



**Year 1– Summer Medium Term Plan**  
**Topic: Pirates- Land Ahoy!**



| <b><u>Jobs for the Term</u></b>   | <b><u>Key Dates/Events</u></b>  | <b><u>Further Enrichment</u></b>   |
|---|---|--|
| <ul style="list-style-type: none"> <li>● Curriculum booklet for parents</li> <li>● Performance management completed</li> <li>● Pupil progress meeting</li> <li>● Subject scrutinies</li> <li>● Forward planning meetings</li> <li>● Summer 2 OTrack assessment</li> <li>● Summer 2 classtrack assessment</li> <li>● Reports for parents</li> <li>● Transition and transition meetings</li> <li>● EAL and PP documents completed</li> </ul>  | <ul style="list-style-type: none"> <li>● World Art Day</li> <li>● Earth Day</li> <li>● Mental Health Awareness Week</li> <li>● National Numeracy Day</li> <li>● World Day for Cultural Diversity for Dialogue and Development</li> <li>● Post 1066 Study Day</li> <li>● Queen Platinum Jubilee</li> <li>● Refugee Week</li> <li>● Make Music Day</li> <li>● Bastille Day</li> <li>● Sports Day</li> <li>● Transition</li> <li>● The Grange has Talent</li> </ul>  | <ul style="list-style-type: none"> <li>● Entry point - Make a pirate treasure map</li> <li>● Exit point - Trip to Normanby hall</li> <li>● Class Story - Plunge into the Pirate Pool and The way back home</li> <li>● Homework</li> <li>● PE - Daily Mile, Go Noodle/Yoga, BBC Supermovers</li> <li>● Science - Explorify</li> </ul> |
| <b><u>English (Reading)</u></b>   | <b><u>English (Spoken Language)</u></b>   | <b><u>English (Grammar and Phonics)</u></b>  |
| <p><b><u>Focus:</u></b></p> <p>The following reading objectives are taken from the National Curriculum and will be taught throughout guided reading lessons and applied across the curriculum:</p> <p><b><u>Word Reading</u></b></p> <p>TLC: Can I apply phonic knowledge and skills as the route to decode words?</p> <p>TLC: Can I respond speedily with the correct sound to graphemes for all 40+ phonemes, including alternative sounds for graphemes?</p> <p>TLC: Can I read accurately by blending sounds in unfamiliar words?</p> <p>TLC: Can I read common exception words?</p> <p>TLC: Can I read words with Year 1 suffixes?</p> | <p><b><u>Spoken Language skills embedded across all subjects</u></b></p> <ul style="list-style-type: none"> <li>● Kagan strategies</li> <li>● Echo reading</li> <li>● Deeper questioning</li> <li>● Guided Reading</li> <li>● Imitate</li> <li>● 80:20 rule</li> <li>● PLEASE ADD CROSS CURRICULAR LINKS</li> <li>● PLEASE ADD CROSS CURRICULAR LINKS</li> </ul> <p>The following spoken language objectives are taken from the National Curriculum and will be taught and embedded throughout english lessons and across the curriculum:</p> | <p><b><u>Focus:</u></b></p> <p><b><u>Grammar</u></b></p> <p>TLC: Can I use the prefix un?</p> <p>TLC: Can I use a question mark?</p> <p>TLC: Can I use capital letters for pronouns?</p> <p>TLC: Can I use grammatical words when talking about my writing?</p>  |



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TLC: Can I read words of more than one syllable?

Comprehension

TLC: Can I link what I hear to my own experiences?

TLC: Can I talk about the meanings of new words?

TLC: Can I make inferences?

TLC: Can I join in with discussions about what has been read to me?

**English (Writing)**

**Focus:**

Handwriting

TLC: Can I form lower-case letters in the correct direction, starting and finishing in the right place?

TLC: Can I form capital letters?

TLC: Can I form digits 0-9?

**Recount:**

TLC: Can I write about real events?

**Narrative**

TLC: Can I write a sentence ?

TLC: Can I sequence sentences to form short narratives?

TLC: Can I read what I have written to check if it makes sense?

TLC: Can I apply Y1 spelling and Grammar rules?

Spelling

List coverage:

EC Unit 29 e ee ea y ey ie i

EC Unit 30 i ui e y

EC Unit 31 y i ie ee

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 g 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

