



KS1 2026-2027 Medium Term Planning Skylarks

Autumn 1



Family Album

Planning adapted from Hamilton Trust, White Rose Education, Primary Stars, Plymouth Science and Kapow Primary.

Week 1

English – Grandad's secret Giant



Look at the book cover and answer the following questions:
What do you think this book will be about? Who do you think the character is?
What do you think they will do? What do you think the title of the book is?

Home activity: Write down your predictions about the book using the questions. Remember to use full sentences and punctuation.

Maths – Place Value

Small steps:

- Numbers to 20
- Count objects to 100 by making 10s
- Recognise tens and ones
- Use place value chart

Home activity: Can you get a selection of small objects (i.e. buttons, dry pasta, paperclips, blueberries, Lego etc.) group these into groups of ten and count using your groups up in 10s.

Science – Animals including Humans

This half term we are going to be focussing on the human body. Watch the following clip to remind yourself of the different parts of the human body and what they do.

<https://www.bbc.co.uk/bitesize/articles/zqhbr82>

Can you draw a self-portrait of your whole body and label the following body parts? Head, ears, neck, eyes, mouth, arms, elbow, hands, feet, fingers, chest, stomach, knees, legs and toes. Check your diagram with the video link above and make any corrections.

Finally grab your family and play Simon Says!!!

Topic – History – How am I making History? What is My History?

Talk with your child about how we could answer the question 'What is my history?'

Activity: Using photographs of yourself, can you put the photographs in order? (Encourage your child to use time vocabulary such as last week/month/year and a long time ago.) You could then discuss...How are photographs similar /different? How did you know the picture shows you before/now? How have you changed since you were a baby?

Learning with Parents:

Maths: Comparing 2-digit numbers.

Week 2

English – Grandad's Secret Giant

Listen to the story of Grandad's secret Giant.

<https://youtu.be/yPy9UjarCAQ?si=TRUqGxAWsaDYKsZN>

Make a list of the adjectives that you heard/read. Think about how you can use these adjectives to describe the giant.

Home activity: Write a description of the giant using the adjectives. Think about how the giant looks and also his personality. E.g., The giant is kind because he helps people. The giant is tall with long legs.

Maths – Place Value

Small steps:

- Patrician numbers to 100
- Write numbers to 100 in words
- Flexibly patrician numbers to 100
- Write numbers to 100 in expanded form

Home activity: Get your grown up to give you five 2-digit numbers can you identify the number that represents the tens Column and the number that represents the 1s.

Challenge – How many tens are there in 56, 78, 64, 34? Can you draw these amounts using base 10 (splitting them into 10s and 1s.)?

Science – Animals including Humans

This week we are going to be looking at the senses. We are going to be using different parts of the tongue to taste. Ask a grown up to help you and collect 5 different items of food e.g. apple, potato, bread. Ask your partner to close their eyes and hold their nose. Give them some food to taste-can they guess what it is? How does it taste and feel when you cannot smell it?

Topic – History – How am I making History? How can I find out more about myself?

Share some memories of when your child was a baby, what they liked, what they did.

Activity: Create a memory box using photographs or written memories of when your child was smaller.

Topic – Design & Technology Structures: All about Chairs

For our design and technology topic this half term we will be looking at different structures and making our own structure. We will learn how to make a strong structure and design a better chair for a bear for the next few lessons.

Watch the story using the following link:

<https://www.bbc.co.uk/cbeebies/watch/cbeebies-bedtime-stories-tom-hardy-theres-a-bear-on-my-chair>

Week 3

English – Grandad's secret Giant

Recap everything you already know about the giant.

Make a list of what you already know. Then start thinking about what we don't know. What would you like to find out?

Home activity: Write some questions to ask the giant. Use question words to help you think about what you want to know. Who, what, where, when, why, who, how. Remember to use a question mark at the end of your question.

E.g. Have you got any friends? Who are they?

