



Year 1 – Summer Medium Term Plan
Topic: Animals



<u>Jobs for the Term</u>	<u>Key Dates/Events</u>	<u>Further Enrichment</u>
<ul style="list-style-type: none"> ● Curriculum parent guide ● Performance management completed ● Pupil progress meeting ● Subject scrutinies ● Forward planning meetings ● Summer 2 OTrack assessment ● Summer 2 classtrack assessment ● Reports for parents ● Transition and transition meetings ● EAL and PP overview completed 	<ul style="list-style-type: none"> ● Arts Week ● National Numeracy Day ● Mental Health Awareness Week ● Soccer Aid ● Make Music Day ● Refugee Week ● National Fieldwork Week ● Bastille Day ● Sports Day ● Transition Day 	<ul style="list-style-type: none"> ● Entry point - Kite Making 11 before 11 ● Exit point - STEM Foil Eiffel tower - Structures ● Class Story - ● Homework - TTRockstars, SPAG Monsters and Spellings ● PE - Daily Mile, Go Noodle/Yoga, BBC Supermovers ● Science - Explorify
<u>English (Reading)</u>	<u>English (Spoken Language)</u>	<u>English (Grammar and Phonics)</u>
<p>Focus:</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: Across the whole summer term LO: To listen to and discuss a wide range of poems, stories and non-fiction books, which I cannot read on my own. LO: To link what I read and hear to my personal experiences. LO: To retell key stories, fairy stories and traditional tales and consider their characteristics. LO: To recognise and join in with predictable phrases. LO: To appreciate rhymes and poems and can recite some by heart. LO: To talk about the meaning of words and link new words to the ones I already know. LO: To use information and vocabulary I already know or given by my teacher. LO: To check that the text I am reading makes sense and correct myself.</p>	<p>Spoken Language skills embedded across all subjects</p> <ul style="list-style-type: none"> ● Kagan strategies ● Echo reading ● Deeper questioning ● Reading Lessons ● Imitate ● 80:20 rule <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>Focus:</p> <p>Summer 1 <u>Grammar</u> LO: To use the spelling rule for adding -s and -es to make a noun plural. LO: To use the prefix -un and understand how adding it changes the meaning of a root word. LO: To use the suffix -ing.(SS2 LO: To join clauses using and(SS3, SS8) LO: To use the suffix -ed (SS4) LO: To use the suffix -ing (SS6)</p> <p><u>Spelling</u> List coverage: Sounds Write coverage for Summer 1 EC29, EC30, EC32, EC32, EC36</p> <p>Summer 2 <u>Grammar</u> LO: To use the suffix -ing (SS3) LO: To use the suffix -ed (SS4)</p>



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LO: To discuss the title and events.
LO: To make inferences about what is said and done.
LO: To predict what might happen based on what has been said so far.
LO: To join in discussions about what is read to me and take turns to listen to what others say.
LO: to explain clearly what is read to me.

LO: To use the suffix -er.
LO: To use the suffix -est.

Spelling

List coverage:
Sounds Write coverage for Summer 1
EC37, EC18, EC17, EC16, EC28

English (Writing)

Summer 1

Focus: Narrative (Story) - Wombat goes Walkabout

Handwriting

LO: To sit correctly at a table.
LO: To hold my pencil comfortably and correctly.
LO: To begin to form lower-case letters in the correct direction.
LO: To start and finish lower-case letters in the right place.
LO: To form capital letters.
LO: To form digits 0-9.
LO: To understand which letters belong to which handwriting 'families' (curly caterpillar letters, ladder letters, one-armed robot letters and zig zag monster letters).

Additional composition/grammar/spelling taught through JC Unit

- Adjectives (SS1, SS2, SS5, SS6)
- Adverbs (SS4, SS9)
- Alliteration (SS4)
- Conjunctions (SS3, SS9)
- Dialogue (SS2, SS5, SS9)
- Onomatopoeia (SS3)
- Questions (SS3, SS5)
- Repetition (SS1, SS7, SS9)
- Feelings (SS1)

Composition (Planning and Composition)

LO: To say out loud what I am going to write about.
LO: To say a sentence out loud before writing it.
LO: To sequence my sentences to form short narratives.

Independent Writing

LO: To discuss and record my ideas before writing(Planning)
LO: TO write a story

Composition (Editing)

LO: To re-read what I have written to check that it makes sense.

