



Year 1 – Summer Medium Term Plan
Topic: Land Ahoy

Jobs, key dates etc. for the term:	Class Novel:	Trips:	Showcase:
VE Day Cultural Diversity Day Soccer Aid National Numeracy Day World Music Day Refugee Week Primary Engineering Celebration Event Phonics Screening SEN-D reviews Subject Scrutinies Reports for parents Transition	Class Novel: Peter Pan Class Books: 10 Little Pirates Pirates Love Underpants Captain SparkleBeard	Trips: RE Trip to the Church Class Trip: Cleethorpe Beach 11 before 11: On class trip <ol style="list-style-type: none">1. Visit the beach2. Make and Fly our own Kite	Showcase: Link to book Captain Sparkle Beard Showcase T4W: Performance Captain SparkleBeard Music Performance: On the Seashore Art: Children have made their own sparkle beard. Showcase printing and drawing art work.

English (Reading)

Focus: Guided Reading

From content domain: TGPS Guide to Reading

Summer 1:

retrieving and clarifying, inferring and analysing summarising and paraphrasing
authorial intent, comparing and analysing, inferring and analysing

Summer 2:

vocabulary, summarising and paraphrasing, retrieving and clarifying, inferring and
analysing

Following objectives are taken from the National Curriculum and covered through:
Guided Reading, Echo Reading, Reciprocal Reading and Whole Class Reading lessons.

TLC: Can I read contractions and understand that an apostrophe means missing
letters?

TLC: Can I use my phonic knowledge to read books aloud?

TLC: Can I listen and discuss what has been read to me?

TLC: Can I link what I have read or has been read to me to personal experiences?

TLC: Can I like what I have read or has been read to me to what I already know?

TLC: Can I recognise and discuss familiar characters in tradition stories?

English (Writing)

Focus: Narrative, Defeating the Enemy

TLC: Can I write a 'defeating the enemy' story? Cold Task

TLC: Can I use the suffix ing?

TLC: Can I choose the correct punctuation? (. ? !)

TLC: Can I identify the features of a 'defeating the enemy' story?

TLC: Can I create a story map of a 'defeating the enemy' story?

TLC: Can I imitate a 'defeating the enemy' story?

TLC: Can I innovate a 'defeating the enemy' story?

TLC: Can I use er and est words to describe a character?

TLC: Can I write a 'defeating the enemy' story? Warm Task

TLC: Can I plan a 'defeating the enemy' story?

TLC: Can I write a 'defeating the enemy' story? Hot Task

After each piece of writing: TLC: Can I reread my work to check it makes sense?

Introduce children to pink polish pens and self assessment in preparation for Year
2.

Focus: Poetry, Calligram

TLC: Can I identify a calligram poem?

TLC: Can I plan a calligram poem?

TLC: Can I write a Calligram poem? (Pirate themed)

Focus: Non-Chronological Report

TLC: Can I write a non-chronological report? Cold Task

TLC: Can I use the suffix ed?

TLC: Can I use the prefix un?

TLC: Can I identify the features of a non-chronological report?

TLC: Can I write an introduction?

TLC: Can I write a non-chronological report? Warm Task

TLC: Can I plan a non-chronological report?