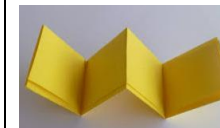
Maths – Place Value

Small steps:

- 10s on the number line to 100
- 10s and 1s on the number line to 100
- Estimate numbers on a number line
- Compare objects

Home activity: Cut yourself a long thin strip of plain paper. This is going to be your number line to 100 (write 0 at one end 100 at the other). To find 50 on your number line what could you do? If you said fold it in half you are correct, write the number 50 on the fold. To find 25-fold the half in half again and write 25.

Challenge – Can you fill in any of the other numbers on the number line – try to complete all your 10s.



Science – Animals including Humans

This week we are going to be looking at lifecycles. Watch the following clip to help you.

<https://youtu.be/vDDWdfvVUe4?si=IJ3bkzz178tiTZP>

Can you draw a diagram to show the life cycle like the diagram below? Make sure you label your diagram using scientific vocabulary.

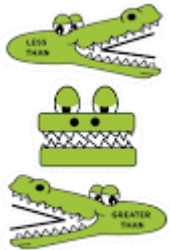
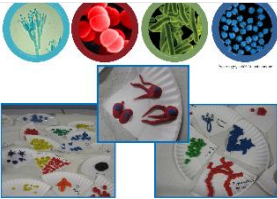


Topic – History – How am I making History? How are special events remembered?

Discuss with your child what special events you celebrate... birthdays, weddings, Chinese New Year, Diwali.

