



## All Aboard

| YEAR 1               | Week 1<br>WB:1.9.26<br>INSET                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Week 2<br>WB:7.9.26 | Week 3<br>WB:14.9.26 | Week 4<br>WB:21.9.26 | Week 5<br>WB:28.9.26 | Week 6<br>WB:5.10.26<br>Harvest<br>festival<br>14 <sup>th</sup> Oct | Week 7<br>WB:12.10.26 | Week 8<br>WB: 19.10.26<br><br>Parent<br>consultations<br>Sustainability<br>Day Soup<br>making |
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| English -<br>Writing | <p><b>General English Writing learning intention focuses for this half term:</b></p> <p>To leave spaces between words</p> <p>To sit correctly at a table, holding a pencil comfortably and correctly</p> <p>To begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>To combine words to form sentences</p> <p>To say out loud what they are going to write about</p> <p>To compose a sentence orally before writing it</p> <p>To listen 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>To be encouraged to link what they read or hear to their own experiences</p> |                     |                      |                      |                      |                                                                     |                       |                                                                                               |
|                      | <p><b>SPaG Focus for this half term:</b></p> <p>First set of key words to read and write.      Ascenders and descenders.      Capital letters.      Full stops.      Finger spaces.</p> <p><b>Speaking skills developed</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                     |                      |                      |                      |                                                                     |                       |                                                                                               |



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|                   | <p>Read our Class is a Family link to RHE.</p> <p>Talk about and write about their family use Mighty Writer.</p> <p>Handwriting formation/ hold a pencil</p> <p>Writing names – copy name card – use a capital letter – look at formation.</p>                                                                                                                                                                                                                                                | <p><i>Naughty Bus</i> introduction<br/>Story Map<br/>Oral rehearsal<br/>Order story pictures<br/>Naughty Bus Song and exploring words</p> <p><b>Handwriting</b><br/>formation<br/>curly caterpillar on twinkl sheet as a class.</p> | <p><i>Naughty Bus</i> oral rehearsal<br/>Order story pictures and write sentences<br/>Mighty Writer and TFW</p> <p><b>SPaG</b><br/>CEW teach: he, she, be, we</p> <p><b>Handwriting</b><br/>Robot arms as a class. Gross motor.</p> <p>Full stops</p> | <p>Introduce <i>The hundred decker bus</i><br/>Look at first page of book for the hook.</p> <p><b>SPaG</b><br/>CEW teach: I, is, a, no, go in books with sentence.</p> <p><b>Handwriting</b><br/>Unit 1: focus on curly caterpillar family. Stay in grey.</p> | <p>Write about where <i>The hundred decker bus</i> could go to next?</p> <p><b>SPaG</b><br/>CEW teach: has, his, put, push</p> <p><b>Handwriting</b><br/>Unit 3: focus on long ladder family Ascenders/ descenders</p> | <p>Poetry<br/><i>You can't take an elephant on the bus</i></p> <p><b>SPaG</b><br/>CEW teach: To, the, my, me</p> <p><b>Handwriting</b><br/>Unit 5: focus on one armed robot family – ascenders/ descenders</p> | <p><i>Stone Soup</i><br/>Plan instructions for making soup</p> <p><b>Handwriting</b><br/>Unit 7: focus on zig zag monsters stay in grey</p> <p><b>SPaG</b><br/>CEW teach: he, she, be, we</p> | <p><i>Stone Soup</i><br/>Write instructions for making soup</p> <p><b>SPaG</b><br/>Mini assessment of Autumn CEW's</p> |
| English - Reading | <p>Taught Mainly through RWI, focus on:</p> <p>To discuss the significance of the title and events</p> <p>To make inferences on the basis of what is being said and done</p> <p>To predict what might happen on the basis of what has been read so far</p> <p>To apply phonic knowledge and skills as the route to decode words</p> <p>Revise Set 1 and 2 sounds in class.</p> <p>Reading skills to include decoding and learning CEW. Comprehension rhymes, poems and traditional tales.</p> |                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                        |                                                                                                                                                                                                                |                                                                                                                                                                                               |                                                                                                                        |



