



Year 1

Spelling, English, Maths and Foundation Subjects
Medium Term Plan Autumn 2 2025

	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
SPELLING	Bird Girl Their Pie Tried People Blue True Oh Human Unit Your	Both Go Mr Child Kind Mrs Basic Acorn Ms Fever Me Ask	Take Same Could Time Like Would Home Woke Should Rude Cute Our	These Even House New Chew Mouse Shriek Field Water Claw Draw Want	Time Fried Sure Spray Game Some Open Float Little Being Eating what	Recap	Recap
ENGLISH	Core text or inspiration: The Great Fire of London						
	Purposes for Writing: To entertain						
	Vocabulary, Grammar and Punctuation	Composition Planning		Composition Drafting and Writing		Composition Evaluating and Editing	
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> say out loud what they are going to write about compose a sentence orally before writing it 		<ul style="list-style-type: none"> write for different purposes (entertain) 		<ul style="list-style-type: none"> re-read what they have written to check that it makes sense discuss what they have written with the teacher or other pupils 		

	<ul style="list-style-type: none"> coordination - join words and sentences using and 					
MATHS	Addition and Subtraction			Shape		
	Number bonds within 10 Systematic number bonds within 10 Number bonds to 10 Addition – add together Addition – add more Addition problems Find a part Subtraction – find a part Fact families – the eight facts Subtraction – take away/cross out Subtraction on a number line Add or Subtract 1 or 2			Recognise and name 3D shapes Sort 3D shapes Recognise and name 2D shapes Sort 2D shapes Patterns with 2D and 3D shapes		
SCIENCE	Unit: Materials – Forces and Space – Seasonal Change					
	L.O. - To identify how the weather changes across the four seasons	L.O. - To identify events and activities that take place in different seasons	L.O. - To recognise how trees change across the four seasons	L.O. - To recognise that daylight hours change across the four seasons	L.O. - To observe changes across the four seasons	L.O. - To plan and carry out a weather report
Outco	<ul style="list-style-type: none"> Name the four seasons in order and describe the typical weather in each Name some activities and events in the four seasons Describe the appearance of a tree's leaves in each season Recall that summer has the most daylight hours and winter has the least daylight hours Record data about the temperature across the four seasons 					

	<ul style="list-style-type: none"> Label a map of the UK with capital cities and seasonal weather symbols
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HISTORY	Unit: The Great Fire of London					
	L.O. – To use sources	L.O. – To create a timeline	L.O. – To compare events	L.O. – To find differences and similarities	L.O. – To ask and answer simple questions about the past	L.O. - To ask and answer simple questions about the past

Outcomes	<ul style="list-style-type: none"> Place events and objects on a timeline Use common words and phrases relating to the passing of time Investigate events/changes beyond living memory Identify similarities and differences between ways of life in different time periods Ask and answer relevant questions about the past To know what happened during the great fire of London To know/why how the fire started To use sources to investigate a different time period
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Art	Unit: Painting and mix media – Colour splash					
	L.O. - To investigate how to mix secondary colours	L.O. - To apply knowledge of colour mixing when painting	L.O. - To explore colour when printing	L.O. - To experiment with paint mixing to make a range of secondary colours	L.O. - To apply their painting skills when working in the style of an artist	L.O. –

Outcomes	<ul style="list-style-type: none"> • Name the primary colours and mix them to make secondary colours • Know which two primary colours are needed to make each secondary colour • Be able to choose a suitable brush for the marks I want to make • Make new colours by overlapping prints • Mix two primary colours to make different shades of a secondary colour • Be able to make 5 different shades of a secondary colour • Choose colours that look good next to each other • Describe my painting and compare it to others 					
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R.E.	Unit:					
	L.O. To explore Christian artefacts	L.O. – To ask questions about Christianity	L.O. – To learn about the role of a vicar	L.O. - To explore the meaning of a parable	L.O. – To retell a Christian story	L.O. – To learn about the ways that Christians celebrate Christmas

Outcomes	<ul style="list-style-type: none"> • Give simple ideas about Christian beliefs and Jesus • Recognise a collection of Christian parables and stories • 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 • Understand how Christians celebrate sacred times 					
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PSHE	Unit: Valuing Difference					
	L.O. – To identify the differences and similarities between people	L.O. – To explain the difference between unkindness, teasing and bullying	L.O. – To explain some of their school rules	L.O. – To recognise and explain what is fair and unfair, kind and unkind	L.O. – To identify some of the people who are special to them	L.O. – To recognise they belong to various groups and communities such as their family

Outcomes	<ul style="list-style-type: none"> • Empathise with those who are different from them • Begin to appreciate the positive aspects of these differences • Understand that bullying is usually rare • To know how rules help to keep everyone safe • Suggest ways they can show kindness • Recognise and name some of the qualities that make a person special to them • Explain how people help us and we can help them to help us
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MUSIC	Unit: Dance, sing and play					
	L.O. – To understand the pulse and move in time to it	L.O. – To listen and respond to a song, sharing likes and dislikes	L.O. – To learn and sing a song, in tune	L.O. – To improvise to a song	L.O. – To play instruments in time to the music	L.O. - To perform

Outcomes	<ul style="list-style-type: none"> • 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
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P.	Unit: Gymnastics (Indoor)
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	L.O. – To jump off a piece of apparatus safely	L.O. – To demonstrate balance on a variety of equipment	L.O. – To do a straight roll	L.O. – To hold a front and back support	L.O. – To touch their toes with straight legs	L.O. – To create a sequence from skills learnt
Outcomes	<ul style="list-style-type: none"> • 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 					
COMPUTIN	Unit:					
	L.O. - To sort objects using a range of criteria	L.O. - To sort objects using technology	L.O. - To understand that data can be represented in picture format To contribute to a class pictogram	L.O. - To use a pictogram to record the results of an experiment	L.O. - To recognise the importance of accurate instructions	L.O. - To follow and create simple instructions on the computer
Outcomes	<p><u>Grouping and Sorting</u> Sort various items offline using a variety of criteria Follow a logical process to categorise objects Use Purple Mash activities to sort various items online using a variety of criteria Have experience of logical sorting using technology where items either fit a category or do not</p> <p><u>Pictograms</u> Contribute to a collection of class data</p>					

Interpret data from a pictogram
 Collect data then use technology to create a simple pictogram

Lego builders (An introduction to algorithms)
 Understand that computers require accurate instructions to work properly.
 Know that following the instructions correctly will give the correct result.
 Know that an algorithm is a precise, step-by-step set of instructions used to solve a problem or achieve an objective.
 Explain the effect of carrying out a task with no instructions.
 Know that an algorithm written for a computer to follow is called a program.



Unit: Football (Outdoor)

P.E.	L.O. – To kick a stationary ball	L.O. – To control a ball whilst moving	L.O. – To control a ball whilst moving	L.O. – To pass a ball whilst moving	L.O. – To engage in competitive activities	L.O. – To engage in competitive activities

- 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