TLC: Can I Write a non-chronological report? Hot Task

	<p>Children to consolidate using pink polish pens and self assessment in preparation for Year 2.</p> <p>Focus: Handwriting (through daily handwriting and ongoing in every lesson)</p> <p>TLC: Can I begin to form lowercase letters starting and finishing in the right place? TLC: Can I form capital letters? TLC Can I form numbers correctly?</p>
<p>Phonics (SoundsWrite) Assessment: Year 1 Phonics Screening in June</p> <p>Following objectives are taken from the National Curriculum and covered through SoundsWrite phonics lessons and reading lessons.</p> <p>TLC: Can I use phonic knowledge to decode words? TLC: Can I respond quickly with the correct sound and recognise different sounds that have the same spelling? TLC: Can I blend and segment words accurately? TLC: Can I read Year 1 common exception words? TLC: Can I read words that are more than one syllable?</p> <p>Main Class Teaching: Extended Code Units: EC Unit 32: oe o_e ow oa ou ough o EC Unit 36: oo ew u ue u_e ui ou ough EC Unit 37: j d ge dge EC Unit 18 l ll al el il le ol EC Unit 16: s ss st c ce se sc EC Unit 17: s z</p>	<p>Maths</p> <p>Focus: Multiplication (PowerMaths Unit 12)</p> <p>TLC: Can I count in 2s, 5s and 10s? TLC: Can I make equal groups? TLC: Can I add equal groups? TLC: Can I make an array? TLC: Can find doubles to 10? TLC: Can I solve multiplication word problems?</p> <p>Focus: Division (PowerMaths Unit 13)</p> <p>TLC: Can I make equal groups? TLC: Can I share an amount equally? TLC: Can I solve division word problems?</p> <p>Focus: Fractions (PowerMaths Unit 14)</p> <p>TLC: Can I find half of a shape? TLC: Can I find half of an amount?</p>

EC Unit 28: d dd ed

Recap all code in preparation of Phonics Screening
Targeted children for interventions

Target Group:

EC Unit 14: u ou o

EC Unit 15 ow u oo

EC Unit 19: or aw a ar au al

EC Unit 20: air are ear ere eir

EC Unit 21: ue ew u u_e

EC Unit 22: oo ue

EC Unit 23 oi oy

EC Unit 24 ar a al au

Initial Code Group:

IC Unit 8: vcc cvcc

IC Unit 9: ccvc

IC Unit 10: cvccc cccvc

IC Unit 11: sh ch th ck wh ng qu

Flash cards exposing these children to the digraphs in Unit 11

Phonics Breakfast Club:

Children invited from the target group and main class group.

TLC: Can I find a quarter of a shape?

TLC: Can I find a quarter of an amount?

Focus: Position and Directions (PowerMaths Unit 15)

TLC: Can I describe position and direction?

Focus: Time (PowerMaths Unit 17)

TLC: Can I tell the time to the hour (o'clock)?

TLC: Can I tell the time to half an hour (half past)?

TLC: Can I compare time?

TLC: Can I solve word problems about time?

Focus: Money (PowerMaths Unit 18)

TLC: Can I recognise coins and their amounts?

TLC: Can I recognize notes and their amount?

TLC: Can I count coins (2p, 5p, 10p)?

Towards Transition: Numbers to 100 and Place Value (PowerMaths Unit 6, 9 and 16)

Weekly:

