

Acorn Year 1 and 2: Medium Term Plan: Autumn 1 2026-27										
		Week 1 Bgn 31/08/26	Week 2 Bgn 7/09/26	Week 3 Bgn 14/09/26	Week 4 Bgn 21/09/26	Week 5 Bgn 28/09/26	Week 6 Bgn 5/10/26	Week 7 Bgn 12/10/26	Week 8 Bgn 19/10/26	
English	Key Text Supporting Texts	Funnybones by Allan Ahlberg All Kinds of People by Emma Damon You Choose by Pippa Goodhart and Nick Sharratt Children of the World by Nicola Edwards and Andrea Stegmaier What Makes me a me? by Ben Faulks								
	Y1 & Y2	The Place Value of SPaG (SPaG/Transcription revision)	Purpose: To inform Audience: Young children, anybody who wants to read Funnybones Text type: Prediction writing and colourful semantics sentences	Purpose: To inform/to entertain Audience: Young children, anybody who wants to read Funnybones Text type: Setting description	Purpose: To inform Audience: Young children, anybody who wants to read Funnybones Text type: Simple sentences	Purpose: To inform Audience: Young children, anybody who wants to read Funnybones Text type: Character description	Purpose: To inform Audience: Young children, anybody who wants to read Funnybones Text type: Alternative story opening			
Phonics	Grp 1 EW P1 Aut 1	Settling In Baseline Assessments	S, a, t, p	I, n, m, d I, the, no	G, o, c, k Put, of, is	Ck, e, u, r To, go, into	Assess and Review Week Pull	H, b, f, ff, l, ll As, his	Consolidation	
	Grp 2 AS P1 Spr 1		Review Week R:4 oo (book)	ar, ur, oo (food), or they, all, are	ow (growl), oi, ear, air	Ure, er, ow (slow) ball, tall	Assess & Review R:5 when, what	Review Week R:6	Consolidation	
	Grp 3 MD P2 Aut 1		Assess and review week Y1:1	Review week Y1:2	Revise: /ai/ /ow/ /igh/ /ee/	Revise: /oi/ /ur/ /(y)oo/ /or/	Assess and review week Y1:3	Revise: /w/ /f/ /(y)oo/ /oa/	Consolidation	
	Grp 4 AW P3 Aut 1		Vowels and Consonants Spellings of /ai/ Spellings of /ee/	Spellings of /igh/ Spellings of /oa/ Spellings of /(y)oo/	/j/ spelled <g> /j/ spelled <ge> /j/ spelled <dge>	/n/ spelled <kn> /n/ spelled <gn> /r/ spelled <wr>	/ee/ spelled <ey> /s/ spelled <c> /l/ spelled <il>	/or/ spelled <oor> Common words: because, most /igh/ spelled <i>	/u/ spelled <o> /o/ spelled <a> /or/ spelled <a>/<al.	
Maths	Y1/2	Number: Place Value Within 20 (3 weeks) - Count objects within 10 - Represent numbers to 10 - Count on and back within 20 - Understand 10 - Understand 11-15 - Understand 16-20 - 1 more and 1 less - Numberlines - Estimate on a number line - Less than, greater than, equal to - Compare numbers - Order numbers			Number: Addition and Subtraction (3 weeks) - Parts and wholes - Number bonds within 10 - Numbers bonds to 10 - Number bonds to 20 - Addition – add together - Addition – add more - Doubles - Near doubles - Add three 1-digit numbers - Find a part - Fact families – the 8 facts - Take away – how many left? - Find the difference - Missing number problems			Number: Place Value within 100 (2 weeks – to be cont. after Oct half term) • Count beyond 20 • Count tens • Groups of tens and ones • Partition into tens and ones • Use a place value chart • Flexible partitioning		
Topic Science History Geography Art DT		Science: Animals Including Humans Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	Geography: The UK and its Capital Cities Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries and continents and oceans studied at this key stage 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			Art: Spirals I can draw from my finger tips, my wrist, my elbow, my shoulder, my body. I can make a drawing using a continuous line for a minute or two. I have made a sketchbook (or perhaps decorated the cover of a bought sketchbook) and I feel like it belongs to me. I can draw from observation for a few minutes at a time. I can make different marks with different drawing tools. I have seen the different marks I can make with a soft pencil, a graphite stick and a handwriting pen. I have explored how water affects the graphite and pen, and explored how I can use a brush to make new marks. I can make choices about which colours I'd like to use in my drawing. I have seen the work of an artist and listened to how the artist made the work. I have been able to share how I feel about the work. I can talk about what I like in my drawings, and what I'd like to try again. I can take photos of my artwork.			DT: Making a Moving Storybook Identify whether a mechanism is a side-to-side slider or an up-and-down slider and determine what movement the mechanism will make. Clearly label drawings to show which parts of their design will move and in which direction. Make a picture that meets the design criteria, with parts that move purposefully as planned. Evaluate the main strengths and weaknesses of their design and suggest alterations.	
Music (Sparkyard)		Move to the beat Step one: Exploring pulse through songs and movement Step two: Controlling pulse using voices and instruments Step three: Exploring the difference between pulse and rhythm Step four: Copying and creating rhythmic patterns								
PE (PE Planning)		Forest School Gymnastics 1								
RE		How is new life welcomed? 2.1								
PSHE (Jigsaw)	Y1 & 2	Being Me in My World 1								
Computing (Purple Mash)	Y1	Introduction to Purple Mash				Online Relationships				
	Y2	The Internet				Online Relationships				