EC Unit 28 d dd ed

**Maths**

**Focus:**

**Focus:**

**Focus:**



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|---|--|--|
| <p><u><i>Multiplication and Division</i></u><br/> <b>Cold Task</b> - Multiplication and Division<br/>         TLC: Can I count in 10s?<br/>         TLC: Can I make equal groups?<br/>         TLC: Can I create arrays?<br/>         TLC: Can I find and show doubles?<br/>         TLC: Can I create equal groups (grouping)?<br/>         TLC: Can I create equal groups (sharing)?<br/> <b>Hot Task</b> - Multiplication and Division</p>   | <p><u><i>Fractions</i></u><br/> <b>Cold Task</b> - Fractions<br/>         TLC: Can I find half?<br/>         TLC: Can I find half of a quantity?<br/>         TLC: Can I find a quarter?<br/>         TLC: Can I find a quarter of a quantity?<br/> <b>Hot Task</b> - Fractions</p>  | <p><u><i>Geometry - Position and Direction</i></u><br/> <b>Cold Task</b> - Position and Direction<br/>         TLC: Can I describe turns?<br/>         TLC: Can I describe positions and movements?<br/> <b>Hot Task</b> - Position and Direction</p>  |
| <p><b>Focus:</b><br/><br/> <u><i>Place Value (to 100)</i></u><br/> <b>Cold Task</b> - Place Value (to 100)<br/>         TLC: Can I count forwards to 100?<br/>         TLC: Can I count backwards from 100?<br/>         TLC: Can I partition numbers to 100?<br/>         TLC: Can I compare numbers to 100?<br/>         TLC: Can I order numbers to 100?<br/>         TLC: Can I find one more of numbers to 100?<br/>         TLC: Can I find one less of numbers to 100?<br/> <b>Hot Task</b> - Place Value (to 100)</p> | <p><b>Focus:</b><br/><br/> <u><i>Measurement - Money</i></u><br/> <b>Cold Task</b> - Measurement - Money<br/>         TLC: Can I recognise different coins and their value?<br/>         TLC: Can I recognise different notes and their value?<br/>         TLC: Can I count amounts using coins?<br/> <b>Hot Task</b> - Measurement - Money</p> | <p><b>Focus:</b><br/><br/> <u><i>Measurement - Time</i></u><br/> <b>Cold Task</b> - Measurement - Time<br/>         TLC: Can I understand and use before and after?<br/>         TLC: Can I understand and use days of the week?<br/>         TLC: Can I understand and use dates?<br/>         TLC: Can I tell the time to the hour?<br/>         TLC: Can I write time to the hour?<br/>         TLC: Can I tell the time to the half hour?<br/>         TLC: Can I write time to the half hour?<br/>         TLC: Can I compare time?<br/> <b>Hot Task</b> - Measurement - Time</p> |
| <p><b>Focus:</b><br/><br/> <u><i>Additional Maths Teaching</i></u><br/>         Daily:<br/> <ul style="list-style-type: none"> <li>● Counting</li> <li>● Arithmetic practise</li> </ul>         Weekly:<br/> <ul style="list-style-type: none"> <li>● Arithmetic test</li> </ul> </p>   |  |  |
| <b>Art</b>  | <b>Computing</b>   | <b>Design and Technology, Cooking and Nutrition, Enterprise including STEM</b>   |



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| <p><b>Focus:</b><br/><u>Sculpture</u><br/>TLC: Can I evaluate artwork by Barbara Hepworth?<br/>TLC: Can I use rolling and moulding techniques to create shapes?<br/>TLC: Can I use paper and dough as materials?<br/>TLC: Can I create a sculpture inspired by Barbara Hepworth?</p> <p><u>Printing</u><br/>TLC: Can I evaluate artwork by Andy Warhol?<br/>TLC: Can I use a range of objects to create prints?<br/>TLC: Can I repeat and overlap shapes?<br/>TLC: Can I press and stamp to make prints?<br/>TLC: Can I create a printing inspired by Andy Warhol?</p> | <p><b>Focus:</b><br/><u>Maze Explorers (1.5)</u><br/>TLC: Can I use the direction keys?<br/>TLC: Can I explain an algorithm is a set of instructions?<br/>TLC: Can I understand how to create and debug a set of instructions?</p> <p><u>Spreadsheets (1.8)</u><br/>TLC: Can I understand the purpose of a spreadsheet?<br/>TLC: Can I name, save and find my work?<br/>TLC: Can I add images to a spreadsheet?<br/>TLC: Can I use spreadsheet tools to count?</p>  | <p><b>Focus:</b><br/><u>Structures/Enterprise</u><br/>TLC: Can I design a kite?<br/>TLC: Can I make a kite?<br/>TLC: Can I reinforce my kite to make it stronger and more stable?</p> <p><u>STEM</u><br/>TLC: Can I design a seasons storyboard?</p>   |
| <b><u>French (Languages)</u></b>   | <b><u>Geography</u></b>   | <b><u>History</u></b>  |
| <p><b>Focus:</b><br/><b><u>N/A</u></b></p>   | <p><b>Focus:</b><br/><u>Pirates - Land Ahoy!</u></p> <p><b>Physical:</b><br/>TLC: Can I name and locate physical characteristics of the United Kingdom?<br/>TLC: Can I name and locate the United Kingdom’s surrounding seas?<br/>TLC: Can I identify the physical features of the seaside?<br/>TLC: Can I compare the physical features of the seaside to my surroundings?</p> <p><b>Human:</b><br/>TLC: Can I name and locate human characteristics of the United Kingdom?<br/>TLC: Can I identify the human features of the seaside?</p> | <p><b>Focus:</b> Post 1066 Study</p> <p>Question - What was it like to be a child during Victorian times?</p> <p>TLC: Can I understand what a workhouse was?<br/>TLC: Can I find out what it was like to go to school in Victorian times?<br/>TLC: Can I sequence events during the Victorian era?</p> |



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TLC: Can I compare the human features of the seaside to my surroundings?