Performance (Reading as a Writer)

LO: To say out loud what I am going to write about.
LO: To say a sentence out loud before writing it.
LO: To read my writing out loud clearly to be heard by my peers and my teacher.



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- Simile (SS7)
- Superlatives (SS5)
- Verbs (SS2, SS4, SS6)

Summer 2

Focus: Non-Fiction Information Text

Handwriting

- LO: To sit correctly at a table.
 LO: To hold my pencil comfortably and correctly.
 LO: To begin to form lower-case letters in the correct direction.
 LO: To start and finish lower-case letters in the right place.
 LO: To form capital letters.
 LO: To form digits 0-9.
 LO: To understand which letters belong to which handwriting 'families' (curly caterpillar letters, ladder letters, one-armed robot letters and zig zag monster letters).

Additional composition/grammar/spelling taught through JC Unit

- Adjectives (SS2, SS4, SS5, SS6)
- Adverbs (SS1, SS4)
- Alliteration (SS5, SS6)
- Conjunctions (SS2)
- Dialogue (SS5, SS6)
- Onomatopoeia (SS1)
- Simile (SS2)
- Verbs (SS1, SS3, SS4)

Composition (Planning and Composition)

- LO: To say out loud what I am going to write about.
 LO: To say a sentence out loud before writing it.
 LO: To sequence my sentences to form short narratives.

Independent Writing

- LO: To discuss and record my ideas before writing (Planning)
 LO: To write an information text

Composition (Editing)

- LO: To re-read what I have written to check that it makes sense.

Performance (Reading as a Writer)

- LO: To say out loud what I am going to write about.
 LO: To say a sentence out loud before writing it.
 LO: To read my writing out loud clearly to be heard by my peers and my teacher.

Maths - including STEM

Focus: Multiplication and Division

- LO: To count in 2s
 LO: To count in 10s

Focus: Fractions

- LO: To recognise and find half of an object or shape
 LO: To recognise and find half of a quantity

Focus:

Additional Maths Teaching
 Daily:



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<p>LO: To count in 5s LO: To recognise and add equal groups LO: To make arrays LO: To make doubles LO: To make equal groups by grouping and sharing</p>	<p>LO: To recognise and find a quarter of an object or a shape LO: To recognise and find a quarter of a quantity</p>	<ul style="list-style-type: none"> ● Counting to 50 <p>Weekly:</p> <ul style="list-style-type: none"> ● Times tables counting stick ● Number bonds ● Counting in 10s 2s 5s ● Fact families
<p><u>Focus: Geometry - Position and Direction</u> LO: To describe turns LO: To describe position, left, right, forward, backwards, above and below LO: To recognise and use ordinal numbers</p>	<p><u>Focus: :Place value within 100</u> LO: To count from 50-100 LO: To count in 10s to 100 LO: To partition into tens and ones LO: To use a number line to 100 LO: To find numbers one more and one less to 100 LO: To compare numbers with same numbers of tens LO: To compare any two numbers to 100</p>	<p><u>Focus: Measurement - money</u> LO: To unitise LO: To recognise coins and notes LO: To count in coins</p> <p><u>Focus: Time</u> LO: To understand before and after LO: To know days of the weeks and months of the year LO: To know hours, minutes and seconds LO: To tell the time to the hour LO: To tell the time to half an hour</p>
<p><u>Art</u></p>	<p><u>Computing</u></p>	<p><u>Design and Technology, Cooking and Nutrition, Enterprise including STEM</u></p>
<p><u>Focus: Sculpture</u> LO: To use rolling and moulding techniques to create shapes using dough LO: To use manipulative techniques to create and combine shapes to make 3D sculptures using paper</p> <p><u>Focus: Printing</u> LO: To press and stamp to make prints</p>	<p><u>Focus: Maze Explorers</u> LO: To understand what algorithms are and how they are implemented as programs LO: To create and debug simple programs LO: To use logical reasoning to predict the behaviour of simple programs</p> <p><u>Focus: Spreadsheets</u></p>	<p><u>Focus:</u> LO: To design a Zen garden - STEM LO: To make a Zen garden - STEM</p> <p><u>Focus: Structures</u> LO: To research the Eiffel tower LO: To explore how structures can be made stronger, stiffer and more stable</p>



