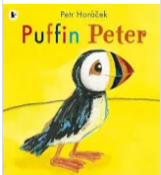


Medium Term Plan

Birch- Year 1 2025

Autumn 2 – My family

Subject	Week 1 WB: 03.11.25	Week 2 WB: 10.11.25	Week 3 WB: 17.11.25	Week 4 WB: 24.11.25	Week 5 WB: 1.12.25	Week 6 WB: 08.12.25	Week 7 WB: 15.12.25
English (Key texts)  Puffin Peter Purple is... (Poetry)  	Puffin Peter Objectives Write about puffins using a label, caption or sentence Write single clause sentences to describe characters Write a prediction based around a story	Puffin Peter Objectives Roleplay and write in character from a story Create a missing poster about Paul Create a story map and orally retell the story	Puffin Peter Objectives Retell the story or retell your favourite part Innovate the ending of the story of Puffin Peter Publish my story and read it to a friend	Purple is... Objectives Read familiar poems, songs and rhymes Choose from a collection of purple objects and create a simple poem	Purple is... Objectives Write a class poem Create my own list poem about a colour	Letters to Santa Objectives To identify and sequence the parts of a letter. To state my name and age. To say that I have been nice and why. To ask questions. To write a list.	Letters to Santa Objectives To say goodbye in the letter. To plan my letter to Santa. To write my letter to Santa.
Big Read (key texts /activities)	Different materials- Literacy Shed.	Flexible materials- Literacy shed.	Materials- Literacy Shed.	Soft and hard materials- Literacy Shed.	Transparent materials- Literacy Shed.	The lonely Christmas Tree.	The Jolly Christmas Postman.

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	Little Wandle reading scheme Focus: -segmenting and blending -reading with prosody -comprehension	Little Wandle reading scheme Focus: -segmenting and blending -reading with prosody -comprehension	Little Wandle reading scheme Focus: -segmenting and blending -reading with prosody -comprehension	Little Wandle reading scheme Focus: -segmenting and blending -reading with prosody -comprehension	Little Wandle reading scheme Focus: -segmenting and blending -reading with prosody -comprehension	Little Wandle reading scheme Focus: -segmenting and blending -reading with prosody -comprehension	Little Wandle reading scheme Focus: -segmenting and blending -reading with prosody -comprehension
Phonics	The sound /ur/ as in bird. The sound /igh/ as in pie. The sound /oo/ and /yoo/ as in blue and rescue. The sound /yoo/ as in unicorn.	The sound /oa/ as in go. The sound /igh/ as in tiger. The sound /ai/ as in paper. The sound /ee/ as in he.	The sound /ai/ as in shake. The sound /igh/ as in time. The sound /oa/ as in home. The sound /oo/ and /yoo/ as in rude and cube.	The sound /ee/ as in these. The sound /oo/ and /yoo/ as in chew and new. The sound /ee/ as in shield. The sound /or/ as in claw.	Grow the code week. /igh/ /ai/ /oa/ /ee/ /oo/ /yoo/	Review and recap week 1 and 2.	Review and recap week 3 and 4.
Handwriting	One armed robot letters: b h k Dictated sentence.	One armed robot letters: m n p r Dictated sentence.	Recap armed robot letters: b h k m n p r Dictated sentence.	Zig zag letters: v w Dictated sentence.	Zig zag letters: x z Dictated sentence.	Recap zig zag letters: v w x z Recap long ladder letters: i l t u j y	Recap curly caterpillar letters: a d c o f e s g q