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| Maths<br>Number | <b>Week 1 revisit ELG statements</b><br><b>ELG: Number</b><br>Children at the expected level of development will:<br>- Have a deep understanding of number to 10, including the composition of each number;<br>Subitise (recognise quantities without counting) up to 5;<br>- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction) | Week 2.<br>Count forward and back 0-20, starting from any given number order numbers 1-10, then to 20<br>Concrete operations | Week 3<br>Reading and writing numbers from 1-20 – first to 10, then to 20<br>Concrete to pictorial represent numbers to 20 | Week 4 -odd and even numbers<br>Practical making numbers<br>Pictorially sorting numbers | Week 5 one more than a Given number –one more and one less to 10, then 20 | Week 6<br>Identify and represent numbers to 20 using objects and pictorial representation s including the number line, and use the language of: equal to, more than, less than (fewer), most, least | <b>Assess do the children know numbers well to 20?</b><br>Wk 1 Addition facts to 5 , 6, 7 – practically, as number sentences and part part whole, bar model – knowing that adding can be done in any order. | Wk 2 Addition facts to 10 as number sentences and part part whole, bar model- tens frames – knowing that adding can be done in any order. |
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|              | facts) and some number bonds to 10, including double facts.                                                                                                                                                                                                                                                                                                                               |                                                    |                                                           |                                                                     |                                                                                 |                                                                      |                                                                  |                                            |
| Maths<br>SSM | Continuous provision play with 2D shapes                                                                                                                                                                                                                                                                                                                                                  | SSM 2d shapes – names                              | SSM 2d shape properties                                   | SSM 3d shapes names                                                 | SSM know 2d 3d shape properties table /Venn/ /carroll diagrams – sorting shapes | SSM create patterns with shapes                                      | SSM Comparing two/three things – longer/shorter /taller, shorter | SSM Order objects/pictures by height       |
| Science      | Observing closely, using simple equipment<br>Identifying and classifying<br>Using their observations and ideas to suggest answers to questions<br>Observe changes across the four seasons<br>Observe and describe weather associated with the seasons and how day length varies.<br>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees |                                                    |                                                           |                                                                     |                                                                                 |                                                                      |                                                                  |                                            |
|              | Weather watching – outside and bird feeding.                                                                                                                                                                                                                                                                                                                                              | Introduction to the seasons and the key aspects of | Exploring different types of weather<br>Exploring weather | Be able to know what a tree is and label different parts of a tree. | Look at different trees within the school grounds and on images and name them.  | Look at the different trees- evergreen and deciduous. Sort the trees | Learn about Harvest. Look at foods that have been harvested and  | Analyse the weather look – create a graph. |



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|     | Garden clearing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | each season. Ordering them within the year in relation to months. Have an in depth focus on autumn. Observe | stations and the information that we can gather from them. Introduction to the Autumn Weather Look - Table | Autumn Weather Look – Table<br>Tree labelling | Autumn Weather Look – Table<br>Drawing trees                                      | into deciduous and evergreen groups.<br><br>Autumn Weather Look - Table                                       | discuss which part of the food we eat e.g. roots, leaves, stems, flower, fruit, seeds<br><br>Autumn Weather Look - Table |                    |
| DT  | <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p> |                                                                                                             |                                                                                                            |                                               |                                                                                   |                                                                                                               |                                                                                                                          |                    |
|     | CP -Weaving using felt sheets.<br><br>Make vehicles using different media.                                                                                                                                                                                                                                                                                                                                                                                                                                        | CP Make vehicles with construction kits which contain free running wheels.                                  | CP Experiment how to use split pins and hole punch to make things move.                                    | Weave baskets                                 | Experiment making hinges in different ways thinking about how to join the hinges. | Create individual transport from templates with moveable wheels and opening doors. (template and hinge/lever) | Create individual transport from templates with moveable wheels and opening doors. (wheels and decorate)                 | Make 'Stone' Soup! |
| Art | <p>To use a range of materials creatively to design and make products</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>                                                                                                                                                                                                  |                                                                                                             |                                                                                                            |                                               |                                                                                   |                                                                                                               |                                                                                                                          |                    |



