

Year 1 – Medium Term Planning / Autumn 2023 TOPICS: Incredible Me!/Through the Keyhole

Week No	English (Writing)	English (Reading/Phonics)	Maths	History/ Geography	Science	Computing	RE/PSHE	D&T / Art	PE	Music
1	4 day week Recount holiday writing Handwriting	Phonics-Recap Phase 3 sounds. Assess all children.	LO: Compare numbers to at least 20. Read and write numbers to 100 in numerals and read numbers in words to 20. Count on and back in ones to and from 100 and from any 1-digit or 2-digit number; given a number up to 100, identify one more and one less. Count on and back in tens from any 1-digit or 2-digit number Compare numbers to at least 20.	LO: To develop an understanding of personal chronology.	PD Day	LO: To login safely with their own logins and understand why that is important.	LO: To show respect when talking about big ideas.	Art and design > Key Stage 1 > Drawing: Make your mark > Assessment – Art and design Y1: Drawing	LO: To explore balance, stability and landing safely.	LO: To use my voice and hands to make music.
2	LO: To sequence a narrative into beginning, middle and end. Leaving spaces between words. Form capital letters. Sit correctly at a table, holding a pencil comfortably and correctly. Begin to form lowercase letters in the correct direction,	Phonics-Recap Phase 3 sounds. Assess all children. Reading LO: read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words	LO: Compare numbers to at least 20. Read and write numbers to 100 in numerals and read numbers in words to 20. Count on and back in ones to and from 100 and from any 1-digit or 2-digit number; given a number up to 100, identify one more and one less. Count on and back in tens from any 1-digit or 2-digit number Compare numbers to at least 20.	LO: To learn more about my history.	LO: To identify, name, draw and label the basic parts of the human body and say which parts of the body is associated with which sense. (Look at how we've changed)	LO: To login safely with their own logins and understand why that is important.	LO: To understand what creation means in relation to the natural world.	LO: To know how to create different types of lines.	LO: To explore how the body moves differently when running at different speeds.	LO: To clap and play in time to the music.
3		Phonics Phase 4	LO: Count on and back in ones to and from 100 and from any 1-digit or	LO: To explore how we remember events.	LO: To identify, name, draw and label the basic	LO: To learn how to find their saved	LO: To know that some people believe	LO: To explore line and mark	LO: To explore changing	LO: To play simple rhythms on an instrument.

	<p>starting and finishing in the right place.</p> <p>Spell words containing each of the 40 phonemes.</p> <p>Joining words and joining clauses using 'and'.</p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Using a capital letter for names of people and places.</p> <p>Composing a sentence orally before writing it.</p> <p>Sequencing sentences to form short narratives.</p> <p>Discuss what they have written with the teacher or other pupils.</p>	<p>Reading LO: read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p>	<p>2-digit number; given a number up to 100, identify one more and one less. Count on and back in tens from any 1-digit or 2-digit number Locate any number on a 1-100 grid or a beaded line 0-100.</p>		<p>parts of the human body and say which parts of the body is associated with which sense. (Look at our Bodies)</p>	<p>work in the Online Work area.</p>	<p>God created the world as described in Genesis.</p>	<p>making to draw water.</p>	<p>direction and dodging.</p>	
4	<p>LO: To write a set of instructions.</p> <p>Leaving spaces between words.</p> <p>Beginning to punctuate sentences with capital letter and a full stop,</p>	<p>Phonics Phase 4</p> <p>Reading LO: predicting what might happen on the basis of what has been read so far.</p>	<p>LO: Recognise the + and – and = signs, and use these to read and write simple additions and subtractions. Add small numbers by counting on; subtract small numbers by counting back. Know number bonds to 10.</p>	<p>LO: To find out what childhood was like for our parents and grandparents.</p>	<p>LO: To identify, name, draw and label the basic parts of the human body and say which parts of the body is associated with which sense.</p>	<p>LO: To become familiar with the types of resources available in the Topics section.</p>	<p>LO: To recognise that there are different creation stories to explain how the world began.</p>	<p>LO: To draw with different media.</p>	<p>LO: To explore jumping, hopping and skipping actions.</p>	<p>LO: To listen to and repeat short rhythmic patterns.</p>

