Topic: Traditional Tales

Area of Learning	Week 1 Date: Tuesday 1 st September 3-day week (Monday- no school, Tues – INSET, Weds- Fri only)	Week 2 Date: Monday 7 th September	Week 3 Date: Monday 14 th September	Week 4 Date: Monday 21 st September	Week 5 Date: Monday 28 th September	Week 6 Date: Monday 5 th October	Week 7 Date: Monday 12 th October	Week 8 Date: Monday 12 th October
My Independence	Topic: Dressing and Undressing Skill: Offering limbs while dressing (H&SC R2) Can actively cooperate with nappy changing, dressing/ undressing. <i>Progression Ladder: Learning Ladder – My Independence – Dressing/ Undressing – EYFS - To accept support when being dressed/undressed.</i> Can take coat off	Topic: Dressing and Undressing Skill: Offering limbs while dressing (H&SC R2) Can actively cooperate with nappy changing, dressing/ undressing. <i>Progression Ladder: Learning Ladder – My Independence – Dressing/ Undressing – EYFS - To accept support when being dressed/undressed.</i> Can take t-shirt/ jumper off and on	Topic: Dressing and Undressing Skill: Offering limbs while dressing (H&SC R2) Can actively cooperate with nappy changing, dressing/ undressing. <i>Progression Ladder: Learning Ladder – My Independence – Dressing/ Undressing – EYFS - To accept support when being dressed/undressed.</i> Can pull trousers/ skirt down and up	Topic: Dressing and Undressing Skill: Offering limbs while dressing (H&SC R2) Can actively cooperate with nappy changing, dressing/ undressing. <i>Progression Ladder: Learning Ladder – My Independence – Dressing/ Undressing – EYFS - To accept support when being dressed/undressed.</i> Can put feet in correct legs in trousers.	Topic: Dressing and Undressing Skill: Offering limbs while dressing (H&SC R2) Can actively cooperate with nappy changing, dressing/ undressing. <i>Progression Ladder: Learning Ladder – My Independence – Dressing/ Undressing – EYFS - To accept support when being dressed/undressed.</i> Can take shoes off.	Topic: Dressing and Undressing Skill: Offering limbs while dressing (H&SC R2) Can actively cooperate with nappy changing, dressing/ undressing. <i>Progression Ladder: Learning Ladder – My Independence – Dressing/ Undressing – EYFS - To accept support when being dressed/undressed.</i> Can push feet into shoes.	Topic: Dressing and Undressing Skill: Offering limbs while dressing (H&SC R2) Can actively cooperate with nappy changing, dressing/ undressing. <i>Progression Ladder: Learning Ladder – My Independence – Dressing/ Undressing – EYFS - To accept support when being dressed/undressed.</i> Can take socks off.	Topic: Dressing and Undressing Skill: Offering limbs while dressing (H&SC R2) Can actively cooperate with nappy changing, dressing/ undressing. <i>Progression Ladder: Learning Ladder – My Independence – Dressing/ Undressing – EYFS - To accept support when being dressed/undressed.</i> Washes hands with help.

