

Medium Term Planning – Class – Autumn Term 1 2026

	Overview/ Topic	Week 1 7.9.26	Week 2 14.9.26	Week 3 21.9.26	Week 4 28.9.26	Week 5 5.10.26	Week 6 12.10.26	Week 7 19.10.26
Key events								INSET day 23.10.26
Maths	Place value	Baseline Assessment: Place Value within: 10 20 50 100 1000	Place Value within: 10 20 50 100 1000	Place Value within: 10 20 50 100 1000	Place Value within: 10 20 50 100 1000	Geometry Properties of shape	Geometry Properties of shape	Consolidation
English inc Grammar and Reading Focus 	The Twits Focus:	Daily phonics, high frequency words and letter formation. Immerse Read title, blurb. Discuss title and illustration and make suggestions as to what the story could be about.	Daily phonics, high frequency words and letter formation. Immerse Listen to the story.	Daily phonics, high frequency words and letter formation. Imitate Listen to the story. Sequence the story. Story map to recall the story. Retell the story following a story map.	Daily phonics, high frequency words and letter formation. Imitate Retell the story Box up the story	Daily phonics, high frequency words and letter formation. Innovate Independent application Begin to change the story	Daily phonics, high frequency words and letter formation. Innovate Independent application Create own story	Daily phonics, high frequency words and letter formation. Innovate Independent application Share own story
Science	Healthy Eating	Name the food groups Learn the five main food groups: fruit and vegetables,	Sort a selection of foods into the five food groups	Describe a balanced diet A balanced diet includes a variety of	State that different amounts of energy are needed by the body for	Identify foods that have more energy using food labels	Describe how different people have	Apply knowledge of healthy eating to create a balanced meal Healthy eating involves choosing a

		carbohydrates, protein, dairy/alternatives, and oils/fats. Understand that different groups provide different nutrients. Introduce the five food groups. Explore pictures/real food and discuss where foods belong. Create a five food groups foldable/poster.	Different foods belong to different food groups. Some foods can be eaten in different forms but still belong to the same group. Food sorting investigation : provide food cards or packaging for children to sort into the five groups. Discuss any foods they find difficult to classify.	foods from the different food groups in appropriate proportions. The Eatwell Guide can be used to help understand balance. Examine the Eatwell Guide. Children design a healthy, balanced lunch or day's menu. Compare different meals and identify what could be added or changed.	different activities The body needs energy to move, grow and carry out everyday activities. More strenuous or active activities generally require more energy than less active activities. Rank activities from low to high energy use (e.g. sleeping, reading, walking, cycling, running). Discuss why an athlete may need more energy than someone doing less	Food labels provide information about the amount of energy in food. Energy is commonly measured in kilojoules (kJ) and kilocalories (kcal). Investigate real food packaging. Compare labels from different foods. Children identify which foods contain more/less energy and record their findings in a table.	different diets People may have different diets for many reasons. Some people choose vegetarian or vegan diets, while others cannot eat particular foods because of allergies or intolerances. Explore different example meal plans. Discuss vegetarian diets and common food allergies in an age-	variety of foods and considering balance, energy needs and individual dietary requirements. Final investigation/project: design a healthy, balanced meal for a particular person. Children explain their food choices, identify the food groups included and consider energy and dietary requirements.
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					physical activity.		appropriate way. Diet detectives: identify suitable alternatives when a food cannot be eaten.	
Humanities	Carnival Mrs Lewis	What is a Carnival? Introducing Carnivals I can recognise a carnival celebration.	Celebrations in Our Lives I can talk about celebrations I have experienced.	Carnivals Near Us Local Carnival Traditions I can identify local carnival traditions.	Why Are Local Carnivals Important? I can explain why local people enjoy carnival traditions.	Mapping Carnivals Where Are Carnivals in the South West? I can locate carnival celebrations on a map.	Carnivals Around the UK I can identify carnivals in different UK locations.	Carnivals Around the World – Brazil: Rio Carnival I can identify a carnival in Brazil.
Computing	Computing Systems and Networks	Identify technology used at home and school (P) Week 1: What technology do we use?	Understanding that computers are devices that need to be treated with care Week 2: How do we look after technology?	Using keyboards and touch screens to enter data into a computer system Week 3: How can we enter information using a keyboard?	Using keyboards and touch screens to enter data into a computer system Week 4: How can we enter information using a touchscreen?	How information and data is shared and used online. Week 5: How is information shared online?	To recognise common uses of information technology beyond school Week 6: Where do we see technology outside school?	Week 7: How does technology help us in everyday life?

RSHE	Families and People who care about me Mrs Lewis	Transitions: - Marking the start of the school year and a new class group I can explain who my immediate and extended family are.	I can explain how some families are different to mine.	I can explain what the characteristics are of a safe and happy family. E.G. Commitment, protection, shared experiences, support at times of difficulty	I can explain what marriages and civil partnerships are	I can explain safe and unsafe behaviours within a family.	How do I get help and advice?	I can explain how I can get help and advice if I feel worried about my family.
RE	Belonging in a community Mrs Lewis	Getting to Know You I can talk about myself and my class community.	What is a Religion? I can begin to understand	What Makes Me Special? I can say what makes me special.	Where Do I Belong? I can name communities I belong to.	Communities Around the World I can learn about communities around the world.	Introduction to Judaism I can explore objects and symbols from Judaism.	What Have We Learnt About Belonging? I can explain ways people belong to communities.
Art	France Pencil and Charcoal	Week 1 – Drawing France Learning objective: To explore images of France and use simple lines and shapes to create	The Eiffel Tower Learning objective: To use line and shape accurately when drawing	Parisian Buildings Learning objective: To use shading to make buildings	Introduction to Charcoal Learning objective: To experiment with charcoal and create	French Landscapes Learning objective: To use charcoal to create	Planning a French Scene Learning objective: To plan a composition using pencil	Final French Artwork Learning objective: To combine pencil and charcoal techniques to create

		observational drawings. Activities: Explore photographs of France, including Paris, the Eiffel Tower, countryside and villages. Discuss what makes an image recognisably French. Practise drawing basic shapes found in French buildings and landmarks. Create a pencil sketch of a French scene. Focus on observation and proportion.	a famous landmark. Activities: Study photographs of the Eiffel Tower from different viewpoints. Identify geometric shapes and repeated patterns. Practise drawing straight, curved, thick and thin lines. Draw the Eiffel Tower using pencil. Add surrounding Parisian buildings or trees.	appear three-dimensional. Activities: Explore photographs of Parisian streets and buildings. Identify areas of light and shadow. Practise creating a tonal scale from light to dark. Practise hatching, cross-hatching and blending. Draw a Parisian building using pencil. Add windows, doors, balconies and	different marks. Activities: Introduce charcoal and discuss how it differs from pencil. Practise: Light and heavy pressure Thick and thin marks Smudging Blending Erasing Creating highlights Create a charcoal experimentation page. Practise drawing simple French objects,	texture in a landscape. Activities: Explore images of the French countryside, mountains, beaches and vineyards. Discuss different textures found in landscapes. Practise marks for: Grass Trees Clouds Mountains Water Stone	and charcoal techniques. Activities: Look back at previous work and techniques. Children choose a French setting for their final piece: Eiffel Tower Parisian street French café French countryside French village French coastline Produce several small	a finished French-inspired artwork. Activities: Complete the final artwork using pencil and charcoal. Encourage pupils to apply: Accurate line Proportion Shading Tone Texture Blending Contrast Detail Use an eraser with charcoal to create highlights. Children evaluate their finished pieces.
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