	question mark or exclamation mark. Saying out loud what they are going to write about.		Begin to know pairs which make 5, 6, 7, 8, 9 and 20 Solve missing number problems and addition/subtraction problems in number stories.		(What can we hear)					
5	Form capital letters. Spell words containing the 40+ phonemes.	Phonics Phase 4 Reading LO: learning to appreciate rhymes and poems, and to recite some by heart.	LO: Recognise the + and – and = signs, and use these to read and write simple additions and subtractions. Add small numbers by counting on; subtract small numbers by counting back. Know number bonds to 10. which make 5, 6, 7, 8, 9 and 20 Solve missing number problems and addition/subtraction problems in number stories.	LO: To compare childhood now with childhood in the past.	LO: To identify, name, draw and label the basic parts of the human body and say which parts of the body is associated with which sense. (How can we sort things using senses?)	LO: To explore the Tools section of Purple Mash and to learn about the common icons used in Purple Mash for Save, Print, Open, New.	LO: To express ideas about what a creator might be like.	LO: To develop an understanding of mark making.	LO: To explore co-ordination and combination and jumps.	LO: To understand the difference between pulse and rhythm.
6	LO: To write a recount. Write in the past tense and first person. Saying out loud what they are going to write about. Spell words containing each of the 40+ phonemes. Form capital letters. Leaving spaces between words.	Phonics Phase 4 Reading LO: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	LO: Recognise the + and – and = signs, and use these to read and write simple additions and subtractions. Add small numbers by counting on; subtract small numbers by counting back. Know number bonds to 10. Begin to know pairs which make 5, 6, 7, 8, 9 and 20 Solve missing number problems and addition/subtraction problems in number stories.	LO: To identify that some things change and some things stay the same.	LO: To identify, name, draw and label the basic parts of the human body and say which parts of the body is associated with which sense. (Sense explorers)	LO: To understand what a spreadsheet looks like.	LO: To explore and express ideas about creation.	LO: To apply an understanding of drawing materials and mark making to draw from observation.	LO: To explore combination jumping and skipping in an individual rope.	Music > Key Stage 1 > Pulse and rhythm (Theme: All about me) > Assessment – Year 1: Pulse and rhythm

7	<p>Using a capital letter for names of people, places, the days of the week and the personal pronoun 'I'.</p> <p>Joining words and joining clauses using 'and'.</p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p>	<p>Phonics Phase 5</p> <p>Reading LO: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p>	<p>LO: Recognise the difference between 2-D and 3-D shapes; name and describe common 2-D and 3-D shapes. Sort items into lists or tables.</p>	<p>LO: To compare childhood now with childhood in the past.</p>	<p>LO: To identify, name, draw and label the basic parts of the human body and say which parts of the body is associated with which sense. (Sensory boards and bottles)</p>	<p>LO: To add clipart images to a spreadsheet.</p>	<p>Religion and worldviews > Religion and worldviews: Key stage 1 > How did the world begin? > Assessment – RE Y1: How did the world begin?</p>	<p>Art and design > Key Stage 1 > Drawing: Make your mark > Assessment – Art and design Y1: Drawing</p>	<p>LO: To develop rolling and throwing a ball towards a target.</p>	
8	<p>LO: To write a letter.</p> <p>Spell words containing the 40+ phonemes.</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower case letters in the correct direction.</p> <p>Composing a sentence orally before writing it. Read aloud their writing clearly enough to be heard by their peers and teacher.</p>	<p>Phonics Phase 5</p> <p>Reading LO: being encouraged to link what they read or hear read to their own experiences</p>	<p>LO: Recognise the difference between 2-D and 3-D shapes; name and describe common 2-D and 3-D shapes. Sort items into lists or tables.</p>	<p>LO: To locate the school on an aerial photograph.</p>	<p>LO: To identify, name, draw and label the basic parts of the human body and say which parts of the body is associated with which sense. (Sensory boards and bottles)</p>	<p>LO: To use the 'speak' and 'count' tools in 2Calculate to count items.</p>	<p>LO:</p>		<p>LO: To develop receiving a rolling ball and tracking skills.</p>	<p>LO: To use voices expressively to speak and chant.</p>
9	<p>LO: To write a diary entry.</p>	<p>Phonics Phase 5</p> <p>Reading</p>	<p>LO: Recognise and know the value of different denominations of coins and notes.</p>	<p>LO: To create a map of the classroom.</p>	<p>LO: To Identify and name a variety of everyday</p>	<p>LO: To understand what coding means</p>	<p>LO: To understand that families look after us.</p>	<p>Art and design > Key Stage 1 > Craft and design: Woven</p>	<p>LO: To be able to send and receive a ball with your feet.</p>	<p>LO: To select suitable instrumental sounds</p>

