



Year 1

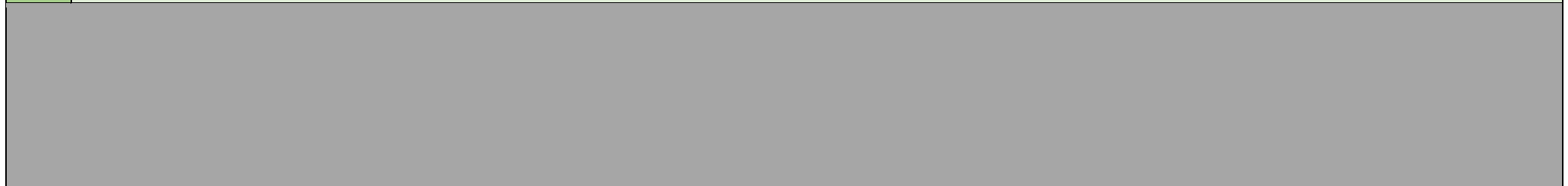
Spelling, English, Maths and Foundation Subjects
Medium Term Plan Summer 2 2026

	Week 33	Week 34	Week 35	Week 36	Week 37
SPELLING	eight know thumb cheer great sign crumb steer	usual bridge crystal large treasure dodge myth change	station mission special precious action mansion social through	naughty choice climbing large before final climbed badge	science special sweeping colour where magician searched animal
ENGLISH	Core text or inspiration: I did see a Mammoth, The Great Explorer, I, Matthew Henson, Emma Jane's Aeroplane				
	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	Position and Direction	Place Value within 100	Money	Time
	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	Unitising Recognise coins Recognise notes Count in coins	Before and After Days of the week Months of the year Hours, minutes and seconds Tell the time to the hour Tell the time to the half hour

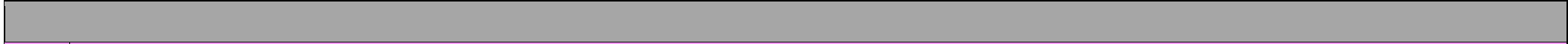
SCIENCE	Unit: Making connections: Investigating Science through stories				
	L.O. – To observe changes through the season	L.O. – To describe and compare features of animals	L.O. – To identify differences in animal features	L.O. – To describe the properties of everyday materials	L.O. - To identify animals that are carnivores, herbivores and omnivores

Outcomes	<ul style="list-style-type: none"> • To spot patterns in data • To use data to ask questions • To carry out research to find out specific information • Identify similarities and differences • To use a ruler to measure • To plan how to carry out a test • To use natural material to build a bird feeder • To group birds according to what they eat
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History	Unit: How have explorers changed the world?					
	L.O. – To know what an explorer is by learning about explorers	L.O. – To recognise the achievements of different explorers using photographs	L.O. – To understand how to record events on a timeline by ordering explorers	L.O. – To use photographs to find out about the past	L.O. – To recognise changes and similarities over time	L.O. – To describe the significance of some people and events within history
Outcomes	<ul style="list-style-type: none"> • To name famous explorers and their achievements • To explain that ‘beyond living memory’ is more than 100 years ago • To recognise how transport for voyages have changed • To explain where explorers travelled • To retell a historical story • To select important information from a historical story • To compare events in the past and present • To explain what makes a person or event significant 					
D and T	Unit: Mechanisms – Wheels and axles					
	L.O. – To understand how wheels move	L.O. – To identify what stops wheels from turning	L.O. – To design a moving vehicle	L.O. – To build a moving vehicle	L.O. – To build a moving vehicle	L.O. – To evaluate a moving vehicle
Outcome	<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 					

	<ul style="list-style-type: none"> To understand which materials can be cut, plaited, threaded and knotted
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R.E.	Unit:					
	L.O. – To understand the meaning of a parable.	L.O. – To know how Christians welcome a new baby.	L.O. – To know how Muslims welcome a new baby.	L.O. – To know why some people choose to get married.	L.O. – To understand why community events are important to some people.	L.O. - To design a special place.

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 Muslim.) 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.
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P	Unit: Growing and Changing
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	L.O. – To understand that the body gets energy from food, water and air	L.O. – To identify things they could do when they were younger	L.O. – To understand some of the tasks required to look after a baby	L.O. – To explain the differences between teasing and bullying	L.O. – To understand the difference between a secret and a nice surprise	L.O. – To identify parts of the body that are private
Outcomes	<ul style="list-style-type: none"> • To understand exercise and sleep are important • To identify people who helped them when they were smaller • Explain how to meet the basic needs of a baby • To know who can help when in a bullying situation • To identify situations as being secrets or surprises • Describe ways in which private parts can stay private 					
Unit: Let's perform together						
MUSIC	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	L.O. - To perform
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: Dance (Indoor) Key skills					
	L.O. – To develop spatial awareness	L.O. – To improve rolling and throwing skills	L.O. – To work on skills needed for sports day	L.O. – To develop balance and co-ordination	L.O. – To develop teamwork skills	L.O. – To review movements learnt in previous lessons
Outcomes	<ul style="list-style-type: none"> I can catch a large ball I can throw, bounce and kick different sized balls I can improve the distance I throw by using more power I can travel safely and creatively in space I can understand the language of directional movement I can complete a straight roll correctly I can run in a straight line I can balance on different equipment I can complete different jumps, over different distances 					
COMPUTIN	Unit: Coding					
	L.O. – To understand that computer programs work by following instructions called code.	L.O. – To use code to make a computer program.	L.O. – • To understand what an event is. • To use an event to control an object.	L.O. – To begin to understand how code executes when a program is run.	L.O. – To understand what backgrounds and objects are.	

Outcomes	<p>Children can give and follow instructions.</p> <p>Children can create a program using code blocks.</p> <p>Children can use event, object and action code blocks.</p> <p>Children can notice when their code executes when their program is run.</p> <p>Children can edit a scene by adding, deleting and moving objects.</p> <p>Children can change the size of objects in a simple computer program.</p> <p>Children can 'debug' coding errors.</p>
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P.E.	Unit: Competitive activities (Outdoor)					
	L.O. – To improve the distance I throw by using more power	L.O. – To balance equipment	L.O. – To run in a straight line	L.O. – To engage in races	L.O. – To engage in competitive activities using the skills taught this year	L.O. – To engage in competitive activities using the skills taught this year

Outcome	<ul style="list-style-type: none"> • 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
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