



Medium Term Plan Autumn Term 25-26

Year 1		Spring Term: <b>Dinosaur Planet</b>
Subject	Key end points in learning	
<b>English-Reading</b>	<b>Monster Phonics Term 1 Planning</b>  Graphemes taught: ff, ss, zz, ll, ck, nk, tch, ve, ai, oi, ay, oy, suffix s/es, a-e, e-e, i-e, o-e, u-e, u-e, ar, ee, suffix ed/ing, ea, ea, er, ir, ur, oo, oo, oa, oe, suffix er/est, ou, ow, ow	
<b>English - Writing</b>	<p>Autumn 1</p> <p><b>Narrative – Non fiction</b></p> <p><b><u>Elmer</u></b></p> <p>I can use finger spaces.</p> <p>I can use phonics to write a word.</p> <p>I can use full stops.</p> <p><b><u>Harry and His Bucket Full of Dinosaur book</u></b></p> <p>I can use finger spaces.</p> <p>I can use phonics to write a word.</p> <p>I can use full stop.</p> <p>Autumn 2</p> <p><b><u>Little Red Riding Hood</u></b></p> <p>To be able to retell a story.</p> <p>I can use finger spaces.</p> <p>I can use phonics to write a word.</p> <p>I can use full stops.</p> <p><b><u>Letters to Santa</u></b></p> <p>I can write a letter.</p> <p>I can use 'and' in a sentence.</p>	



<b>Maths</b>	<p><b><u>Unit 1 – Numbers to 10</u></b></p> <p>I can sort and count objects to 10.</p> <p>I can count and write to 10.</p> <p>I can count backwards from 10-0.</p> <p>I can count one more and one less.</p> <p>I can compare and order number.</p> <p>I can learn to use a number line.</p> <p><b><u>Unit 2 – Part-whole within 10</u></b></p> <p>I can use the part-whole model.</p> <p>I can write number sentences.</p> <p>I can find different ways to make a numbers.</p> <p>I can make number bonds.</p> <p>I can compare number bonds.</p> <p><b><u>Unit 3 – Addition within 10</u></b></p> <p>I can add parts to find the whole.</p> <p>I can find a missing part.</p> <p>I can practise using number bonds.</p> <p>I can find fact families.</p> <p>I can solve world problems.</p> <p><b><u>Unit 4 –Subtraction within 10</u></b></p> <p>I can do subtraction to 10.</p> <p>I can take away to find how many are left.</p> <p>I can subtraction by breaking the whole into parts.</p> <p>I can discover related number facts.</p> <p>I can compare additions and subtractions.</p> <p>I can find the difference.</p> <p>I can solve word problems.</p>
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	<p><b><u>Unit 5 – 2D &amp; 3D Shapes</u></b></p> <p>I can recognise and name common 2D and 3D shapes.</p> <p>I can make patterns with shapes.</p> <p><b><u>Unit 6 – Numbers to 20</u></b></p> <p>I can count using tens and ones.</p> <p>I can counts one more an one less to 20.</p> <p>I can compare numbers of objects to 20.</p> <p>I can compare and order numbers to 20.</p>
<b>Science</b>	<p><b><u>Humans Senses</u></b></p> <p>I can name the parts of the human body that I can see.</p> <p>I can identify the main parts of the human body and link them to my senses.</p> <p>I can use simple scientific words to answer questions.</p> <p>I can complete simple test.</p> <p>I can explain what we have found out (findings).</p> <p><b><u>Animals</u></b></p> <p>I can name the parts of an animal's body</p> <p>I can classify animals by what they eat (carnivore, herbivore, omnivore)</p> <p>I can compare the bodies of different animals</p> <p>I can point out some of the differences between different animals</p> <p>I can sort photographs of living things and non-living things</p> <p>I can classify common animals (birds, fish, amphibians, reptiles, mammals, invertebrates)</p> <p>I can describe how an animal is suited to its environment</p> <p>I can sort and groups objects, materials and living things.</p> <p>I can use scientific language to ask and answer a question.</p>
<b>Computing</b>	<p><b><u>Computing Systems and Networks -Technology Around Us</u></b></p> <p>I can explain that technology is something that can help us.</p> <p>I can identify examples of technology.</p> <p>I can explain how examples of technology help us.</p> <p>I can recognise that a computer is an example of technology.</p>



	<p>I can recognise that some technology can be used in different ways.</p> <p>I can identify the main parts of a computer.</p> <p>I can recognise that choices are made when using technology.</p> <p>I can explain why rules are needed when using technology.</p> <p>I can use a mouse in different ways.</p> <p>I can use a keyboard to type.</p> <p>I can use the keyboard.</p> <p>I can edit text.</p> <p>I can show how I can use technology safely.</p> <p><b><u>Creating Media - Digital Painting</u></b></p> <p>I can recognise computers can be used to create art.</p> <p>I can explain what different freehand tools do.</p> <p>I can create a picture using freehand tools.</p> <p>I can use shape and line tools when precision is needed.</p> <p>I can use a range of paint colours.</p> <p>I can use the fill tool to colour an enclosed area.</p> <p>I can use the undo button to correct a mistake.</p> <p>I can recognise a tool can be adjusted to suit my need.</p> <p>I can combine a range of tools to create a piece of artwork.</p> <p>I can decide when it's appropriate to use each tool.</p> <p>I can consider impact of choices made.</p> <p>I can compare painting using a computer with painting using brushes.</p>
<b>Geography</b>	<p><b><u>Our Wonderful World</u></b></p> <p>I can name, locate and identify characteristics of the four countries in the UK and the surrounding seas.</p> <p>I can use basic geographical vocabulary to refer to key physical features (including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, season and weather) and key human features (including: city, town, village, factory, farm, house, office, port, harbour and shop).</p> <p>I can use locational and directional language to describe the location of features and routes on a map.</p> <p>I can use aerial photographs and plan perspectives to identify landmarks and basic features. I can devise a simple map; and use and construct basic symbols in a key.</p> <p>I can use simple fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment.</p>



