

Medium Term Planning

Summer

Year 1	Summer 1	Summer 2
Theme / Topic	By the Sea	
Visit / Visitors <i>When / where possible</i>	Tbc	Trip to the seaside
RE	<p>Pentecost</p> <p>Children will recognise that holidays are days to be happy.</p> <p>They will recognise that Pentecost; a holy day, is the feast of the Holy Spirit.</p> <p>Reconciliation</p> <p>Children will recognise that we have a choice – sometimes we choose well, and sometimes wrongly.</p> <p>They will recognise that God helps us to choose well, to be sorry and forgives us.</p> <p>Universal Church – World</p> <p>Children will recognise that we have neighbours all around us.</p> <p>Everyone is our neighbour and is loved by God.</p> <p>Islam</p> <p>Children will learn that Muhammed is the special person for Muslim people.</p> <p>They will learn that Muhammed preached that people should be kind to one another.</p>	
English Literature	The Man on The Moon. RWI texts	Dougal's Deep-Sea Diary RWI texts

Reading	<p>Read aloud books that are consistent with developing phonic knowledge – responding speedily with the correct sounds to graphemes for all 40+ phonemes, including alternative sounds for graphemes.</p> <p>Read CEW words with some fluency noticing correspondence between spellings and sounds.</p> <p>Read words with more than one syllable and words with contractions</p> <p>Re-read books to develop confidence, fluency and expression.</p> <p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond which can be read independently.</p> <p>Link what they hear or read to their own experiences.</p> <p>Retell stories they have read or heard using appropriate vocabulary.</p> <p>Explain their understanding of what they have read.</p> <p>Makes inferences on the basis of what is read.</p> <p>Make simple predictions.</p>
Writing	<p>Write short narratives based on real and fictional experiences.</p> <p>Use a simple plan.</p> <p>Re-read writing to check it makes sense and make simple changes to writing where suggested.</p> <p>Reads aloud own writing clearly.</p>
Spelling	<p>Compound words.</p> <p>Days of the week.</p> <p>Numbers to 20</p> <p>Words ending in tch</p> <p>Plurals of nouns and verbs adding -s and -es to words.</p>

	<p>Adding -ing -ed -er and -est</p> <p>Words with the addition of the prefix un-</p> <p>Y1 CEW/ HFW</p>	
<p>Grammar, Punctuation and Vocabulary</p>	<p>Write sentences that make sense using capital letters and full stops.</p> <p>Use <i>and</i> to join words and clauses.</p> <p>Use capital letters for names of people, places, days of the week and the personal pronoun I.</p> <p>Begin to use question marks and exclamation marks in writing.</p> <p>Sequence sentences to form short narratives.</p> <p>Use some descriptive language in writing.</p>	
<p>Speaking and Listening</p>	<p>Make helpful contributions when speaking in turns, in pairs and in small groups.</p> <p>Listen to and use new vocabulary.</p> <p>Answer questions clearly in sentences and give a reason for their answer when asked.</p> <p>Begin to offer ideas and suggestions based on what has been heard.</p> <p>Speak clearly so that the listener can hear what is said.</p>	
<p>Mathematics</p>	<p>Multiplication and Division</p> <ul style="list-style-type: none"> • count in multiples of 25, 50 and 100. • Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays. <p>Fractions</p>	<p>Numbers to 100</p> <ul style="list-style-type: none"> • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. • count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. • given a number, identify one more and one less.

- recognise, find and name a half as one of two equal parts of an object, shape or quantity.
- recognise, find and name a quarter as one of four equal parts of an object, shape or quantity

Position and Direction

- describe position, direction and movement, including whole, half, quarter and three-quarter turns

- identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
- represent and use number bonds and related subtraction facts within 20
- recognise the place value of each digit in a two-digit number (tens, ones)
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100

Time

Measure and begin to record the following:

- sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- recognise and use language relating to dates, including days of the week, weeks, months and years.
- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
- time [for example, quicker, slower, earlier, later]
- time (hours, minutes, seconds)

Money

- recognise and know the value of different denominations of coins and notes.

