

Bumblebees Termly Planning Overview: 2026-27 Autumn Term 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<i>School events</i>	3/9/26 Term Starts	7/9/26 Meet the Teaching Team 5.00 pm			29/9/26 Harvest Festival 9am St Mary's Church		RE Week Parents Evening's 12/10/26 & 15/9/26	23/10/26 Term Ends
<i>Outdoor Learning</i>	Outdoor Explorers Friday PM							
<i>Zones of Regulation</i>	Create a Class ZoR wall poster.	Zones Bingo	Expected and Unexpected Behaviours	Our Behaviour impacts the feelings of those around us	The Zones in Video	The zones in me	Understanding Different Perspectives	
<i>Growth Mindset</i>	Growth Mindset – I give up!							
ENGLISH	<i>Text: Until I Met Dudley by Roger McGough</i>		<i>Text: Franklins Flying Bookshop by Jen Cambell</i>		<i>Text: Little Red Reading Hood – Lucy Rowland/Ben Mantle</i>			<i>Text: Say a Poem</i>
Phonics/Spelling	RWI Groups	RWI Groups	RWI Groups	RWI Groups	RWI Groups	RWI Groups	RWI Groups	RWI Groups
Reading	RWI Books aligned to RWI Group	RWI Books aligned to RWI Group	RWI Books aligned to RWI Group	RWI Books aligned to RWI Group	RWI Books aligned to RWI Group	RWI Books aligned to RWI Group	RWI Books aligned to RWI Group	RWI Books aligned to RWI Group
Composition		Captions and Labels Simple Sentences	Captions and Labels Simple sentences	Create a poster or advert for Franklins Bookshop	Write a character description from Little Red Reading Hood.		Create a new ending to the story.	Learn, recite, and perform a poem.
Handwriting	Introducing letter families, Set 1 (c o a d g f s q e)			Practising letter families, Set 1 (c o a d g f s q e)		Introducing letter families, Set 2 (i l t j u y)		Practising letter families, Set 2 (i l t j u y)

Vocabulary, Grammar & Punctuation	Vocabulary Ninja	Capital letters at the start of sentences	Capital Letters at the beginning and Full Stops at the end of a sentence (not including names or I).	Mixture of previous 3 weeks	Combine words to make sentences	Combine words to make sentences.	Capital letters for days of the week	Joining words with and
	Spelling		The sounds /f/ and /s/, spelt 'ff' and 'ss'	The sounds /l/ and /k/, /z/ spelt 'll', 'zz' and 'ck'	Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word	The sound spelt n before k 'nk'	The sound /ch/ spelt -'tch'	The sound /ch/ spelt -'tch'
MATHS								
Mastery of Number			Focus: Composition Practise subitising Recap the composition of 5	Focus: Composition Focus on the composition of 6, 7, 8 and 9 as '5 and a bit'	Focus: Composition Focus on the composition of 6, 7, 8 and 9 as '5 and a bit'	Focus: Comparison Compare sets of objects by matching Use the language of comparison: more than and fewer than	Focus: Counting, ordinality and cardinality Recap the order of numbers to 10 using the 'staircase' pattern Identify numbers that are '1 more' or '1 less' and apply this to sets of objects	Focus: Composition Focus on numbers that can be made with 'doubles' Recap that even numbers can be made with 2 equal parts
Main Learning Focus (in Steps)		Counting, recognising and comparing numbers 0 – 10 In this unit pupils will review their knowledge from the EYFS of counting in all its forms to and from 10. They will compare and order numbers to 10 practically and will consider the role of zero to represent nothing.			Counting to and from 20 This unit extends and secures the stable order principle of counting forwards and backwards to and from 20 in different contexts and from different starting points. Pupils have the opportunity to rehearse key		Counting in tens - decade numbers Patterns in the number system start from 20 but rely on children knowing the	Pattern in counting from 20 to 100 This unit provides opportunities to extend knowledge of counting in ones to counting between the

					language and to develop their understanding of how the numbers relate to different representations. This learning will be revisited and developed in later units focusing on composition of numbers to 20		sequence of the decade numbers. This unit prepares them for counting up to 100 as they know the numbers to 20 and will be able to apply this knowledge between the decades in the following unit once the sequence of the decade numbers is secure.	decade numbers or multiples of ten. The unit also explores crossing the tens boundaries, combining knowledge of counting in ones with knowledge of the sequence of the decades both forwards and backwards. These skills are needed to compare and calculate with numbers in later units.
		1. Counting forwards and backwards within 10 2. Counting objects within ten 3. Counting different groups 4. Representing counting in songs 5. Anything can be counted	6. Subitising numbers to five 7. Conservation 8. Using numerals 9. Introducing zero 10. Ordinal numbers	11. Ordering numbers to 10 12. More than and fewer than 13. One more with manipulatives and counting 14. One less with manipulatives and counting 15. Finding the missing numbers	1. Counting to and from 20 2. Counting on 3. Counting back from 20 4. Counting forward to 20 and back from 20 5. Comparing numbers to 20	6. Ordering numbers 11- 20 practically 7. Comparing and ordering numbers 0-20 practically 8. Finding one more and one less using representations 9. Finding one more and one less with manipulatives and images	1. Counting forwards and backwards in 10s to 50 2. Counting forwards and backwards in 10s to 100 3. Composition of numbers to 100: making groups of 10 4. Count groups of 10 in decade numbers 5. Order and compare decade	1. Counting patterns within a decade 2. Crossing the tens boundary counting forwards 3. Crossing the tens boundary counting backwards 4. Crossing the tens boundary counting forwards and backwards 5. Find missing numbers