	<p>Joining words and joining clauses using 'and'.</p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Using a capital letter for names of people and places.</p> <p>Composing a sentence orally before writing it.</p> <p>Sequencing sentences to form short narratives.</p> <p>Discuss what they have written with the teacher or other pupils.</p> <p>Using a capital letter for names of people, places, the days of the week and the personal pronoun 'I'.</p>	<p>LO: discussing the significance of the title and events.</p>	<p>Sort items into lists or tables.</p>		<p>materials, including wood, plastic, glass, metal. (What materials can we find?)</p>	<p>in computing.</p>		<p>wonders > Assessment – Art and design Y1: Craft and design</p>		<p>to represent a character.</p>
10	<p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Using a capital letter for names of people and places.</p> <p>Composing a sentence orally before writing it.</p> <p>Sequencing sentences to form short narratives.</p> <p>Discuss what they have written with the teacher or other pupils.</p> <p>Using a capital letter for names of people, places, the days of the week and the personal pronoun 'I'.</p>	<p>Phonics Phase 5</p> <p>Reading LO: making inferences on the basis of what is being said and done</p>	<p>LO: Recognise the + and – and = signs, and use these to read and write simple additions and subtractions. Add small numbers by counting on; subtract small numbers by counting back. Solve missing number problems and addition/subtraction problems in number stories. Know number bonds to 10 Begin to be aware of unit patterns</p>	<p>LO: To locate key features of the playground.</p>	<p>LO: To Describe the simple physical properties of a variety of everyday materials. (Matching materials)</p>	<p>LO: To introduce 2Code. To use the 2Code program to create a simple program.</p>	<p>LO: To begin to understand the importance and characteristics of positive friendships.</p>	<p>LO: To know that art can be made in different ways.</p>	<p>LO: To develop throwing and catching skills over a short distance.</p>	<p>LO: To select suitable instrumental sounds to represent a character.</p>
11	<p>LO: To perform and write a poem.</p> <p>Speak audibly and fluently.</p> <p>Participate in performances.</p>	<p>Phonics Phase 5</p> <p>Reading LO: discussing word meanings, linking new meanings to those already known.</p>	<p>LO: Recognise the + and – and = signs, and use these to read and write simple additions and subtractions. Add small numbers by counting on; subtract small numbers by counting back. Solve missing number problems and addition/subtraction</p>	<p>LO: To draw a simple map.</p>	<p>LO: To Describe the simple physical properties of a variety of everyday materials. (Magnets and metal)</p>	<p>LO: To use Design Mode to add and change backgrounds and characters.</p>	<p>LO: To recognise how others show feelings and how to respond.</p>	<p>LO: To choose, measure, arrange and fix materials.</p>	<p>LO: To develop throwing and catching over a longer distance.</p>	<p>LO: To compose and play a rhythm.</p>