**Mapwork:**

TLC: Can I use North, South, East and West for simple navigation?

TLC: Can I use basic symbols in a key?

TLC: Can I compare the human and physical features of the UK to Brazil?

**Fieldwork:**

- Visit the woods at Normanby hall

**Music**

**Physical Education**

**Personal, Social and Health Education**

**Focus**

Your Imagination (Charanga)

TLC: Can I explain how imagination can help to understand the music better?

TLC: Can I play an instrument along with a melody?

TLC: Can I listen to a soundtrack and describe how it makes me feel?

TLC: Can I compose a melody using the note blocks?

TLC: Can I dance while listening to a song?

TLC: Can I contribute to the performance by singing or playing an instrument?

Musician of the Half Term

TLC: Can I identify the different instruments I can hear when listening to Mozart's music?

TLC: Can I follow the melody in a Dolly Parton song?

**Focus:**

Athletics

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?

Sending and receiving

TLC: Can I aim with greater precision at different targets?

TLC: Can I send and receive a ball with a partner?

**Focus:**

Relationships

a) PSHE

b) Social and Emotional Development Learning

**Jigsaw Piece 1:**

a) TLC: Can I identify the members of my family and understand that there are lots of different types of families?

b) TLC: Can I understand how it feels to belong to a family and care about the people who are important to me?

**Jigsaw Piece 2:**

a) TLC: Can I identify what being a good friend means to me?

b) TLC: Can I understand how to make new friends?



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TLC: Can I demonstrate and understand receiving techniques?  
TLC: Can I demonstrate control when traveling with a ball?  
TLC: Can I demonstrate control when traveling, sending and receiving a ball?  
TLC: Can I demonstrate how to throw with good weight and speed?

**Jigsaw Piece 3:**

- a) TLC: Can I understand appropriate ways of physical contact to greet my friends and know which ways I prefer?
- b) TLC: Can I recognise which forms of physical contact are acceptable and unacceptable?

**Jigsaw Piece 4:**

- a) TLC: Can I identify who can help me in my school community?
- b) TLC: Can I identify when I need help and know how to ask for it?

**Jigsaw Piece 5:**

- a) TLC: Can I recognise my qualities as a person and a friend?
- b) TLC: Can I identify ways to praise myself?

**Jigsaw Piece 6:**

- a) TLC Can I explain why I appreciate someone who is special to me?
- b) TLC: Can I express how I feel about them?

Changing Me

- c) PSHE
- d) Social and Emotional Development Learning

**Jigsaw Piece 1:**

- c) TLC: Can I understand the life cycles of animals and humans.?
- d) TLC: Can I understand that changes happen as we grow and that this is ok?

**Jigsaw Piece 2:**

- c) TLC: Can I identify some things about me that have changed and some things about me that have stayed the same?



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d) TLC: Can I understand that changes are ok and that sometimes they will happen whether I want them to or not?

**Jigsaw Piece 3:**

- c) TLC: Can I identify how my body has changed since I was a baby?
- d) TLC: Can I understand that growing up is natural and that everybody grows at a different rate?

**Jigsaw Piece 4:**

- c) TLC: Can I identify the parts of the body that make boys different to girls and can use the correct names for these?
- d) TLC: Can I respect my body and understand which parts are private?

**Jigsaw Piece 5:**

- c) TLC: Can I understand that every time I learn something new I change a little bit?
- d) TLC: Can I enjoy learning new things?

**Jigsaw Piece 6:**

- c) TLC Can I explain the changes that have happened to in my life?
- d) TLC: Can I understand some ways to cope with changes?

**Religious Education**

**Science including STEM**

**Focus:**  
Worship

**Focus:**  
Seasonal Changes  
TLC: Can I observe changes across the four seasons?



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TLC: Can I identify key features of a variety of different Christian places of worship?  
TLC: Can I identify what makes a Christian place of worship a special place?  
TLC: Can I identify key features of a variety of different Buddhist places of worship?  
TLC: Can I identify what makes a Buddhist place of worship as a special place?  
TLC: Can I identify key features of a variety of different Hindu places of worship?  
TLC: Can I identify what makes a Hindu place of worship as a special place?  
TLC: Can I identify key features of a variety of different Jewish places of worship?  
TLC: Can I identify what makes a Jewish place of worship as a special place?  
TLC: Can I identify key features of a variety of different Muslim places of worship?  
TLC: Can I identify what makes a Muslim place of worship as a special place?

TLC: Can I identify and describe the weather associated with each season?  
TLC: Can I discuss the changes in weather across the four seasons?  
TLC: Can I identify and describe how the day length varies across the four seasons?  
  
STEM  
TLC: Can I create a shell suitable for a hermit crab?