



Roe Green Infant School
MEDIUM TERM PLANNING 2025-26
YEAR 1



SUBJECT SPECIFIC VOCABULARY FOR EACH LESSON WILL BE SHOWN ON THE WEEKLY PLANS																
		Week 1 1/9/25	Week 2 8/9/25	Week 3 15/9/25	Week 4 22/9/25	Week 5 29/9/25	Week 6 6/10/25	Week 7 13/10/25	Week 8 20/10/25	Week 9 3/11/25	Week 10 10/11/25	Week 11 17/11/25	Week 12 24/11/25	Week 13 1/12/25	Week 14 8/12/25	Week 15 15/12/25
AUTUMN	ENGLISH		Nursery Rhymes Incy Wincy Spider 10 Little Monkeys Twinkle Twinkle Little Star Row Row Row your Boat Humpty Dumpty	Old McDonald Skill: • learning to appreciate rhymes and poems, and to recite some by heart • spell words using phonic sounds taught so far. • re-reading what they have written to check that it makes sense	Ruby's Worry Skill: • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • making inferences based on what is being said and done • Participate in discussion about what is read to them, taking turns and listening to what others say • sequencing sentences to form short narratives • saying out loud what they are going to write about • composing a sentence orally before writing it • re-reading what they have written to check that it makes sense	Ruby's Worry Skill: • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • Participate in discussion about what is read to them, taking turns and listening to what others say • being encouraged to link what they read or hear read to their own experiences • Explain clearly their understanding of what is read to them • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	All About Me Skill: • Participate in discussion about what is read to them, taking turns and listening to what others say. • Saying out loud what they are going to write about. • Composing a sentence orally before writing it. • Read their writing aloud clearly enough to be heard by their peers and the teacher.	All About Me Skill: • Participate in discussion about what is read to them, taking turns and listening to what others say. • Saying out loud what they are going to write about. • Composing a sentence orally before writing it. • Read their writing aloud clearly enough to be heard by their peers and the teacher.	Little Red Hen Shared reading of the story. To create a story map. To know the features of a traditional tale. To know how to sequence a traditional tale. To know how to orally retell my story. To learn how to write a question. Skills: • To be able to tell the moral of the story • To know the repetitive phrases from the story • To be able to identify and name the characters in the story • To be able to sequence the story • To be able to identify and use appropriate question words	Little Red Hen To know how to describe animals. To be able to re-tell the story in detail. To be able to write the beginning of the story. To know how to check my writing. Skills • To be able to use adjectives and expanded noun phrases • To know the main events in the story • To be able to use appropriate sentence openers	Little Red Hen To know how to write sentences using the word 'and'. To know how to write the middle of my story. To know how to check that my writing makes sense. To know how to use punctuation correctly. Skills • To be able to use the conjunction 'and' • Learning to appreciate rhymes and poems, and to recite some by heart	Little Red Hen To know how to write the end of my story. To know how to check my writing. Skills: • To be able to use adjectives and expanded noun phrases • To know the main events in the story • To be able to use appropriate sentence openers • To be able to use appropriate question words and question mark	Looking After Rabbits To know how to ask relevant questions about rabbits. To identify features of a non-fiction book. To know how to use technical and descriptive language. To know how to describe a rabbit. Skills • To be able to use appropriate question words and question mark • To be able to identify non-fiction books and their features. • To be able to retrieve information • To be able to use technical vocabulary to describe a rabbit	Looking After Rabbits To know how to write key facts about a rabbit's home. To know how to find facts from reading. To be able to edit and publish a piece of work. Skills • To be able to link ideas using the conjunctions, 'and', 'so' • To be able to write captions	Assessment week Phonics check Reading assessment Common exception word check	Consolidation

	MATHS		Unit 1: Number and place value Counting within 50-taking the 'teens' and tys' Launch task: Number trouble Learning task 1: Within 10 Learning task 2: Within 20 Learning task 3: Within 50 Learning task 4: Tea with the 'teen' queen Bigger thinking for all: Numbers. numbers everywhere!	Unit 1: Number and place value One, one less-counting on and back Launch task: more than, less than Learning task 1: Towers Learning task 2: Spot the extra Learning task 3: Find it! Learning task 4: Number jumble Bigger thinking for all: Race around the track	Unit 2: Addition and Subtraction Introducing part part-whole situations Launch task: Parts and wholes Learning task 1: Number stories Learning task 2: What is a part? What is a whole? Bigger thinking for all: At the park	Unit 2: Addition and Subtraction Part-part- whole situations for addition Launch task: How many now? Learning task 1: Which is which? Learning task 2: Add some more Bigger thinking for all: How many at the start?	