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LO: To use a range of objects to create prints LO: To use repeating and overlapping shapes	LO: To use technology purposefully to create, organise, store, manipulate and retrieve digital content.	LO: To make a structure more stable LO: To evaluate a structure
French (Languages)	Geography	History
N/A	<p>Focus: Human and Physical Geography LO: To use basic geographical vocabulary to describe Australia - English experience day</p> <p>Geographical skills and Fieldwork LO: To use directional language to describe location of features and routes on a map</p>	<p>Focus: Post 1066 Study - Victorians LO: To describe what Victorian houses were like LO: To describe what Victorian schools were like LO: To describe what life was like for a Victorian child</p>
Music	Physical Education	Personal, Social and Health Education
<p>Focus- Summer 1 Social theme: What songs can we sing to help us through the day? Musical spotlight: Having fun with improvisation</p> <p>LO: To talk about the Getting Dressed song and my day LO: To have a go at singing solo LO: To play short, repeating rhythm patterns on an instrument LO: To explain how this song might help me through the day LO: To improvise some actions to go with the song Up and Down</p> <p>Composer of the term- Wolfgang Mozart LO: To identify different instruments I can hear when listening to Mozart's music</p> <p>Focus- Summer 2</p>	<p>Focus: Speed Agility and Quickness LO: To use the balls of my feet to move through equipment LO: To use good balance through ladder drills LO: To change direction at speed with good balance LO: To look forward and keep my head up when moving with speed LO: To create my own ways to travel through the speed ladders</p> <p>Focus: Sending and Receiving LO: To aim with greater precision at different targets LO: To send and receive a ball with a partner? LO: To demonstrate and understand receiving techniques? LO: To demonstrate control when travelling with a ball? LO: To demonstrate control when travelling, sending and receiving a ball? LO: To demonstrate how to throw with good weight and speed?</p>	<p>Focus: Relationships LO: To identify the members of my family and understand that there are lots of different types of families LO: To know how it feels to belong to a family and care about the people who are important to me</p> <p>LO: To identify what being a good friend means to me LO: To know how to make a new friend</p> <p>LO: To know appropriate ways of physical contact to greet my friends and know which ways I prefer LO: To recognise which forms of physical contact are acceptable and unacceptable to me</p> <p>LO: To know who can help me in my school community LO: To know when I need help and know how to ask for it</p> <p>LO: To recognise my qualities as a person and a friend</p>



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<p>Social theme: How does music teach us about looking after our planet? Musical spotlight: Explore sound and create a story</p> <p>LO: To talk about the music and lyrics of the song The Bear Went Over the Mountain LO: To improvise using 3 notes (musicianship) LO: To sing the song Alice the Camel in time following the conductor LO: To confidently sing Ten Green Bottles from the memory LO: To compose with the song Zootime</p> <p><u>Composer of the term- Dolly Parton</u> LO: To follow the melody in a Dolly Parton song</p>		<p>LO: To know ways to praise myself LO: To tell you why I appreciate someone who is special to me LO: To express how I feel about them</p> <p><u>Focus: Changing me</u> LO: To understand the life cycles of animals and humans LO: To understand that changes happen as we grow and that this is OK</p> <p>LO: To tell you some things about me that have changed and some things about me that have stayed the same LO: To know that changes are OK and that sometimes they will happen whether I want them to or not</p> <p>LO: To tell you how my body has changed since I was a baby LO: To understand that growing up is natural and that everybody grows at different rates</p> <p>LO: To understand that every time I learn something new I change a little bit LO: To enjoy learning new things</p> <p>LO: To tell you about changes that have happened in my life LO: To know some ways to cope with changes</p>
<u>Religious Education</u>	<u>Science including STEM</u>	
<p><u>Focus: Places of Worship</u></p> <p>LO: To identify key features of a variety of different Christian places of worship and what makes this a special place LO: To identify key features of a variety of different Buddhist places of worship and what makes this a special place</p>	<p><u>Focus: Animals including humans</u></p> <p>Identifying, classifying and grouping LO: To identify the five senses and associated body parts LO: To identify and name animals including fish, amphibians, mammals, reptiles and birds.</p>	



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LO: To identify key features of a variety of different Hindu places of worship and what makes this a special place
LO: To identify key features of a variety of different Jewish places of worship and what makes this a special place
LO: To identify key features of a variety of different Muslim places of worship and what makes this a special place

LO: To classify animals into carnivores, herbivores and omnivores

Researching using secondary sources

LO: To compare the structure of a variety of different animals

Pattern seeking

LO: To identify and name body parts