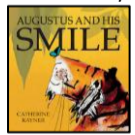
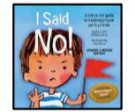







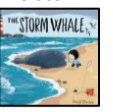




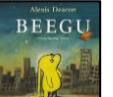
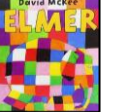


Year 1 Medium Term Planning Overview: 2025-26 Onwards

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

Year 1 Medium Term Planning Overview: 2025-26 Onwards

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>Outcome: One line portrait Composition (formal elements):</b></p> <ul style="list-style-type: none"> <li><b>Line</b> – recognise and draw straight, wavy and scribble lines</li> <li><b>Shape and Form</b> – Recognise and draw organic 2D shapes to create one line portraits</li> </ul> <p><b>Y1 Comprehension skills</b></p>	<p><b>Outcome: Bird sculpture with cutlery Composition (formal elements):</b></p> <ul style="list-style-type: none"> <li><b>Texture</b> – recognise a range of different textures; sort and choose appropriately based on their qualities to create a sculpture</li> <li><b>Proportion</b> – Think about the appropriate size for a manmade sculpture of a blue bird.</li> </ul> <p><b>Y1 Comprehension skills</b></p>			<p><b>Outcome: Abstract forest landscape Composition (formal elements):</b></p> <ul style="list-style-type: none"> <li><b>Tone</b> – to create tints using water and/or white paint</li> <li><b>Tone</b> – to create shades using black paint and limited water</li> <li><b>Colour</b> – introduce and use secondary colours</li> <li><b>Pattern</b> – explore fluid/flowing irregular pattern techniques using a range of tints and shades</li> </ul> <p><b>Y1 Comprehension skills</b></p>	
DT			<p><b>Textiles: running stitch to create a bag</b>                      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</p>	<p><b>Structures: Waterproof Boats with a Sail Slider</b>                      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</p>		<p><b>Food: Evaluating Produce</b>                      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</p>
PE	<p><b>Handball (Ball skills)</b>                      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</p> <p><b>Dance</b>                      Fitness                      Resilience                      Skill– 16 bar routine, repeated (32 bars), incorporating Reception and Y1 knowledge. Danced with the teacher</p>	<p><b>Sports Hall Athletics Fitness</b>                      Resilience                      Competition                      Skill– Jumping distances, sprinting, low hurdles.</p>	<p><b>Gymnastics</b>                      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</p>	<p><b>Basketball</b>                      Fitness                      Resilience                      Skill– Chest pass, receiving the ball</p>	<p><b>Tennis</b>                      Fitness                      Resilience                      Competition                      Skill– Balancing tennis ball on rackets, moving ball around racket, target work at increasing distance.</p>	<p><b>Cricket</b>                      Fitness                      Resilience                      Competition                      Skill– Hitting balls into target area from the floor. Understanding the correct body position for batting.</p>
Computing	<p>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</p>					
	<p><b>Online Safety</b>                      Smartie the Penguin – Year 1 Version A  <b>Coding:</b>                      Lego Builders (1.4)</p>		<p><b>Online Safety</b>                      Online Safety Week – Project Evolve – Online Relationships  <b>Creation:</b>                      Creating Pictures (2.6)</p>		<p><b>Online Safety</b>                      Digiduck and the Magic Castle                      Smartie the Penguin – Year 1 Version B  <b>Coding:</b>                      Maze Explorers (1.5)</p>	
RSE	<p><b>Consent – KS1 1,2</b>                      PANTS are Private – NSPCC  <a href="https://www.youtube.com/watch?v=IL07JOGU5o">https://www.youtube.com/watch?v=IL07JOGU5o</a>  <b>Relationships &amp; Friendships – KS1 1,3</b>                      Best of Friends – Shen Roddie  <b>Mental Health – KS1 1,2</b>                      Augustus and his Smile – Catherine Rayner  </p>	<p><b>Consent – KS1 3,4</b>                      I Said No! A Kid-To-Kid Guide to Keeping Your Private Parts Private – Kimberly King    <b>Relationships &amp; Friendships – KS1 2,4</b>                      Tadpole's Promise – Jeanne Willis &amp; Tony Ross    <b>Physical Health – KS1 1-3</b>                      Rodd's Bad Day – BBC Bitesize    <a href="https://www.bbc.co.uk/bitesize/clips/z7q7pv4">https://www.bbc.co.uk/bitesize/clips/z7q7pv4</a></p>	<p><b>Consent – KS1 1,2</b>                      These Hands – Hope Lynne Price    <b>Equality – KS1 1-3</b>                      We are all born free - born UDHR    <b>Mental – KS1 1,2</b>                      The Dark – Lemony Snicket  </p>	<p><b>Consent – KS1 3,4</b>                      Dangle – The Literacy Shed    <a href="https://www.literacyshed.com/dangle.html">https://www.literacyshed.com/dangle.html</a>  <b>Physical Health – KS1 1-3</b>    <b>Safety – KS1 1-3</b>                      The Storm Whale – Benji Davies  </p>	<p><b>Consent – KS1 1,2</b>                      No Means No! - Jayneen Sanders    <b>Identity – KS1 1,2</b>                      The Hueys in... 'The New Jumper' – Oliver Jeffers    <b>Safety – KS1 1-3</b>                      Goldilocks and the Three Bears – Goldilocks actions  </p>	<p><b>Consent – KS1 3,4</b>                      New Friends – short film clip    <a href="https://youtu.be/FHCaK0vmd0Q">https://youtu.be/FHCaK0vmd0Q</a>  <b>Identity – KS1 1-3</b>                      Beegu – Alexis Deacon    <b>Equality – KS1 1-3</b>                      Elmer – David McKee  </p>
<p><b>Cultural Capital and Entitlement Outcomes</b>                      **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</p>						
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 Buld a fire Visit Church Local Walk	
Knowledge of Human Achievement	<p><b>Human Achievement: Person - The Prime Minister</b></p>		<p><b>Major festival: Judaism – Pesah</b>  <b>Human Achievement: Person - The Monarch</b></p>		<p><b>Event: The Moon Landing (1969)</b></p>	
Fieldwork – so that pupils develop disciplinary subject knowledge	<p><b>Yorkshire Wildlife Park</b> – development of disciplinary knowledge in Science</p>	<p><b>Sculpture Artist Workshop</b> – development of disciplinary knowledge in Art</p>		<p><b>Cleethorpes</b> – development of disciplinary knowledge in Geography and Art</p>	<p><b>Sherwood Observatory/Planetarium Visit</b> – development of disciplinary knowledge in Science &amp; English</p>	<p><b>Allotment Visit</b> – development of disciplinary knowledge in DT</p>