



Year One Planning: Percy the Park Keeper  
 School Theme: Celebrating differences  
 Medium Term Planning - Autumn A 2025/2026  
 Literacy theme: Have you seen the wild things?

<b>Week/ Date</b>	<b><u>Literacy</u></b>	<b><u>Numeracy</u></b>	<b><u>Topic: Project Work</u> <u>Science/History</u> <u>Geography/Computing</u></b>	<b><u>Ongoing Curriculum</u> <u>Art/D&amp;T /Music</u></b>	<b><u>Ongoing Curriculum</u> <u>RE/PSHE</u></b>	<b><u>Ongoing Curriculum</u> <u>PE</u></b>
1 02/09- 05/09	<b><i>Settling in Week</i></b>  <i>Who is PPK? What qualities does he have they would like to have?</i>	<b>Counting to 20, assess recognising and writing numerals to 20.</b>	<b>Settling in week</b> See separate planning	<b>Settling in week</b> See separate planning  <b>Cultural Awareness - British Values</b> Explain that we have rules in our country (laws) and that we also have rules in our school/class. Agree the 1 rule classroom! Discuss democracy and voting, explain that we will often use votes to decide things as a class and that we must only vote once to make sure the vote is fair.	<b>PSHE - Jigsaw - Being Me - Piece 1</b>  <b>Cultural awareness - Make Grandparents Day cards. (Fri Pm)</b>	<b>PE - LB - Movement games to help get to know each other.</b>
2 08/09- 12/09	<b><i>Theme Week</i></b>  <b><i>Celebrating differences</i></b>	<b>Geometry:Shape</b>  <b>Recognise and name 2D and 3D shapes.</b>	<b>Celebrating differences</b> See separate planning  <b>Computing: E-safety Active Bytes - I am kind and responsible.</b>  <b>Forest School/Geography</b> To explore the school grounds for natural materials. How many different materials can we find?	<b>Reading for pleasure</b> See separate planning	<b>PSHE - Jigsaw - Being Me piece 2</b>  <b>RE - Similarities and Differences The Bible</b> Q1 - What is a holy book? Q2 - What is the Tenakh? Q3 - Why is the old testament of the Holy Bible important to both Christians and Jews?	<b>PE - PE Coach</b>

<p>3 15/09- 19/09</p>	<p><b>Where the Wild Things Are.</b></p>	<p><b>Place Value within 10</b></p>	<p><b>Science - Mon</b> - Introduce Andy Goldsworthy and show the children examples (Links with Art). Discuss natural vs man-made materials. What are the materials like? Explore the properties, e.g. strong, soft, hard, etc. Explore the school grounds for flowers and leaves that can be used to decorate Andrew Goldsworthy-inspired crowns, children to place their items into a polypocket to create crowns the following day.</p> <p><b>Tues</b> -Children to create their 'wild' crowns. Children to explain why they used the materials they did and discuss their properties scientifically. Children to write a sentence using scientific terms to describe the decorations on their crown in their topic books. Stick in a photo of each child with their crown on. Once crowns are created take children on a 'Wild Things' walk through the school grounds and finish with a Wild Thing's Picnic.</p>	<p><b>Art</b> - see science</p> <p><b>Music</b> - Pulse and Rhythm, Kapow Unit 1, lesson1</p> <p><b>Cultural Awareness</b> - birthdays Discuss different birthdays within the class, understand birthday parties. Each child to make a birthday card to go into the stock pile so that each child can be given a birthday card on their birthday from PTPK class.</p>	<p><b>PSHE</b> - Jigsaw - Being Me piece 3 WALT understand the rights and responsibilities as a member of my class know that I belong to my class</p> <p>Rainbow Time</p>	<p><b>PE</b> - PE Coach</p> <p><b>PE</b> - LB - Throwing and catching</p>
<p>4 22/09- 26/09</p>	<p><b>Where the Wild Things Are.</b></p>	<p><b>Place Value within 10</b></p>	<p><b>History:</b> Who is our significant person? Admiral Blake, discuss... what did he do? When was he born? Why is he important? How did he travel from place to place? Where did he live? Look at picture of his statue in Bridgwater, discuss what may be different such as the way he dresses, his hair etc. Adult to explain how he changed our modern world and why he is significant to Bridgwater.</p> <p><b>Science/Geography</b> - Recap materials and their properties from previous lesson. Children to make predictions about which materials might float or sink and record their predictions. Perform simple tests to explore which materials float and which sink. Group materials based on their properties. Explore and experiment the suitability of materials for purpose of building a boat.</p> <p><b>RE</b> - Rosh Hashanah</p>	<p><b>Forest School/Art</b> Explain children are going to make clay Wild Things faces. Discuss features needed for models, thinking about making them 'scary.' Children go to the wild area and the field to collect natural materials to use for features. Which materials will be better for creating the features on their sculptures. Link to Andy Goldsworthy.</p> <p><b>Music</b> - Pulse and Rhythm, Kapow unit 1 lesson 2 WALT keep a pulse and show a sound pattern using bodies and voices.</p>	<p><b>PSHE</b> - Jigsaw - Being Me piece 4 WALT understand the rights and responsibilities of being a member of my class know how to make my class a safe place for everybody to learn</p> <p><b>RE</b> - Similarities and Differences The Creation Story - Godly Play Q1 - What is good about our natural world? Q2 - Some of the things that people do are spoiling our world, what things? Q3 - What can we do to make this better?</p>	<p><b>PE</b> - PE Coach</p>

