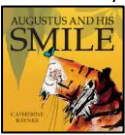
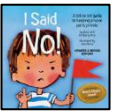
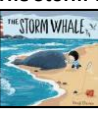
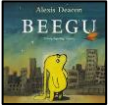
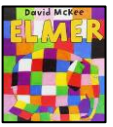


Year 1 Medium Term Planning Overview: 2025-26 Onwards

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Text	Gorilla – Anthony Browne	The Robot and the Bluebird - David Lucas	Rapunzel – Bethan Woollvin	The Journey Home - Frann Preston-Gannon	The Darkest Dark – Chris Hadfield	Tin Forest – Helen Ward
Immersive Environment	Breakfast table Gorilla coat, hat, bow tie Bedroom – gorilla themed Coat hook	Scrap heap	Tower	Boat	Moon Scene, Bedroom	Tin and metal items, slowly changing to a green forest with real trees and plants
Academic Study: basic skills						
English	Written Outcomes: Recount - of trip IC <i>Exemplar - 2018 Teacher assessment exemplification: end of key stage 1. Ali, piece B (GDS) published piece</i> Narrative – retelling of ‘Gorilla’ with an alternative animal <i>Exemplar - 2018 Teacher assessment exemplification: end of key stage 1. Kim, piece C (EXS)</i> Character Profile – themselves <i>Exemplar - 2019 Key stage 1 English writing training exercise 4. Child D, piece B</i> N.B. Each unit of writing to include an oral rehearsal and oral composition.	Written Outcomes: Narrative – retelling of ‘The Robot and the Bluebird’ with an alternative ending <i>Exemplar – 2019 Key stage 1 English writing training exercise 3. Child C, piece A (GDS) IC</i> Recount – diary in role as the bird. <i>Exemplar - 2019 Key stage 1 English writing training exercise 3. Child C, piece C (GDS)</i> NCR – Important People linked to History. <i>Exemplar – 2019 Key stage 1 English writing training exercise 1. Child A, piece E (EXS) published piece</i>	Written Outcomes: Narrative – character description for Rapunzel the Witch. Published piece <i>Exemplar - 2018 KS1 training exercise Pupil 1, piece B (EXS)</i> Narrative – back story the witch (extended story) IC <i>Exemplar - 2018 Teacher assessment exemplification: end of key stage 1. Ali, piece F (GDS)</i> Information text – Royal Family <i>Exemplar – 2018 Teacher assessment exemplification: end of key stage 1. Kim, piece F (EXS)</i> N.B. Each unit of writing to include an oral rehearsal and oral composition.	Written Outcomes: Instructions – linked to DT <i>Exemplar - 2018 KS1 training exercise Pupil 1, piece D (EXS)</i> NCR – animals from the book Independent Write <i>Exemplar - 2019 Key stage 1 English writing training exercise 1. Child A, piece E (EXS)</i> Letter – to the prime minister IC about climate change issues Published Write <i>Exemplar - 2018 KS1 training exercise Pupil 1, piece C (EXS)</i>	Written Outcomes: Recount – trip to Space Centre Independent Write IC <i>Exemplar - Teacher assessment exemplification: end of key stage 1 2018. Ali, piece B (GDS)</i> Narrative – setting description (space/moon) <i>Exemplar - Teacher assessment exemplification: published write end of key stage 1. Kim, piece B (EXS)</i> Narrative – extended story about an adventure in space <i>Exemplar - 2018 KS1 training exercise Pupil 1, piece E (EXS)</i>	Written Outcomes: Narrative – extended story based on a new dream <i>Exemplar - 2019 Teacher assessment exemplification: end of key stage 1. Ali, piece F (GDS)</i> Instructions – planting seeds Published Write <i>Exemplar - KS1 2018 Training Exercise Pupil 1 - Piece D (EXS)</i> Persuasive leaflet – IC preventing forest fires Independent Write <i>Exemplar - 2019 Key stage 1 English writing training exercise 3. Child C, piece D (GDS)</i> N.B. Each unit of writing to include an oral rehearsal and oral composition.
