

YEAR 1					MEDIUM TERM PLANNING				2025/2026	
Subject	Autumn 1 – Wed 3 <sup>rd</sup> Sept – Fri 17 <sup>th</sup> Oct									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7			
English	Baseline	Warning Story - The Three Little Pigs <small>Capital letters, finger spaces, full stops, building simple sentences, personal pronoun 'I'</small>			The Three Billy Goats Gruff <small>Joining words and clauses using 'and'</small>					
Maths <small>Place value within 10</small>	Baseline Assessments	<ul style="list-style-type: none"><li>Sort objects</li><li>Count objects</li><li>Count objects from a larger group</li><li>Represent objects</li></ul>	<ul style="list-style-type: none"><li>Recognise numbers as words</li><li>Count on from any number</li><li>1 more</li></ul>	<ul style="list-style-type: none"><li>Count backwards within 10</li><li>1 less</li><li>Compare groups by matching</li><li>Fewer, more, same</li></ul>	<ul style="list-style-type: none"><li>Less than, greater than, equal to</li><li>Compare numbers</li><li>Order objects and numbers</li><li>The number line</li></ul>	<ul style="list-style-type: none"><li>Review &amp; revisit x 3</li><li>End of unit assessment</li></ul>	<ul style="list-style-type: none"><li>Introduce parts and wholes</li><li>Part-whole model</li><li>Write number sentences</li><li>Fact families – addition facts</li></ul>			
Religious Education <small>Christianity</small>	School Value - Friendship	I wonder what makes a book special?	I wonder why God gave in creation*?	I wonder how God continues to give?	I wonder how Christians can share God’s creation? I wonder what you are thankful for?	How does Harvest time help people to be thankful?	I wonder how you think the Creation account makes Christians feel about the world?			
Science <small>Seasons Human body &amp; Senses</small>			Can I identify, name, draw and label the basic parts of the human body? (Introduce science skills)		Can I record data about the weather in autumn? (Continuous provision)					
					Can I name the five senses and say which body part is associated with each sense? (Senses Fair)		Can I identify signs of autumn (including the weather, length of day and what people wear)?			
Geography <small>Our School</small>		Can I recognise photos of our school and find it on a range of maps?		What features are in my school? Can I draw a simple map (including a key) of my classroom?		What features are in my school? Can I draw a simple map (including a key) of the playground?				
History <small>(Not Taught this Half Term)</small>										
Art & Design <small>Drawing &amp; Painting</small>	Can I use crayons and pencils to create an observational drawing of what I see? (Eric Carle)	Can I name the primary and secondary colours? Can I use thick and thin brushes to paint a picture of what I see? (Eric Carle)		Can I use paper and glue to create a collage of what I see? (Eric Carle)						
Design & Technology <small>Structures</small>					Can I design and make a house for the Three Little Pigs?					
Physical Education		<b>Fundamentals</b> – Can I explore balance, stability and landing safely?  <b>Ball skills</b> – Can I dribble a ball with my hands?	<b>Fundamentals</b> – Can I explore how the body moves differently when running at different speeds?  <b>Ball skills</b> – Can I explore accuracy when rolling a ball?	<b>Fundamentals</b> – Can I explore changing direction and dodging? <b>Ball skills</b> – Can I explore throwing with accuracy towards a target?	<b>Fundamentals</b> – Can I explore jumping, hopping and skipping actions? <b>Ball skills</b> – Can I explore catching with two hands?	<b>Fundamentals</b> – Can I explore co-ordination and combination jumps? <b>Ball skills</b> – Can I explore dribbling with my feet?	<b>Fundamentals</b> – Can I explore combination jumping and skipping in an individual rope? <b>Ball skills</b> – Can I explore tracking a ball that is coming towards me?			