Activity – Draw or write about how you celebrate your birthday

	<u>Vocabulary</u> English: prediction, guess, book cover, title, opinion. Maths: objects, selection, one hundred, digits, ascending, increasing. History: change, different, event, future, memory, present, past, similar, timeline Science: Head, body, eyes, ears, mouth, teeth, leg, touch, sight, hear, taste, feel, parts of the human body, senses, touch, see, smell, taste, hear, fingers, skin, eyes, nose, ears, tongue. Offspring, grow, adults, nutrition, reproduce, survival, water, food, air, exercise, hygiene, survival, exercise. reproduction, growth, baby, toddler, child, teenager, adult, old person, names of animals and their babies (e.g. chick/chicken, kitten/cat, caterpillar/butterfly), survive, water, food, exercise, heartbeat, breathing, hygiene, germs, disease, food types (e.g. meat, fish, vegetables, bread, rice, pasta, dairy).	How could things be made better for the mouse and the bear? Is this chair a good choice for the bear? Why or why not? What sort of chair would suit a bear? Now think about different chairs and make a list of all of the ones you can think of. E.g. school chair, armchair, highchair, deckchair, sun lounger, stool, dentist's chair, wheelchair, office chair, rocking chair, pushchair, bench and beanbag chair. What is the same about all the chairs? (all are for sitting, all have a seat; all are stable structures.) What is different about the chairs? (some have four legs, some three, some no legs, some have wheels; some are comfortable for relaxing, some are hard for working or learning; some are designed to help people.) What makes something a chair? Learning with Parents: English - Co-ordination using and/or/but <u>Vocabulary</u> English: adjectives, description, personality, capital letter, full stop. Maths: recognise, partition, represent, identify, column, numerical, written, expanded form, hundred, thousand, separate. History: change, different, event, future, memory, present, past, similar, timeline Design & Technology: design criteria, man-made, natural, properties, shape, stable, structure, design brief, evaluate, flexible, improve, select, stiff, strong, thicker, thinner, weak Science: Head, body, eyes, ears, mouth, teeth, leg, touch, sight, hear, taste, feel, parts of the human body, senses, touch, see, smell, taste, hear, fingers, skin, eyes, nose, ears, tongue. Offspring, grow, adults, nutrition, reproduce, survival, water, food, air, exercise, hygiene, survival, exercise. reproduction, growth, baby, toddler, child, teenager, adult, old person, names of animals and their babies (e.g. chick/chicken, kitten/cat, caterpillar/butterfly), survive, water, food, exercise, heartbeat, breathing, hygiene, germs, disease, food types (e.g. meat, fish, vegetables, bread, rice, pasta, dairy).	Topic – Design & Technology – Structures: How does the shape of an object affect its strength? Strengthening materials This week we will be predicting and testing the strength of structures. Activity: Find/made three different structures (cylinder, cuboid and triangular prism). Before you start the experiment can you predict which structure will be the strongest. Test your predictions by loading one book at a time onto each structure before they collapse. Record the load each structure can bear using a tally on a piece of paper. Which structure held the most weight - was it the same as you predicted?  Learning with Parents: Maths – Reading and writing number words to 100. <u>Vocabulary</u> English: question, question mark, character, open ended, closed, Maths: estimate, predict, complete, missing, fill in History: change, different, event, future, memory, present, past, similar, timeline Design & Technology: design criteria, man-made, natural, properties, shape, stable, structure, design brief, evaluate, flexible, improve, select, stiff, strong, thicker, thinner, weak Science: Head, body, eyes, ears, mouth, teeth, leg, touch, sight, hear, taste, feel, parts of the human body, senses, touch, see, smell, taste, hear, fingers, skin, eyes, nose, ears, tongue. Offspring, grow, adults, nutrition, reproduce, survival, water, food, air, exercise, hygiene, survival, exercise. reproduction, growth, baby, toddler, child, teenager, adult, old person, names of animals and their babies (e.g. chick/chicken, kitten/cat, caterpillar/butterfly), survive, water, food, exercise, heartbeat, breathing, hygiene, germs, disease, food types (e.g. meat, fish, vegetables, bread, rice, pasta, dairy).
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Week 4 English – Grandad's Secret Giant Listen to the story of Grandad's secret Giant to remind you about the story. https://youtu.be/yPy9UjarCAQ?si=TRUqGxAWsaDYKsZNV This week we are going to start planning a sequel to the book. Billy and his Grandad are going to go on an adventure together now that they are friends. Where do you think they could go? What would they do? Home activity: Make a plan for your story with a beginning, middle and end. Then use your plan to write the story. Think about what you could call it? You could even make it into a book with illustrations. Maths – Place Value Small steps: - Compare numbers - Order objects and numbers - Count in 2s, 5s and 10s - Count in 3s Home activity: Draw and cut out your own set of 'more than less than' crocodiles. See image below for reference. Roll 2 dice to give you a 2-digit number – for example you rolled a 4 and a 2 your number will be 42. Do this twice so you have 2 numbers – write these on a piece of paper and put the correct more than or less than crocodile in the middle.  