Unit 2: Addition and Subtraction Part-part-whole situations for subtraction Launch task: How many are left? Learning task 1: All gone? Learning task 2: Price reduction Learning task 3: Save or spend? Bigger thinking for all: Addition and subtraction jigsaws	Unit 3: Geometry: Properties of shapes Describe and name cubes, cuboids and spheres Launch task: I have, you have Learning task 1: What am I? Learning task 2: Last shape standing Learning task 3: Shape prints Learning task 4: Feely bags Bigger thinking for all: Construction shape recipes	Unit 3: Geometry: Properties of shapes Use rules to sort cubes, cuboids and spheres Launch task: What is a sphere? Learning task 1: Same or different? Learning task 2: Picture this Learning task 3: Spot the difference Bigger thinking for all: What is special about a cube?	Unit 4: Addition and Subtraction Addition facts Launch task: Animals on the farm Learning task 1: Does it balance? Learning task 2: In the autumn Learning task 3: Ways to make 10 Bigger thinking for all: 1 is a unicycle	Unit 4: Addition and Subtraction Subtraction facts Launch task: Dinosaurs in their caves Learning task 1: How many dinosaurs in the cave? Learning task 2: Missing pieces Learning task 3: Pennies in my pocket Learning task 4: In the orchard Bigger thinking for all: How many are left?	Unit 5: Measurement Describe and compare lengths and heights Launch task: Spot the giant Learning task 1: Line up Learning task 2: Fun and games on the stairs Learning task 3: How far can you throw? Bigger thinking for all: Doubles and halves	Unit 5: Measurement Put events in time order Launch task: A day in the life of Learning task 1: Our school week Learning task 2: A week in the life of Learning task 3: What day is it? Bigger thinking for all: Growing and changing	Unit 6: Multiplication and division Solve equal groups problems practically Launch task: Teddy bears' picnic Learning task 1: Pieces of fruit Learning task 2: What is the same? Learning task 3: Matching towers Bigger thinking for all: Cherry cakes	Unit 6: Multiplication and division Solve sharing or equal groups problems practically Launch task: Pick your own Learning task 1: Packing problems Learning task 2: Sharing problems Learning task 3: Equal towers Bigger thinking for all: Handful of counters	Assessment week
	SCIENCE		Seasonal changes Are all leaves the same? Skills: ●Observe changes across the four seasons ● Observe and describe weather associated with the seasons and how day length varies. ● Identifying and classifying.	Human body and senses Is everybody's body the same? Skills: ● Identify, name, draw and label basic parts of the human body and say which part of the body is associated with each sense. ● Asking simple questions and recognising that they can be answered in different ways.	Human body and senses How can we explore the world using our sense of touch? Skills: ● Identify, name, draw and label basic parts of the human body and say which part of the body is associated with each sense. ● Observing closely, using simple equipment.		Human body and senses What can we hear? Skills: ● Identify, name, draw and label basic parts of the human body and say which part of the body is associated with each sense. ● Identifying and classifying.	Seasonal changes Trip to the Walled Garden – Exploring Autumn (Cross curricular links to Geography)	Seasonal changes Trip to the Walled Garden – Follow up lesson Seasonal changes Which animals share our space? Skill: ● Observe changes across the four seasons ● Observe and describe weather associated with the seasons and how day length varies ● Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.	Human body and senses What smells do we like and dislike? Skills: ● Identify, name, draw and label basic parts of the human body and say which part of the body is associated with each sense. ● Gathering and recording data to help in answering questions.	Human body and senses What differences can our tongues taste? Skills: ● Identify, name, draw and label basic parts of the human body and say which part of the body is associated with each sense. ● Identifying and classifying.	Naming and describing materials What material is this? Part 1 Skill: ● Distinguish between an object and the material from which it is made ● Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock ● Observing closely, using simple equipment. ● Identifying and classifying.	Naming and describing materials What material is this? Part 2 Skill: ● Distinguish between an object and the material from which it is made ● Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock ● Observing closely, using simple equipment. ● Identifying and classifying.	.Naming and describing materials Is all paper the same? Skill: ● Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock ● Performing simple tests.	Naming and describing materials Is all fabric the same? Skill: ● Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock ● Observing closely, using simple equipment. ●Using observations and ideas to suggest answers to questions. ● Identifying and classifying.	Seasonal changes Do all trees shed their leaves? Skills: ●Observe changes across the four seasons ● Observe and describe weather associated with the seasons and how day length varies. ● Identifying and classi

		More able pupils will be challenged through deeper learning activities for individual lessons. See primary science document ' Challenging The More Able' Note: Some lessons may be done at different times due to weather conditions or other factors such as volunteers on trips.														