Life Learning <small>Being Me In My World</small>	Settling In / Classroom Routines & Expectations	I know how to use my Jigsaw Journal	I understand the rights and responsibilities as member of my class – I know that I belong to my class	I understand the rights and responsibilities as member of my class – I know how to make my class a safe space for everybody to learn	I know my views are valued and can contribute to the Learning Charter	I can recognise the choices I make and understand the consequences	I understand my rights and responsibilities within our Learning Charter			
Computing <small>Online Safety</small>			How do I stay safe and keep my work safe online? (Unit 1 Lessons 1 & 2)			Can I use Purple Mash safely? (Unit 1 Lesson 3 & 4)	What is technology and how does it make our lives easier? <b>Technology walk around local area</b> What technology do we have in school, at home and outside? (Unit 9)			

Subject	Autumn 2 – Tues 4 <sup>th</sup> Nov – Fri 20 <sup>th</sup> Dec						
	Week 8	Week 9	Week 10 (Nativity rehearsals)	Week 11 (Nativity rehearsals)	Week 12 (Nativity rehearsals)	Week 13 (Nativity performance)	Week 14
English	Journey Story – The Gingerbread Man <small>Common and proper nouns, capital letters for proper nouns, question words, question marks, exclamation marks</small>				Non-Fiction – Instructions		
Maths	<ul style="list-style-type: none"><li>Number bonds within 10</li><li>Systematic number bonds within 10</li><li>Number bonds to 10</li><li>Addition – add together</li></ul>	<ul style="list-style-type: none"><li>Addition – add more</li><li>Addition problems</li><li>Find a part</li><li>Subtraction – find a part</li></ul>	<ul style="list-style-type: none"><li>Fact families – the eight facts</li><li>Subtraction – take away/ cross out (How many left?)</li><li>Subtraction -take away (How many left?)</li></ul>	<ul style="list-style-type: none"><li>Subtraction on a number line</li><li>Add or subtract 1 or 2</li><li>Revisit and review</li></ul>	<ul style="list-style-type: none"><li>Revisit and review</li><li>Revisit and review</li><li>End of unit assessment</li></ul>	<ul style="list-style-type: none"><li>Recognise and name 2D shapes</li><li>Sort 2D shapes</li><li>Recognise and name 3D shapes</li></ul>	<ul style="list-style-type: none"><li>Sort 3D shapes</li><li>Patterns with 2D and 3D shapes</li><li>Revisit &amp; review</li><li>End of unit assessment</li></ul>
Religious Education Christianity	School Value - Love	Who’s in your family? How are you like each other?	What is the ‘Nativity’? Who is Baby Jesus? Who is in his family?	Why did angels announce the birth of Jesus?	Why is the Nativity story so important to Christians?	Is Christmas the same around the world? What about the Nativity?	<b>Trip to St Martin’s Church</b> Who are the important people in the Nativity story to me?
Science Seasons Materials	Can I record data about the weather in autumn and winter? (continuous provision)						
		Can I identify and name a variety of everyday materials?  Can I tell the difference between an object and the material it is made from?		Can I describe the properties of everyday materials?  Can I identify and sort which materials have certain properties?		Investigation - Who was Charles Macintosh and why was his invention so important?	
Geography <small>(Not Taught this Half Term)</small>							
History Toys through time Chertsey Museum 19.11.24	Can I find out about toys today? KQ 1 Can I sort toys into different times of our lives? KQ 2		<b>Chertsey Museum Visit</b> Can I compare toys from different times? KQ 3		Can I recognise how toys have changed over time? KQ 4 Can I compare Victorian toys with modern toys?		
Art & Design Painting & Printing	Do I understand who Pablo Picasso is and how he used colour in his paintings? Can I create a portrait in the style of Pablo Picasso?		Do I understand who Frank Philip Stella is and how he uses printing to create art?  Can I use different printing tools to create a simple pattern?				Can I make a Christmas card for someone special using printing techniques including repeating, overlapping, rotating and arranging shapes?
Design & Technology Cooking					Can I make a gingerbread man?		