Challenge – Try to create yourself a crocodile that shows the equal sign – what Science – Animals including Humans <i>This week we are thinking about being healthy and exercise. Can you make a list of what happens to your body when you exercise? Now choose 4 different exercises e.g. jumping, running, skipping and hopping. How can we find out which exercise mistakes our body work the hardest? We can use our pulse rate. Perform each activity for one minute and then measure your pulse rate. Which exercise raised your pulse the most?</i> Topic – History – How am I making History? What was it like for children in the past?	Week 5 English – Flat Stanley Listen to the story of Flat Stanley. https://youtu.be/wk94fb1zjZQ?si=RU3VG0HWf133moBV Home activity: Make a list of where you could go if you were flat, what you could do if you were flat and what would be impossible or tricky to do if you were flat. You could use the following as sentence starters..... If I were flat.../Being flat would help me to..... Maths – Addition and Subtraction Small steps: - Bonds to 10 - Fact families – addition and subtraction bonds within 20 - Related facts - Bonds to 100 (10s) Home activity: Get yourself 10 skittles (or other small food of your choice) see how many different ways you can split these with the total still remaining 10. Write down all the different ways you can make these – they will be your number bonds to 10. Can you see and patterns? Challenge – Do the same but this time you will be doing number bonds to 100 – so each skittle represents 10. What do you notice that is similar or different to when you were making your bonds to ten? Science – Animals including Humans Part of looking after our bodies means that we need to keep ourselves clean. Watch https://youtu.be/S9VjelWLnEg?si=IHvDbHwd2QmcVmgn Now using secondary sources such as the internet or books (ask an adult to help) research about what microbes are. Share information on slide. Consider questions such as how big is a microbe or can microbes be good and bad? Now design your own microbe and make it out of playdough.  Topic – History – How am I making History? What have I learnt about childhood in the past?	Week 6 English – Flat Stanley Postcard 1 Dear Mom and Dad I arrived safely in sunny California two days ago and I'm currently sitting in a café in Universal Studios sipping on a lemonade. Awesome! The journey wasn't too bad. I did feel a little squashed in my envelope but Thomas' family were watching out for me. Thanks for the egg salad sandwich mom – it was delicious but made the envelope smell! We've already been to see the Hollywood sign and have even watched the latest Marvel film being shot. Tomorrow we're off to the beach at Malibu. Don't worry, I have my factor 50 sun cream on. Wish you were here. Stanley xxx Mr and Mrs Lamb Chop 49 Laburnum Avenue, Pittsburgh, Pennsylvania USA Look at some examples of postcards. Your family may have some that they have received. Home activity: To write a postcard from Stanley to his brother Arthur detailing his holiday in California. Think about what you could include. Keep it brief but exciting. You can create your own postcard or use a template. Free Printable Postcard Templates Maths – Addition and Subtraction Small steps: - Add and subtract 1s - Add by making 10 - Add 3 1-digit numbers - Add to the next 10 Home activity: Play a rolling of the dice game. Roll one or two dice to give you a one or two-digit number. Do this twice so you have two numbers to add together. Work out the answer. Challenge – Add three separate numbers together. Science – Animals including Humans This week we are thinking about to stay healthy by not spreading germs. Think carefully about what happens when you sneeze and do not cover your nose? Do you think that germs will spread a long way? What happens when you cover your nose and mouth with your hand when you cough or sneeze? Where do the germs end up? We are going to investigate how easily germs spread. You will need: • Hand lotion or baby oil (to act as skin oils) • Eco-friendly or edible glitter (representing the "germs") • Paper towels • Warm water and soap • A small bowl or tray (optional, for catching loose glitter)	Week 7 English – Flat Stanley This week we will be writing an information page for the museum of art. Can you think about any famous pieces of art? E.g. Sunflowers by Van Gogh. Use the internet to find out about famous art and then choose one to write about. Think about what you want the reader to know about the piece of art. When was it painted? Who painted it? Why is it famous? Home activity: Using the questions and the information you have collected, write a paragraph to describe the piece of art. Remember to use expanded noun phrases, punctuation and adjectives. Maths – Addition and Subtraction Small steps: - Add across a 10 - Subtract across 10 - Subtract from a 10 - Subtract a 1-digit number from a 2-digit number (across a 10) Home activity: Create a set of number cards with the numbers 10-20 on them and a set of number cards with 0-9 on them. You will also need a card with the subtraction symbol on and a card with an equal's symbol on. Pick one card from the pile of 2 digit numbers and one card with 1 digits (remember the 2 digit number needs to go first in your number sentence). Can you work out your answer? Science – The Seasons – Autumn You will have observed what is beginning to happen to the weather and the leaves on the trees outside as we enter into the season of Autumn. In class we are going to be researching and investigate why leaves change colour in the autumn. You can choose your own autumn investigation using some ideas from the clip below. https://youtu.be/7UEC6Fg7hWY?si=cx1KGvli1rfmJDrC 