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|                      | About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                           |                                                                                                                                                         |                                                                                                                            |                                                                                                                                                                                                                       |                                                                                                                             |                                                                                                                                 |                                                                                                                                                                    |
|                      | Think about colours, patterns and shapes<br>Mix colours?<br>Weaving outside                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Self Portraits for display<br>Pencil drawing                                                                              | Self Portraits for display<br>complete and colour                                                                                                       | Paint patterns on balloons<br>entrance hall                                                                                | CP Invent new lines/shapes<br>Draw shapes in between objects.<br>Name, match and draw lines/marks from observation.<br>Draw lines of different sizes and thicknesses.                                                 | CP Draw on different surfaces with a range of media.                                                                        | Look at the work of Ian Cook.<br>Use different wheel tracks to complete designs.                                                |                                                                                                                                                                    |
| History<br>Transport | <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries].</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seakale and/or Florence Nightingale and Edith Cavell]</p> |                                                                                                                           |                                                                                                                                                         |                                                                                                                            |                                                                                                                                                                                                                       |                                                                                                                             |                                                                                                                                 |                                                                                                                                                                    |
|                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Introduction to history<br><b>KEY KNOWLEDGE</b><br>What is history?<br>-The difference between past and present – what is | Introduction to transport –<br><b>KEY KNOWLEDGE</b><br>How transport has changed over time- past and present<br>Chn to name some methods of transport – | History of buses<br><b>KEY KNOWLEDGE</b><br>How buses have changed over time<br>Buses then and now –<br>What a timeline is | History of bike<br><b>KEY KNOWLEDGE</b><br>How bikes have changed over time<br>bikes then and now – how early bikes worked (eg the penny farthing)<br>Local history - <a href="https://www.cove">https://www.cove</a> | History of flight –<br><b>KEY KNOWLEDGE</b><br>Different modes of flying that were invented – (glider, hot air balloon, air | The Wright brothers<br>Significant people from history<br><b>KEY KNOWLEDGE</b> - who they were, what they did, when they did it | Time line of transport/low stake quiz<br><b>KEY KNOWLEDGE</b> - how transport has changed over time – sequence pictures of bus, bike, plane onto a simple timeline |

CP = activity could be completed in continuous provision rather than an adult focus.



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|           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>present day?<br/>–how it is measured in terms of dates- months and years</p> <p>The year we are in and the year they were born –</p> <p>Introduce the concept of a basic time line – place present day and the year of their birth on the time line – Recap reception learning on changes since a baby</p> | <p>plane train bike bus etc</p> <p>Show them some pictures of early modes of transport – can they guess what they were for? Penny farthing – horse and cart – early cars/planes- and some present-day modes of transport – chn to sort pictures into past and present</p> | <p>Look at early versions of the bus – how they worked when they were invented – build up to modern day buses – chn to sequence the buses from earliest to latest</p> | <p><a href="http://ntrytelegraph.net/news/coventry-news/coventry-bicycle-industry-history-15526405">ntrytelegraph.net/news/coventry-news/coventry-bicycle-industry-history-15526405</a></p> <p><a href="https://www.ourwarwickshire.org.uk/content/article/the-starley-family-cycle-innovators-in-coventry">https://www.ourwarwickshire.org.uk/content/article/the-starley-family-cycle-innovators-in-coventry</a></p> | <p>ships, planes, helicopter)</p> <p>Explore different modes of flight – was good was not so good – how they were powered etc</p> | <p>Research their achievement and how they did it</p> <p>Chn could label key dates they completed their goals</p> | <p>with key dates – add the timeline started on the first lesson</p> |
| Geography | <p>Use simple locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p><i>Use of Bee Bots and Kodable in continuous provision.</i></p> |                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                           |                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                   |                                                                                                                   |                                                                      |