Cooking	Topic: Spreading Skill: Picking up resources (Range 1 PD) Reaches out for, touches and begins to hold objects, developing later on into being able to release grasp. <i>Progression Ladder: EYFS - Sensory and Exploration: Range 3: Sensory: I can enjoy messy play.</i> Water	Topic: Spreading Skill: Picking up resources (Range 1 PD) Reaches out for, touches and begins to hold objects, developing later on into being able to release grasp. <i>Progression Ladder: EYFS - Sensory and Exploration: Range 3: Sensory: I can enjoy messy play.</i> Gloop	Topic: Spreading Skill: Picking up resources (Range 1 PD) Reaches out for, touches and begins to hold objects, developing later on into being able to release grasp. <i>Progression Ladder: EYFS - Sensory and Exploration: Range 3: Sensory: I can enjoy messy play.</i> Pasta tubes	Topic: Spreading Skill: Picking up resources (Range 1 PD) Reaches out for, touches and begins to hold objects, developing later on into being able to release grasp. <i>Progression Ladder: EYFS - Sensory and Exploration: Range 3: Sensory: I can enjoy messy play.</i> Sand (crushed cereal)	Topic: Spreading Skill: Picking up resources (Range 1 PD) Reaches out for, touches and begins to hold objects, developing later on into being able to release grasp. <i>Progression Ladder: EYFS - Sensory and Exploration: Range 3: Sensory: I can enjoy messy play.</i> Cornflakes	Topic: Spreading Skill: Picking up resources (Range 1 PD) Reaches out for, touches and begins to hold objects, developing later on into being able to release grasp. <i>Progression Ladder: EYFS - Sensory and Exploration: Range 3: Sensory: I can enjoy messy play.</i> Pasta shells	Topic: Spreading Skill: Picking up resources (Range 1 PD) Reaches out for, touches and begins to hold objects, developing later on into being able to release grasp. <i>Progression Ladder: EYFS - Sensory and Exploration: Range 3: Sensory: I can enjoy messy play.</i> Hoops	Topic: Spreading Skill: Picking up resources (Range 1 PD) Reaches out for, touches and begins to hold objects, developing later on into being able to release grasp. <i>Progression Ladder: EYFS - Sensory and Exploration: Range 3: Sensory: I can enjoy messy play.</i> Salad leaves
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Communication and Language	Topic: Fables Story – Goldilocks and the Three Bears  Individual STAR targets	Topic: Fables Story – Three Billy Goats Gruff  Individual STAR targets	Topic: Fables Story – The Three Little Pigs  Individual STAR targets	Topic: Fables Story – Little Red Riding Hood  Individual STAR targets	Topic: Fables Story – Jack and the Beanstalk  Individual STAR targets	Topic: Fables Story – The Gingerbread Man  Individual STAR targets	Topic: Fables Story – Chicken Licken  Individual STAR targets	Topic: Fables Story – The Ugly Duckling  Individual STAR targets
	Topic: Number and Place Value Individual STAR targets See separate planning	Topic: Number and Place Value Individual STAR targets See separate planning	Topic: Number and Place Value Individual STAR targets See separate planning	Topic: Number and Place Value Individual STAR targets See separate planning	Topic: Number and Place Value Individual STAR targets See separate planning	Topic: Number and Place Value Individual STAR targets See separate planning	Topic: Number and Place Value Individual STAR targets See separate planning	Topic: Number and Place Value Individual STAR targets See separate planning

World Around Us	Subject: History	Subject: History	Subject: History	Subject: History	Subject: History	Subject: History	Subject: History	Subject: History
	Topic: Black History	Topic: Black History	Topic: Black History	Topic: Black History	Topic: Black History	Topic: Black History	Topic: Black History	Topic: Black History
	Skill: Develop a sense of belonging. (P&C Range 1-2)	Skill: Develop a sense of belonging. (P&C Range 1-2)	Skill: Develop a sense of belonging. (P&C Range 1-2)	Skill: Develop a sense of belonging. (P&C Range 1-2)	Skill: Develop a sense of belonging. (P&C Range 1-2)	Skill: Develop a sense of belonging. (P&C Range 1-2)	Skill: Develop a sense of belonging. (P&C Range 1-2)	Skill: Develop a sense of belonging. (P&C Range 1-2)
	Develops a sense of belonging to their family and their key carer.	Develops a sense of belonging to their family and their key carer.	Develops a sense of belonging to their family and their key carer.	Develops a sense of belonging to their family and their key carer.	Develops a sense of belonging to their family and their key carer.	Develops a sense of belonging to their family and their key carer.	Develops a sense of belonging to their family and their key carer.	Develops a sense of belonging to their family and their key carer.
	Recognises key people in their own lives.	Recognises key people in their own lives.	Recognises key people in their own lives.	Recognises key people in their own lives.	Recognises key people in their own lives.	Recognises key people in their own lives.	Recognises key people in their own lives.	Recognises key people in their own lives.
	<i>Progression Ladder: Learning Ladder – History – EYFS - I can recognise two family members.</i>	<i>Progression Ladder: Learning Ladder – History – EYFS - I can recognise two family members.</i>	<i>Progression Ladder: Learning Ladder – History – EYFS - I can recognise key people in my life.</i>	<i>Progression Ladder: Learning Ladder – History – EYFS - I can recognise key people in my life.</i>	<i>Progression Ladder: Learning Ladder – History – EYFS - I can recognise people within my class.</i>	<i>Progression Ladder: Learning Ladder – History – EYFS - I can recognise people within my class.</i>	<i>Progression Ladder: Learning Ladder – History – EYFS - I recognise people in the wider school setting.</i>	<i>Progression Ladder: Learning Ladder – History – EYFS - I recognise people in the wider school setting.</i>
	Match picture to picture	Match picture to picture	Match picture to picture	Match picture to picture	Match picture to picture	Match picture to picture	Match picture to picture	Match picture to picture

