



Year 1 Medium Term Planning (Autumn)

Half-term 1

| Subject | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|-----------------|--|--|--|---|---|---|
| English Writing | | | | | | |
| Maths | <u>Place Value</u> Sort objects Count objects Count objects from a larger group Represent objects | <u>Place Value</u> Recognise numbers as words Count on from any number 1 more Count backwards within 10 | <u>Place Value</u> 1 less Compare groups by matching Fewer, more, same Less than, greater than, equal to | <u>Place Value</u> Compare numbers Order objects and numbers The numberline End of block assessment | <u>Addition and subtraction</u> Introduce parts and wholes Part-whole model Write number sentences Fact families - addition facts | <u>Addition and subtraction</u> Number bonds within 10 Systematic number bonds within 10 Number bonds to 10 Addition - add together |
| Science | Observe changes across the four seasons | Observe changes across the four seasons | To know the basic parts of a plant | To understand the basic structure of a plant. | To understand basic structure of a plant (including trees) | Pattern seeking <i>Do trees with bigger leaves lose their leaves first in Autumn?</i> |
| Computing | Self-image & identity | Online relationships | Online reputation | Online bullying | Managing online information | Health, well-being and lifestyle |
| History | <u>Chronological Understanding</u> Sequence events in their life. Sequence 3 or 4 artefacts from distinctly different periods of time. Match objects to people of different ages. | | | | | |
| Geography | <u>Locational Knowledge</u> Learn names of countries within the United Kingdom. | | | | | |

| | | | | | | |
|-------------------|---|---|--|---|---|--|
| | <p>Learn names of cities and surrounding seas in the United Kingdom. Begin to match boundaries (e.g find same boundary of a country on different scale maps) of the UK.</p> <p>Begin to spatially match places e.g recognise UK on a small scale and larger scale map. Locate and name on UK map major features e.g London, River Thames, home location seas.</p> | | | | | |
| Art and Design | To use drawing to develop and share their ideas | To use drawing to develop and share their ideas. | To use a range of materials creatively to design and make products.. | To use a range of materials creatively to design and make products. | To use a range of materials creatively to design and make products. | To use a range of materials creatively to design and make products. |
| Design Technology | DT days – textiles | | | | | |
| RE | What does it mean to belong to a faith community Do we all belong to something? | What does it mean to belong to a faith community How do Christians/Muslims/Jewish people show they belong? | What does it mean to belong to a faith community Is every person valuable? | What does it mean to belong to a faith community How do Christian people welcome a new baby? How do Jewish people welcome a new baby? | What does it mean to belong to a faith community How do some people show they belong to one another? | What does it mean to belong to a faith community What matters about being in a community? |
| PE | Locomotion: Running Gymnastics: Wide, Narrow and Curled | Locomotion: Running Gymnastics: Wide, Narrow and Curled | Locomotion: Running Gymnastics: Wide, Narrow and Curled | Locomotion: Running Gymnastics: Wide, Narrow and Curled | Locomotion: Running Gymnastics: Wide, Narrow and Curled | Locomotion: Running Gymnastics: Wide, Narrow and Curled |

| | | | | | | |
|-----------|---|---|---|---|---|---|
| Maths | <u>Addition and subtraction</u> Addition - add more Addition problems Find a part | <u>Addition and subtraction</u> Subtraction - find a part Fact families - the eight facts Subtraction - take away/cross out (How many left?) | <u>Addition and subtraction</u> Subtraction - take away (How many left?) Subtraction on a number line | <u>Addition and subtraction</u> Add or subtract 1 or 2 End of block assessment | <u>Geometry – shape</u> Recognise and name 3-D shapes Sort 3-D shapes Recognise and name 2-D shapes | <u>Geometry – shape</u> Sort 2-D shapes Patterns with 2-D and 3-D shapes End of block assessment |
| Science | Recognise different types of weather | Observe and record daily weather. | Explore different foods grown by Farmers. | Gather, record simple data Create simple picture bar chart to represent data gathered. | Interpret results from ongoing enquiry relating to the length of the day. | Hibernation |
| Computing | Digital Literacy Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the | Digital Literacy Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the | Digital Literacy Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the | Digital Literacy <i>Project evolve Year 1</i> I can use keywords in search engines. I can explain rules to keep us safe when we are using technology both in and | Digital Literacy <i>Project evolve Year 1</i> I can use keywords in search engines. I can explain rules to keep us safe when we are using technology both in and | Digital Literacy <i>Project evolve Year 1</i> I can use keywords in search engines. I can explain rules to keep us safe when we are using technology both in and |

| | | | | | | |
|-----------|---|---|---|---|---|---|
| | internet or other online technology | internet or other online technology | internet or other online technology | beyond the home. I can name my work so that others know it belongs to me. | beyond the home. I can name my work so that others know it belongs to me | beyond the home. I can name my work so that others know it belongs to me |
| History | Events beyond living memory that are significant nationally or globally. | Events beyond living memory that are significant nationally or globally. | Events beyond living memory that are significant nationally or globally. | Events beyond living memory that are significant nationally or globally. | Events beyond living memory that are significant nationally or globally. | Events beyond living memory that are significant nationally or globally. |
| Geography | Human and physical geography Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the north and south poles. | Human and physical geography Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the north and south poles. | Human and physical geography Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the north and south poles. | Human and physical geography Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the north and south poles. | Human and physical geography Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the north and south poles. | Human and physical geography Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the north and south poles. |