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|  |  | <p>Introduction to geography</p> <p><b>Key knowledge -</b></p> <p>What is geography?</p> <p>Learning about different places – in our country and wider world and the features– maps, routes</p> <p>Where do we live? Where is our home?</p> <p>Where is our school- use google earth – How does the postman know where to deliver post to?</p> | <p>Introduction to human and physical features- <b>key knowledge</b></p> <p>what is a human feature? What is a physical feature?</p> <p>Explore in basic terms with general images – mountain, river, desert, forests etc. buildings, roads, canals, parks etc. define what they are – then to them sort images into human and physical features</p> | <p>Bus routes</p> <p>local bus in area using aerial view</p> <p><b>Key knowledge</b> – what is an aerial view – directional language turn, left right forward – human and physical features you see on the way</p> <p>On the aerial view – identify key features, eg school, roads, pingles – are they human or physical?</p> <p>Follow the route on the aerial view (google earth)</p> <p>Then to draw the bus route on an aerial view from</p> | <p>Cycle routes</p> <p><b>Key knowledge</b> – what is a cycle route? Are there any in Nuneaton? (if not there are loads in Coventry)</p> <p>– human or physical feature?</p> <p>How they work – follow a route on google earth/maps - photos</p> |  | <p>Linked to history – <b>KEY KNOWLEDGE-</b></p> <p>Where the first flight took place</p> <p>Locate it on the globe/google earth</p> <p>Why did they choose a beach?</p> | <p>Seasons – <b>KEY KNOWLEDGE-</b></p> <p>naming the 4 seasons – which season are we in – focus on autumn – linked to science – features of autumn – shorter days, longer nights, clocks change – why?</p> <p>Go on an autumn walk to look for signs of autumn</p> |
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|                          |                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                 |                                                                                                            | school to town/pingles                                                                                     |                                                                                                    |                            |                                                                                                                          |                                                                                                                          |
| Computing                | Use technology purposefully to create, organise, store, manipulate and retrieve digital content<br>Recognise common uses of information technology beyond school<br>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.<br>CP – iPads – beebot and koadable apps. |                                                                                                                                                 |                                                                                                            |                                                                                                            |                                                                                                    |                            |                                                                                                                          |                                                                                                                          |
|                          |                                                                                                                                                                                                                                                                                                                                                                                                                                      | Project EVOLVE Knowledge Harvest – baseline assessment Online Safety – 8 rules and Zip it, Block it, Flag it. See Purple mash 2paint or Beebots | Purple Mash - 2BeSafe Unit Self Image and Identity Lesson 1 Practice logging on and off. 2paint or Beebots | Purple Mash - 2BeSafe Unit Self Image and Identity Lesson 2 Practice logging on and off. 2paint or Beebots | Purple Mash - 2BeSafe Online Relationships Lesson 1 Practice logging on and off. 2paint or Beebots |                            | Purple Mash - 2BeSafe Unit Online Relationships Lesson 2 Purple Mash – Creating and Following Instructions Unit Lesson 1 | Purple Mash - 2BeSafe Unit Online Relationships Lesson 3 Purple Mash – Creating and Following Instructions Unit Lesson 2 |
| Music<br>Kapow<br>scheme | Use their voices expressively and creatively by singing songs and speaking chants and rhymes<br>Play untuned instruments musically<br>Listen with concentration and understanding to a range of high-quality live and recorded music<br>Experiment with, create, select and combine sounds using the inter-related dimensions of music.                                                                                              |                                                                                                                                                 |                                                                                                            |                                                                                                            |                                                                                                    |                            |                                                                                                                          |                                                                                                                          |
|                          | Finding the pulse<br><br>Practise songs for Harvest                                                                                                                                                                                                                                                                                                                                                                                  | Singing a sound pattern<br><br>Practise songs for Harvest                                                                                       | Using a singing voice<br><br>Practise songs for Harvest                                                    | Reading sound patterns<br><br>Practise songs for Harvest                                                   | Practise makes perfect.                                                                            | Practise songs for Harvest | Practise songs for Harvest                                                                                               |                                                                                                                          |



