

Year 1 Medium Term Planning
AUTUMN TERM 2026

Good to Be Me!

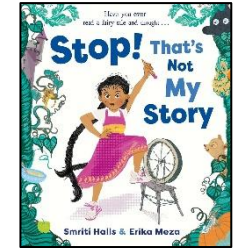
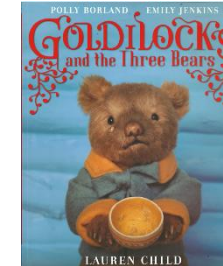
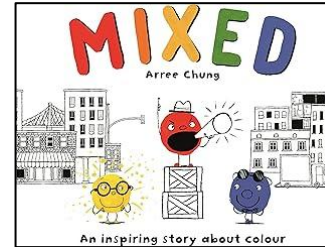
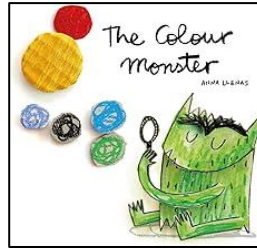
Key Texts:

Stop! That's Not my Story Smriti Halls

The Colour Monster Anna Llenas

Mixed Arree Chung

Traditional tales: Goldilocks



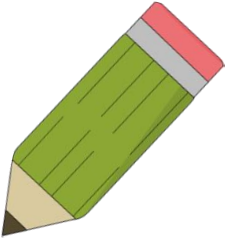
English
Reading



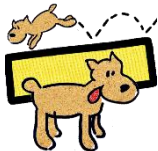
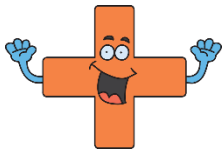
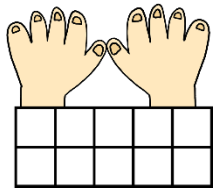
- Locate the title of a book
- Make simple comparisons and differences using pictures *E.g. between characters and settings*
- Identify repeated language within a class text
- Identify good and bad characters
- Know the characteristics of fairy tales
- Identify known pronouns and know the relationship between nouns and pronouns

English
Speaking & Listening

- Concentrate on the person talking, ignoring background noise and movement not relevant to them
- Take turns to talk, listen and respond in a conversation
- Ask questions to find out things using 'How?'
- Use words to express feelings
- Discuss an event they have experienced

English Writing 	• Say aloud what they are going to write about • Separate words with spaces of a roughly consistent size • Know the meaning of a <i>noun</i> and a <i>verb</i> • Know that a proper noun is the name of a specific person or place and starts with a capital letter • To add capital letters to start sentences • To add full stops at the end of sentences • Use phonetic knowledge to write phonically plausible spellings • Form letters correctly and explain which letters belong to which handwriting families in our Kinetic Letters scheme <i>Jumper family:</i> h, n, m, r, b, p <i>Abracadabra family:</i> c, o, a, d, g, s, q <i>Window cleaner family:</i> l, t, i, u • Write sentences beginning with 'I'	
English Phonics	Phase 3 Recognise, build, read and write one spelling for the 44 sounds of the English language. Oral blending • Sounding out and blending with 29 new GPCs • 32 new HRS words • Revision of Phase 2 j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, er, ure, ear, air	Phase 4 Oral blending • No new GPCs • No new HRS words • Word structures – cvcc, ccvc, ccvcc, cccvc, cccvcc • Suffixes • Revision of Phase 2 and Phase 3
	Phase 5 Introduction to Phase 5 for reading • 20 new GPCs • 16 new HRS words ay, ou, ie, ea, oy, ir, ue, au, wh, ph, ew, oe. au, ey, a_e, e_e, i_e, o_e, u_e, c	

Mathematics



Number and Place Value

- Count forwards and backwards to 10 beginning from any number.
- Read and write numerals to 10, and begin to read numbers as words: one, two three etc.
- Represent numbers to 10 using objects and pictorial representations, and begin to talk about **place value** to understand the value of each digit
- Identify *one more* and *one less* than a given number up to 10.
- Order numbers to 10 from smallest to greatest.
- Recognise numbers to 10 on the number line
- Compare numbers to 10 saying which is more than, less than or equal to

Addition and Subtraction

- Know that the equals symbol = means *the same as*
- Explore where the equals symbol can go in a number sentence *E.g. 1 + 2 = 3; 3 = 1 + 2*
- Recall number bonds to and within 10 fluently
- Represent and use number bonds within 10
- Use part, whole models:
Know that + represents adding two or more *parts*
Know that – represents subtracting a *part* from the *whole*
- Solve one-step problems involving addition and subtraction

Geography 	• Use positional language to describe where things are <i>E.g. next to, underneath, behind</i> • Identify human and physical features within my school and my local area • Learn about aerial views and have a go at drawing our own maps from above • Drawing a simple map of my classroom • Creating simple maps with a key • Use directional language to describe a route • Learn about my local town, Bournemouth • Know that a town has lots of people living in it • Learn about the points of a compass: North, South, East and West
Science 	Animals, including humans • Label different parts (head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) / bones (rib/ skull) of the body • Say which body part is associated with which sense Seasonal Change • Describe seasonal change (looking for signs of Autumn)
P.S.H.E. Being me in my World 	Together we learn how to: • Feel special and safe in our class and school • Recognise how we belong to our class and our behaviour affects others • Recognise how we can make our class a safe place for everybody to learn • Recognise how it feels to be proud of an achievement • Recognise different feelings and understand how different action and situations may result in different feelings • Understand the choices we have in following our school values Links to Health & Safety: <i>What can we do if we don't feel safe or happy anywhere? What can we do to keep ourselves and others safe in school and elsewhere?</i>
Religious Education	• To re-tell the Christian Creation story and to explore how this influences how Christians behave towards nature and the environment.

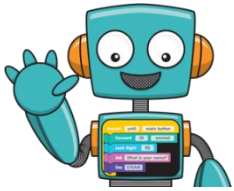
Art 	• Use colour to create mood <i>E.g. happiness, sadness, fear</i> • Mix primary colours to make secondary colours: purple, orange, green • Draw (from memory and observation): <i>portrait, self-portrait</i> • Begin to understand face proportions • Know there are different characteristics within different kinds of art and describe some of them • Look at the work of <i>Picasso</i> and his portraits
D&T 	• Learn about the plan, do and review cycle • Explore materials and describe their properties • Accurately cut around templates and shapes • Know that two pieces of material can be joined together • Know that, when joining, some methods create a more permanent join than others <i>E.g. temporary: paperclip, tape, permanent: glue, staples</i> • Talk about things that went well and that I like, and things I might change or improve
Music 	• Charanga: 'Hey You' Unit – Children learn about the differences between pulse, rhythm and pitch. They will learn how to rap and enjoy it in its original form through an Old-school hip-hop style song called 'Hey You' • Developing physical responses to music • Pulse: Keeping a steady beat, moving in time • Musicians and composers: listening to a range of music. Talking about personal preferences and how the music makes us feel

P.E.



- Develop understanding of how exercise can make you feel
- Develop understanding of how exercise makes you strong and healthy
- Develop fundamental movement skills, *jumping, hopping, skipping*
- Explore balance, stability and landing safely
- Explore changing, direction and dodging

Computing



- Learning the Q.P.I.A. online safety rules, including not giving out our personal information.
- Technology in our classroom and outside school
- Name the basic parts of the computer and know that a keyboard enters text and a mouse moves the cursor.
- Typing our name using a keyboard
- Learn to log in knowing we use a password and username.