PSHE	Topic: Friendship	Topic: Friendship	Topic: Friendship	Topic: Friendship	Topic: Friendship	Topic: Friendship	Topic: Friendship	Topic: Friendship
	Skill: Tolerance of others (MR Range 1)	Skill: Tolerance of others (MR Range 1)	Skill: Tolerance of others (MR Range 1)	Skill: Tolerance of others (MR Range 1)	Skill: Tolerance of others (MR Range 1)	Skill: Tolerance of others (MR Range 1)	Skill: Tolerance of others (MR Range 1)	Skill: Tolerance of others (MR Range 1)
	Enjoys the company of others and seeks contact with others.	Enjoys the company of others and seeks contact with others.	Enjoys the company of others and seeks contact with others.	Enjoys the company of others and seeks contact with others.	Enjoys the company of others and seeks contact with others.	Enjoys the company of others and seeks contact with others.	Enjoys the company of others and seeks contact with others.	Enjoys the company of others and seeks contact with others.
	Shows their readiness to be social through using their sensory abilities; following movement and gazing at faces intently.	Shows their readiness to be social through using their sensory abilities; following movement and gazing at faces intently.	Shows their readiness to be social through using their sensory abilities; following movement and gazing at faces intently.	Shows their readiness to be social through using their sensory abilities; following movement and gazing at faces intently.	Shows their readiness to be social through using their sensory abilities; following movement and gazing at faces intently.	Shows their readiness to be social through using their sensory abilities; following movement and gazing at faces intently.	Shows their readiness to be social through using their sensory abilities; following movement and gazing at faces intently.	Shows their readiness to be social through using their sensory abilities; following movement and gazing at faces intently.
	<i>Progression Ladder:</i> <i>Learning Ladder – PSHE – Primary – Friendship - I can tolerate others playing in my personal space.</i>	<i>Progression Ladder:</i> <i>Learning Ladder – PSHE – Primary – Friendship - I can tolerate others playing in my personal space.</i>	<i>Progression Ladder:</i> <i>Learning Ladder – PSHE – Primary – Friendship - I can tolerate others playing in my personal space.</i>	<i>Progression Ladder:</i> <i>Learning Ladder – PSHE – Primary – Friendship - I can tolerate others playing in my personal space.</i>	<i>Progression Ladder:</i> <i>Learning Ladder – PSHE – Primary – Friendship - I can tolerate others playing in my personal space.</i>	<i>Progression Ladder:</i> <i>Learning Ladder – PSHE – Primary – Friendship - I can tolerate others playing in my personal space.</i>	<i>Progression Ladder:</i> <i>Learning Ladder – PSHE – Primary – Friendship - I can tolerate others playing in my personal space.</i>	<i>Progression Ladder:</i> <i>Learning Ladder – PSHE – Primary – Friendship - I can tolerate others playing in my personal space.</i>
	Play alongside others	Play alongside others	Play alongside others	Play alongside others	Play alongside others	Play alongside others	Play alongside others	Play alongside others

Rhythm Time every Thursday with Miss Vicky 1:00-1:30pm



EYFS students will have weekly music sessions delivered by the company Rhythm Time

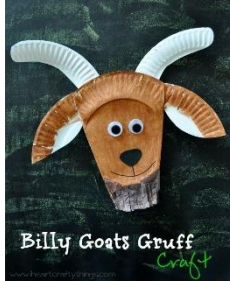
EA&D (BI&E) Range 2 - Responds to and engages with the world that surrounds them, e.g. sounds, movement, people, objects, sensations, emotions.

Progression Ladder:

EYFS - Auditory and Visual: Range 3: Auditory:

I enjoy songs, rhymes and repetitive sounds.

