



Year 1

Spelling, English, Maths and Foundation Subjects Medium Term Plan **Autumn 1 2025-26**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
SPELLING		feel deep food hard sort took down join	bigger chair better buzzer dinner pattern seven comic	sharp sheet tooth chart short thinker corner shorter	river finger looking waiting singing zooming carpark all	vanish mammoth visit poison coats cooks wishes boxes	the of full put to into she we was
ENGLISH	Core text or inspiration: The Colour Monster, Oi Frog, There's a Monster in My Book, You Choose						
	Purposes for Writing: To entertain						
	Vocabulary, Grammar and Punctuation	Composition Planning	Composition Drafting and Writing	Composition Evaluating and Editing			
	- ask relevant questions to extend their understanding and knowledge - use relevant strategies to build their vocabulary - Use spaces between words - Use capital letters correctly - Use full stops - combine words to make sentences - coordination - join words and sentences using and	- say out loud what they are going to write about - compose a sentence orally before writing it	write for different purposes (entertain)	- re-read what they have written to check that it makes sense - discuss what they have written with the teacher or other pupils			

MATHS	Number and Place Value			Addition and Subtraction		
	Sort objects Count objects Count objects from a larger group Represent objects Recognise numbers as words Count on from any number 1 more and 1 less Count backwards within 10 Compare groups by matching Fewer, more, same Less than, greater than, equal to Compare numbers Order objects and numbers The number line			Part-whole model Write number sentences Fact families – addition facts		
SCIENCE	Unit: Forces and Space – Everyday Materials					
	L.O. - To identify everyday materials	L.O. - To recognise the difference between objects and materials	L.O. - To describe the properties of materials	L.O. - To group materials based on their properties (absorbency)	L.O. - To group materials based on their properties (waterproofness)	L.O. - To group materials based on their properties (toughness)
Outcome	• Name objects and identify materials they are made from • Recognise that objects are made from materials that suit their purpose • Recall that a property is how a material can be described • Sort objects based on the materials they are made from • Group objects based on their properties • Make predictions and recognise whether they are accurate					

	• Use the observations to answer questions • Begin to recognise if a test is fair					
GEOGRAPH	Unit: What is it like here?					
	L.O. - To locate the school on an aerial photograph	L.O. - To create a map of the classroom	L.O. - To locate key features of the playground	L.O. - To draw simple maps	L.O. - To investigate how we feel about our playground	L.O. - To create a design to improve our playground
Outcomes	• Locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live • Make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom • Recognise four features in the school grounds using a map • Explain how they feel about the three areas of the playground and find out how others feel by looking at the results of a survey • Draw a design to improve three areas of the playground using the results from the survey					
ART	Unit: Drawing – Making your mark					
	L.O. - To know how to create different types of lines	L.O. - To explore line and mark making to draw water	L.O. - To draw with different media	L.O. - To develop an understanding of mark making	L.O. - To apply an understanding of drawing materials and mark making to draw from observation	

Outcomes	• Show knowledge of the language and literacy to describe lines • Show control when using string and chalk to draw lines • Colour neatly and carefully, featuring a range of different media and colours • Experiment with a range of mark-making techniques, responding appropriately to music • Apply a range of marks successfully to a drawing • Produce a drawing that displays observational skill, experimenting with a range of lines and mark making					
R.E.	Unit: What do Christians believe God is like?					
	L.O. To know what a parable is.	L.O. – To be able to retell a parable.	L.O. – To explore the differences between right and wrong.	L.O. - To recognise the features of Christian prayers.	L.O. – To learn about the Bible.	L.O. – To retell a story from the Bible.
Outcomes	• Give simple ideas about Christian beliefs and Jesus • Re-tell a story that shows what Christians think about God, in words, drama and pictures, suggesting what it means • Discuss issues of good and bad, right and wrong (arising from the stories) • Ask questions about believing in God and offer ideas of their own					
PSHE	Unit: Me and My Relationships					
	L.O. – To understand that classroom rules help everyone to learn and be safe	L.O. – To suggest simple strategies for resolving conflict situations	L.O. – To recognise how others might be feeling by reading body language/ facial expressions	L.O. – To identify a range of feelings	L.O. – To recognise that other people’s feelings and bodies can be hurt	L.O. – To identify simple qualities of friendships

