Somerdale Educate Together

Medium Term Overview 2025-2026 <Term 2> <Year 1>

Through an enquiry approach, our curriculum is responsive. We nurture, develop and build on children's interests and passions; make links to their local environment so that learning is relevant, lifelong and builds the broad skills and knowledge for the world ahead. With an ethical focus in which children learn about rights, through rights and for rights, our children have the confidence to question the world around them, allowing them to be active participants to shape their community. Our children are stewards of the environment, developing strong core moral values which celebrates openness, diversity, and equity.

This document provides an overview of the planned sequence of learning for a term. Actual teaching and timings may differ as teachers adapt teaching and learning opportunities as they teach to ensure teaching is responsive to children's needs.

Subject/Area/Focus	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 Phonics assesments	Week 7 Phonics assesments
Key Events/ Assessments	Bonfire Night	Remembrance Day Anti-Bullying Week Children in Need	Road Safety Week		International Day of Persons who have a Disability Walk in local area	KS1 Christmas Performance Whole School Christmas Dinner	Phonics consolidation Maths consolidation Science consildation Geography consolidation
School Values	November: Friendship December: Peace						
Unicef Rights Respecting Schools – Main Focus Click here for more information	Article 13: All children have the right to find out things and share what you think and feel.						
Main Enquiry Questions	*Art/Science: "*I wonder what I can find in our school environment? *Geography: "*What is our school environment like*?"*						
Learn Together, including RE	Demonstrate an understanding of feelings such as sadness, happiness, anger, excitement and disappointment. Discuss the importance of voicing opinions and views (Article 13). Roleplay the implications of one or two voices dominating the conversation	Identify and recognise these feelings in stories and scenarios. Articulate the different between hearing and listening.	Demonstrate an understanding that all feelings are a normal part of the human experience. Discuss the benefits of groups members listening to one another.	Articulate how they might respond appropriately when feelings become overwhelming.	Demonstrate an understanding that feelings are not permanent but transient.	Understand about situations when someone's body or feelings might be hurt and whom to go to for help	Use and experience the language of dialogue. E.g. I agree/ I disagree, Why is this so/ maybe/ I wonder if? Demonstrate an understanding that it's possible to disagree with an opinion while still respecting the individual expressing that opinion.
PSHE	To understand about different kinds of feelings.	To understand how to recognise feelings in themselves and others.		To understand how feelings can affect how people behave.		To understand how to manage and whom to tell when finding things difficult, or when things go wrong. To understand about situations when	

						someone's body or feelings might be hurt and whom to go to for help.	
Focus Text	Mixed - Fantasy						Stick Man - Fantasy
Phase and key objectives	Phase 1: Book Talk - To understand our key text including key vocabulary	Phase 2: Grammar focus and analyzing author's writing - Using and to join words Analysis of authors style - Identifying key features within text	Phase 3: Writing a re-imagined story based on 'Mixed'.	Phase 4: Writing a persuasive letter to allow the colours to mix	Phase 1: book talk - To understand our key text - Including character analysis - Key vocab	Phase 2: Grammar focus and analyzing author's writing - Using and to join words Analysis of authors style Identifying key features within text	Phase 3: story boards and orally retelling/acting out the story and re writing the story.
Main Grammatical Focus	- Use full stops and capital letters to demarcate sentences. - Write grammatically accurate, simple sentences. - Write sequences of linked sentences to form short texts.						
Phonics/Spelling	*/ur/ ir bird* */igh/ ie pie* */oo/ /yoo/ ue blue rescue /yoo/ u unicorn*	/oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he	/ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute	/ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	Review and consolidation of new GPCS New tricky words: their people oh your Mr Mrs Ms ask* could would should our house mouse water want		
Home Learning Support	For more information on the focus of the steps, please click here. Spelling Shed Home Use (For weekly spellings including interactive games)						
Main handwriting Focus	Capital Letters A-M	Capital Letters N-Z	Number 0-5	Numbers 6-9	Consolidation of print letters (letters chosen based on assessment of class needs).		
Home Support	Access Letter Join at home to practice letter formation and spelling. Available on desktop, laptop and tablet.						
Main reading focus	Fluency, expression and comprehension covered weekly during guided reading sessions.						
Mathematics *For more information on the focus of the steps, please click here.*	*Recap of addition so far* *Addition problems* Find a part Step 8-11	Subtraction – Find a Part Fact families – the eight facts Subtraction – take away/cross out (how many left?) Step 12-14	Subtraction – take away (how many left?) Subtraction on a number line Add or subtract 1 or 2	Recognise and name 3-D shapes Sort 3-D shapes Recognise and name 2-D shapes	Sort 2-D shapes Patterns with 2D and 3D shapes Addition and Subtraction Assessment	Place Value within 20 Christmas shapes and patterns	**Consolidation week**
Number Facts Focus	Re-visit subitising 5-10	Make and Break 5	Make and Break 4, 3, 2	Make and Break 10	Make and Break 6	Make and Break 7 Make and Break 8	Make and Break 9
Home Learning Support	Home Support: Use the link below to access videos which explain each step. These can help you to see the methods that are being taught, or can be used as additional practice. Early Years Year 1 Year 2 Year 3 Year 4 Year 5 Year 6 Free Downloadable Workbooks for Year 1 – 6 TTRS for Key Stage 2 1 Minute Maths App for all year groups Numbersense Home Learning Overviews (Year 1, Year 2 & Year 3 Autumn Term)						

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Science	What materials can we find?	Matching Materials and Sorting Objects	Magnets and Metal	Fixing a Broken Umbrella Part 1	Fixing a Broken Umbrella Part 2	Three Little Pig	**Consildation week**
Geography	Know that I live in a town Use language of cities, towns, villages	Know that a postcode shows where a location is: BS= Bristol 31 – the small area 2FF – the street/ collection of houses.	Know that places can be represented by maps and pictures: - an aerial view map is taken from above Know that a compass shows 4 points of direction – N, E, S, W and describe things as near / far	Know that fieldwork is where we look at the environment around us and try to work out key facts about it from what we can see.	Practically explore the school environment with the purpose of seeking evidence to answer the enquiry question - Notice things around me - Collect things from the environment. (teach about not living things) - Record pictures of my environment.	Children to create a pictogram of the human and physical items they have found around our school – End of Unit	**consolidation week**
Art & Design	*Printing with your body*	Taking Rubbings and Making Compositions	Plasticine Print	Foam Print	Support with Drawing	Reflect and Discuss	Making Christmas/Winter cards – using print, levers and sliders
Computing	Re-visit – Developing Mouse Skills	How can we paint using computers?	Using shapes and lines	Making careful choices	Why did I choose that?	Painting all by myself	Comparing computer art and painting
Music	Led by Preludes – Composing and Performing						
Physical Education	Gymnastics and Target Games For a breakdown of objectives, see our website						