Physical Education	<b>Dance</b> – Can I use counts of 8 to move in time and make my dance look interesting? <b>Sending and receiving</b> – Can I develop rolling and throwing a ball towards a target?	<b>Dance</b> – Can I explore pathways in my dance? <b>Sending and receiving</b> – Can I develop receiving a ball and tracking skills?	<b>Dance</b> – Can I create my own dance using actions, pathways and counts? <b>Sending and receiving</b> – Can I send and receive a ball with my feet?	<b>Dance</b> – Can I explore speeds and actions? <b>Sending and receiving</b> – Can I develop throwing and catching skills over a short distance?	<b>Dance</b> – Can I use expression and create actions that relate to the story?	<b>Sending and receiving</b> – Can I develop throwing and catching skills over a longer distance?	<b>Dance</b> – Can I use a pathway when travelling? <b>Sending and receiving</b> - Can I apply sending and receiving skills to small games?
Life Learning Celebrating Differences	I can identify similarities between people in my class	I can identify differences between people in my class	I can tell you what bullying is	I know some people who I could talk to if I was feeling unhappy or being bullied	I know how to make new friends		I can tell you some ways I am different from my friends
Computing Grouping and Sorting Pictograms		How can data be represented in pictures? Unit 3 Lessons 1		Can I contribute to a class pictogram? Unit 3 Lessons 1		Can I create a pictogram to record the results of an experiment? Unit 3 Lesson 3	



Art & Design Knowledge & Skills		Design & Technology Knowledge & Skills	
<b>Drawing Autumn 1</b>	Draw lines of different shapes and thicknesses. Draw with crayons and pencils. Describe shapes and patterns. Colour in neatly, following the lines very carefully.	<b>Food PoKaS Autumn Term (Yearly)</b>	Use knives safely to cut food (with help) Use a mixing bowl to prepare a mixture Make a food product Know that you have to wash hands and keep work surfaces clean when preparing food
<b>Painting Autumn 2</b>	Use thick and thin brushes. Use ready mixed or powder paints to show ideas. Paint pictures of what is see. Name the primary and secondary colours. Say how an artist has used colour.		
<b>Collage &amp; Sculpture Spring 1</b>	Add texture to models using tools. Make shapes from rolled up paper, straws, paper and card. Cut, roll & coil materials Explore and experiment with lots of collage materials. Cut and tear paper, textiles and card. Sort and arrange collage materials for a purpose. Use: paste, glue and other adhesives.	<b>Mechanisms Spring 1 (Design a Vehicle)</b>	Make a product that moves using a turning mechanism (e.g. wheels, winding) or a lever or a hinge (to make a movement) Cut materials using scissors Describe the properties of the materials used Explore how moving objects work Look at wheels, axels, turning mechanisms, hinges and simple levers
<b>Digital Media Spring 2</b>	Use the computer to draw pictures with lines and shapes . Change the pen colour and rub out to change my work . Draw ideas and tell others what they are .	<b>Developing, Planning &amp; Evaluating PoKaS (Yearly)</b>	Think of ideas and with help, can put them into practice Know the features of familiar products Use pictures and words to describe what to do Talk about my own and others’ work Describe how a product works
<b>Textiles Summer 1</b>	Sort threads and fabrics. Group fabrics and threads by colour and texture. Make weavings with fabrics or threads. Make a fabric by weaving or ‘teasing’ out wool. Look at examples of thread and textiles used to create pictures, objects or patterns. (e.g patchwork)	<b>Textiles Summer 1</b>	Describe textiles by the way they feel Make a product from textiles Measure, mark out and cut fabric Join fabrics using glue Ensure work is neat and tidy Know how textiles can be used to make products Alter a textile
<b>Printing Summer 2</b>	Use printing tools such as fruit, vegetables and sponges . Print onto fabric or paper. Make printing blocks eg: string patterns or Plasticine shapes . Explore techniques such as repeating, overlapping, rotating and arranging shapes .	<b>Structures Summer 2 (Bear’s Cottage)</b>	Make a structure Describe the materials used to make the structure Measure and mark out the materials needed for the structure Finish off work so it looks neat and tidy Find out how to make materials for the structure stronger by folding, joining or rolling