Module 1 – Created and Loved by God

Unit 1: Religious understanding introduces children to the story from the Gospel of Matthew, when Jesus welcomed all of the little children to come to Him. The five-story sessions encourage children to understand that they are created by God out of love and for love.

Unit 2: Me, My Body, My Health encourages children to celebrate similarities and differences between people, including our God-given bodies and the things they enable us to do. Teaching also includes maintaining personal hygiene and the physical differences between boys and girls.

Unit 3 – Emotional Well-Being, children will meet presenters Jayden and Josie and fictional character Super Susie. They will help children to understand and articulate their own changing feelings and how other people's feelings might differ from theirs. Children will learn how they can manage their feelings and about the consequences of their actions.

Unit 4 – Life Cycles returns to the Gospel story from Unit 1, to show that God created us to follow the cycle of life and He loves us at every stage. Children will learn about the specifics of the human life cycle and celebrate how they have already changed and grown.

Module 2 – Created to love others

Unit 1 – Religious Understanding begins with an adapted version of the Prodigal Son story to show children that God loves us, and nothing we can do will stop Him from loving us.

Unit 2 – Personal Relationships Super Susie helps the children to identify the 'special people' in their lives who they love and can trust. Children will learn how to cope with various social situations and dilemmas, and the importance of saying sorry and forgiveness within relationships.

Unit 3 – Keeping Safe, Super Susie helps children to tell the difference between good and bad secrets. This unit also explores the risks of being online by incorporating the 'Smartie the Penguin' resources from Childnet, and teaching on physical boundaries, incorporating the PANTS resource by the NSPCC. Through the animated expert Dr Datfa, children will also learn about the effects of harmful substances (including alcohol and tobacco), some basic First Aid, what makes a 999 emergency and what they should do if in an emergency situation.

Module 3: Created to live in Community

Unit 1 – Religious Understanding children will hear the story of The Good Samaritan and will be introduced to the concept of the Trinity – God as a three in one community of love – and think about what the Trinity means for them.

Unit 2 – Living in the Wider World helps children to learn about the different local and global communities that they are part of, and what rights and responsibilities come with belonging to these communities.

Science	Computing	Design Technology	PE
<p>Content:</p> <p>Biology: Plants</p> <p>Continuous: seasonal change</p> <p>Working Scientifically</p> <p>Ask simple questions and recognise that they can be answered in different ways.</p> <p>Observe experiments closely, using simple equipment.</p> <p>Perform simple tests.</p> <p>Gather and record data to help in answering questions.</p> <p>Identify and classify.</p> <p>Use their observations and ideas to suggest answers to questions.</p> <p>Skills/Success Criteria:</p> <p>Plants</p>	<p>Content:</p> <p>To understand what algorithms are: how they are implemented as programs on digital devices and that programs.</p> <p>Recognise common uses of information technology beyond school.</p> <p>Use technology safely and respectfully.</p> <p>Skills/Success Criteria:</p> <p>Digital Publishing: Pupils learn to use basic word processing package</p> <p>Pupils learn to use iPads to record and play back, including photos, talking, telling stories.</p>	<p>Content:</p> <p>To make a Lighthouse</p> <p>Design purposeful and appealing products</p> <p>Generate and communicate ideas</p> <p>Select from and use a range of materials and components</p> <p>Build Structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Skills/Success Criteria:</p> <p>Select from a range of tools and equipment explaining their choices.</p> <p>Talk about their design ideas and what they are making.</p>	<p>Content:</p> <p>Outdoor Adventurous Activities</p> <p>Gymnastics - types of jumps</p> <p>Games (Kick Rounders)</p> <p>To master basic movement including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>Skills/Success Criteria:</p> <p>Identify positions of simple maps and diagrams of familiar environments.</p> <p>Begin to work co-operatively with others.</p> <p>Discuss how to follow trails and solve problems.</p>

