Brownhills West Primary School

Brownhills West Medium-Term Planning
Autumn 2 2026-27 Year 1

NC Subject	NC Content & Coverage	Learning Sequence:	Experiences / Enrichment / Trips
History How have toys changed in the past 60 years?	**Reception (understanding the world) -** Children have explored the difference between past and present and can talk about how they and their families have changed over time. They have used photographs, stories and objects to begin finding out about the past. **Year** 1 – Children will explore how toys have changed over the past 60 years, comparing toys from today with those used by their parents/carers and grandparents. They will develop an understanding of chronology using timelines and become 'history detectives' by asking questions, comparing objects and using evidence to find out about the past.	Lesson 1: I can share ways that we can find out about the past. Lesson 2: I can discuss what toys are like now. Lesson 3: I can share what my favourite toy was when I was a baby. Lesson 4: I can understand what our guardians' toys were like. Lesson 5 I can understand what our older relatives' toys were like. Lesson 6: I can talk about how toys have changed since our older relatives were little. 	**Toy day – children bringing in their favourite toy.** **DT link**
Science Seasonal changes – investigate different weather conditions	**Reception (understanding the world)** – Children will have already learnt to understand the effect of changing seasons on the natural world around them. **Year 1** – Children will learn to observe changes across the four seasons as well as observe and describe weather associated with the seasons and how day length varies. Children will take part in several enrichment activities based around these.	Lesson 1: I can talk about the season of spring. Lesson 2: I can discuss signs of summer. Lesson 3: I can discuss the signs of autumn. Lesson 4: I can talk and discuss the signs of winter. Lesson 5: I can talk about the rain and why it's important. Lesson 6: I can share what I know about seasons and compare them.	**Forest School during Enrichment**
Design and Technology **Toy Maker's workshop**	**Reception (expressive arts and design) -** Children have experience of designing and making simple models using construction and recycled materials. They have practised cutting, joining and decorating and can talk about their creations and suggest simple improvements. They will also have explored and played with a range of moving toys. **Year 1** –children will design and construct their own moving toy from recycled materials, applying skills such as cutting, joining and decorating to combine function with appearance. They will research different types of toys and explore how simple wheel and axle mechanisms can make them move. They will develop technical knowledge of basic construction methods, investigating how strength, balance and decoration affect both safety and enjoyment. Children will test and evaluate their finished toys, reflecting on how well their designs meet user needs. Through this process, they will become more confident in planning, building and improving their creations to achieve a successful outcome.	Lesson 1: I know what makes a toy safe and fun. Lesson 2: I can plan to make a toy. Lesson 3: I know what skills I need to make a toy. Lesson 4: I can build and construct a toy that works. Lesson 5: I can make a toy that works well and can be fun to play with. 	**History link**
Computing Digital painting	**Reception (understanding the world):** Children have explored mark-making and painting using a range of physical and digital tools. They have some experience of using digital devices and can make simple choices about colours, tools and their own creative work. **Year 1** – In this unit, pupils develop their understanding of how to manipulate digital devices by using painting tools. They practise by creating digital paintings, gaining inspiration from the work of artists whilst reflecting on their preferences when painting with and without the use of digital devices.	Lesson 1 I can use digital tools to draw a picture. Lesson 2 LC: I can use the line and shape tool in my digital artworks. Lesson 3 LC: I can create shapes and choose colours to make a digital painting. Lesson 4 LC: I can choose suitable tools and colours to make an image In the style of Kandinsky. Lesson 5: I can change the style of my digital tools to work in different ways in a painting program. Lesson 6: I can compare painting on a computer and painting on paper and explain which I prefer to use.	
PSHE My happy mind	**Reception (personal, social and emotional development)** Children will have developed an early understanding of emotions through their EYFS experiences and everyday interactions. They may be able to recognise and name	**Places:** Lesson 1 LC: I can name different feelings and recognise how I feel. Lesson 2 LC: I can notice how feelings affect my body and find ways	**Commando Jo resources**

Places Celebrate	familiar feelings, identify simple facial expressions and talk about situations that make them happy, sad or angry. Some children may have experience of using simple strategies to calm themselves and understand that trusted adults can help them when they experience big feelings. **Year 1** - In the places unit, we will learn about our different feelings and how they can affect our minds and bodies. We will explore our Happy Place, Middle Place and Busy Place, learning how to recognise when we are in each one. We will practise calming strategies, such as breathing, and learn who we can talk to when we need help managing our big feelings. Moving onto the Celebrate unit, the children will learn about what makes each of us special and how we can celebrate ourselves and others. The children will meet Charlie and learn all about our character strengths. We will explore what makes us special and discover how our strengths help us to be the best version of ourselves. We will think about the strengths we use every day, recognise the strengths of others and celebrate what makes us all unique.	to feel calm. Lesson 3 LC: I can use strategies to manage big feelings and ask for help when I need it.  **<u>Celebrate:</u>** Lesson 1 LC:. I can learn about character strengths and meet Charlie through a story. Lesson 2 LC: I can understand why our character strengths are important and how they help us be our best. Lesson 3 LC: I can recognise the character strengths I use the most and explain why they are important. Lesson 4 LC: I can remember what character strengths are, recognise my own strengths and celebrate the strengths of others. 	**Parent workshop – 17th November character education focus**
<u>P.E.</u> Ball skills	**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 complete a circuit that includes activities learned throughout the year. Lesson 2 LC: I can explore running at different speeds. Lesson 3 LC: I can improve my agility, balance and coordination. Lesson 4 LC: I can improve my performance of gymnastic moves within a circuit. Lesson 5 LC: I can identify techniques to improve my core strength and agility. Lesson 6: I can use techniques already learnt to improve my performance. 	
<u>Religious Education</u> Christianity and Christmas. Why does Christmas matter to Christians?	**Reception (understanding the world) –** Children have encountered the Nativity story and know that Christians celebrate the birth of Jesus at Christmas. They can recall some key people and events from the story and recognise some familiar Christmas celebrations and traditions. **Year 1** - In this unit, pupils will start to think about the terms secular and religious. Drawing from their knowledge from Foundation Stage, they will talk about the key events from the Christmas story in more detail. Pupils will find out about how Christmas is celebrated today and begin to consider which traditions are secular and which are religious. They will focus on religious artwork, saying how and why it helps Christians today to celebrate the key events from the story.	Lesson 1: I can think about who Jesus was and listen to the story of the first Christmas. Lesson 2: I can share and retell what happened in the story of Jesus. Lesson 3: I can talk about and look at pictures about where Jesus was born. Lesson 4: I can learn why waiting and preparing for Christmas is important and especially for Christians. Lesson 5: I know why some people say thank you at Christmas and share what I am thankful for. Lesson 6: To explore how Christians remember the Nativity story at Christmas	**Early Years nativity** **Year ¾ Harvest production**
<u>Music</u>	**Singing playground**		**Parents invited**