Outcomes	• Explain their classroom rules and be able to contribute to making these • Demonstrate attentive listening skills • Give and receive positive feedback, and experience how this makes them feel • Understand and explain how our emotions can give a physical reaction in our body • Identify how feelings might make us behave • Suggest ways of dealing with different kinds of hurt • Suggest simple strategies for making up					
MUSIC	Unit: My musical heartbeat					
	L.O. – To find and try and keep a steady beat (pulse)	L.O. – To recognise the beat (pulse)	L.O. – To listen and move to a piece of music	L.O. – To play instruments to a song	L.O. – To recognise high and low sounds	L.O. - To perform
Outcomes	• Understand all music has a beat/pulse • Find the beat/pulse in different pieces of music • Express thoughts and feelings about different songs • Know the names of different instruments • Handle instruments carefully and play them correctly • Understand which is a high note and which is a low note • Move in time to music					
P.	Unit: Gymnastics (Indoor)					

	L.O. - To travel safely and creatively in space I can travel at different levels	L.O. - To travel forwards, backwards and sideways. To travel at different levels	L.O. - To balance on one leg	L.O. – To travel safely and creatively To balance on one leg To travel at different levels To jump off a piece of apparatus safely	L.O. - To travel safely and creatively To balance on one leg To travel at different levels To jump off a piece of apparatus safely	L.O. - To do a straight roll To travel safely To balance on one leg
Outcomes	• Travel safely and creatively in a space • Say what they liked about the performance • Show different levels when travelling • Balance on 1—leg • Hold a front and back support • Travel along a bench forwards, backwards sideways and spin • Jump off a piece of apparatus and land safely • Do a straight roll • Touch their toes with straight legs					
COMPUTING	Unit: Introduction to Purple Mash & Creative Computing					
	L.O. - To log in to Purple Mash	L.O. - To understand how to complete work in the 2Dos area	L.O. - To open an activity and then save the work	L.O. - To use paint tools to draw a picture	L.O. - To create a jigsaw using a digital device and share it so that others can play	L.O. - To create a placing game in 2DIY To create images and use these to make a game

Outcomes	<u>Introduction to Purple Mash</u> • To login to Purple Mash • To create an avatar image of themselves • To open 2Dos • To save 2Dos • To hand in 2Dos • To open a Paint Project from the Tools area • To save and find my work in the My Work area <u>Creative Computing</u> • To choose the colours and tools to create a picture on the computer • To control the computer mouse • To use drag and drop on the device • To create a jigsaw using the 2DIY tool • To plan a game using images I have created • To make a placing game					
P.E.	Unit: Football (Outdoor)					
	L.O. – Dribbling To kick different sized balls To understand the language of directional movement e.g. forwards, backwards, turn, sideways at different speeds To watch and describe a performance and begin to say how they can improve	L.O. – Dribbling To kick different sized balls To understand the language of directional movement e.g. forwards, backwards, turn, sideways at different speeds To watch and describe a performance and begin to say how they can improve	L.O. – Passing To kick different sized balls To understand the language of directional movement e.g. forwards, backwards, turn, sideways at different speeds To watch and describe a performance and begin to say how they can improve I can engage in competitive games	L.O. – Passing To kick different sized balls To understand the language of directional movement e.g. forwards, backwards, turn, sideways at different speeds To watch and describe a performance and begin to say how they can improve I can engage in competitive games	L.O. – Passing and Dribbling To kick different sized balls To understand the language of directional movement e.g. forwards, backwards, turn, sideways at different speeds To watch and describe a performance and begin to say how they can improve I can engage in competitive games	L.O. – Turning To kick different sized balls To understand the language of directional movement e.g. forwards, backwards, turn, sideways at different speeds To watch and describe a performance and

						begin to say how they can improve I can engage in competitive games
Outcomes	• Throw, bounce and kick different sized balls • Strike a stationary ball • Understand the language of directional movement e.g. forwards, backwards, turn, sideways at different speeds • Run in straight lines • Engage in competitive activities • Watch and describe a performance and begin to say how they can improve					