Maths	Number - Place Value (within 10) Number - Addition and subtraction (within 10) Geometry – Shape		Number - Place Value (within 20) Number - Addition and subtraction (within 20) Number - Place Value (within 50) Measurement: Length and Height Measurement: Weight and Volume		Number – Multiplication and Division Number – Fractions Geometry – Position and Direction Number - Place Value (within 100) Measurement: Money Measurement: Time	
Wider Academic Study: taught concepts and learning opportunities						
RE	NAS 1.2: Myself and Caring for Others How do we show care for others? Christianity, Judaism, Non-religious worldviews Vocabulary: neighbour, belief, happy, care, kind	UC1.3 Incarnation: Why does Christmas matter to Christians? (CORE) Texts: Simple versions of the Christmas Story, including Luke 1 and 2 Christianity Vocabulary: Christmas, birth, advent	UC1.4 Gospel: What is the good news that Jesus brings? (WHOLE UNIT) Texts: Matthew 9:9-13, Luke 11:9-13 Christianity Vocabulary: Gospel, Good News, prayer, forgiveness, peace	UC1.5 Salvation: Why does Easter matter to Christians? (CORE) Texts: Simple versions of the Easter story Christianity Vocabulary: Cross, Jesus, forgiveness, new beginnings Major festival: Judaism – Pesah	NAS1.1: Celebrations & Festivals Who celebrates and why? Christianity, Judaism, Vocabulary: Celebration, festival, religion, Christian, Jewish, Hanukkah, synagogue, church, Jesus	NAS1.4: Symbols in Religious Worship & Practice In what ways are churches/synagogues important to believers? Christianity, Judaism, Vocabulary: Religion, symbol, bimah, Torah, Bible, worship, holiness, sacred
History Time Period Focus: the present time	Myself and My Family Tree Chronology – Complete a family tree (3 generations) Evidence – Introduce term ‘sources’ Significance- Modern Britain – the present	Important People: Our Prime Minister, the Government, the Pope Chronology – Locate duration of term on a simple timeline Evidence – Introduce term ‘sources’ Significance- Modern Britain – the present Human Achievement: Person - The Prime Minister	The British Royal Family Outdoor Learning Chronology – Complete a family tree (3 generations) Evidence – Introduce term ‘sources’ Significance- Modern Britain– the present (King is Head of Cof E)		Human Achievement: Event - The Moon landing (1969)	
Geography		Weather, Seasons and Landscapes Physical: Describe seasonal weather patterns Physical: Identify and describe natural landscapes including beaches/coasts, hills/mountains/valleys, seas/oceans, rivers. Cartography: Know the 4 points of the compass, and simple OS Map symbols		Cartography and Navigation Outdoor Learning Navigate a simple journey within the school grounds using four points of the compass; devise their own map and locate significant places i.e. own classroom, hall, playground.	Light Pollution Human: Know the causes of different types of pollution & describe the impact. Space: Describe the features of an unfamiliar environment (where light pollution is common & uncommon). Link these with keys and OS symbols on age-appropriate maps.	Trouble in the Forest Place: Recall and locate culturally significant places including the United Kingdom, UK countries, UK capital cities, forest areas/national parks. Physical: Know what a natural hazard is and give examples (forest fires). Space: Describe the features of an unfamiliar environment: link these with keys and OS symbols on age-appropriate maps.