			Explore Rosh Hashanah, what is it? Who celebrates it? When is it? Why is it important to Jews?- Shofar Craft Roll brown paper or card into a horn shape and decorate. Talk about the sound and meaning of the shofar.			
5 29/09- 03/10	<b>Where the Wild Things Are.</b> (Assessment)	<b>Addition and Subtraction (within 10)</b>	<b>Computing- Technology and my toys</b> Look at some modern 'technological' versions of 'traditional' toys, e.g. remote- control vehicles, teddy bears that have voice recording inside, virtual pets, virtual musical instruments etc. <i>Do you think technology has made these toys better? Why/How? What toys/technology might Max have in his bedroom?</i> Split class into two groups - one half has some jigsaw puzzles and the other half completes an <a href="#">online puzzle</a> (or there is a huge range of jigsaw puzzle apps for both iPad e.g. <b>Jigsaw Box by Sparkle Apps</b> and <b>Android</b> - download one that has puzzles appropriate to the interests of your learners). Allow time to explore/complete, then swap. <i>Which type of puzzle do you prefer? The traditional or technological version? Why?</i>	<b>Art:</b> Children to create Andy Goldsworthy inspired leaf art by cutting and sticking different coloured/shaped printed leaves into their scrapbook.  <b>Music</b> - Pulse and Rhythm Kapow unit 1 - lesson 3 WALT explore using a thinking voice to show the pulse.  <b>Cultural Awareness - National Poetry Day (Thursday)</b> Children to look at poems about diversity and equality. Children to discuss how we are all different and write an acrostic poem about themselves using the letters in their name.	<b>PSHE</b> - WALT recognise the choices I make and understand the consequences recognise the range of feelings when I face certain consequences  Rainbow Time	<b>PE</b> - PE coach  <b>PE</b> - LB - Throwing and catching
6 06/10- 10/10	<b>Julian is a Mermaid</b>	<b>Addition and Subtraction (within 10)</b>	<b>Forest School/DT</b> Explain children are going to make rafts. Children move to log tables. Demonstrate joining the sticks together by knotting and lashing to make a flat raft. Children choose short sticks for their rafts. They use thin string to tie and lash the sticks together to make their rafts. Can their rafts carry a load? Discuss what children found difficult and easy.  <b>Science</b> - explore the five senses. In the school grounds discuss using our senses. What can we smell? How do things feel? What can we hear? What can we see? Lastly, bring in different foods for the children to taste (Sweet, salty, sour etc).	<b>Art - World mental health day - Thursday</b> 10/10/23 Draw our feelings - children create a visual representation of their feelings. Children to talk about their creation - why they have chosen specific colours etc, linking it to their feeling.  <b>DT - see forest school</b>  <b>Music</b> - Pulse and rhythm Kapow unit 1 - lesson 4 WALT play short rhythms in time with the pulse.  <b>Cultural Awareness</b> - Charity What is charity? Is it always giving money? What can we do to help others in need? Can we pass on our old toys/clothes? How does this help the planet as well as others?	<b>PSHE</b> - Jigsaw - Being Me - piece 6 WALT understand my rights and responsibilities within our Learning Charter understand my choices in following the jigsaw charter  <b>RE</b> - Similarities and differences The Church and the Synagogue Q1 - What is the same about a church and a synagogue? Q2 - What are the differences between a church and a synagogue? Q3 - Do you have to go to a place of worship to pray?	<b>PE</b> - PE Coach