	HUMANITIES	GEOGRAPHY <u>Find out how the seasons are linked with the months of the year.</u> Children will find out how a year is split into the four seasons and how each season lasts for three months. They will learn or recap the months of the year and identify which months belong to which season. They will begin to think about what each season is like.	<u>Find out what the weather is like in autumn.</u> Children will recap when autumn is before using photos to consider what happens in autumn. They will learn about autumn weather and the changes that come about with autumn. <u>Find out what the weather is like in winter.</u> Children will recap when winter is before finding out about the weather in winter. They will think about some of the other changes that happen in winter, such as shorter days, and consider how weather affects human activity.	<u>Find out what the weather is like in spring.</u> Children will recap when spring is before looking at what the weather is like in spring. They will find out what effects the spring weather has, such as the birth of baby animals due to warmer and longer days, and the growth of new flowers. <u>Find out what the weather is like in summer.</u> Children will recap when summer is before finding out what the weather is like in summer. They will consider activities associated with summer and how different seasons affect what people can do or wear.	<u>Review knowledge and compare the four seasons.</u> Children will recall the names and months of each of the seasons and identify the characteristics and features of each one. They will use what they have learnt to express their knowledge in a variety of ways using appropriate facts and vocabulary.	<u>Geography – Around the World</u> <u>To locate Europe on a world map and identify some of its countries and features.</u> Children will name and identify the location of each of the seven continents of the world. They will be introduced to Buddy the Bee who sets off on a journey to discover a different country in each continent over the course of the next lessons. Children will identify that France is a country in Europe and identify some of its key features.	<u>To locate Asia on a world map and explore the features and characteristics of China.</u> Children will recap where the seven continents are, focusing particularly on Asia. They will identify and describe some of the key features and characteristics of China and recognise it as a country in the continent of Asia.	<u>To locate Australia on a world map and identify some of its features and characteristics.</u> Children will recap where the seven continents are, noting that Australia is both a continent and a country within that continent. They will identify and describe some of the key features and characteristics of Australia and express what they have found out in a variety of ways.	<u>To locate Africa on a world map and explore the features and characteristics of Kenya.</u> Children will identify the position of Africa on a world map and identify Kenya as a country within Africa. They will identify and describe some of the key characteristics and features of Kenya, as well as comparing urban and rural life.	<u>Geography – Around the World</u> <u>To locate Europe on a world map and identify some of its countries and features.</u> Children will name and identify the location of each of the seven continents of the world. They will be introduced to Buddy the Bee who sets off on a journey to discover a different country in each continent over the course of the next lessons. Children will identify that France is a country in Europe and identify some of its key features.	<u>To locate Asia on a world map and explore the features and characteristics of China.</u> Children will recap where the seven continents are, focusing particularly on Asia. 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They will identify and describe some of the key characteristics and features of Kenya, as well as comparing urban and rural life.	<u>To identify North America on a world map and explore the characteristics and features of the USA.</u> Children identify the position of the USA on a world map and identify it as a country within North America. They will find out how it is organised into states and identify some of the major landmarks of the country, as well as looking at how 4th July is celebrated.	<u>To locate South America on a world map and explore the features and characteristics of Brazil.</u> Children will identify the location of South America on a world map and identify Brazil as a country within this continent. Your class will identify some key landmarks of Brazil before using pictures to identify a variety of geographical features, such as rivers and mountains.	<u>To locate Antarctica on a world map and identify some of its features and characteristics.</u> Children will identify Antarctica on a world map. They will find out that it has no countries or people living there, apart from researchers. They will explore what these researchers do in Antarctica and find out about some of the animals that live there. They can then recap everything they have learnt about the seven continents and some of the countries within them.

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														movement? Can you say which Creation story you are expressing? You could ask children to present their responses to the rest of class and ask them which Creation story this could be? Why do they think this? Which gestures or sequence made them think this? Children can revisit their thoughts from lesson one to reconsider: 'why are there so many stories/explanations for the world being here'? Does it matter that there are different answers?	movement? Can you say which Creation story you are expressing? You could ask children to present their responses to the rest of class and ask them which Creation story this could be? Why do they think this? Which gestures or sequence made them think this? Children can revisit their thoughts from lesson one to reconsider: 'why are there so many stories/explanations for the world being here'? Does it matter that there are different answers?	