Activity - Encourage your child to talk to an adult who was their age in the 60's or 70's, about what birthdays were like when they were little. Ask questions such as... What games did you play? Did you play with the same toys as we do? What food did you eat? What clothes did you wear? How did you celebrate your birthday? What other special events do you remember?

Watch the following clip all about birthdays in the past to help you.

<https://www.bbc.co.uk/programmes/p01d6t1r>

Topic - Design & Technology- Structures: How does the thickness of a material affect its strength?

Strengthening materials

This week we are going to be finding out how we can improve a structures strength.

Activity- Make a strong, stiff paper tube and secure it with tape. Overlapping the paper improves the structure's stiffness by thickening and layering the walls. To increase stiffness, thicken the walls with more layers and add glue. Stiffer structures can improve strength. Test your structure's ability to resist destruction by applying an increasing number of books and recording the results in a tally chart. Combine multiple cylinders to make a superstructure and test it to destruction. Safety: The children should test structures on the floor to avoid the books falling from a height. Use lightweight books so that if they fall, they should not do any harm. Use masking tape (not sellotape) as it is less fiddly and can be torn easily, so there is no need for scissors.

Learning with Parents:
English - Telling stories

Vocabulary

English: plan, story, sequel, illustrations, adventure,
Maths: compare, order, count, multiples, twos, fives, tens, threes
History: change, different, event, future, memory, present, past, similar, timeline
Design & Technology: design criteria, man-made, natural, properties, shape, stable, structure, design brief, evaluate, flexible, improve, select, stiff, strong, thicker, thinner, weak
Science: Head, body, eyes, ears, mouth, teeth, leg, touch, sight, hear, taste, feel, parts of the human body, senses, touch, see, smell, taste, hear, fingers, skin, eyes, nose, ears, tongue. Offspring, grow, adults, nutrition, reproduce, survival, water, food, air, exercise, hygiene,

Think back to what we have learnt over the last few weeks about what childhood was like in the past. Can you make a list of differences and similarities like the table below?



Topic - Design & Technology- Structures: Making a chair for a bear.

Making Baby Bear's chair

Read the story of Goldilocks and the Three Bears. If you do not have a physical copy of the book at home you can watch a version of the story by clicking on this link : Goldilocks and the Three Bears - 🐻 [Bing Videos](#)

Activity: Once you have listened to the story you need to answer/discuss the following questions:
What structures did you see in the story? Why did Goldilocks dislike Daddy Bear's chair? Why did Baby Bear's chair collapse?

Learning with Parents:
Maths- Number bonds that equal 20.

Vocabulary

English: sentences, punctuation, prediction,
Maths: Bonds, fact families, inverse, related facts, bonds within, bonds to, addition, subtraction.
History: change, different, event, future, memory, present, past, similar, timeline
Design & Technology: design criteria, man-made, natural, properties, shape, stable, structure, design brief, evaluate, flexible, improve, select, stiff, strong, thicker, thinner, weak
Science: Head, body, eyes, ears, mouth, teeth, leg, touch, sight, hear, taste, feel, parts of the human body, senses, touch, see, smell, taste, hear, fingers, skin, eyes, nose, ears, tongue. Offspring, grow, adults, nutrition, reproduce, survival, water, food, air, exercise, hygiene, survival, exercise. reproduction, growth, baby, toddler, child, teenager, adult, old person, names of animals and their babies (e.g. chick/chicken, kitten/cat, caterpillar/butterfly), survive, water, food, exercise, heartbeat, breathing, hygiene, germs, disease, food types (e.g. meat, fish, vegetables, bread, rice, pasta, dairy).

Instructions:

Apply the "skin oils": Put a small, pea-sized amount of lotion into each hand and have them rub it all over.

Add the "germs": Sprinkle a tiny pinch of glitter onto each hand. Rub hands together to spread the glitter evenly over the lotion.

Test the spread: Now give a high-five to a family member or touch an object like a book or toy. Look at how easily the glitter transfers.

Try dry paper towels: Try to wipe the glitter off using only a dry paper towel. Observe how much glitter stays behind.

Try water only: Rinse hands with plain, cold or lukewarm water without soap. Observe that the glitter and "germs" still cling to the skin.

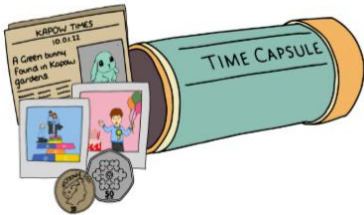
Wash with soap and warm water: Finally, scrub hands with warm, soapy water for a full 20 seconds. Observe how the soap easily washes all the glitter away.

Topic - History - How am I making History?

Discuss how childhood in the past is different from now. Think carefully about the things you would like to tell your grandchildren about your childhood. Then create your very own time capsule to show children in the future what childhood is like now.

