

-Year 1&2 Medium Term Plan Autumn 2026

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Theme Discovery		NATIONAL CURRICULUM OBJECTIVES	SKILLS PROGRESSION	CURRICULUM OVERVIEW
Maths	The children will be taught in mixed ability groups. Both year groups will be covering the White Rose objectives, which link to the National Curriculum.	Yr 1: Number-place value (within 10) Number-addition and subtraction (within 10) Geometry-shape Number-place value (within 20) Yr2: Number-place value Number addition and subtraction Shape		We will continue to have whole class investigations solving mathematical problems.
English	Poems on a theme Using pattern and rhyme	Daily phonics lessons will be taught using the scheme Little Wandle Reading fluency skills will be taught through group and whole class reading. We will be reading and responding to a variety of fiction texts, non-fiction texts and poetry. Grammar will be integrated within our teaching of writing as well as in discrete lessons. We will continue to focus on improving handwriting and correct letter formation in discrete handwriting lessons and throughout all writing. We will explore and recite a range of poetry. The children will build up a bank of poems their poetry journals. Through our theme the children will orally compose and write their own poetry.		

	Stories with familiar settings Recounts Non Chronological text-Learn about the structure of non-fiction books - contents page, index, glossary, sub-headings. Instructional writing	We will explore the text 'Naughty Bus ' by Jan Oke which will provide many exciting opportunities for the children to create real life settings and write a sequel. They will use role-play and small world play to develop spoken language, extend vocabulary, gather ideas and construct sentences. After learning the story, the children will innovate the story, inventing an additional chapter for his adventures. The children will write simple, coherent narratives about, real events personal experiences and those of others. When finding out about different types of transport and the history of transport the children will learn about the structure of non-fiction books and use them to find answers to their questions. They will use their research to create their own non chronological text on transport. Linking our learning with our DT project the children will write instructions to explain how to make a vehicle.		
Geography	Out and About – What Do You Like About Your Local Park?	Human and physical geography Use basic geographical vocabulary to refer to key physical features	The key geographical skills across the unit: Observational and fieldwork skills Observing the school and its surroundings	The learning this term introduces pupils to local area geography through the familiar setting of Coggeshall park. Across six lessons,

		Use basic geographical vocabulary to refer to key human features Use basic geographical vocabulary to refer to key physical features and human features. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Geographical skills and fieldwork Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Use locational and directional language [for example, near and far; left and right] to describe the location of features and routes on a map Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and	Identifying human and physical features Recording observations Asking simple geographical questions Comparing what they observe Locational skills Locating places and features Understanding where places are in relation to one another Identifying the UK, its countries, continents and oceans Developing spatial awareness Directional skills Using near/far and left/right Giving and following directions Using north, south, east and west Describing routes Map and mapping skills Reading simple maps Understanding a bird's-eye/plan perspective Recognising symbols Using and creating a map key Drawing simple maps Representing real-world features on a map Geographical enquiry and communication Asking and answering geographical questions Describing places and features Using appropriate geographical vocabulary Recording and communicating geographical information Using geographical sources	pupils will explore features within parks, develop early mapping skills and begin using geographical vocabulary to describe places and routes. They will follow simple directions, create maps and compare parks in different locations while building confidence in observation and fieldwork. Using the text 'The Naughty Bus' the children will create imaginary maps. They will follow and give directions and use prepositional and directional language. After studying a range of maps the children will create their own symbols to draw on their own imaginary maps. We will take the Naughty Bus on a journey around our local area and create a map of our journey. When learning about the countries and capital cities of the United Kingdom we will create messy maps and include human and physical features and famous landmarks.
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		far, left and right], to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	Using aerial photographs Using maps Using atlases Using globes Comparing different representations of a place	
Science	Amazing Me	Pupils should be taught to: i. identify, name, draw and label the basic parts of the human body and say which of the body is associated with each sense (1AH) ii. notice that animals, including humans, have offspring which grow into adults (2AH) iii. find out about and describe the basic needs of animals, including humans, for survival (water, food and air) (2AH) iv. describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene (2AH) Working Scientifically	Asking questions – asking simple questions about their bodies, senses, animals and health. Observing – using their senses and simple equipment to make careful observations. Measuring – measuring aspects of their bodies and noticing how they change over time. Performing simple tests – investigating how their senses work, particularly hearing and touch. Identifying and classifying – grouping objects, foods or things in the environment according to their observable characteristics.	This term the children will: Understand that we change over time. Name parts of their bodies Collect information about their bodies by observing, measuring and noticing patterns. Understand that we hear sounds with our ears and that hearing is one of our senses Understand that we can use our senses to classify things into groups Go outside to explore the school grounds using different senses Design a balanced lunch box as a reminder of how much food each food group is required

