

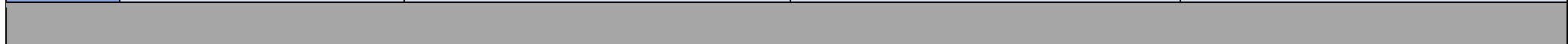


Year 1

Spelling, English, Maths and Foundation Subjects
Medium Term Plan Summer 1 2026

	Week 28	Week 29	Week 30	Week 31	Week 32
SPELLING	lie cried time like both over home note shock strip	blue true new flew use rude saw straw think stair	bread thread bird girl sound out joy annoy shine spoiled	mind child later baking show grow music unit thorn goal	phone dolphin when while field shriek gem magic wheel because
ENGLISH	Core text or inspiration: All the animals were sleeping, Mama Panya's Pancakes, Lila and the Secret of Rain				
	Purposes for Writing: Sentence building				
	Vocabulary, Grammar and Punctuation	Composition Planning		Composition Drafting and Writing	Composition Evaluating and Editing
<ul style="list-style-type: none"> ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary Use spaces between words Use capital letters correctly Use full stops combine words to make sentences coordination - join words and sentences using and 	<ul style="list-style-type: none"> say out loud what they are going to write about compose a sentence orally before writing it 		<ul style="list-style-type: none"> write for different purposes (entertain) 	<ul style="list-style-type: none"> re-read what they have written to check that it makes sense discuss what they have written with the teacher or other pupils 	

MATHS	Multiplication and Division	Fractions	Position and Direction	Place Value within 100
	Count in 2s Count in 10s Count in 5s Recognise equal groups Add equal groups Make arrays Make doubles Make equal groups – grouping Make equal groups - sharing	Recognise half of a shape or object Find a half of an object or shape Recognise a half of a quantity Find half of a quantity Recognise a quarter of a shape of object Find a quarter of an object or shape Recognise a quarter of a quantity Find a quarter of a quantity	Describe turns Left and right Forwards and Backwards Above and Below Ordinal numbers	Count from 50 to 100 Tens to 100 Partition into tens and ones The number line to 100 1 more, 1 less Compare numbers with the same number of tens Compare any two numbers



SCIENCE	Unit: Plants – Introduction to plants					
	L.O. – To identify plants in the school grounds	L.O. – To identify parts of a flowering plant	L.O. – To identify and name wild and garden plants	L.O. – To identify and name deciduous and evergreen trees	L.O. - To recognise that new plants come from seeds and bulbs	L.O. -

Outcomes	<ul style="list-style-type: none"> To plan an investigation To identify plants and their features To draw and label a diagram To use pictures to help identify different plants To use a magnifying glass to help observe To measure and compare leaves To observe leaves and identify similarities and differences To recognise observations do not always match predictions
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Geography	Unit: A is for Africa					
	L.O. – To know where Africa is	L.O. – To understand Africa is a continent	L.O. – To describe the climate in Africa	L.O. – To describe what Kenya is like	L.O. – To compare England and Kenya	
Outco	<ul style="list-style-type: none"> • To know that Africa is a continent • To know that Kenya is a country in Africa • To describe what Kenya is like • To compare England and Kenya 					
Art	Unit: Craft and design – Woven Wonders					
	L.O. – To know that art can be made in different ways	L.O. – To choose, measure, arrange and fix materials	L.O. – To explore plaiting, threading and knotting techniques	L.O. – To learn how to weave	L.O. – To combine techniques in a woven artwork	
Outcomes	<ul style="list-style-type: none"> • Explore their own ideas using a range of media • Use sketch books to explore ideas • Make choices about which materials to use to create an effect • Develop some control when using a wide range of tools • To describe features of their own work and compare it to others • To know how to join using knots • To understand which materials can be cut, plaited, threaded and knotted 					
R.	Unit: What does it mean to belong to a faith community?					

	L.O. To know which communities we belong to.	To recognise Christian symbols of belonging.	To recognise Muslim symbols of belonging.	To understand that Christians believe everyone is special and important to God.	L.O. To understand the meaning of a parable.	
Outcomes	<ul style="list-style-type: none"> • Recognise that loving others is important in lots of communities. • Say simply what Jesus and one other religious leader taught about loving other people. • Give an account of what happens at a traditional Christian and Muslim welcome ceremony and suggest what the actions and symbols mean. • Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious). • Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences. • Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas. 					
PSHE	Unit: Being my best					
	L.O. – To learn basic first aid skills	L.O. – To recognise the importance of fruits and vegetables in their diet	L.O. – To recognise they may have different tastes to others	L.O. – To recognise the importance of regular hygiene routines	L.O. – To understand how diseases can be spread	
Outcomes	<ul style="list-style-type: none"> • Learn basic first aid techniques • Understand how to get help in an emergency • Know that eating at least 5 portions of fruit and vegetables help us to stay healthy • Select foods to make a healthy lunch • Recognise which foods we need to eat more/less of • Sequence personal hygiene routines into a logical order • Recognise and use simple strategies for preventing the spread of diseases 					

MUSIC	Unit: Having fun with improvisation					
	L.O. – To find the pulse	L.O. – To listen and respond to a piece of music	L.O. – To learn to sing a song	L.O. – To play instrumental parts	L.O. – To play instrumental parts	
Outcomes	<ul style="list-style-type: none"> Find and try to keep a steady beat Very simple rhythm patterns using long and short Very simple melodic patterns using high and low Move in time with a steady beat Copy back simple long and short rhythms with clapping Have fun warming up your face, body and voice Play notes on glockenspiels at the correct time 					
P.E.	Unit: Athletics					
	L.O. – To run in a straight line	L.O. – To run in different directions	L.O. – To jump high	L.O. – To throw accurately	L.O. – To improve throwing	

Outcome

- I can run in a straight line
- I can understand the language of directional language
- I can jump as high and as far as possible using different jumps
- I can throw a beanbag into different sized hoops
- I can improve the distance I throw by using more power

Unit: Animated Stories and Coding

COMPUTING OMPUTING

L.O. – To add animation to objects in 2Create a Story.

L.O.- To add text to a 2Create a Story file.

L.O -To add sounds to a 2Create a Story file.

L.O. - To understand that computer programs work by following instructions called code.

L.O. - To use object and action code blocks to make a computer program.

Outcomes

- Animated Stories
- To understand some differences between traditional books and digital books.
- To draw a character for a 2Create a Story digital book.
- To understand the difference between backgrounds and other objects on the screen in 2Create a Story.
- To add animation to objects in 2Create a Story.
- To add text to a 2Create a Story file.
- To add sounds to a 2Create a Story file.
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- Coding
- To understand that computer programs work by following instructions called code.
- To use object and action code blocks to make a computer program.
- To understand what an event is in coding.
- To understand the purpose of an output and to be able to 'read' code to find out what it does.
- To change aspects of the design view.
- To plan and make a computer program.

Unit: Athletics (Outdoor)

P.E.

L.O. – To improve the distance I throw by using more power

L.O. – To develop balance

L.O. – To jump as high and as far as possible by using different jumps

L.O. – To run in a straight line

L.O. – To engage in competitive activities

Outco

- To develop skills within athletics
- To balance on one leg
- To travel safely and creatively in a space
- To strike a stationary ball

- To throw different sized balls and beanbags