



Year 1

Spelling, English, Maths and Foundation Subjects
Medium Term Plan Spring 1 2026

	Week 16	Week 17	Week 18	Week 19	Week 20	Week 21
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	Review
ENGLISH	Core text or inspiration: The King's Pants, Meet the Weather, Hello Spring					
	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	Place Value within 20			Addition and Subtraction within 20		
	Count within 20 Understand 10, 11, 12 and 13 Understand 14,15,16 and 17 Understand 18,19 and 20 One more and one less The number line to 20 Use number line to 20 Estimate on a number line to 20 Compare numbers to 20 Order numbers to 20			Add by counting on within 20 Add ones by using number bonds Find and make number bonds to 20 Doubles Near doubles Subtract ones using number bonds Subtraction – counting back and finding the difference Related facts Missing number problems		
SCIENCE	Unit: Materials – Sensitive bodies					
	L.O. – To name parts of the human body	L.O. – To name the body parts used for each sense	L.O. – To identify the body parts used for the sense of taste and touch	L.O. – To identify the body parts used for the sense smell and sight	L.O. - To identify the part used for the sense of hearing	L.O. - To recognise how the senses are used in everyday life
Outcomes	<ul style="list-style-type: none"> Sort body parts into groups Spot patterns in data Use senses to make observations Understand scientists are always making new discoveries Investigate how sound changes as you move further away Recognise the importance of senses in certain jobs 					

GEOGRAPHY	Unit: What is the weather like in the UK?					
	L.O. – To locate the four countries in the UK	L.O. – To identify seasonal changes in the UK	L.O. – To identify the four compass directions	L.O. – To investigate daily weather patterns	L.O. – To identify daily weather patterns in the UK	L.O. – To understand how the weather changes with each season
Outcomes	<ul style="list-style-type: none"> • Name the four countries in the UK and recall which country I live in • Name the four seasons • Identify the current season • Describe some changes in each season • Understand the arrow on a compass always points north • Describe the location of features using simple compass directions • Describe different types of weather • Measure weather in different ways • Suggest what people might wear in each season • Suggest what activities people might do in each season 					
Art	Unit: Structures					
	L.O. – To create a stable structure	L.O. – To use tools and equipment accurately to make part of a structure	L.O. – To use tools and equipment accurately to make part of a structure	L.O. – To join parts of a structure	L.O. – To join parts of a structure	L.O. – To evaluate a structure
Outcom	<ul style="list-style-type: none"> • Follow design criteria to meet the needs of a user. • Make a stable structure. • Make functioning sails/blades that attach to the supporting structure. • Improve their windmill. 					

Unit: What makes some places special to believers?						
R.E.	L.O. – Which places are special to me? Where is a sacred place for a believer to go?	L.O. – Which place of worship is sacred for Christians?	L.O. – Which place of worship is sacred for Jewish people?	L.O. – What happens during a worship service?	L.O. – Which place of worship is sacred for Muslims?	L.O. - How are places of worship similar and different? Why are places of worship important to our community?
	<ul style="list-style-type: none"> • Consider places that are special to you • Understand why believers go to special places • Know what a church is and who goes there • Know what a synagogue is and who goes there • Know what a mosque is and who goes there • Be able to compare special places for believers • Recall interesting facts about special places for believers 					
Unit: Keeping Safe						
PSHE	L.O. – To recognise the importance of sleep in maintaining a healthy, balanced lifestyle.	L.O. – To recognise emotions and physical feelings associated with feeling unsafe	L.O. – To understand and learn the PANTS rule	L.O. - To understand the importance of permission-seeking and giving in relationships with friends, peers and adults	L.O. – To understand that medicines can sometimes make people feel better when they're ill	L.O. – To recognise the range of feelings that are associated with loss

Outcomes	<ul style="list-style-type: none"> • Identify simple bedtime routines that promote healthy sleep • Identify people who can help them when they feel unsafe • Name and know which parts should be private • Explain the difference between appropriate and inappropriate touch • Understand that they have the right to say 'no' to unwanted touch • Understand that people behave differently online • Explain simple issues of safety and responsibility about medicines and their use 					
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MUSIC	Unit: Exploring sounds					
	L.O. – To find the pulse	L.O. – To listen and respond to a piece of music	L.O. – To learn to sing a song	L.O. – To play instrumental parts	L.O. – To play instrumental parts	L.O. - To perform

Outcomes	<ul style="list-style-type: none"> • Find and try to keep a steady beat • Very simple rhythm patterns using long and short • Very simple melodic patterns using high and low • Move in time with a steady beat • Copy back simple long and short rhythms with clapping • Have fun warming up your face, body and voice • Play notes on glockenspiels at the correct time 					
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P.E.	Unit: Ball skills (Indoor)					
	L.O. – To kick a ball of different sizes (passing)	L.O. – To kick a ball of different sizes (passing and dribbling)	L.O. – To throw a beanbag into different sized hoops	L.O. – To throw, bounce and catch a ball (bounce dribbling)	L.O. – To throw, bounce and catch a ball (bounce dribbling and passing)	L.O. – To throw, bounce and catch a ball (bounce dribbling, passing and catching)

Outco	<ul style="list-style-type: none"> • To engage in competitive activities • To improve the distance thrown by using more power • To understand language of directional movement • To control balls of different sizes • To catch, throw and bounce with precision 					
COMPUTING	Unit: 1.4 Lego Builders and 1.5 Maze Explorers					
	L.O. - To follow and create simple instructions on the computer	L.O. - To consider how the order of instructions affects the result	L.O. - To be able to use the direction keys to complete the challenges successfully	L.O. - To understand how to create and debug a set of instructions (algorithm)	L.O. - To use the additional direction keys as part of their algorithm	L.O. - To provide an opportunity for the children to set challenges for each other
Outcomes	<p>1.4 Lego Builders</p> <ul style="list-style-type: none"> • Children can follow instructions in a computer program • Children can explain the effect of carrying out a task with no instructions • Children know that computers need precise instructions to follow • Children know that an algorithm written for a computer to follow is called a program <p>Children understand how the order in which the steps of a recipe are presented affects the outcome</p> <ul style="list-style-type: none"> • Children can organise instructions for a simple recipe • Children know that correcting errors in an algorithm or program is called 'debugging' <p>1.5 Maze Explorers</p> <p>Children know how to use the direction keys in 2Go to move forwards, backwards, left and right</p> <ul style="list-style-type: none"> • Children know how to add a unit of measurement to the direction in 2Go Challenge 2 • Children know how to undo their last move • Children know how to move their character back to the starting point • Children can use diagonal direction keys to move the characters in the right direction 					

- Children know how to create a simple algorithm
- Children know how to debug their algorithm
- Children can use the additional direction keys to create a new algorithm
- Children can challenge themselves by using the longer algorithm to complete challenges
- Children can change the background images in their chosen challenge and save their new challenge.
- Children have tried each other's challenges