Science (See progression map for numbered objectives)	Animals incl. humans Outdoor Learning Life – 1 Being Scientific - 1,4,6	Plants/Seasonal Change Life – 1 Energy – 3 Being Scientific - 2-5	Living Things Life – 1 Being Scientific - 1	Forces/Seasons Energy 1,3 Being Scientific - 1, 3, 5, 6	Light Outdoor Learning Energy 2,3 Being Scientific - 1,3,6	Materials Matter 1 Being Scientific - 1-6
Music	Focus Music: Carnival of the Animals Pitch: Know what pitch means Tempo: Know what tempo means Duration: Know what duration means Timbre: Know the timbre of the 4 different instrument families: strings, brass, woodwind and percussion	Focus Music: Carnival of the Animals Composition: Create short pieces of music using their developing knowledge of duration to ensure that different notes have different lengths, pitch to ensure we use different notes and timbre to show different instruments can make different sounds. Performance: Improvise and perform music using instruments from at least two instrument families	Focus Music: Once Upon a Dream Tempo: Know what tempo means and use simple language to describe the tempo of ‘Once upon a dream’. Timbre: Recognise the timbre of the string instrument family in different versions of ‘Once Upon a Dream’. Dynamics: Know what dynamics are and use simple language to describe the dynamics in ‘Once upon a Dream’ Texture: Know that the melody is the main sequence of notes in a piece of music. Texture: Identify the melody in ‘Once upon a dream’ Meaning: Say how different versions of ‘Once Upon a Dream’ make them feel using simple language linked to tempo, timbre, dynamics and texture to give reasons why.	Focus Music: Once Upon a Dream Composition: Create short pieces of music using their developing knowledge of texture to show more than musical instrument can play at a time, tempo to ensure different speeds and melodies. Performance: Improvise and perform music using instruments from at least two instrument families	Focus Music: Yellow Submarine, the Beatles Duration: Know what duration means and use simple language to describe the duration of different sounds within ‘Yellow Submarine’ Texture: Identify the melody in ‘Yellow Submarine’	Focus Music: Yellow Submarine, the Beatles Outdoor Learning Composition: Create short pieces of music using their developing knowledge of duration to ensure that different notes have different lengths and texture to show different instruments can play at the same time. Performance: Improvise and perform music using instruments from at least two instrument families
Art and Design	Focus Artist/Piece: Christiane Spangenberg	Focus Artist/Piece: Matt Wilson – Cutlery Birds Outdoor Learning			Focus Artist/Piece: Yayoi Kusama, Book to Read at Night	

Year 1 Medium Term Planning Overview: 2025-26 Onwards

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Outcome: One line portrait Composition (formal elements): Line – recognise and draw straight, wavy and scribble lines Shape and Form – Recognise and draw organic 2D shapes to create one line portraits Y1 Comprehension skills	Outcome: Bird sculpture with cutlery Composition (formal elements): Texture – recognise a range of different textures; sort and choose appropriately based on their qualities to create a sculpture Proportion – Think about the appropriate size for a manmade sculpture of a blue bird. Y1 Comprehension skills			Outcome: Abstract forest landscape Composition (formal elements): Tone – to create tints using water and/or white paint Tone – to create shades using black paint and limited water Colour – introduce and use secondary colours Pattern – explore fluid/flowing irregular pattern techniques using a range of tints and shades Y1 Comprehension skills	
DT			Textiles: running stitch to create a bag User: themselves Implementation techniques, mechanisms or tools: use of running stitch and template to create a basic bag by joining two pieces of fabric and adding a handle. Innovation: create own design and need for handle Evaluation: use simple writing frames and graphics	Structures: Waterproof Boats with a Sail Slider User: book character Implementation techniques, mechanisms or tools: plastic, wood, metal, paper, cardboard, slide mechanism, dowl Innovation: respond to design need for waterproof material and slide for sail Evaluation: use simple writing frames and graphics		Food: Evaluating Produce User: other children, family Implementation techniques, mechanisms or tools: chopping, tasting, comparing Innovation: respond to question: which tastes better - homegrown or shop bought food? Evaluation: use simple writing frames and graphics
PE	Handball (Ball skills) Fitness Resilience Competition Skill - Throwing with one hand, catching with two hands and hands in cup shape, moving with the ball (3 steps). Under-arm and over-arm throwing Dance Fitness Resilience Skill – 16 bar routine, repeated (32 bars), incorporating Reception and Y1 knowledge. Danced with the teacher	Sports Hall Athletics Fitness Resilience Competition Skill – Jumping distances, sprinting, low hurdles.	Gymnastics Fitness Resilience Skill – Shapes: Tuck, Pike, Straddle, Stretch, Star. Travelling (on floor and apparatus) : Bunny, Straddle Bunny, Duck, Giraffe, Bear, Spider, Caterpillar, Dip Walk. Jumps (from benches) : Stretch. Rolls: Tuck, Log, Dish and Arch. Balancing on benches	Basketball Fitness Resilience Skill – Chest pass, receiving the ball	Tennis Fitness Resilience Competition Skill – Balancing tennis ball on rackets, moving ball around racket, target work at increasing distance.	Cricket Fitness Resilience Competition Skill – Hitting balls into target area from the floor. Understanding the correct body position for batting.