Counting in 2s, 5s and 10s

Fact Families (+ and - up to 20) Using relevant PowerMaths Unit 7 and 8

Art

Focus/Skill: Drawing

Computing

Focus: Purple Mash Unit 1.6 – Animated Stories

DT/Enterprise

Finish off any Jungle Jeeps

<p>TLC: Can I draw lines of different sizes and thickness? TLC: Can I colour my own work neatly by staying in the lines? TLC: Can I show pattern and texture by adding dots? TLC: Can I show pattern and texture by drawing lines?</p> <p>Artist Link: Vincent Van Gogh, Pointillism - boats</p> <p><u>Rubric to be assessed:</u> 1.3 Be able to evaluate and take inspiration from the work of famous artists, designers and sculptors I can describe artwork using simple art words. I can use some of their ideas to create my own artwork.</p> <p>Focus/Skill: Printing</p> <p>TLC: Can use shapes to create a repeating pattern? TLC: Can I use vegetables and fruit to create a print? TLC: Can I press, roll and rub sponges to make a print?</p> <p>Trip to Cleethorpes: Collect shells TLC: Can I use shells to design my own print?</p> <p><u>Rubric to be assessed:</u> 1.2 Be able to master skills I can experiment with different materials. I can experiment with different tools. I can experiment with different techniques.</p>	<p>TLC: Can I recognise the difference between an ebook and a traditional book? TLC: Can I save my work? TLC: Can I add sound to my work? TLC: Can I add a background to my work? TLC: Can I share my work?</p> <p>Focus: Purple Mash Unit 1.7 - Coding</p> <p>TLC: Can I explain what coding means? TLC: Can I create a simple program? TLC: Can I use code to create a background and add characters? TLC: Can I use code to make characters move? TLC: Can I use 'When' keys and commands to program a character? TLC: Can I use code to make objects interact?</p> <p>Focus: Purple Mash Unit 1.8 - Spreadsheets</p> <p>TLC: Can I explain and use a spreadsheet? TLC: Can I add an image to a spreadsheet? TLC: Can I use a spreadsheet to count and share items?</p> <p>Focus: Purple Mash Unit 1.9 - Technology Outside School</p> <p>TLC: Can I understand what is meant by technology? TLC: Can I understand what uses technology in school? TLC: Can I record what uses technology at home?</p>	<p>Host Y1 celebration, which Jungle Jeep goes the furthest? Primary Engineering Celebration for the Jungle Jeeps (July)</p> <p>Focus: Boats</p> <p>TLC: Can I design a pirate boat? TLC: Can I select suitable materials to make my boat? TLC: Can I evaluate my boat?</p> <p>Cross Curricular Links: Science: Everyday materials, begin to give reasons why a material is suitable or not suitable for a particular purpose. Art: Pointillism Boats Maths: Recap weight, length, height.</p>
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<p>Geography</p> <p>Focus: Locational Knowledge</p> <p>TLC: Can I name and locate the four countries of the United Kingdom? (TLC: Can I use an atlas) TLC: Can I identify characteristics of the four counties of the United Kingdom? TLC: Can I identify the UK's surrounding seas? (TLC: Can I use an atlas?)</p> <p><u>Rubric to be assessed:</u> 1.1 Be able to use maps, atlases and globes to name and locate places. I can name and locate places using maps.</p> <p>Focus: Skills and Fieldwork</p> <p>TLC: Can I use simple compass directions? TLC: Can I use directional language to describe a route on a map? TLC: Can I make a simple map with a key of the school?</p> <p>Trip to Cleethorpes: TLC: Can I use observational skills to identify key human and physical features of Cleethorpes?</p>	<p>History</p> <p>Focus: Local History Normanby Hall</p> <p>TLC: Can I identify the differences between Normanby Hall and my house? TLC: Can I explain the difference between The Sheffield's lives and my own? TLC: Can I create a poster comparing Normanby Hall to my life?</p> <p><u>Rubric to be assessed:</u> 1.3 Be able to use key terms, words and phrases to describe and explain historical events. I can use key terms to describe and explain. I can use simple words and phrases to describe and explain?</p>	<p>Music</p> <p>Focus: Round Round Bossa Nova Latin Style</p> <p>Listen and Appraise Pupil Recorded: Step 4 It Had Better Be Tonight (Latin/Big Band Jazz) by Michael Bublé</p> <p>Composer of the Term: Wolfgang Mozart</p> <p>Focus: Reflect, Rewind and Replay Revisits all music styles from the term</p> <p>Listen and Appraise Pupil Recorded: Step 4 Grand March from Aida by Verdi - Classical</p> <p>Composer of the term: Dolly Parton</p> <p><u>Rubrics to be assessed:</u> 1.2 Be able to experiment with, create, select and combine sounds using inter-related dimensions of music. I can create rhythmic phrases. 1.3 Be able to use and play tuned and untuned instruments musically, expressively and creatively. I can follow a melody. I can repeat a melody.</p> <p>Links to Class Trip: Freestyle Ocean and Rivers On the seashore Learn song: On The seashore to perform to parents.</p>
<p>PE</p> <p>Focus: Athletics</p>	<p>PSHE Jigsaw</p> <p>PSHE Social and Emotional Development Learning</p>	<p>RE</p> <p>Focus: Worship and Festivals, what happens in a place of worship?</p>

