



Year 1
Summer Term Medium Term Plan



<u>Key Dates/Events</u>	<u>Maths</u>	
<p>April</p> <ul style="list-style-type: none"> ● Earth Day (22nd April) ● Lunch theme day - St George's Day (23rd April) ● Y2 Career workshop (27th April) ● Get Ahead School Games (28th April) ● Y5 STEM superstars workshop (29th April) ● Year 5 Firefighter readers <p>May</p> <ul style="list-style-type: none"> ● Get Ahead Games (8th May) ● Y6 SATs week (wc 11th May) ● Mental Health Awareness Week (wc 11th May) ● Colour Carnival (15th May) ● Lunch theme day - Fiesta Fun (21st May) ● Year 3 STEM wind turbine challenge (21st May) ● Year 5 Firefighter readers <p>June</p> <ul style="list-style-type: none"> ● National Fieldwork Week (wc 1st June) ● Y4 Multiplication Check week (wc 1st June) ● Y1 Phonics Screening Check week (wc 8th June) ● Make Music Day (11th June) ● Y3 and Y4 AIM High Writing Day (12th June) ● Pyjamarama (12th June) ● Athlete Mentor Day (15th June) ● Refugee Week (wc 15th June) ● Lunch theme day - World Cup (18th June) ● Ninja Run (19th June) ● Windrush Day (22nd June) ● Sports Week (wc 22nd June) ● KS1 sports festival day (24th June) ● LKS2 sports festival day (25th June) ● Year 5 Firefighter readers 	<p><u>Focus Summer 1: Multiplication and Division</u> Use for warm ups and reflect and recap</p> <p>LO:To count in 2s LO:To count in 10s LO: To count in 5s</p> <p>LO:To recognise equal groups LO:To add equal groups LO:To make arrays LO:To make doubles *</p> <p>LO:To make equal groups by grouping LO: To make equal groups by sharing</p> <p><u>Fractions</u> LO:To recognise half of an object or shape LO: To find half of an object or shape</p> <p>LO:To recognise half an amount LO:To find half of an amount</p> <p>LO:To recognise a quarter of an object or shape LO:To find a quarter of an object or shape</p> <p>LO:To recognise a quarter of an amount LO:To find a quarter of an amount</p>	<p><u>Focus Summer 2: Position and Direction</u></p> <p>LO:To describe turns LO:To describe position using left and right LO:To describe position using forwards and backwards LO:To describe position using above and below LO:To describe position using 1st, 2nd and 3rd</p> <p><u>Place value - within 100</u> LO: To count (from 50 to 100) LO:To make tens LO:To partition into tens and ones LO:To use a number line LO:To count one more and one less LO:To compare numbers</p> <p><u>Money</u> LO:To recognise coins LO:To recognise notes LO:To count in coins</p> <p><u>Time</u> LO:To know what is before and after LO:To know the days of the week LO:To know the months of the year LO:To understand hours, minutes and seconds LO:To tell the time</p>



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<p>July</p> <ul style="list-style-type: none"> • Languages Day (14th July) • Transition (activities running in the final 2 weeks of school) 		
English (Spoken Language)	English (Reading)	English (Phonics and Spelling)
<p><u>Opportunities to develop spoken language across the curriculum:</u></p> <p>Planned, purposeful talk in every lesson Structured opportunities for discussion embedded in teaching sequences (EYFS/KS1: talk for understanding; KS2: talk for reasoning, explaining and evaluating).</p> <p>Explicit teaching of oracy skills Progressive development of speaking and listening behaviours (e.g. clarity, vocabulary, turn-taking, confidence).</p> <p>High-quality adult modelling of language Adults model ambitious vocabulary, sentence structures and thinking aloud (EYFS: narration and extension through to KS2: precise, subject-specific language).</p> <p>Dialogic teaching and questioning Use of open, probing questions and discussion routines to deepen thinking (progressing from simple responses to justification and critique through challenge, build, accept).</p> <p>Collaborative talk structures Planned partner/group talk with clear roles and expectations (KS1: supported interaction through to KS2: accountable talk, building on and challenging ideas).</p> <p>Opportunities for purposeful talk beyond lessons Playtimes, lunchtimes and transitions used to promote social communication (EYFS: play-based language through to KS2: peer-led discussion and negotiation).</p>	<p>Focus Summer 1: LO: To understand new vocabulary LO: To answer questions about a text LO: To identify key aspects of fiction and non-fiction texts LO: To sequence events in a text LO: Make inferences from pictures LO: To make predictions about a text</p> <p>Focus Summer 2: (revisit with more challenging texts) LO: To understand new vocabulary LO: To answer questions about a text LO: To identify key aspects of fiction and non-fiction texts LO: To sequence events in a text LO: Make inferences from pictures LO: To make predictions about a text</p>	<p>Phonics/ Spelling -See Little Wandle Planning</p>



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Oracy for presentation and audience

Regular opportunities to present, perform and adapt speech for different audiences (progression from informal sharing to formal presentation).