| | | | | | | |
|-------------------|--|--|--|---|---|---|
| Art and Design | To use drawing to develop and share their ideas | To use drawing to develop and share their ideas. | To use a range of materials creatively to design and make products.. | To use a range of materials creatively to design and make products. | To use a range of materials creatively to design and make products. | To use a range of materials creatively to design and make products. |
| Design Technology | | | | | | |
| RE | What do Christians belief God is like? | What do Christians belief God is like? | What do Christians belief God is like? | What do Christians belief God is like?us | What do Christians belief God is like? | What do Christians belief God is like? |
| PE | <p>Complete PE Ball Skills Hands 1:</p> <p>Pupils will combine their sending and receiving skills to keep possession. Pupils will explore stopping the ball.</p> <p>Dance: The Zoo</p> | <p>Complete PE Ball Skills Hands 1:</p> <p>Pupils will combine their sending and receiving skills to keep possession. Pupils will explore stopping the ball.</p> <p>Dance: The Zoo</p> | <p>Complete PE Ball Skills Hands 1:</p> <p>Pupils will combine their sending and receiving skills to keep possession. Pupils will explore stopping the ball.</p> <p>Dance: The Zoo</p> | <p>Complete PE Ball Skills Hands 1:</p> <p>Pupils will combine their sending and receiving skills to keep possession. Pupils will explore stopping the ball</p> <p>Dance: The Zoo</p> | <p>Complete PE Ball Skills Hands 1:</p> <p>Pupils will combine their sending and receiving skills to keep possession. Pupils will explore stopping the ball</p> <p>Dance: The Zoo</p> | <p>Complete PE Ball Skills Hands 1:</p> <p>Pupils will combine their sending and receiving skills to keep possession. Pupils will explore stopping the ball</p> <p>Dance: The Zoo</p> |

| | | | | | | |
|------|---|--|--|--|--|--|
| | Pupils will learn how to co-ordinate and control their bodies to perform movements, creating a sequence. | Pupils will learn how to co-ordinate and control their bodies to perform movements, creating a sequence. | Pupils will learn how to co-ordinate and control their bodies to perform movements, creating a sequence. | Pupils will learn how to co-ordinate and control their bodies to perform movements, creating a sequence. | Pupils will learn how to co-ordinate and control their bodies to perform movements, creating a sequence. | Pupils will learn how to co-ordinate and control their bodies to perform movements, creating a sequence. |
| PSHE | <p>Me and My Relationships</p> <p>Identify simple qualities of friendship Suggest simple strategies for making up</p> | <p>Valuing Difference</p> <p>Identify the differences and similarities between people; Empathise with those who are different from them; Begin to appreciate the</p> | <p>Valuing Difference</p> <p>Explain the difference between unkindness, teasing and bullying; Understand that bullying is usually quite rare.</p> | <p>Valuing Difference</p> <p>Explain some of their school rules and how those rules help to keep everybody safe.</p> | <p>Valuing Difference</p> <p>Identify some of the people who are special to them; Recognise and name some of the qualities that make a person special to them</p> | <p>Valuing Difference</p> <p>Recognise and explain what is fair and unfair, kind and unkind; Suggest ways they can show kindness to others.</p> |

| | | | | | | |
|-------|--|--|--|--|--|--|
| | | positive aspects of these differences. | | | | |
| Music | <p>Rhythm In The Way We Walk and The Banana Rap Genre: Reggae Pulse, rhythm and pitch, rapping, dancing and singing</p> <p>I know how to say whether I like or dislike a piece of music</p> <p>I know how to use my voice to speak, sing and chant</p> | <p>Rhythm In The Way We Walk and The Banana Rap Genre: Reggae Pulse, rhythm and pitch, rapping, dancing and singing</p> <p>I know how to say whether I like or dislike a piece of music</p> <p>I know how to use my voice to speak, sing and chant</p> | <p>Rhythm In The Way We Walk and The Banana Rap Genre: Reggae Pulse, rhythm and pitch, rapping, dancing and singing</p> <p>I know how to say whether I like or dislike a piece of music</p> <p>I know how to use my voice to speak, sing and chant</p> | <p>Rhythm In The Way We Walk and The Banana Rap Genre: Reggae Pulse, rhythm and pitch, rapping, dancing and singing</p> <p>I know how to say whether I like or dislike a piece of music</p> <p>I know how to use my voice to speak, sing and chant</p> | <p>Rhythm In The Way We Walk and The Banana Rap Genre: Reggae Pulse, rhythm and pitch, rapping, dancing and singing</p> <p>I know how to say whether I like or dislike a piece of music</p> <p>I know how to use my voice to speak, sing and chant</p> | <p>Rhythm In The Way We Walk and The Banana Rap Genre: Reggae Pulse, rhythm and pitch, rapping, dancing and singing</p> <p>I know how to say whether I like or dislike a piece of music</p> <p>I know how to use my voice to speak, sing and chant</p> |
| Oracy | Reciting a poem Weather report | Hot Seating | | | Christmas play | Christmas play |

Curriculum Enhancements for the term

| | | |
|------------------|--------------|----------------------|
| Cultural Capital | Career Links | Community Activities |
|------------------|--------------|----------------------|

| | | |
|--|--|--|
| | | |
|--|--|--|