<b>History</b>	<p><b><u>Dangerous Dinosaurs</u></b></p> <p>I can use stories to talk about things that have happened in the past.</p> <p>I can use simple vocabulary to describe passing of time (e.g. now, then, long ago, before and after).</p> <p>I can begin to order artefacts and pictures from significantly different time periods.</p> <p>I can use simple source material (e.g. photographs) to answer questions about an event beyond living memory.</p> <p>I can ask and respond to simple questions about the past, using sources of information.</p> <p>Sort events or objects into groups (i.e. then and now.)</p> <p>I can use timelines to order events or objects.</p> <p>I can tell stories about the past, including role-play.</p> <p>I can talk, draw or write about aspects of the past.</p>
<b>Art</b>	<p><b><u>Spirals</u></b></p> <p>I can use drawing, collage and mark-making to explore spirals.</p> <p>I can complete simple sketches.</p> <p><b><u>Printmaking</u></b></p> <p>I can explore simple ways to make a print.</p> <p>I can use line, shape, colour and texture to explore pattern, sequencing and symmetry.</p>
<b>DT</b>	<p><b><u>Food and Nutrition - Chop Slice and Mash</u></b></p> <p>I can design a healthy sandwich for myself.</p> <p>I can use a range of kitchen tools to help create my sandwich.</p> <p>I can evaluate my sandwich from how it looks and tastes.</p> <p>I can explain ways to make my sandwich better.</p>
<b>Music</b>	<p><b><u>Hey You! – Autumn 1</u></b></p> <p>To know 5 songs off by heart.</p> <p>To know what the songs are about.</p> <p>To know and recognise the sound and names of some of the instruments they use.</p> <p>To know that music has a steady pulse, like a heartbeat.</p>



	<p>To know that we can create rhythms from words, our names, favourite food, colours and animals.</p> <p>To confidently sing or rap five songs from memory and sing them in unison.</p> <p>I can learn the names of the notes in their instrumental part from memory or when written down.</p> <p>I can learn the names of the instruments.</p> <p>I can improve to make your own tunes on the spot.</p> <p>I can compose a piece of music.</p> <p>I can perform to an audience.</p> <p><b><u>KS1 Production of the Bethlehem Bake Off – Autumn 2</u></b></p>
R.E	<p><b><u>What does it mean to belong to a faith community?</u></b></p> <p>I can name artefacts.</p> <p>I can use knowledge about Muslims, Christians, and Jewish people, considering how members of these communities show that they belong.</p> <p>I can identify places of worship and symbols.</p> <p>I will consider where I belong and the communities to which they are a part of.</p> <p><b><u>Why does Christmas matter to Christians?</u></b></p> <p>I can talk about the key events from the Christmas story in more detail.</p> <p>I can find out about how Christmas is celebrated today and begin to consider which traditions are secular and which are religious.</p> <p>I will focus on religious artwork, saying how and why it helps Christians today to celebrate the key events from the story.</p>
P.E	<p><b><u>Real PE Social (Autumn 1)</u></b></p> <p>I can jump from 2 feet to 2 feet forwards, backwards and side to side.</p> <p>I can sit in a seated position for 10 seconds and:</p> <ol style="list-style-type: none"><li>1. Balance with both hands and feet touching the floor.</li><li>2. Balance with 1 hand and 2 feet touching the floor.</li><li>3. Balance with 2 hands and 1 foot touching the floor.</li></ol>



	<p>4. Balance with 1 hand and 1 foot touching the floor.</p> <p>5. Balance with 1 hand or 1 foot down.</p> <p>6. Balance with no hands or no feet touching the floor.</p> <p><b><u>Real Dance (Cog focus tbc through need of class – Autumn 1)</u></b></p> <p>I can put standing, floor and circle shapes into a repeatable sequence.</p> <p>I can dance imaginatively changing rhythm, speed, level and direction.</p> <p>I can explore silk moves and link them with shapes and circles.</p> <p>I can perform a dance sequence with a partner.</p> <p><b><u>Real PE Physical (Autumn 2)</u></b></p> <p>I can:</p> <ol style="list-style-type: none"><li>1. Roll a large ball and collect the rebound.</li><li>2. Roll a small ball and collect the rebound.</li><li>3. Throw a large ball and catch the rebound with 2 hands.</li></ol> <p>From 1, 2 and 3 metres I can:</p> <ol style="list-style-type: none"><li>1. React and catch a large ball dropped from shoulder height after 2 bounces.</li><li>2. React and catch a large ball dropped from shoulder height after 1 bounce.</li></ol> <p><b><u>Real Gym (Autumn 2)</u></b></p> <p>I can learn different types of jumps (flight and landing) using floor, low and large apparatus.</p> <p>I can learn different rotations, rolls and spins on low and large apparatus.</p>
PSHE	<p><b><u>Autumn 1 What is the same and different about us?</u></b></p> <p>I can say what I like/dislike and what I'm good at</p> <p>I can say what makes me special and how everyone has different strengths</p> <p>I can share how my personal features or qualities are unique to me</p> <p>I understand how I am similar or different to others, and what we have in common</p> <p>I can use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private</p>



**Who is special to us?**

I can recognise that family is one of the groups I belong to.

I can talk about the different people in my family.

I can discuss what makes my family and/or special people do to make me feel loved.

I can talk about how all families are different but share common features.

I can talk about different features of family life.

I understand that I must tell someone if my family makes me unhappy or worried.