	COMPUTING	Non FF	Non FF	Computing systems and networks: Improving mouse skills Logging in To log into a computer and access a website	Non FF	Computing systems and networks: Improving mouse skills Click and drag skills To develop mouse skills	Non FF	Computing systems and networks: Improving mouse skills Drawing shapes To use mouse skills to draw and edit shapes	Non FF	Online safety Using the internet safely To know what the internet is and how to use it safely	Non FF	Online safety Online emotions To understand different feelings when using the internet	Non FF	Online safety Always be kind and considerate To understand how to treat others, both online and in-person	Non FF	Online safety Posting and sharing online To understand the importance of being careful about what we post and share online

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	MUSIC			L 1 Start to understand how to follow verbal and sung cues. To start to feel the beat Start to understand the difference between high and low notes KEEP THEM SINGING, ACTIVE LISTENING <u>Activities and Songs</u> <u>SONGS</u> Soh- Mi Greeting Sing Hello Black Crow Hands In The Air Let’s Reach Up High <u>ACTIVITIES</u> Walk To The Drum		L 2 Start to understand how to follow verbal and sung cues. To start to feel the beat using shakers. Start to understand duration; recognising long and short sounds. (aurally and visually) KEEP THEM SINGING, ACTIVE LISTENING <u>Activities and Songs</u> <u>SONGS</u> Soh- Mi Greeting Sing Hello Black Crow Patake <u>ACTIVITIES</u> Take two/one and Pass Some Sounds Are Long Walk To The Drum Carnival of The Animals LISTENING		L3 Understand how to follow verbal and sung cues. Start to understand how to show the beat. Start to understand the difference between singing and chanting. KEEP THEM SINGING, ACTIVE LISTENING <u>Activities and Songs</u> <u>SONGS</u> Soh- Mi Greeting Sing Hello Clown Kumala Vista Hands In The Air Patake <u>ACTIVITIES</u> Take Two and Pass Some Sounds Are Long Show Me The Pattern (duration) Carnival of The Animals LISTENING		L4 Start to understand how to maintain the beat Start to understand how to match pitch. Understand how to follow sung and non-verbal cues. KEEP THEM SINGING, ACTIVE LISTENING <u>Activities and Songs</u> <u>SONGS</u> Soh- Mi Greeting Sing Hello Clown Kumala Vista Father William Hands In The Air Clap Stamp Slap Click Patake <u>ACTIVITIES</u> Some Sounds Are Long Take Two and Pass Show Me The Pattern (duration) Peter and The Wolf LISTENING		L5 Understand the difference between singing and speaking Start to understand the difference between high and low notes Start to understand duration; making long and short sounds. KEEP THEM SINGING, ACTIVE LISTENING <u>Activities and Songs</u> <u>SONGS</u> Soh- Mi Greeting Sing Hello Rain Rain Father William Clown Black Crow <u>ACTIVITES</u> Nutcracker Marche Chime bar Game BBC Bitesize Carol of The Bells (Long short short long - glockenspiels) Peter and The Wolf LISTENING		L6 Understand loud and quiet Start to understand how to maintain the beat using instruments (shakers). Start to understand music can be used to tell stories. KEEP THEM SINGING, ACTIVE LISTENING <u>Activities and Songs</u> <u>SONGS</u> Soh- Mi Greeting Sing Hello Rain Rain Five Little Snowmen Fat Father William <u>ACTIVITIES</u> Sing Hello Rain Rain Five Little Snowmen Fat Father William <u>ACTIVITIES</u> Nutcracker Marche Carol of The Bells (Long short short long - glockenspiels with backing track) Surprise Symphony (loud and quiet) LISTENING Carnival of The Animals/Peter and The Wolf/The	Understand loud and quiet	
	PSHE		Being me in my World Help others to feel Welcome Assembly (DS)	Being me in my World Try to make our school community a better place Assembly (DS)	Being me in my World Think about everyone's right to learn Assembly (DS)	Being me in my World Care about other people's feelings Assembly (DS)	Being me in my World Work well with Others Assembly (DS)	Being me in my World Choose to follow the Learning Charter Assembly (DS)	Assembly (DS)	Celebrating Differences: Accept that everyone is different Assembly (DS)	Celebrating Differences: Include others when working and playing Assembly (DS)	Celebrating Differences: Know how to help if someone is being bullied Assembly (DS)	Celebrating Differences: Try to solve Problems Assembly (DS)	Celebrating Differences: Use kind words Assembly (DS)	Celebrating Differences: Know how to give and receive compliments Assembly (DS)	Celebrating Differences: Assessment