Creative

	Topic: Colour Skill: Exploring paint/sensory resources (CwM R1) Experiments with a range of media – tools, materials, sound and whole-body movement -- through multi-sensory exploration. <i>Progression Ladder:</i> Art – EYFS - I can enjoy joining in with painting, drawing, or crafting activities. Activity: Paint a bear face 	Topic: Colour Skill: Exploring paint/sensory resources (CwM R1) Experiments with a range of media – tools, materials, sound and whole-body movement -- through multi-sensory exploration. <i>Progression Ladder:</i> Art – EYFS - I can enjoy joining in with painting, drawing, or crafting activities. Activity: Paint a paper plate to create a goat 	Topic: Colour Skill: Exploring paint/sensory resources (CwM R1) Experiments with a range of media – tools, materials, sound and whole-body movement -- through multi-sensory exploration. <i>Progression Ladder:</i> Art – EYFS - I can enjoy joining in with painting, drawing, or crafting activities. Activity: Paint a pig 	Topic: Colour Skill: Exploring paint/sensory resources (CwM R1) Experiments with a range of media – tools, materials, sound and whole-body movement -- through multi-sensory exploration. <i>Progression Ladder:</i> Art – EYFS - I can enjoy joining in with painting, drawing, or crafting activities. Activity: Paint a wolf on a paper plate 	Topic: Colour Skill: Exploring paint/sensory resources (CwM R1) Experiments with a range of media – tools, materials, sound and whole-body movement -- through multi-sensory exploration. <i>Progression Ladder:</i> Art – EYFS - I can enjoy joining in with painting, drawing, or crafting activities. Activity: Print foot and print to create a beanstalk 	Topic: Colour Skill: Exploring paint/sensory resources (CwM R1) Experiments with a range of media – tools, materials, sound and whole-body movement -- through multi-sensory exploration. <i>Progression Ladder:</i> Art – EYFS - I can enjoy joining in with painting, drawing, or crafting activities. Activity: Paint over gingerbread template 	Topic: Colour Skill: Exploring paint/sensory resources (CwM R1) Experiments with a range of media – tools, materials, sound and whole-body movement -- through multi-sensory exploration. <i>Progression Ladder:</i> Art – EYFS - I can enjoy joining in with painting, drawing, or crafting activities. Activity: Paint a chick 	Topic: Colour Skill: Exploring paint/sensory resources (CwM R1) Experiments with a range of media – tools, materials, sound and whole-body movement -- through multi-sensory exploration. <i>Progression Ladder:</i> Art – EYFS - I can enjoy joining in with painting, drawing, or crafting activities. Activity: Paint hand and print to create a duck 
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PE	Topic: Movement Skill: Movement of limbs (M&H R1) Makes movements with arms and legs which gradually become more controlled - moves hands together/ legs together. <i>Progression Ladder:</i> P.E. – Body Control and Movement – EYFS - I can move freely (crawling, rolling, balancing). Crawling	Topic: Movement Skill: Movement of limbs (M&H R1) Makes movements with arms and legs which gradually become more controlled - moves hands together/ legs together. <i>Progression Ladder:</i> P.E. – Body Control and Movement – EYFS - I can move freely (crawling, rolling, balancing). Rolling	Topic: Movement Skill: Movement of limbs (M&H R1) Makes movements with arms and legs which gradually become more controlled - moves hands together/ legs together. <i>Progression Ladder:</i> P.E. – Body Control and Movement – EYFS - I can move freely (crawling, rolling, balancing). Balancing	Topic: Movement Skill: Movement of limbs (M&H R1) Makes movements with arms and legs which gradually become more controlled - moves hands together/ legs together. <i>Progression Ladder:</i> P.E. – Body Control and Movement – EYFS - I can move forwards and backwards. Move forwards and backwards	Topic: Movement Skill: Movement of limbs (M&H R1) Makes movements with arms and legs which gradually become more controlled - moves hands together/ legs together. <i>Progression Ladder:</i> P.E. – Body Control and Movement – EYFS - I can move forwards and backwards. Move forwards and backwards	Topic: Movement Skill: Movement of limbs (M&H R1) Makes movements with arms and legs which gradually become more controlled - moves hands together/ legs together. <i>Progression Ladder:</i> P.E. – Body Control and Movement – EYFS - I can move side to side. I can move side to side.	Topic: Movement Skill: Movement of limbs (M&H R1) Makes movements with arms and legs which gradually become more controlled - moves hands together/ legs together. <i>Progression Ladder:</i> P.E. – Body Control and Movement – EYFS - I can turn my body around. I can turn my body around.	Topic: Movement Skill: Movement of limbs (M&H R1) Makes movements with arms and legs which gradually become more controlled - moves hands together/ legs together. <i>Progression Ladder:</i> P.E. – Body Control and Movement – EYFS - I can follow one step instructions for movement – stop/go. I can follow one step instructions for movement – stop/go.
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