Computing	In continuous provision areas, children will have free access to ipads, purple mash apps and beebots. Discrete skills to be taught within provision: Logging on to Purple Mash Opening a ‘2Do’ task on Purple Mash Save and hand in work on Purple Mash					
	Online Safety Smartie the Penguin – Year 1 Version A Coding: Lego Builders (1.4)		Online Safety Online Safety Week – Project Evolve – Online Relationships Creation: Creating Pictures (2.6)		Online Safety Digiduck and the Magic Castle Smartie the Penguin – Year 1 Version B Coding: Maze Explorers (1.5)	
RSE	Consent – KS1 1,2 PANTS are Private – NSPCC https://www.youtube.com/watch?v=-IL07JOGU5o Relationships & Friendships – KS1 1,3 Best of Friends – Shen Roddie Mental Health – KS1 1,2 Augustus and his Smile – Catherine Rayner 	Consent – KS1 3,4 I Said No! A Kid-To-Kid Guide to Keeping Your Private Parts Private – Kimberly King  Relationships & Friendships – KS1 2,4 Tadpole's Promise – Jeanne Willis & Tony Ross  Physical Health – KS1 1-3 Rodd's Bad Day – BBC Bitesize  https://www.bbc.co.uk/bitesize/clips/z7q7pv4	Consent – KS1 1,2 These Hands – Hope Lynne Price  Equality – KS1 1-3 We are all free - born UDHR  Mental – KS1 1,2 The Dark – Lemony Snicket  Health	Consent – KS1 3,4 Dangle – The Literacy Shed  https://www.literacyshed.com/dangle.html Physical Health – KS1 1-3  Safety – KS1 1-3 The Storm Whale – Benji Davies 	Consent – KS1 1,2 No Means No! - Jayneen Sanders  Identity – KS1 1,2 The Hueys in... 'The New Jumper' – Oliver Jeffers  Safety – KS1 1-3 Goldilocks and the Three Bears – Goldilocks actions 	Consent – KS1 3,4 New Friends – short film clip  https://youtu.be/FHCaK0vmd0Q Identity – KS1 1-3 Beegu – Alexis Deecon  Equality – KS1 1-3 Elmer – David McKee 
Cultural Capital and Entitlement Outcomes **Please note that these experiences are an aspiration and not a guarantee; leaders have to carefully consider the context of fieldwork visits and activities before they can go ahead						
Entitlement Activity	Visit a zoo Visit Church Pantomime Go Bird Watching Perform in front of an audience – Nativity		Visit Church Learn to sew		Fire Brigade Build a fire Visit Church Local Walk	
Knowledge of Human Achievement	Human Achievement: Person - The Prime Minister		Major festival: Judaism – Pesah Human Achievement: Person - The Monarch		Event: The Moon Landing (1969)	
Fieldwork – so that pupils develop disciplinary subject knowledge	Yorkshire Wildlife Park – development of disciplinary knowledge in Science	Sculpture Artist Workshop – development of disciplinary knowledge in Art		Cleethorpes – development of disciplinary knowledge in Geography and Art	Sherwood Observatory/Planetarium Visit – development of disciplinary knowledge in Science & English	Allotment Visit – development of disciplinary knowledge in DT