


Year 1 Medium Term Plan Autumn 1 2025-26

 <p>SUBJECT</p>	<p>WEEK 1: Article 28</p> <p><i>You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.</i></p>	<p>WEEK 2: Article 29</p> <p><i>Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.</i></p>	<p>WEEK 3: Article 23</p> <p><i>You have the right to special education and care if you have a disability, so you can live a full and independent life.</i></p>	<p>WEEK 4: Article 30</p> <p><i>You have the right to practice your own culture, language and religion.</i></p>	<p>WEEK 5: Article 2</p> <p><i>No child should be treated unfairly on any basis.</i></p>	<p>WEEK 6: Article 27</p> <p><i>You have the right to food, clothing, a safe place to live and have your basic needs met.</i></p>	<p>Week 7: Article 12</p> <p><i>You have the right to give your opinion, and for adults to listen and take it seriously.</i></p>	<p>Week 8: Article 31 <i>You have the right to play and relax by doing things like sports, music and drama</i></p>
<p>ENGLISH</p>	<p>Text: Theme Week / Welcome Back The Fish Who Could Wish P4C discussion</p>	<p>Text: The Colour Monster Genre: fiction, wanted posters GP&S: word spaces, capital letters, full stops</p>	<p>Text: The Colour Monster Genre: fiction, wanted posters GP&S: word spaces, capital letters, full stops</p>	<p>Text: The Proudest Blue Genre: character descriptions GP&S: word spaces, capital letters, full stops</p>	<p>Text: The Proudest Blue Genre: explanations GP&S: word spaces, capital letters, full stops</p>	<p>Text: Senses (link to science) Genre: Non-fiction GP&S: word spaces, capital letters, full stops</p>	<p>Text: Senses (link to science) Genre: poetry GP&S: rhyme</p>	<p>Assess & Review Genre: fiction & non-fiction GP&S: word spaces, capital letters, full stops</p>
<p>MATHS</p>	<p>Consolidate Reception Mathematical Concepts</p>	<p>Consolidate Reception Mathematical Concepts</p>	<p>Consolidate Reception Mathematical Concepts</p>	<p>Consolidate Reception Mathematical Concepts</p>	<p>Consolidate Reception Mathematical Concepts</p>	<p>Consolidate Reception Mathematical Concepts</p>	<p>Consolidate Reception Mathematical Concepts</p>	<p>Consolidate Reception Mathematical Concepts</p>
<p>SCIENCE Animals including Humans</p>	<p>Introduce topic Knowledge Harvest</p>	<p>Knowledge: body parts Skills: classifying. Recap learning so far.</p>	<p>Knowledge: observing change over time. Skills: Observing Body changes and growing up (babies to children)</p>	<p>Knowledge: naming body parts Skills: identifying. Drawing and labelling body parts.</p>	<p>Knowledge: naming the 5 senses. Skills: identifying. Matching the body party to the senses.</p>	<p>Knowledge: describing senses. Skills: classifying. Using senses— investigation.</p>	<p>Knowledge: seasonal change—autumn Skills: sorting Naming the 4 seasons.</p>	<p>Knowledge: seasonal change—autumn Skills: observing—tree.</p>
<p>COMPUTING Exploring Purple Mash</p>	<p>Lesson on e-safety.</p>	<p>WALT: login safely.</p>	<p>WALT: find and save work.</p>	<p>WALT: understand the topic section.</p>	<p>WALT: understand the tools section.</p>	<p>WALT: find out information online</p>	<p>WALT: sort items using a range of criteria.</p>	<p>WALT: sort items by grouping.</p>
<p>HUMANITIES Ourselves</p>	<p>Introduce topic. Knowledge Harvest</p>	<p>WALT: locate areas of the school.</p>	<p>WALT: use a map. Finding the school on a map.</p>	<p>WALT: find out about the year we were born.</p>	<p>WALT: describe a significant event within our lives.</p>	<p>WALT: describe changes within school. Starting school.</p>	<p>WALT: record life within school. Timeline of their time in school.</p>	<p>WALT: complete a personal timeline.</p>
<p>Art Portraits</p>	<p>Art work linked to theme week Artist—Van Gogh</p>	<p>WALT: draw a self portrait. Using mirrors— proportions.</p>	<p>WALT: use line. Drawing a partner.</p>	<p>WALT: experiment with colour</p>	<p>WALT: use line and tone. Observational drawing.</p>	<p>WALT: use watercolours. Adding colour to drawings—shades.</p>	<p>WALT: use shape and space. Body proportions with chalk.</p>	<p>WALT: use a range of materials. Silhouettes</p>
<p>PE / DANCE</p>	<p>Please see separate planning</p>							
<p>RE Belonging</p>	<p>WALT: show how people belong. What groups do we belong to?</p>	<p>WALT: show how people belong. What different groups do.</p>	<p>WALT: understand belonging. Name different groups.</p>	<p>WALT: name world religions. Match to symbols.</p>	<p>WALT: find out what people wear to show they belong. Costumes and uniforms.</p>	<p>WALT: share how we belong to a group. Children to bring in artefacts.</p>	<p>WALT: create a symbol to show we belong. Design a badge for a group .</p>	<p>WALT: create instructions. Rules and instructions for a group.</p>
<p>PSHE Being Me</p>	<p>Welcome Back All about me!</p>	<p>WALT: understand our class charter.</p>	<p>WALT: feel special and safe in class</p>	<p>WALT: understand our rights & responsibilities</p>	<p>WALT: make our class a safe place to learn</p>	<p>WALT: recognise how it feels to be proud</p>	<p>WALT: understand choices and consequences</p>	<p>WALT: treat everyone with respect</p>
<p>MUSIC</p>	<p>What music do you like?</p>	<p>WALT: find the pulse.</p>	<p>WALT: find the rhythm.</p>	<p>WALT: follow a rhythm.</p>	<p>WALT: use an instrument.</p>	<p>WALT: improvise.</p>	<p>WALT: compose a rhythm.</p>	<p>WALT: plan a performance.</p>