		i. asking simple questions and recognising that they can be answered in different ways ii. observing closely, using simple equipment iii. performing simple tests iv. identifying and classifying v. using their observations and ideas to suggest answers to questions vi. gathering and recording data to help in answering questions	Noticing patterns – identifying patterns in body measurements, growth and sensory observations. Recording data – collecting and recording observations, measurements and information in simple tables, drawings or charts. Using observations to answer questions – using what they have found out to explain or answer simple scientific questions.	
History	Toys	Understand chronology To understand chronology and add significant events to the class timeline. Place events in order on a time line. Investigate and interpret the past Observe or handle evidence to ask questions and find answers to questions about the past.	Develop chronological understanding by distinguishing between past and present and sequencing toys on a timeline. Investigate the past by observing and handling artefacts and using photographs, oral histories and other sources. Ask and answer questions about the past and use evidence to make simple inferences. Identify similarities and differences between toys from the past and present and recognise change and continuity over time.	This topic engages children's senses, fires their imagination and encourages lots of interaction. Here the focus is emphatically on looking at concepts such as similarity and difference as well as old and new and change through time. We also repeat the all-important question How do we know? twice to introduce the idea of evidence. Pupils develop the vocabulary to talk about times past even start discussing change over time. With each core question there will be a powerful activity, be it sorting, setting, sequencing,

		Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past. Core Questions: 1. What are our toys like today? 2. What are other people's toys like? 3 How can we tell these toys are old? 4 What were our grandparents' toys like and how do we know? 5 Who played with these toys a long time ago? 6 How can we set up a Toy Museum?	appropriate historical vocabulary to communicate understanding and present findings.	interviewing, or creating a museum display. Fiction titles play a key role in developing pupils' ability to talk about time past as well as offering a strong visual context for all the discussion. Children will handle objects, old and new, personal and impersonal.
Art	Spirals- Drawing, Collage, Sketchbooks	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Drawing is a physical and emotional activity. We will learn: that when we draw, we can move our whole body. we can control the lines we make by being aware of how we hold a	Pupils will become familiar with creating drawings using their whole body, whilst experiencing a range of drawing materials. Pupils will discover the artist Molly Haslund and they will demonstrate their understanding of the artist's work by responding through a making

		To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	drawing tool, how much pressure we apply, and how fast or slow we move. we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move. we can use colour to help our drawings engage others. we can draw from imagination. understand what a sketchbook is. we can use a sketchbook for personal creative exploration. we can draw from observation. we can experiment with mark making through exercises such as continuous line drawing. we can create drawings in our sketchbooks. we can talk respectfully about our own work and the work of others in a peer discussion. we can display the work made over the half term.	challenge and peer discussion. Pupils will consolidate their understanding of how they can make spiral drawings using their whole bodies by making "snail drawings". Pupils will push exploration of different qualities of line, colour blending, and mark making using chalk and oil pastels. Pupils will become familiar with what a sketchbook can be used for. They will make or personalise their own sketchbooks, demonstrating that they have ownership of their sketchbook and understand that it is a platform for personal creative risk taking. Pupils will become familiar with the idea that they can make drawings through observation. Pupils will show an understanding of what a continuous line drawing is and have had the opportunity to experiment with scale, line and materials. Pupils will reflect on all of their drawings created over the half term, sharing what they like and
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				what they would like to try again, through peer discussion.
Music	My Favourite Things: keeping the pulse Christmas songs (performance)	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Listen with concentration and understanding to a range of high-quality live and recorded music Play tuned and untuned instruments musically Experiment with, create, select and combine sounds using the inter-related dimensions of music To know that: Notation is read from left to right. Pictorial representations of rhythm show sounds and rests.	Listening and evaluating Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Beginning to move in time with the beat of the music. Recognising simple patterns and repetition in rhythm (e.g. where a pattern of beats is repeated). Recognising simple patterns and repetition in pitch (e.g. do-re-mi). Recognising and naming the following instruments: up to three instruments Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow. Creating sound Singing simple songs, chants and rhymes from memory. Competently singing songs with a very small pitch range (two notes that are different but close together).	children will explore keeping the pulse together through music and movement, by exploring their favourite things. Children will learn to: Clap the rhythm of their name in time to the pulse. Sway or tap in time to the pulse. Sing a rhythm in time with the pulse. Copy rhythms based on word patterns using an instrument. Keep the pulse while playing a rhythm on an instrument. Follow instructions during a performance.

			Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower. Exploring changing their singing voice in different ways. Breathing at appropriate times when singing. Learning to use instruments to follow the beat, by first observing and then mimicking the teacher's modelling. Maintaining a comfortable position when sitting or standing to sing and play instruments. Notation Reading different types of notation by moving eyes from left to right as sound occurs. Using pictorial representations to stay in time with the pulse when singing or playing. Confidently reading simple rhythmic patterns comprising of one beat sounds and one beat rests. Composing and improvising Improvising simple question and answer phrases, using untuned percussion or voices.	
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			Performing Starting to maintain a steady beat throughout short performances. Keeping instruments still until their part in the performance. Performing actively as part of a group; keeping in time with the beat. Showing awareness of the leader, particularly when starting or ending a piece.	
DT	Moving Vehicle - Mechanisms, wheels and axels	Design design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups Make select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials Evaluate explore and evaluate a range of existing products	Materials Cut materials safely using tools provided. Measure and mark out to the nearest centimetre. Demonstrate a range of cutting and shaping techniques Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). To develop and build a product involving flaps, sliders and rotating parts. To understand the potential use of these techniques in everyday items. Design, make, evaluate and improve Design products that have a clear purpose and an intended user. Make	The children will explore mechanisms (wheels and axels) and generate ideas for their vehicle by playing with and investigating construction kits, scooters and toys with wheels. They will design, make and evaluate a four wheeled vehicle linking to our text 'The Naughty Bus'. During the design process the children will develop and communicate their ideas through drawings and prototypes. They will design their own vehicle for a chose purpose e.g. a wheel barrow to transport vegetables. When making their vehicle they will try out different ways to attach

		evaluate their ideas and products against design criteria Technical knowledge build structures, exploring how they can be made stronger, stiffer and more stable	products, refining the design as work progresses. Take inspiration from design throughout history Explore objects and designs to identify likes and dislikes of the designs. Suggest improvements to existing designs. Explore how products have been created.	axles and wheels to inside out boxes. They will make their own decisions about placing axles and wheels and when deciding on what materials to use. The children will test and evaluate their finished vehicle against criteria. The children will agree a test e.g., carry a set amount or be pulled easily. Finally, they will decide on what worked well and suggest improvements
Computing	Technology around us Creating Media - Digital writing.	Recognise common uses of information technology beyond school Use technology purposefully.	Year 1: Children will develop confidence in identifying and using everyday technology. They will learn basic mouse and keyboard skills, use technology purposefully and begin to understand how to use digital devices safely and responsibly. Year 2: Children will build on their knowledge of technology by using digital devices with increasing independence. They will develop keyboard and editing skills, create and format digital text, compare digital and non-digital methods and make purposeful choices about how technology can be used.	Autumn 1 We will develop the children's understanding of technology and how it can help them. They will become more familiar with the different components of a computer by developing their keyboard and mouse skills, and also start to consider how to use technology responsibly Autumn 2 We will develop the children's understanding of the various aspects of using a computer to create and change text.

