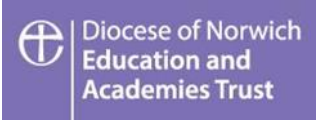




Thomas Bullock Church of England Primary & Nursery Academy
Medium Term Plan: Autumn 1 2026 / 2027
Year One: Oceania & Australasia



Autumn 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
	31/08/26	07/09/26	14/09/26	21/09/26	28/09/26	05/10/26	12/10/26	19/10/25
Value	Courage							
Topic	What A Wonderful World							
English	Y1 – Key Text: ‘You Choose’. Name, Labels, Lists & Captions. (Non-Fiction – All About Me Display).		Y1 – Key Text: ‘Red Rockets & Rainbow Jelly’. Names, Labels, Lists & Captions. (Non-Fiction – Simple Sentences Exploring Characters).		Y1 – Key Text: ‘The Jolly Postman’. Adverbs of Time / Sequencing Simple Sentences. (Recount – Postcard of Trip Around Local Area).		Y1 – Key Text: ‘Three Little Pigs’. Simple Words / Phrases to Create Narrative. (Fiction – Three / Five Sentence Story Linked to Science – Materials).	
Grammar Curus Focus	Y1 – Correct Punctuation: Capital Letters, Finger Spaces, Full Stops. Capital Letters for Names of People, Places & Days of the Week (Proper Nouns).							
Phonics	Y1 – Baseline Phonics Assessment.		Y1 – RWI Phonics Groups.					
Maths	Y1 – Number: Place Value (Within 10)						Y1 – Number: Addition & Subtraction (Within 10)	
	Y1 – Sorting. Counting. Represent Objects. Count Forwards. Count Backwards.	Y1 – One More. One Less. One to One Correspondence.	Y1 – Comparing Objects. More Than, Less Than & Equal to (< > =). Compare Numbers.	Y1 – Order Objects. Order Numbers.	Y1 – Ordinal Numbers. Number Lines.	Y1 – Part Whole Model. Addition Symbol.	Y1 – Fact Families. Number Bonds Within 10. Systematic Number Bonds.	
Science	Seasonal Change Throughout the Year – Season’s Display & Daily Weather Chart							
	Y1 – Everyday Materials							
	Y1 – Talk About What Science is & That We Are Going to be Scientists.	Y1 – What Are Materials?	Y1 – Which Materials Are Different Objects Made From?	Y1 – What Are the Properties of Different Materials?	Y1 – Can Materials Have Other Properties?	Y1 – Which Materials Should We Use to Make Objects?	Y1 – Can We Use Properties to Group, Compare & Sort Objects?	
Art & Design	Y1 – Aboriginal Art			Y1 – Artist: Barbara Walker Self Portrait				
	Y1 – Aboriginal Artwork: Dot Paintings – Practising a Repeating Pattern / Pattern of Colours in a Circle & Concentric Circles.	Y1 – Create an Aboriginal Artwork: Dot Painting in the Shape of an Australian / Oceanian Animal e.g. Koala, Kangaroo, Snake etc.	Y1 – Aboriginal Artwork: Dot Painting to Tell A (Very Simple) Story with Animal Dot Painting as Part of the Final Piece e.g. Turtle Swimming in the Sunshine.	Y1 – Likes & Dislikes About the Works of Barbara Walker. Sketchbook Work: Mark Making, Line & Shape.	Y1 – Sketchbook Work: Thick & Thin Lines.	Y1 – Take Photos / Selfies to Print & Cut in Half – Children to Complete One Half as a Portrait.	Y1 – Self Portrait – Final Piece	
Design Technology	See Autumn 2 Planning							
Computing			Y1 – See Teach Computing Planning for More Detail.					
			Y1 – What is Technology & How Does it Help Us?	Y1 – Using Technology.	Y1 – Mouse Skills.	Y1 – Using a Computer Keyboard.	Y1 – Developing Keyboard Skills.	Y1 – Using a Computer Responsibly.
Geography	Y1 – Local Area.							
	Y1 – Talk About What Geography is & That We Are Going to be Geographers. Where Have We Been in The World? Link to Oceania (Australia) / Antarctica / Arctic – What Animals Live There? Etc.	Y1 – Where Do We Go to School & What is it Like There?	Y1 – What is it Like in Our Local Area?	Y1 – What is Special About Our Local Area?	Y1 – Where Do People Live & Work in Our Local Area?	Y1 – Can We Map My Local Area?	Y1 – What Would We Change About Our Local Area?	
History	See Autumn 2 Planning.							
Music	Y1 – Norfolk Music Hub.							
Physical Education	Y1 – Real PE & Tag Rugby							
Religious Education	Y1 – Philosophical Question: What Do My Senses Tell Me About the World of Religion & Belief?							
	Y1 – Talk About What Religious Education is & That We Are Going to be Answering A Philosophical Question This Half Term & What That Means.	Y1 – Engage: Talk About All of The Different Senses. Explore Using All of Those Senses. Experiences Which Involve Using More Senses are Better. Religions Show Their Beliefs in Different Ways. In Hinduism it is Believed That to Have the Best Experience of Worshipping God, it is Good to Use as Many Senses as Possible.	Y1 – Enquire & Explore: What Might You See, Hear, Smell, Taste & Touch in A Place of Worship (e.g. Church)? What do These Things Represent? How Do These Things Make People Feel?	Y1 – Enquire & Explore: Look at a Picture of a Hindu Shrine? What Are You Wondering?	Y1 – Enquire & Explore: Look at The Hindu Images. Draw & Label / Match the Images.	Y1 – Evaluate: Look at the Images of Hindu Artefacts Again. Can You Remember Why Hindus Use These Objects (Use the Word ‘Because’).	Y1 – Express: Create a Sensory Trail Designed to Welcome Guests into the Classroom & Explain Hindu Puja to Them. Encourage the Children to Include Something for Each of All Five Senses in Their Welcome & to Explain Why They Have Chosen Their Items & Why They Think That All Five Senses Should Be Involved in Their Welcome.	
PSHE / RSE	Y1 – Settling in Class Charter / Agreements.	Y1 – Class Charter / Agreements. Remind Children That They Helped to Make Them so They Can’t Break Them! What Makes a Good Friend. Making Friendships. Classroom Routines.	Y1 – PSHE: Relationships			Y1 – RSE: Asking for Help		
		Y1 – Recognising Privacy & Staying Safe & Seeking Permission. NSPCC: Pantosaurus! The Underwear Rules. Classroom Routines.	Y1 – PSHE: Roles of Different People; Families, Feeling Cared for.		Y1 – Activity 1.	Y1 – Activity 2.	Y1 – Activity 3.	