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SPaG	To identify and define adjectives.	To identify and define nouns.	To sort common and proper nouns.	To add capital letters to proper nouns.	To add capital letters to months and days of the week.	To add question marks to questions.	To orally ask a question using question words.
Maths (White Rose)	Addition and subtraction Introduce parts and wholes. Part-whole model - practical. Part-whole model - written. Write number sentences.	Addition and subtraction Fact families – addition facts. Number bonds within 10. Systematic number bonds within 10. Number bonds to 10. Addition- adding together.	Addition and subtraction Addition- adding more. Addition problems. Finding a part. Subtraction- find a part.	Addition and subtraction Fact families – the eight facts. Subtraction – take away /cross out. Subtraction – take away. Subtraction on a number line.	Addition and subtraction Add or subtract 1 or 2. Assessment.	Geometry Recognise and name 3-D shapes. Sort 3-D shapes. Recognise and name 2-D shapes.	Geometry Sort 2D shapes. Patterns with 2-D and 3-D shapes. Assessment.
Science Everyday materials 1.	To identify and name a variety of everyday materials.	To distinguish between an object and the material from which it is made.	To describe the properties of everyday materials.	To identify objects that are natural and those that are man made.	To predict if an object will float or sink.	To explore which materials are best for different objects.	Assessment.
History	To be able to identify and describe similarities and differences between my own childhood and a	To be able to identify and describe similarities and differences between my home and a	To be able to identify and describe similarities and differences between the toys we play with now	To be able to identify and describe similarities and differences between shops today and those	To be able to identify and describe similarities and differences between our own	To create a History fact sheet (assessment).	To complete a History quiz (assessment).

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	grandparent's childhood.	home in the 1950s/1960s.	and toys played with in the 1950s/1960s.	when our grandparents were children.	experience of school and our grandparents' experience.		
DT	Food – Fruit and Vegetables To identify fruits.	To describe where fruits and vegetables grow.	To practice food preparation skills.	To select ingredients for a recipe.	To apply food preparation skills to a recipe.	To evaluate against the design brief.	Assessment.
Computing Improving mouse skills.	To log in to a computer to access a website.	To develop mouse skills.	To use mouse skills to draw and edit shapes.	To draw a scene from a story using digital tools.	To create a self-portrait using digital skills.	To create Christmas-themed artwork using digital skills.	Assessment.
Music	Christmas and nativity song practice.	Christmas and nativity song practice.	Christmas and nativity song practice.	Christmas and nativity song practice.	Christmas and nativity song practice.	To perform my Christmas and nativity songs to an audience.	To perform my Christmas and nativity songs to an audience.
Art and Design Make your mark	To know how to create different types of lines.	To explore line and mark making to draw water.	To apply features of abstract art (Christmas themed).	To develop an understanding of mark making.	To apply an understanding of drawing materials and mark making to draw from observation.	To apply my mark making skills into creating Christmas cards.	Assessment.
PE Gymnastics 1	I can link two like actions.	I can transfer a sequence to a low apparatus.	I can use body tension to hold shapes that are performed by my body.	I can take off and land with some control.	I can explore ways of travelling on feet, using good body tension.	I can choose two actions, travel on feet or jumps that show different levels.	I can create and perform a six element sequence.

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RE Incarnation – Why does Christmas matter to Christians? How and why do we celebrate special times?	To explore signs that Christmas is coming and explore familiar stories.	To recognise that stories of Jesus' life come from the Gospels.	To give a clear, simple account of the story of Jesus' birth and why this is important to Christians.	To give examples of the ways in which Christians use the story of the Nativity to guide their actions at Christmas.	To think, talk and ask questions about Christmas, for people who are Christians and for people who are not.	To decide what I, personally am thankful for, giving examples.	To re-enact the story of the Nativity.
PSHCE/Values Family and relationships	To understand that families look after us.	To begin to understand the importance and characteristics of positive friendships.	To recognise how others show feelings and how to respond.	To begin to understand how friendships can make us feel.	To begin to understand that friendships can have problems but we can overcome them.	To begin to understand that being friendly to others makes them feel welcome and included.	To begin to understand what is meant by a stereotype.
Enrichment Activities		Remembrance Day 11.11.25 Anti-Bullying week Odd Sock Day Children in Need				Nativity performances 09.12.25 Whole school panto 11.12.25 KS1 church service 11.12.24	KS1 nativity performances