<p>7 13/10-17/10 Parents Day 17/10</p>	<p>Julian is a Mermaid</p>	<p>Addition and Subtraction (within 10)</p>	<p><b>Computing-</b> Technology and my toys Discuss with the children what they really enjoy about using the internet - draw out the different purposes of its use (e.g. communication - email/Skype/Facetime; multimedia - iPlayer/Spotify/Kids Tube, gaming - Club Penguin Island). Discuss the ways in which children play games using technology - the types of games they play, what technology they use, whether they play individually or against an opponent (known or unknown) etc. Talk about age-appropriate activities. Focus on the devices children use to play games - what other functionality do they have? (e.g. internet access, instant chat etc). <b>Remind the children of our e-safety rules.</b> Compile a list of the class' top 10 online activities - revisit at regular intervals and monitor how this changes throughout the year. Continually reinforce the idea of age-appropriate activities.</p> <p><b>History</b> Think about the different types of transport that have evolved since Admiral Blake. Show the children different transports and the failed/experimental creations. Children to create a timeline of transport through the ages into their topic books.</p>	<p><b>DT/History</b> Recap the different types of transport that have evolved since Admiral Blake. Show the children different transports and the failed/experimental creations. Children to design the transport of the future. What will the next evolution in transport be like (hoverboards, flying cars etc) Children to design and label their ideas.</p> <p><b>Music</b> - Pulse and Rhythm Kapow unit 1 - lesson 5 WALT To demonstrate an understanding of pulse through performance.</p>	<p>PSHE -</p>	<p>PE - PE Coach</p>
<p>8 20/10-24/10 24/10 Inset day</p>	<p>Julian is a mermaid (Assessment)</p>	<p>Assessment week (Place value within 10)</p>	<p><b>History</b> - Children to explore the fashions and clothing styles worn during the 17<sup>th</sup> Century (Admiral Blake). How were their clothes different? What has changed between then and now? What materials were their clothes made of? What are our clothes made of? (Link to geography and natural/manmade materials).</p>	<p><b>DT/History</b> - Children to explore how shoes have changed throughout history. Children to design a pair of trainers with features to help them in their daily lives. E.g, go faster boost button for running, built in erasers when they make mistakes in their school work, rocket boosters so they can fly etc.</p> <p><b>Music</b> - pulse and rhythm Kapow unit 1 - Assessment</p>	<p>PSHE - Jigsaw -</p> <p><b>RE</b> - (Weds as inset Friday) Similarities and Differences Celebrations in the church and synagogue. Q1 - What activities take place in a church? Q2 - What activities take place in a synagogue? Q3 - can anyone share and experience of a time they went to a church to celebrate? (remind them of harvest festival)</p>	<p>PE - PE coach</p>