	<p>Spell words containing the 40+ phonemes.</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly.</p>		<p>problems in number stories. Know number bonds to 10 Begin to be aware of unit patterns</p>							
12	<p>Begin to form lower case letters in the correct direction.</p> <p>Composing a sentence orally before writing it. Read aloud their writing clearly enough to be heard by their peers and teacher.</p>	<p>Phonics Phase 5</p> <p>Reading LO: recognising and joining in with predictable phrases.</p>	<p>LO: Assessment week?</p>	<p>LO: To investigate how we feel about our playground.</p>	<p>LO: To Compare and group together a variety of everyday materials on the basis of their simple physical properties. (Sorting materials)</p>	<p>LO: To use code blocks to make the characters move automatically when the green Play button is clicked.</p>	<p>LO: To begin to understand how friendships can make us feel.</p>	<p>LO: To explore plaiting, threading and knotting techniques.</p>	<p>LO: To apply sending and receiving skills to small games.</p>	<p>LO: To recognise how timbre is used to represent characters in a piece of music.</p>
13	<p>Assessment week</p>	<p>Phonics Phase 5</p> <p>Reading LO: participate in discussion about what is read to them, taking turns and listening to what others say</p>	<p>LO: Tell the time to the half hour on analogue and digital clocks. Use the language of time including days, months, earlier, later, yesterday, minutes, hours, days, weeks and years. Sequence events in chronological order.</p>	<p>LO: To create a design to improve our playground.</p>	<p>LO: To Use their observations and ideas to suggest answers to questions. (Three Little Pigs)</p>	<p>LO: To explore the When Key and When Swiped commands</p>	<p>LO: To begin to understand that friendships can have problems but we can overcome them.</p>	<p>LO: To learn how to weave.</p>	<p>LO: To defend space using the ready position.</p>	<p>LO: To keep the pulse using untuned instruments.</p>
14	<p>LO: To write a character description.</p> <p>Joining words and joining clauses using 'and'.</p> <p>Beginning to punctuate sentences using a capital letter and a full</p>	<p>Phonics Phase 5</p> <p>Reading LO: explain clearly their understanding of what is read to them</p>	<p>LO: Identify and represent numbers using objects. Use vocabulary appropriately: equal to, more than, less than (fewer), most, least. Add 1-digit and 2-digit numbers to 20, including zero. Solve one-step problems that involve addition,</p>	<p>Geography > Key stage 1 > What is it like here? > Assessment – Geography Y1: What is it like here?</p>	<p>LO: To Perform simple tests. (Alternative Three Little Pigs)</p>	<p>LO: To explore a method to code interactivity between objects.</p>	<p>LO: To begin to understand that being friendly to others makes them feel welcome and included.</p>	<p>LO: To combine techniques in a woven artwork.</p>	<p>LO: To play against an opponent and keep the score.</p>	<p>LO: To keep the pulse using untuned instruments.</p>

	<p>stop, question mark or exclamation mark.</p> <p>Using a capital letter for names of people and places.</p> <p>Composing a sentence orally before writing it.</p>		<p>using concrete objects and pictorial representations. within 20.</p>							
15	<p>Sequencing sentences to form short narratives.</p> <p>Discuss what they have written with the teacher or other pupils.</p>		<p>LO: Solve missing number problems. Compare, describe and solve practical problems for lengths and heights. Make connections between number patterns. Count in twos, fives and tens. Represent and use number bonds within 20.</p>				<p>LO: To begin to understand what is meant by a stereotype.</p>	<p>Art and design > Key Stage 1 > Craft and design: Woven wonders > Assessment – Art and design Y1: Craft and design</p>	<p>LO: To explore hitting with a racket.</p>	<p>Music > Key Stage 1 > Timbre and rhythmic patterns (Theme: Fairytales) > Assessment – Year 1: Timbre and rhythmic patterns</p>