

Year 1 / Summer 1 Medium Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5
Phonics <i>Using letter names to distinguish between alternative spellings of the same sound</i>	<u>Phase 5</u> Alternative graphemes and sentence substitution	<u>Phase 5</u> Alternative graphemes and sentence substitution	<u>Phase 5</u> Alternative graphemes	<u>Phase 6</u> Assessments and targeted phonics	<u>Phase 6</u> Assessments and targeted phonics
Reading <i>Becoming very familiar with key fairy stories and traditional tales and retelling them</i>	Reading books/leaflets about the environment. Focus on naming continents and describing climates.	<u>Reading for Enjoyment</u> THE BEE WHO SPOKE Discuss differences between living in the city and the countryside.	<u>Reading for Enjoyment</u> THE BEE WHO SPOKE Read aloud. Children to jump in with key words and phrase. Focus on key phrases.	<u>Reading for Comprehension</u> THE BEE WHO SPOKE Who/Where ~ Retrieval How/ Why ~ Thinking Focus on retrieving information from text and pictures.	<u>Reading for Comprehension</u> THE BEE WHO SPOKE Who/Where ~ Retrieval How/ Why ~ Thinking Focus on looking how to make inferences from pictures and texts.
Writing	<u>Composition</u> THE BEE WHO SPOKE Write about what Belle sees from her window. Use nouns and adjectives.	<u>Composition</u> THE BEE WHO SPOKE Retell the first part of the story using a range of punctuation.	<u>Composition</u> THE BEE WHO SPOKE Story Mapping Re-telling Belle's adventure with the bee.	<u>Composition</u> THE BEE WHO SPOKE Sentence Building Story Sequencing Create a new adventure for Belle and the Bee.	<u>Composition</u> THE BEE WHO SPOKE Sentence Building Story Sequencing Write a story using 1st person narrative. Children to go on an adventure with an animal they have created.
Grammar & Punctuation	<u>Punctuation</u> Consolidate Capital Letters for names, dates, places, I. Recap - Full Stops/ Finger Spaces	<u>Grammar</u> To explore nouns, verbs and adjectives.	<u>Grammar</u> Consolidate understanding of sentences using noun and verb agreement	<u>Grammar</u> Past tense using ed. E.g. walked. Conjunctions.	<u>Punctuation</u> Consolidate CAP/. /Finger Spaces. Consolidate using question marks and exclamation marks.
Spelling	<u>ff ll ss zz</u> off pull pill well kiss mess fizz buzz dizzy whizz	<u>ck</u> back peck sock duck quack jacket ticket pocket kicking knock	<u>ch sh</u> chip chill rich such chicken kitchen shed shock bush fishing	<u>ai</u> aim sail tail pain chain bait wait raining	<u>oo oo</u> too cool food moon root rooftop foot good book looking

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Handwriting	<u>Descender focus:</u> j/g/p//y/f	<u>Capital letter focus</u> <u>Straight down,</u> <u>curved</u> DPRB COQG	<u>Capital Letter Focus</u> <u>Straight down, straight</u> <u>across</u> I T H F L E	<u>Capital Letters</u> <u>Focus</u> <u>Sharp Zigzags</u> V W M N	<u>Capital Letter Focus</u> <u>Sharp Zigzags</u> Y X A Z (K)
Maths	<u>Weight and Volume</u> Introduce weight and mass, measure and compare mass, measure and compare capacity.	<u>Multiplication</u> Count in 10s, make equal groups, add equal groups, make arrays.	<u>Multiplication</u> Make doubles, grouping and sharing.	<u>Fractions</u> What is a half? Halving shapes and objects. Halving quantities.	<u>Fractions</u> What is a quarter? Quartering shapes, objects, quantities.
History					
Geography	<u>Seven Continents</u> Teach 7 continents and point to them on a map. Which continent do we live on? Which continents have you visited? Which places might be hotter and which might be colder?	<u>Explore Geography Resources</u> Show children maps, atlases, globes. Make a table showing what each resource is.	<u>UK Seasons</u> Show chn examples of weather forecasts. What does it mean? How does the weather change at different times of the year? (link to forest.) Which season is your favourite and why?	<u>UK Weather Patterns</u> Show chn examples of weather reports and explain how the weather changes from day to day and hour to hour. Chn to role play a weather forecast report.	<u>Hot areas and Cold areas</u> Where have you visited that was hot? Where have you visited that was cold? Sorting exercise. Link to seasons/ weather patterns- how might these climates change?
Art & Design	<u>Art Vocabulary</u> Introduce children to key vocabulary: collage, drawing, line, shape. Sketch and explore different ways of drawing lines from doodling sheet.	<u>Investigate Stephen Wiltshire</u> Observe Wiltshire's work and discuss in groups. What kind of lines does he use? Does he draw/ paint/ collage? Describe the texture and lines. How does the art make you feel? Record on sugar paper.	<u>Replicate Stephen Wiltshire</u> Children to create observational sketches of London skyline, taking inspiration from Wiltshire. Record in books.	<u>Investigate Anselm Kiefer</u> Explore Kiefer's work and make observations about style, lines, forms, feelings the work evokes. Record on sugar paper.	<u>Replicate Anselm Kiefer</u> Create buildings from clay.
DT					
Music	<u>What is pitch?</u> Explore concept of pitch- high and low sounds.	<u>What is pitch?</u> Making high and low sounds using percussion instruments.	<u>What is pitch?</u> Making high and low sounds using voice.	<u>What are dynamics?</u> Dynamics- learn about loud, soft, getting louder, getting softer.	<u>What are dynamics?</u> Dynamics- explore and perform while getting louder and getting softer.
PSHE	<u>Families</u> To understand that there are lots of different types of families.	<u>Friends</u> To explore what being a good friend means.	<u>Greetings</u> To recognise which forms of physical contact are acceptable and unacceptable.	<u>People who help us</u> To know when I need help and know how to ask for it.	<u>Being my own best friend</u> To recognise own good qualities and know ways to praise self.
RE	<u>Belonging to groups</u> Children to discuss what groups they belong to.	<u>Christianity</u> To discuss how Christians show they belong.	<u>Christian family</u> To explore what it means to Christians to belong to the Christian family.	<u>Christening</u> To know what happens at a Christening.	<u>Belonging to God</u> To explain what is special about belonging.
Computing	<u>Typing</u> To work in the context of using a word processing application to type a simple sentence.	<u>Symbols and Save</u> In the context of using a word processing application to type symbols and save a document.	<u>Editing</u> In the context of using a word processing application to edit a simple fairy tale.	<u>Undo and Redo</u> In the context of using a word processing application to correct mistakes using undo and redo buttons.	<u>Select and format</u> In the context of using a word processing application to highlight appropriate words or sections of typing using bold, italic and underline
Science	<u>Body Parts</u> To identify, label and draw basic parts of the human body.	<u>Senses</u> To learn which part of the body is associated with each sense.	<u>Testing with senses</u> To perform simple tests in the context of investigating each of the 5 senses.	<u>Animal Classification</u> To name common animals and describe how to sort them based on different criterion.	<u>Animal Diets</u> Children will explore herbivore, carnivores and omnivores.

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PE	Tennis <u>Activity</u> - Rules of tennis, points system and how to play the game.	Tennis <u>Activity</u> - Forehand Technique (how to hit a forehand)	Tennis <u>Activity</u> - Backhand technique (how to hit a backhand)	Tennis <u>Activity</u> - Rallys using forehand and backhand passing shots	Tennis <u>Activity</u> - Serving. How to hit a overarm and underarm serve
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