<p>TLC: Can I run at different speeds? TLC: Can I begin to run with coordination and control? TLC: Can I select an appropriate force when throwing at a target from different distances? TLC: Can I begin to throw with coordination? TLC: Can I learn to take off and land with developing control and coordination? TLC: Can I use different skills and speeds to compete against each other, as a team and individually?</p> <p>Focus: Sending and Receiving</p> <p>TLC: Can I aim with greater precision at different targets? TLC: Can I send and receive a ball with a partner? TLC: Can I demonstrate and understand receiving techniques? TLC: Can I demonstrate control when travelling with a ball? TLC: Can I demonstrate control when travelling, sending and receiving a ball? TLC: Can I demonstrate how to throw with good weight and speed?</p> <p>Focus: Speed, Agility, Quickness (Team Building)</p> <p>TLC: Can I use the balls of my feet to move through equipment? TLC: Can I use good balance through ladder drills? TLC: Can I change direction at speed with good balance? TLC: Can I look forward and keep my head up when moving with speed? TLC: Can I create my own ways to travel through the speed ladders?</p>	<p>Focus: Relationships</p> <p>TLC: Can I identify the members of my family and understand that not all families are the same? TLC: Can I identify what being a good friend means to me? TLC: Can I understand appropriate ways to greet my friends? TLC: Can I identify who can help me in school? TLC: Can I recognise my qualities as a person and a friend? TLC: Can I share why I appreciate someone who is special?</p> <p>TLC: Can recognise how it feels to belong to a family and know how to care for them? TLC: Can I make a new friend? TLC: Can I recognise good and bad physical contact? TLC: Can I know when I need help and who to ask for it? TLC: Can I praise myself? TLC: Can I share my feelings about someone special?</p> <p>Focus: Changing Me</p> <p>TLC: Can I begin to understand the life cycle of animals and humans? TLC: Can I identify things that have changed about myself and things that have stayed the same? TLC: Can I identify how my body has changed since I was a baby? TLC: Can I use the correct names to identify the parts of the body that makes boys and girls different? TLC: Can I understand that I change when I learn something new? TLC: Can I share changes in my life?</p>	<p>Trip to Church</p> <p>TLC: Can I name different parts and artefacts of a place of worship? TLC: Can I say how a religious building is used in different ways? TLC: Can I name some religious festivals and celebrations? TLC: Can I describe traditions linked to festivals? TLC: Can I question a faith member about how they celebrate? TLC: Can I describe and compare how people worship?</p> <p><u>Rubric to be assessed:</u> 1.3 Worship and Festivals I can recall and name different beliefs and practices (festivals, worships and rituals). I can suggest meaning behind different beliefs and practices (festivals, worships and rituals).</p>
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<p><u>Rubric to be assessed:</u> As a reflection on the year.</p> <p>1.1 Be able to master basic movements and apply these in a range of activities</p> <ul style="list-style-type: none"> I can develop my running skills. I can develop my jumping skills. I can develop my throwing and catching skills. I can begin to use my skills in sporting activities. <p>1.2 Be able to develop balance, agility and coordination and apply these in a range of activities.</p> <ul style="list-style-type: none"> I can begin to develop my balance. I can begin to develop my agility. I can begin to develop my coordination. <p>1.3 Be able to engage in competitive and cooperative physical activities, in a range of increasingly challenging situations.</p>	<p>TLC: Can I understand change and accept that it is OK?</p> <p>TLC: Can I understand that I cannot stop change happening?</p> <p>TLC: Can I understand that growing up is natural?</p> <p>TLC: Can I respect and understand which parts of my body are private?</p> <p>TLC: Can I enjoy learning new things?</p> <p>TLC: Can I identify ways to cope with change?</p>	
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