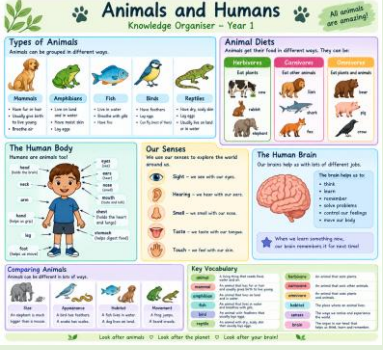




Brownhills West Medium-Term Planning **Autumn 1 2026-27 Year 1**

NC Subject	Prior learning and NC Content & Coverage	Learning Sequence:	Experiences / Enrichment / Trips
<u>Geography</u> Where in the world do I live?	Reception (understanding the world) - children will previously learnt draw information from a simple map and recognise some similarities and differences between life in this country and life in other countries. Year 1 – children will learn how to use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries and continents. Children will learn about physical and human features, name and locate the seven continents, the four countries within the UK. They will also learn about weather patterns in the UK - the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	Lesson 1: I can create a messy map. Lesson 2: I can talk about where our school is and why street names are useful. Lesson 3: I can name the four countries of the UK. Lesson 4: I can talk about the seasons of the UK. Lesson 5 I can name the seven continents of the world. Lesson 6: I can explain why weather is different around the world. 	Walk around school grounds Walk round local area – street names
<u>Science</u> Animals including humans	Reception (understanding the world) – children will have previously learnt about and explore the natural world around them and name some animals and their habitats. Year 1 – children will learn how to describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). As well as, how to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Lesson 1: I can name different animals. Lesson 2: I can compare animals in ways they are the same and different. Lesson 3: I can compare animal diets such as herbivores, carnivores and omnivores. Lesson 4: I can name our body parts. Lesson 5: I can name and label the five senses. Lesson 6: I can compare humans how they're the same and different. 	
<u>Art</u> Sculpture	Reception (expressive arts and design) Children will have experience of exploring and manipulating a range of materials through play and creative activities. They will have made simple models and constructions using materials such as clay, playdough, cardboard, junk modelling and natural materials. Children will have explored how materials can be joined, shaped and changed to create their own ideas. Year 1 – In this sculpture unit using clay, children will learn what sculpture is and its purpose. They will develop skills with clay as a creative material, beginning their journey towards becoming proficient in sculpting techniques. Pupils will explore the work of a range of artists, craft makers and designers, describing the similarities and differences between various practices and disciplines, and making connections to their own work. The elements of art that will be focused on in this unit are colour, texture and form.	Lesson 1 LC I know what sculpture and clay is. Lesson 2 LC: I can explore nature and know how nature can inspire artists. Lesson 3 LC: I can be inspired by nature and make a leaf sculpture. Lesson 4 LC: I can use colour to improve my sculpture. Lesson 5: LC: I can evaluate my sculpture. 	Forest school visits during PM to observe nature and collect leaves.
<u>PSHE</u> The brain My happy mind	Reception (personal, social and emotional development) Children will already have some understanding that their brains help them to think, learn, remember and solve problems. They will have experienced learning new skills, remembering information and trying again when something is difficult. Children will have begun to understand that listening, concentrating, practising and persevering can help them to learn. Year 1 - The module is focused on teaching children the following key concepts: Our brains help us with lots of different jobs. We need to look after our brains for us to be at our best. When we learn something new, our brain remembers it for next time.	Lesson 1 LC: I can do happy breathing and join in with Bertie and Betty's play date story. I know what my brain looks like and how it helps us. Lesson 2 LC: I know how my brain helps us and how our brains grow. Lesson 3 LC: I know how my brain helps us. I know what happens when team H-A-P is sad and happy. Lesson 4 LC: I can learn more about happy breathing and how to look after my brain. Lesson 5 LC: I can learn about neuroplasticity and what it means. 	My happy mind resources.
<u>P.E.</u> Fundamentals	Reception (physical development) - progress towards a more fluent style of moving, with developing control and grace develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming Year 1 - children will be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	Lesson 1 LC: I can explore balance, stability and landing safely. Lesson 2 LC: I know how the body moves differently when running at different speeds. Lesson 3 LC: I know how to change direction and dodge. Lesson 4 LC: I can explore hopping, jumping and skipping. Lesson 5 LC: I can explore coordination and combination jumps. Lesson 6 LC: I can explore combination jumping and skipping on a rope.	



Religious Education Christianity Who do Christians say made the world?	Reception (understanding the world) – children will have already learn't about people and places that are special to them, the story of the nativity through their Christmas production, Easter activities and the importance of being special and the sense of belonging. Children will also recognise that people have different beliefs and celebrate special times in different ways recognise some similarities and differences between life in this country and life in other countries. Year 1 - children will learn about the creation story. They will learn about the key events in the story and be able to retell it using key vocabulary. Children will begin to understand that some Christians believe different things about creation. Pupils will begin to compare texts found within the creation story and start to think about how Christians might try to be stewards of the world. Pupils will also consider how Christians may act in response to creation and why they may choose to praise God for it.	Who do Christians say made the world? Lesson 1: I can listen to the creation story. Lesson 2: I can create pictures of what happened on each day oof creation. Lesson 3: I can explain that Christians believe God made the world and talk about the importance of creating the things in the world. Lesson 4: I can write a thank you that a Christian might say to God during harvest time. Lesson 5: I can create a timeline of 'windows' that tell the creation story. Lesson 6: I can retell the full story of creation to others. 	Year 3 and 4 harvest production.
Music Sing up scheme 'The Menu song'	Reception (expressive arts and design) – children will have already learnt to clap or tap to the pulse of songs or music. This unit is based around a fun, cumulative song with jaunty off-beat rhythms that presents a series of tasty dishes over the course of a week. The activities lead up to the creation of a theatrical group performance using kitchen-themed props. In addition, children practise their skills in listening, keeping a steady beat, and developing a sense of pitch by echo singing a leader. This unit also contains the first of three progression snapshots that will be returned to and developed in Terms 2 and 3 in order to collect evidence of pupils' progress.	Taught by CT. • Lesson 1 LC • I can Become familiar with the song's structure by listening actively to the music. • Understand that the menu increases for each day of the week when a new dish is added. • Be able to join in singing most of the song. Lesson 2 LC: • I can Practise keeping a steady beat. • Take part in activities to help memorise the words. • Practise singing the song. Lesson 3 LC:. I can.... • Practise keeping a steady beat. • Listen out for a bass instrument, moving fingers in time with it playing. • •Learn the song Rain is falling down by rote, and show the shape of the pitch moving with actions. • •Learn to sing Rain is falling down to mi-re-do. • •Practise singing Menu song. Lesson 4 LC: I can... • Recap singing Rain is falling down with 'rain' and body ladder actions. • Listen to The herring song • and talk about the structure. • Practise singing Menu song from memory to the backing track. • Use percussion instruments to improvise an accompaniment to Menu song. Lesson 5: LC: I can... • Practise singing the song along with the backing track. • •Choose instruments to play in the performance and practise accompaniment ideas along with the singing. • •Plan props and costumes for the performance in the final week Lesson 6 LC: I can... • • Warm-up. • •Take part in a dress rehearsal. • • Take part in a performance – either live to an audience or videoed. 	Singing assemblies.