

Year 1 Medium Term Planning
AUTUMN TERM 2025

Good to Be Me!

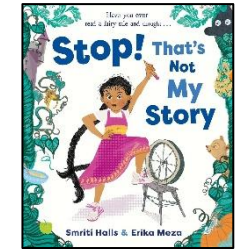
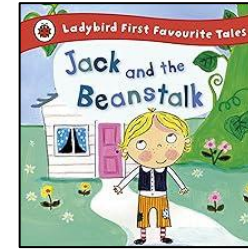
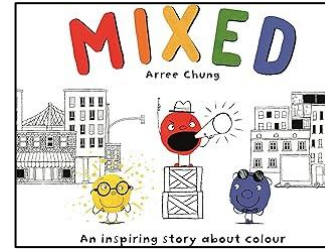
Key Texts:


Stop! That's Not my Story Smriti Halls

The Colour Monster Anna Llenas

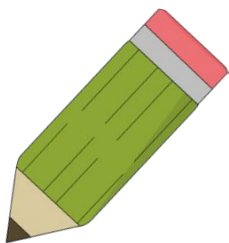
Mixed Arree Chung

Traditional tales: Jack and the Beanstalk



<p>English Reading</p> 	<ul style="list-style-type: none"> • Locate the title of a book • Make simple comparisons and differences using pictures <i>E.g. between characters and settings</i> • 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
<p>English Speaking & Listening</p>	<ul style="list-style-type: none"> • 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 *noun* and a *verb*
- Know that a proper noun is the name of a specific person or place and starts with a capital letter
- Use a SSPF sound mat to write phonically plausible spellings
- Form letters correctly and explain which letters belong to which handwriting families in our **Kinetic Letters** scheme
Jumper family: h, n, m, r, b, p
Abacadabra family: c, o, a, d, g, s, q
Window cleaner family: l, t, i, u
- Write sentences beginning with 'I'

English
Phonics



The Basics 2

Recognise, build, read and write at least one spellings for the first 19 speech sounds in the English language:

s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l, ll, ff, ss

The Basics 3

Recognise, build, read and write one spelling for the 44 sounds of the English language starring Listening Len, See it Sam and the rest of the gang.

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

The Basics 4

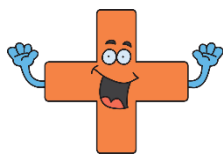
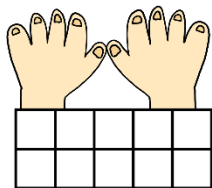
Recognise, build, read and write adjacent consonants and polysyllabic words starring Jazzy Jack and Magic Mack

Moving from 3 sounds (CVC *E.g. ch-ur-ch*) to four plus sounds (CVCC *E.g. j-u-m-p*, CCVC *E.g. s-k-i-p*, CCVCC *E.g. c-r-i-s-p*, CCCVC *E.g. s-t-r-i-ng*)

Throughout the stages children will read tricky words with Tess and read nonsense words with Nan.

* Children will be working in groups suited to their phonic ability.

Mathematics



Geography






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

- Use positional language to describe where things are *E.g. next to, underneath, behind*
- 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

<p>Science</p> 	<p>Animals, including humans</p> <ul style="list-style-type: none"> • 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 <p>Seasonal Change</p> <ul style="list-style-type: none"> • Describe seasonal change (looking for signs of Autumn)
<p>Nature School</p>  <p>* <i>Nature school is taught in five-week blocks across Autumn and Spring term.</i></p>	<ul style="list-style-type: none"> • I know how to stay safe in the Nature Garden. • I can make known shapes with natural objects. <i>Curriculum link to maths</i> • I can talk about different colours and make pieces of art called mandalas. • I can work as part of a team to build a den. • I can use a timber hitch knot when making a den. • I can use hammers safely. • I can use a hammer to make a piece of art called hapa zome, also known as <i>leaf-dye</i>. • I know how to stay safe around a fire. • I can make a spark using flint and steel. • I know simple first aid.
<p>P.S.H.E.</p> <p>Being me in my World</p> 	<p>Together we learn how to:</p> <ul style="list-style-type: none"> • 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 <p>Links to Health & Safety:</p> <p><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></p>
<p>Religious Education</p>	<ul style="list-style-type: none"> • To re-tell the Christian Creation story and to explore how this influences how Christians behave towards nature and the environment.

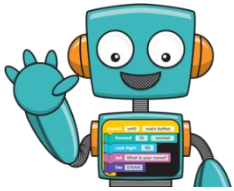
<p>Art</p> 	<ul style="list-style-type: none"> • Use colour to create mood <i>E.g. happiness, sadness, fear</i> • Mix primary colours to make secondary colours: purple, orange, green • Draw (from memory and observation): <i>portrait, self-portrait</i> • Begin to understand face proportions • Know there are different characteristics within different kinds of art and describe some of them • Look at the work of <i>Picasso</i> and his portraits
<p>D&T</p> 	<ul style="list-style-type: none"> • 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
<p>Music</p> 	<ul style="list-style-type: none"> • 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.