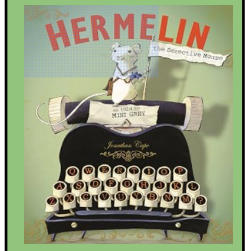
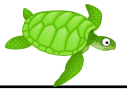
Autumn 2: 2026 Medium Term Planning – Turtles

Local Memories, Broadening Horizons

Subject	Objectives Covered
English 	**Hermeline by Mini Grey** • I can use the suffix -s and -es. • I understand how the prefix un – changes the meaning of verbs and adjectives. • I can add the suffixes -er and -est to adjectives. • I can combine words to make sentences. • I can join words and clauses using 'and'. • I can sequence sentences to form short narratives. • I can separate my words with spaces. • I can use capital letters and full stops accurately. • I can use question marks and exclamation marks where needed.
Outcome	Detective story sentences and letter sentences.
Maths	**Addition and Subtraction** **Year 1** • I understand parts and wholes • I know the number bonds to 10 and 20. • I can add single digit numbers together • I can double numbers. • I can identify near doubles. • I can add three 1-digit numbers. • I can find fact families. • I can take away (how many left?) • I can find the difference. • I can solve simple missing number problems.

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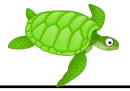
	Place Value within 100. ● I can count beyond 20. ● I can count tens. ● I can groups tens and ones. ● I can partition into tens and ones. ● I can use a place value chart. ● I can partition flexibly. **Shape** ● I can recognise and name 2-D and 3-D shapes. ● I can count the sides and vertices on 2-D shapes. ● I can identify vertical lines of symmetry. ● I can count the faces, edges and vertices on 3-D shapes. ● I can sort 2-D and 3-D shapes.
Science	**Animals - Living Things and their Habitats** ● I can identify, name and classify animals and plants in a variety of habitats and microhabitats. ● I know that different minibeasts live in different microhabitats. ● I can explain what makes living things alive and what their basic needs are. ● I can identify that living things live in habitats that meet their basic needs. ● I can explain how living things rely on each other within a habitat. ● I can name some animals' food sources and create a simple food chain.
Outcome	Fact file about a chosen animal.
Personal Social Emotional	**Celebrating Difference** ● I can identify similarities and differences between myself and others in my class. ● I know what bullying is and how it might feel. ● I can identify who to talk to if I need help. ● I have strategies to make friends.

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History	**The Gunpowder Plot** I can name some key events and people involved in the Gunpowder Plot. I can explain why the Gunpowder Plot happened. I can sequence the main events of the Gunpowder Plot. I am aware of the differences in ways of living in 1605 compared to the present.
Outcome	Timeline of the Gunpowder Plot.
Art	**Drawing** ● I can produce creative work, exploring my ideas and recording experiences. ● I can respond positively to ideas and starting points. ● I can explore ideas and collect information. ● I can describe differences and similarities. ● I can try different materials and methods to improve.
Outcome	Draw a self-portrait.
DT	**Design** ● I can use my knowledge of existing products and my own experience to help generate my ideas. ● I can design products that have a purpose and are aimed at an intended user. ● I can explain how my product will look and work through talking and simple annotated drawings. ● I can plan and test ideas using templates and mock-ups. ● I can understand and follow simple design criteria.
Outcome	Design a lunchbox.
Music	**Improvise and Compose:** I can create a dramatic group performance using kitchen-themed props, compose music to march to using tuned and untuned percussion, experiment with timbre to create aquarium-inspired music and draw the sounds using graphic symbols and explore using timbre, dynamics and pitch to tell a story. **Sing and Play:** I can sing a cumulative song from memory, remembering the order of the verses and play classroom instruments to mark the beat, copy a leader, show pitch shape with actions and sing using me-re-do, sing a unison song rhythmically and in tune, play percussion instruments

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	expressively representing the character of my composition, change voice to suit different characters while performing appropriate actions and play contrasting accompaniments to reinforce the verse structure. **Listen and Appraise:** I can listen and move in time to the song, respond to musical characteristics through movement, describe the features of a march using music vocabulary and recognise instruments in a marching band, listen to 'Aquarium', reflecting the character of the music through movement and identify a simple song structure and rhyme pattern.	
R.E.	**What does the nativity story tell Christians about Jesus?** ● I can retell the Christmas story. ● I can recognise that Christians believe Jesus was sent by God to be him in the flesh. ● I can give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. ● I can recognise the connection between Christmas and Easter.	
Computing	**Digital Literacy - online painting** ● I can use the painting software independently. ● I can use the brush tools effectively. ● I can select and use colours. ● I can use shapes to recreate a digital painting and fill those shapes with colour. ● I can recognise which tools would be helpful to alter a mistake on a digital painting and can access these independently. ● I can add text to a digital painting.	
Outcome	Use skills learned to create a self-portait.	
PE	Gymnastics: ● I am confident to perform in front of others. ● I can link simple actions together to create a sequence. ● I can make my body tense, relaxed, stretched and curled. ● I can recognise changes in my body when I do exercise. ● I can remember and repeat actions and shapes. ● I can say what I liked about someone else's performance. ● I can use apparatus safely and wait for my turn.	Invasion Games: ● I can understand what being in possession means and support a teammate to do this. ● I can understand that scoring goals is an attacking skill and to explore ways to do this. ● I can understand that stopping goals is a defending skill and explore ways to do this. ● I can explore how to gain possession.

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		• I can mark an opponent and understand that this is a defending skill. • I can apply simple tactics for attacking and defending.

Links to: Local memories, Broadening Horizons

Local Memories: Bonfire Night Remembrance Day Christingle Christmas Performance	Broadening Horizons: Diwali Celebration