Inclusive, scaffolded approaches

Use of sentence stems/ repeated phrases and structures, visuals, pre-teaching and structured support to ensure all pupils can participate, with gradual removal of scaffolds over time.

English (Writing)

Handwriting Summer 1

Unit 22: To form and join from the letter w wa, wo, fo, fa
Unit 23: Practising the horizontal join oon, oom
Unit 24: Horizontal join to Set 3 letters or, ore, orn
Unit 25: Practising the fourth join to Set 1 letters of, ff

Handwriting Summer 2

Unit 26: Practising the fourth join to Set 2 letters wl, vl, rl
Unit 27: Practising break letters b, p, z, j, g, q, y
Unit 28: Revising the four handwriting joins ai, al, ow, ol

Grammar and Composition Summer 1

Focus:

LO: To write sentences independently using the FANTASTICS
LO: To write a 5 sentence story

Grammar (Classroom secrets)

LO: To use adjectives
LO: To use and
LO: To use question marks
LO: To use plural noun suffixes
LO: To use the prefix un-

Grammar and Composition Summer 2

Focus:

LO: To write sentences independently using the FANTASTICS
LO: To write a 5 sentence story

Grammar (Classroom secrets)

LO: To use suffixes ed, er, ing
LO: To sequence sentences to form short narratives

Art

Computing

Design and Technology

Focus Summer

Sculpture and 3D: Paper play

LO: To roll paper to make 3D structures.
LO: To shape paper to make a 3D drawing.
LO: To apply paper-shaping skills to make an imaginative sculpture.
LO: To work collaboratively to plan and create a sculpture.

Focus Summer

Bee-Bot or microbits

L.O. To explore a new device.
L.O. To plan and follow a precise set of instructions.
L.O. To program a device.
L.O. To create a program that tells a story.

Focus Summer 1: Mechanisms: Wheels and Axles

L1: LO - To develop cutting skills to make wheels
L2: LO - To evaluate different wheel types
L3: LO - To design a pull along toy
L4: LO - To build and decorate a pull along toy

Focus Summer 2: Structures: Making a pencil pot



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<p>LO: To apply painting skills when working in 3D.</p>	<p><u>Safe Use - Managing online information</u> L.O. To talk about how to use the internet as a way of finding information online. L.O. To identify devices I could use to access information on the internet.</p>	<p><u>L1: LO</u> - To explore stability <u>L2: LO</u> - To explore wide and narrow bases <u>L3: LO</u> - To test a structures stability by adding weight <u>L4: LO</u> - To design a stable structure. <u>L5: LO</u> - To use cutting and joining techniques to make a stable product</p>
<p><u>French (Languages)</u></p>	<p><u>Geography</u></p>	<p><u>History</u></p>
	<p><u>Focus Summer - What is it like to life in Shanghai?</u> LO: To recognise physical and human features. LO: To draw a sketch map. LO: To name and locate some continents on a world map. LO: To identify physical and human features of a non-European country. LO: To describe what it is like in Shanghai. LO: To compare Shanghai to a small area of the UK.</p> <p><u>Better Planet Schools (L1)</u> Why is biodiversity important?</p>	<p><u>Focus Summer</u> Key Question: How have explorers changed the world?</p> <p>LO: To know what an explorer is by learning about some explorers. LO: To recognise the achievements of different explorers using photographs. LO: To understand how to record events on a timeline by ordering explorers. LO: To use photographs to find out about the past. LO: To recognise changes and similarities (continuities) over time. LO: To describe the significance of some people and events within history.</p>
<p><u>Music</u></p>	<p><u>Physical Education</u></p>	<p><u>Personal, Social and Health Education (Jigsaw)</u></p>



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Focus Summer: Musical Symbols (Theme: Under The Sea)

LO: To explore tempo changes through movement.
LO: To explore how dynamics can be represented by different symbols.
LO: To clap simple rhythmic patterns while keeping the pulse.
LO: To interpret symbols to demonstrate a pitch pattern.
LO: To perform as part of a group to demonstrate dynamics, pitch and rhythm.