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| PE                                             | <p><b>Ball skills-</b> In this unit, children will explore and develop their fundamental movement skills such as throwing and catching, rolling and dribbling with both hands and feet. They will look to perform these skills with increasing control and accuracy using coordination and balance. Pupils will have the opportunity to work independently and collaboratively in pairs and small groups. Pupils will explore their own ideas in response to a task.</p> <p>This unit links to the following strands of the NC: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</p> <p><b>Fundamentals-</b> in this unit children will explore and develop their fundamental movement skills such as, balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination. Pupils will be given the opportunity to identify areas of strength and improvement. Pupils will work collaboratively with others, taking turns and sharing ideas. This unit links to the following strands of the NC: master basic movements including running, jumping and throwing. Develop balance, agility and coordination and begin to apply these to a range of activities.</p> |                                                                                                      |                                                                                                                             |                                                                                                                                                  |                                                                                                                                    |                                                                                                                      |                                                                                                                                                         |                                                                             |
|                                                | <i>GetSet4PE- Ball skills<br/>PPA- Fundamentals</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <i>GetSet4PE- Ball skills<br/>PPA- Fundamentals</i>                                                  | <i>GetSet4PE- Ball skills<br/>PPA- Fundamentals</i>                                                                         | <i>GetSet4PE- Ball skills<br/>PPA- Fundamentals</i>                                                                                              | <i>GetSet4PE- Ball skills<br/>PPA- Fundamentals</i>                                                                                | <i>GetSet4PE- Ball skills<br/>PPA- Fundamentals</i>                                                                  | <i>GetSet4PE- Ball skills<br/>PPA- Fundamentals</i>                                                                                                     | <i>GetSet4PE- Ball skills<br/>PPA- Fundamentals</i>                         |
| RHE<br>Jigsaw scheme<br>Being me in the world. | Class rules<br>School rules<br>Establish class dojo.<br>ZofR                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Feeling special and safe</b><br><br>1.Special and Safe<br><br>I feel special and safe in my class | <b>Being part of a class</b><br><br>2. My Class<br><br>I understand the rights and responsibilities as a member of my class | <b>Rights and responsibilities</b><br><br>3. Rights and Responsibilities<br><br>I know how to make my class a safe place for everybody to learn. | <b>Rewards and feeling proud</b><br><br>4. Rewards and Feeling Proud<br><br>I recognise how it feels to be proud of an achievement | <b>Consequences</b><br><br>5. Consequences<br><br>I can recognise the choices I make and understand the consequences | <b>Owning the Learning Charter</b><br><br>6. Owning our Learning Charter<br><br>I understand my rights and responsibilities within our Learning Charter | No outsiders<br><br>Elmer – by David Mckee<br><br>LI – To like the way I am |
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## Year 1 Medium Term Plan – Autumn 1

Whitestone Infant School

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| <b>RE</b><br><b>Unit</b><br><b>Ks1.1</b><br><i>How might your religion or worldview be seen in the choices you make?</i> |  | World View<br>Follow plan and world view power - point on Warwickshire<br>Agreed Syllabus 2024-2029 | World View<br>Follow plan and world view power -point on Warwickshire | Unit Ks1.1<br>Rule of law<br>Golden rule | Unit Ks1.1<br>Islam overlay unit | Unit Ks1.1<br>Giving food and charity and climate change. | Unit Ks1.1<br><i>How might your religion or worldview be seen in the choices you make?</i> | Unit Ks1.1<br><i>How might your religion or worldview be seen in the choices you make?</i> |
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CP = activity could be completed in continuous provision rather than an adult focus.