<p>Identify and name a variety of common wild and garden plants, including deciduous and ever green trees.</p> <p>Children will begin to identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Seasonal Change</p> <p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>	<p>Pupils learn how to store and retrieve information</p> <p>Computer Science: children learn to program an online app, Lego Program</p> <p>Digital Literacy: pupils learn to recognise a suitable website and know to ask a trusted adult to check.</p>	<p>Suggest how their products could be improved.</p> <p>Investigate -what products are, who they are for, how they are made and what materials are used.</p> <p>Understand how freestanding structures can be made stronger, stiffer and more stable.</p>	<p>Jump: explore shape in the air when jumping and landing with control.</p> <p>Perform straddle, pike, tuck, star and straight jumps.</p> <p>Practise different skills associated with simple games</p> <p>Explain what is successful or how to improve</p> <p>Improve accuracy when aiming at a target</p> <p>Describe different ways of throwing.</p>
<p>Geography</p>	<p>History</p>	<p>Music</p>	<p>Art & Design</p>
<p>Content:</p> <p>Map knowledge – Four countries of the UK Seasonal and daily weather patterns</p> <p>Use maps, atlases and globes to identify the United Kingdom and its countries</p>	<p>Content:</p> <p>Significant historical people: Grace Darling, Florence Nightingale</p> <p>Changes in homes</p> <p>Choose and use parts of stories and other sources to show understanding of events</p>	<p>Content:</p> <p>Exploring mood in a variety of music genres</p> <p>To listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Skills/Success Criteria:</p>	<p>Content:</p> <p>Investigate a range of printing techniques to make a seascape.</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Skills/Success Criteria:</p> <p>Begin to collect ideas in sketchbooks</p>

<p>Identify daily and seasonal weather patterns in the UK</p> <p>Skills/Success Criteria:</p> <p>Gather information</p> <p>Use basic observational skills</p> <p>Use a simple picture map</p> <p>Ask and respond to basic geographical questions</p> <p>Add labels onto a sketch ma, map or photograph of features.</p> <p>Draw basic maps, including appropriate symbols and pictures to represent places or features</p>	<p>Recognise why people did things and what happened as a result of their actions</p> <p>Skills/Success Criteria:</p> <p>Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time</p> <p>Develop, the use a wide vocabulary of historical terms, such as: a long time ago, recently, when my — were younger, years, decades,</p> <p>Discuss change and continuity in an aspect of life eg toys</p> <p>Ask and begin to answer questions about events e.g. When? What happened? What was it like...? Why? Who was involved?</p> <p>Understand some ways we find out about the past e.g. Using artefacts, pictures, stories and websites</p>	<p>Listen to short excerpts of music from a variety of styles, genres and traditions.</p> <p>Identify a variety of instruments that can be heard and describe sounds</p> <p>Tap knees in time with 'steady beat'</p> <p>Listen to different sounds in the environment.</p> <p>Recall short sequences/patterns of music</p> <p>Sing a familiar song, identify the tap the rhythm of the words.</p> <p>Listen to pieces of music that describe the sea.</p> <p>Identify features e.g. loud/quiet, fast/slow, high/low, pulse, rhythm, sound effects.</p> <p>Recognise long and short sounds and make longer and shorter sounds with their voices.</p>	<p>Work with different materials</p> <p>Develop collages, based on a simple drawing, using papers and materials</p> <p>Develop tearing, cutting and layering paper to create different effects</p> <p>Create and experiment with shades of colour and name some of these</p> <p>Recognise warm and cold colours</p> <p>Explore the relationship between mood and colour</p> <p>Create washes to form backgrounds.</p> <p>Finger print, sponge print, block print to form patterns.</p> <p>Experiment with marbling, investigating how ink floats and changes with movement.</p>
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