



# Medium Term Planning

## Year 1

### Spring 2026 First Half Term



English	Mathematics
<p>In English this term, children will use Colourful Semantics to orally compose and write simple sentences about magical objects, developing their understanding of sentence structure and composition. They will practise re-reading their writing to check that it makes sense and apply key punctuation skills, including using capital letters at the beginning of sentences, full stops to mark the end, exclamation marks for emphasis, and capital letters for proper names. Pupils will learn to use 'and' to join sentences and explore suffixes that can be added to verbs. During reading lessons, writing sessions, phonics, and across the wider curriculum, children will engage with a range of fiction and non-fiction texts using VIPERS strategies: Vocabulary, Inference, Prediction, Explanation, Retrieval, and Summarising. These activities will help them draw on vocabulary knowledge, make predictions, infer meaning, explain opinions, retrieve key information, and summarise stories. In handwriting, children will sit with correct posture, hold a pencil comfortably, and begin forming lower-case letters in the correct direction, spacing letters appropriately, and practising capital letters and numbers 0–9. They will also work on letter families (Unit 3: b, h, k, m, n, p, r) and combinations (nk, rp, nm, bh) to improve fluency and accuracy.</p>	<p>In Mathematics this term, children will build on their understanding of number and place value within 20 and 50. They will practise addition and subtraction within 20, including strategies such as counting on, finding and making number bonds, adding by making 10, and subtracting across 10. Pupils will explore related facts and compare number sentences to deepen their understanding of operations. Moving on to place value within 50, children will represent numbers using tens and ones, identify one more and one less, and compare and order numbers up to 50. They will also begin to count in steps of 2 and 5, laying the foundation for multiplication skills later in the year</p>
Art & Design	Computing
<p>In Art and Design this term, children will design and create a purposeful and appealing product, a storybook character hand puppet, based on clear design criteria. They will begin by exploring and evaluating a range of existing puppets to inspire their ideas. Using a pre-cut template, pupils will plan their designs and select suitable materials and embellishments according to their characteristics. They will learn about joining techniques, understanding that this means connecting two pieces of material together, and will use simple, safe methods such as glue or basic stitching to join fabrics accurately. Children will then decorate and embellish their puppets creatively to reflect their chosen character. Throughout the process, they will evaluate their ideas and finished products against the original design criteria, ensuring their puppets are both functional and visually appealing.</p>	<p>In Computing this term, children will develop essential mouse and keyboard skills to support their use of technology. They will learn to move the mouse or trackpad and use left-click to select objects, as well as drag and drop items to reposition them on the screen. Pupils will practise using double-click or double-tap where appropriate. They will begin to recognise letters and numbers on the keyboard and start developing early touch-typing skills by introducing the home row keys. Alongside these practical skills, children will explore and discuss common uses of information technology beyond school, understanding how digital tools are part of everyday life.</p>
Design & Technology	Geography
<p>Our DT learning journey will continue next half term</p>	<p>In Geography this term, children will investigate seasonal and daily weather patterns in the United Kingdom, focusing on Wallsend. They will observe and record local weather elements over a period of time and use basic geographical vocabulary to describe key physical and human features. Pupils will learn the four seasons of UK weather and identify the main types of weather commonly</p>

	recorded. They will also explore the location of hot and cold areas of the world in relation to the Equator and the North and South Poles, understanding that hot and wet places are near the Equator and cold places are near the poles. Through discussion and comparison, children will consider the physical and human features of these contrasting regions, developing a clear understanding of how climate affects environments and lifestyles
<b>History</b>	<b>Music</b>
Our History learning journey will continue next half term	In Music this term, children will explore untuned percussion instruments and develop their sense of rhythm and pulse through practical activities. Using the Charanga unit <i>In the Groove</i> , pupils will listen to and appraise a variety of musical styles, learning to identify beat, tempo, and dynamics. They will practise playing untuned instruments to accompany songs, keeping a steady pulse and experimenting with simple rhythmic patterns. Children will also begin to understand how music can express different moods and styles, and they will perform as part of a group, building confidence and enjoyment in making music together.
<b>Personal Social Health &amp; Citizenship Education (PSHCE)</b>	<b>Physical Education (PE)</b>
In PSHE this term, children will learn important strategies to keep themselves safe in different situations. They will understand what to do if they get lost and practise these steps through role-play. Pupils will learn that a hazard is something that could cause an accident or injury and will identify common hazards that may be found at home. They will explore what is and is not safe to put onto or into their bodies and know to ask an adult if they are unsure. Children will also learn that an emergency is a situation where someone is badly hurt, very ill, or a serious accident has happened, and that emergency services include the police, fire service, and ambulance service. They will practise making an emergency phone call and discuss the roles of people in the local community who help keep us safe	In PE this term, children will master basic movements such as throwing and catching while developing balance, agility, and coordination. They will begin to apply these skills in a range of activities and simple games. Pupils will practise throwing underarm and overarm, catching and bouncing a ball, and using rolling skills in games. They will also develop striking, sending, and receiving skills, as well as using hitting and kicking techniques in game situations. Children will learn to travel with a ball in different ways and directions (side to side, forwards, and backwards) with control and fluency, and practise passing the ball to another player. Alongside these physical skills, pupils will understand how the body feels before, during, and after exercise, learn the importance of warm-ups and cool-downs, and know why sports equipment should be carried safely
<b>Religious Education (RE)</b>	<b>Science</b>
In RE this term, children will explore the question: <i>What is God's job?</i> They will investigate the roles and actions of God through stories and sacred texts from different faith traditions. Pupils will examine what these actions mean to people of various beliefs and discuss how these roles influence the way individuals live their lives. Through storytelling, discussion, and creative activities, children will begin to understand the diverse perspectives on God's responsibilities and reflect on how these ideas shape religious practices and values.	In Science this term, children will identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. They will learn to recognise the difference between objects and the materials they are made from and describe the simple physical properties of these materials. Pupils will group materials based on properties such as absorbency, waterproofness, and toughness. They will make observations, record data, and begin to plan simple tests by suggesting what might happen. Children will answer questions based on the results of their investigations, developing their understanding of how material properties influence their uses in everyday life