



Year 1 Medium Term Plan

Autumn 1 – This is Me!

| | Week 1 W/B 4 th Sept | Week 2 W/B 11 th Sept | Week 3 W/B 18 th Sept | Week 4 W/B 25 th Sept | Week 5 W/B 2 nd Oct | Week 6 W/B 9 th Oct | Week 7 W/B 16 th Oct |
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| Events / Info | Transition Week Phonics assessments 3-day week | Meet The Teacher Parent Presentation | Pupil Progress Week | Y1 Hinduism Workshop Day – Diwali | Autumn Sense Walk (Eco-Garden) | | |
| English <i>This is Me!</i> | Holiday News Capital letters/ full stops | Who’s our New Teacher? Week 2 – Introduction to book –drawing & labelling character, drama/hot seating Week 3 - Guided Writing: Modelling to write a character description, introduction to adjectives – simple sentences to describe character (using full stops and capital letters) Week 4 – Independent Writing: Write a short character description Writing Genre: Character Description | | | Class 2 at the Zoo Week 5 – Introduction to story, story map and acting out story – create a story board Week 6 – Guided Writing: Introduce time connectives and model using them within sentences Week 7 – Independent Writing: Write a recount of the story Writing Genre: Short narrative (Story sequencing) | | |
| Grammar Focus | Capital letters, full Stops and adjectives | | | | Capital letters, full Stops and time connectives | | |
| Reading | 1:1 Reading | | | | Reading assessment | Group Reading (Sequencing/Prediction) | |

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| Maths | Sort, count & represent numbers to 10 Number formation | Counting forwards/backwards Recognise numbers as words up to 10 | One more/One less (within 10) | Compare objects Introduce >, < and = | Compare numbers >, < and = | Order objects/numbers Ordinal numbers | Number line |
| Science Ourselves | Look at how we've changed! Knowledge Harvest | Look at our bodies | What can we hear? How can we sort things using senses? | Sense explorers – linking body parts with senses | Autumn Sense Walk | Sensory boards and bottles | Recap: What have you learnt? |
| Computing Online Safety | Transition Week | We are Rule Writers <i>Creating Online Safety Rules</i> | We are Kind and Thoughtful <i>Worry box</i> | We are Responsible Internet and Device Users <i>How can we use the internet?</i> | We are Information Protectors <i>Personal and private information</i> | We are Good Digital Citizens <i>What makes a good digital citizen?</i> | We are Responsible Gamers <i>Safe gaming agreement</i> |
| History Childhood Now & Then | Transition week | To find out which toys were played with in the past | To investigate and identify how homes have changed over time | To compare how schools have changed over time | To compare what children wore at different times | To find out about children's entertainment and how it has changed over time | Assessment Week |
| R.E. Hinduism | Transition Week | Knowledge Harvest What do you know about Hinduism? | Introduction to Hinduism What do Hinduism believe? | Religious Festivals: Diwali (Story of Rama) | How do Hindu's celebrate the festival in different ways? | Creative activity: Creating a Rangoli pattern | Recap: How and why do Hindus celebrate Diwali? |
| PSHE Being Me in My World (JIGSAW) | Special & safe | My class | Rights & responsibilities | Rewards & feeling proud | Consequences | Owning our learning charter | Changes within us |
| Art/DT | To investigate famous self-portraits | To use collage to create a self-portrait | To investigate the different kinds of sketching pencils | To investigate different paints | To create our own self-portrait | To create a self-portrait from clay | |

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| French | Recap on last year's learning | Greetings extended for each time of the day | Addressing different people and practice a role play | Numbers 1 to 20/30 | Learn about colours, extended | Asking questions and talking about your favourite colour and colours you like and don't like. (role-play) | Recap: Role-play combining previously taught topics (i.e. colours/numbers) |
| Music Duration | Transition Week | To create vocal firework sound effects and accompany with actions responding to pictorial stimuli | To make sounds of different duration on untuned percussion instruments | To read and play note values (semibreves, minims, crotchets) | To play sequences of long and short instrumental sounds as an accompaniment to a song | To arrange own performance of a descriptive song responding to pictorial stimuli | To listen to group performances and appraise |
| P.E. Indoor Fundamentals | To explore balance, stability and landing safely. | | To explore how the body moves differently when running at different speeds. | To explore changing direction and dodging. | To explore jumping, hopping, and skipping actions. | To explore jumping, hopping, and skipping actions. | To explore combination jumping and skipping in an individual rope. |
| P.E. Outdoor Ball Skills | To develop control and co-ordination when dribbling a ball with your hands. | | To explore accuracy when rolling a ball. | To explore throwing with accuracy towards a target. | To explore catching with two hands. | To explore control and co-ordination when dribbling a ball with your feet. | To explore tracking a ball that is coming towards me. |