Focus Summer 1

Athletics

LO: To develop the sprinting action.
LO: To develop jumping for distance.
LO: To develop jumping for height.
LO: To develop throwing for distance.
LO: To develop throwing for accuracy.
LO: To select and apply knowledge and technique in an athletics carousel.

Team building

LO: To follow instructions and work with others.
LO: To co-operate and communicate in a small group to solve challenges.
LO: To create a plan with a group to solve the challenges.
LO: To communicate effectively and develop trust.
LO: To use teamwork skills to work as a group to solve problems.
LO: To work with a group to copy and create a basic map.

Focus Summer 2

Athletics

LO: To move at different speeds over varying distances.
LO: To develop balance.
LO: To develop changing direction quickly.
LO: To explore hopping, jumping and leaping for distance.
LO: To develop throwing for distance.
LO: To develop throwing for accuracy.

Team building

LO: To co-operate with a partner to complete challenges.
LO: To explore and develop working as a team.

Focus Summer 1 - Relationships

Knowledge

LO: To know that everyone's family is different and there are lots of different types of family
LO: To know that families are founded on belonging, love and care
LO: To know how to make a friend
LO: To know the characteristics of healthy and safe friends
LO: To know that physical contact can be used as a greeting
LO: To know about the different people in the school community and how they help
LO: To know who to ask for help in the school community

Social and emotional skills

LO: To express how it feels to be part of a family and to care for family members
LO: To say what being a good friend means
LO: To show skills of friendship
LO: To identify forms of physical contact we prefer
LO: To say no when we receive a touch we don't like
LO: To praise ourselves and others
LO: To recognise some of our personal qualities
LO: To say why we appreciate a special relationship

Focus Summer 2 - Changing Me
Teach the NSPCC PANTS lesson)

Knowledge

LO: To know that animals including humans have a life cycle (taught in Big Talk in January)
LO: To know that changes happen when we grow up (taught in Big Talk in January)
LO: To know that people grow up at different rates and that is normal (taught in Big Talk in January)



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	<p>LO: To develop talking, listening and sharing skills. LO: To use speaking and listening skills to lead a partner. LO: To plan with a partner and small group to complete challenges.</p>	<p>LO: To know the names of male and female private body parts (taught in Big Talk in January) LO: To know that there are correct names for private body parts and nicknames, and when to use them (taught in Big Talk in January) LO: To know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these (taught in Big Talk in January) LO: To know who to ask for help if they are worried or frightened LO; To know that learning brings about change</p> <p>Social and emotional skills LO: To understand and accept that change is a natural part of getting older (taught in Big Talk in January) LO: To identify some things that have changed and some things that have stayed the same since being a baby (taught in Big Talk in January) LO: To express why we enjoy learning LO: To suggest ways to manage change e.g. moving to a new class</p>
<u>Religious Education</u>	<u>Science</u>	<u>Personal Development Curriculum Opportunities</u>
<p><u>Focus Summer Term</u> Places of Worship</p> <p>To identify key features of a variety of different Christian places of worship and what makes this a special place. To identify key features of a variety of different Buddhist places of worship and what makes this a special place. To identify key features of a variety of different Hindu places of worship and what makes this a special place. To identify key features of a variety of different Jewish places of worship and what makes this a special place.</p>	<p><u>Focus Summer Term</u> <u>Animals including Humans</u> To identify, name, draw and label the basic parts of the human body To identify which part of the body is associated with each sense. To identify and name a variety of common animals To compare a variety of common animals To identify and name a variety of common animals that are carnivores, omnivores and herbivore To compare humans and animals</p>	<p>No Outsiders lessons (PSHE) Weekly assemblies (Picture News and PSHE) 11 before 11 opportunities Pol Ed Lessons embedded within PSHE Project evolve - online safety Project Based Learning Children's University Transition Specific curriculum days Outdoor learning opportunities</p>



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To identify key features of a variety of different Muslim places of worship and what makes this a special place.

Seasonal Change: Summer

- To identify the signs of summer
- To observe and describe weather associated with summer and how the day length varies
- To identify similarities and differences between the seasons