What items might you want to include in your time capsule? You might want to include your favourite book, game or toy. You could pop in a newspaper, coins and clothing. Any objects that might tell a child in the future what it is like to be a child right now.

Make sure you put a date in the future when your time capsule can be opened.



Topic - Design & Technology- Structures: Making a Baby Bear's chair

Making Baby Bear's chair

This week you will be making a new chair for baby bear. Choose one of your own teddy bears to test the new chair that you make. Remember that Goldilocks wanted to chair to be 'just right' so think about how the chair will look but also the following:

Topic - Design & Technology- Structures: Baby Bear's Chair

Fixing Baby Bear's chair

Fixing and testing Baby Bear's chair

This week you will be evaluating the chair that you made last week for baby bear.

Activity - Get your chosen teddy bear and test out the stability and strength of your chair. Sit the teddy on the chair and then you need to think about and answer the following questions:
Is the chair stable enough?
Is the chair strong enough?
Is the chair stiff enough?
Will Baby Bear like it?
What might Baby Bear like to change/improve?
Now identify two ways the structures could be improved (more stable/attractive, etc.)

Learning with Parents:
Maths - Addition and subtraction of 10s and 1s.

Vocabulary

English: information, fact file, expended noun phrases, adjectives,
Maths: calculation, tens, ones, number bond, related facts, missing number, multiple of, two-digit, one-digit, representation, strategies.
Design & Technology: design criteria, man-made, natural, properties, shape, stable, structure, design brief, evaluate, flexible, improve, select, stiff, strong, thicker, thinner, weak

survival, exercise. reproduction, growth, baby, toddler, child, teenager, adult, old person, names of animals and their babies (e.g. chick/chicken, kitten/cat, caterpillar/butterfly), survive, water, food, exercise, heartbeat, breathing, hygiene, germs, disease, food types (e.g. meat, fish, vegetables, bread, rice, pasta, dairy).

- The chair must be able to stand without falling over.
- The chair must be strong so it does not break when it is sat upon.
- The structure should be stiff and not bend easily.

Activity: You will now need to make your chair out of paper and tape - remember we use cylinder shapes as legs as they have the strongest structure.

Learning with Parents:
English- Performance

Vocabulary

English: postcard, sentences, description, format,
Maths: addition, subtraction, part, whole, fact families, part whole model, number bonds, represent, remaining
History: change, different, event, future, memory, present, past, similar, timeline
Design & Technology: design criteria, man-made, natural, properties, shape, stable, structure, design brief, evaluate, flexible, improve, select, stiff, strong, thicker, thinner, weak
Science: Head, body, eyes, ears, mouth, teeth, leg, touch, sight, hear, taste, feel, parts of the human body, senses, touch, see, smell, taste, hear, fingers, skin, eyes, nose, ears, tongue. Offspring, grow, adults, nutrition, reproduce, survival, water, food, air, exercise, hygiene, survival, exercise. reproduction, growth, baby, toddler, child, teenager, adult, old person, names of animals and their babies (e.g. chick/chicken, kitten/cat, caterpillar/butterfly), survive, water, food, exercise, heartbeat, breathing, hygiene, germs, disease, microbe, food types (e.g. meat, fish, vegetables, bread, rice, pasta, dairy).

Outdoor Learning

Bark Rubbings

How are the trees in your garden similar and different? Look at height / leaf shape/leaf colour / shape of the tree / bark / branches
Take bark rubbings of your trees and compare them.



Tree Hunt

Head outside on a tree hunt. Can you identify any of the trees in your garden or in your local area?



Autumn Leaf Wreath

Make an autumn wreath with the leaves you have found.



Changing Colours in Autumn

What happens to the leaves in Autumn?
Go outside to collect the fallen leaves. What colours can you find?



Tree Facts

Follow the link below and get to know a tree!
[Get to know a tree | 50 things to do | National Trust](#)



Twig Skeletons

Use twigs and natural materials you can find to make a scary skeleton!
[Twig skeleton - Nature Detectives \(treetoolsforschools.org.uk\)](#)