				Learners will familiarise themselves with typing on a keyboard and begin using tools to change the look of their writing, and then they will consider the differences between using a computer and writing on paper to create text.
RE	Aut 1 Why is light an important symbol for Christians, Jews and Hindus? Aut 2 Incarnation	Children will study Hinduism and the festival Navratri The children will study Incarnation, in accordance with the 'Understanding Christianity' programme.	Describe some of the teachings of a religion. Describe some of the main festivals or celebrations of a religion. Recognise, name and describe some religious artefacts, places and practices. Identify the things that are important in their own lives and compare these to religious beliefs. Identify how they have to make their own choices in life. Explain how actions affect others.	In the first term we will be studying Christianity, Judaism and Hinduism and learning about the Nativity Story, Christingles, the Jewish story of Hanukkah and the Hindu story of Rama and Sita. In the second half of the term, we will be learning about the Christian festival 'Christmas'. We will also explore the many other faiths and cultures that celebrate Christmas around the world. We will use Godly Play to act out the story 'The Marvellous Picnic' from The Lion Storyteller Bible.
PSHE	My Happy Mind Meet Your Brain My Happy Mind Places	What the brain looks like and that it is fully grown by the age of 6. That our brain helps us to make good decisions and remember what we have learnt.	Self-awareness: Identify and describe their own thoughts, feelings and emotions. Emotional literacy: Use appropriate vocabulary to communicate how they are feeling.	We will focus on foundational knowledge of the brain and teach the children how they can look after their minds to be at their very best and that their brain is an organ that has many functions. They learn that the brain controls most of what we do and that it is an amazing thing! Children learn that they

		That the Amygdala causes them to Fight, Flight or Freeze. Children will be asked to reflect and think of examples of how they use each of Team H-A-P. That when we learn something new, our brain remembers it and grows. They'll learn about Neuroplasticity and think of examples of how they can use it to help them. How they can use Happy Breathing to help Team H-A-P work as a team, but also how Happy Breathing can help with Neuroplasticity. My Happy Mind Places empowers children to take charge of their emotional well-being, in the classroom and beyond. giving children the tools to recognise, understand, and manage their emotions effectively.	Self-regulation: Begin to recognise and manage strong emotions using simple strategies. Resilience: Persevere when faced with challenges and recognise that difficulties are part of learning. Growth mindset: Understand that abilities can develop through practice, effort and positive attitudes. Problem-solving: Explore different ways of responding to challenges or difficult situations. Reflection: Think about their own behaviour, choices and responses and consider what they could do differently. Communication: Listen to others, share ideas and talk appropriately about feelings and experiences. Help-seeking: Identify trusted adults and know when it is appropriate to ask for help or support. Empathy: Begin to recognise that other people may have different thoughts, feelings and responses.	can choose what to focus their mind on, and recognise that concentrating on learning something new helps their brain remember and grow. Neuroplasticity: Children learn the concept of Neuroplasticity i.e. That the brain can grow and change when you practise and work on something. When we do something or learn something, Neural Pathways are created in our brain. Each time we repeat the activity, the Neural Pathway or connection is made stronger and it gets easier for us to complete the activity. The children learn about three key parts of their brain: the Hippocampus, the Amygdala and Prefrontal Cortex. We call them Team H-A-P for short and they each have a special role: Hippocampus - is like a scrapbook storing our memories and things that we learn. Amygdala - is there to react to keep us safe when there is danger. It cannot assess danger. It can only react if it senses it by Fighting, Fighting or Freezing! Prefrontal Cortex - helps us to make decisions, understand different perspectives, solve problems, analyse and make choices.
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PE	Dance Net and wall Invasion games- Tag Rugby Yoga	Perform dances using simple movement patterns. Participate in team games, developing simple tactics for attacking and defending.	Dance Copy and remember moves and positions. • Move with careful control and coordination. • Link two or more actions to perform a sequence. • Choose movements to communicate a mood, feeling or idea. Games • Use the terms 'opponent' and 'team-mate'. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate.	During PE the children will Develop practical skills in order to participate, compete and lead a healthy lifestyle Be given opportunities to develop the ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.
Visits/ Visitors	Local Park Visit			

