

MEDIUM TERM PLANNING Summer 1

Marsh Green Primary School



Year 1	Summer Term 1					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
English Mission 5 Message in a Bottle	Reading: • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • read other words of more than one syllable that contain taught GPCs • read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) • read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • re-read these books to build up their fluency and confidence in word reading • be encouraged to link what they read or hear read to their own experiences • be encouraged to consider the opinions of others Writing: • write: recounts of a day, information leaflets about rock pool creatures, a postcard, a diary entry, descriptions, opinions, comic-strip stories • understand, through demonstration, the skills and processes essential to writing that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear • write simple dictated sentences that include words taught so far • identifying an exclamation mark • using an exclamation mark in a sentence • name the letters of the alphabet: naming the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound • add prefixes and suffixes using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] • apply simple spelling rules: write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far • spell CVC words correctly (e.g. bat, dog, cow, hen, fox) (revisit) • make phonetically plausible attempts to spell unknown words • spell most common words correctly in writing • write / spell days of the week and the date, drawing attention to the capital letter at the start of the day and the month Handwriting: • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these					
Maths Multiplication and Division Fractions	Children will learn to: • count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s • solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher • 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 • describe position, direction and movement, including whole, half, quarter and three-quarter turns • use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside					

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Position and Direction						
Science My Body	To be able to identify, name and label body parts Children will learn to: - identify various body parts - name various body parts - label various body parts Children will learn to work scientifically by: a) identifying and classifying b) asking simple questions and recognising that they can be answered in different ways c) using their observations and ideas to suggest answers to questions		To explore what parts of our bodies we use for different activities Children will learn to: - name various body parts - identify where various body parts are - describe which body parts are used for different activities Children will learn to work scientifically by: a) identifying and classifying b) asking simple questions and recognising that they can be answered in different ways c) using their observations and ideas to suggest answers to questions		To find out about the five senses, in particular the sense of sight Children will learn to: - identify what the five senses are - recognise that eyes are used for seeing things - use their eyes to look carefully at pictures and objects Children will learn to work scientifically by: a) identifying and classifying b) asking simple questions and recognising that they can be answered in different ways c) using their observations and ideas to suggest answers to questions	
Computing Moving a Robot	To explain what a given command will do Children will learn to: - predict the outcome of a command on a device - match a command to an outcome - run a command on a device	To act out a given word Children will learn to: - follow an instruction - recall words that can be acted out - give directions	To combine forwards and backwards commands to make a sequence Children will learn to: - compare forwards and backwards movements - start a sequence from the same place - predict the outcome of a sequence involving forwards and backwards commands	To combine four direction commands to make sequences Children will learn to: - compare left and right turns - experiment with turn and move commands to move a robot - predict the outcome of a sequence involving up to four commands	To plan a simple program Children will learn to: - explain what their programs should do - choose the order of commands in a sequence - debug their programs	To find more than one solution to a problem Children will learn to: - identify several possible solutions - plan two programs - use two different programs to get to the same place
Geography Weather Patterns	To identify differences between seasonal and daily weather patterns and observe and describe daily weather patterns Children will learn to: - identify and describe expected weather types for the seasons - distinguish between daily weather and seasonal weather - suggest how likely certain weather types are for each of the seasons	To describe how daily weather patterns change over time, and how weather may be different in inland/coastal area Children will learn to: - interpret weather data presented in simple tables and pictograms - predict how weather data might vary at different times of year - identify some ways in which weather in inland and coastal areas in the United Kingdom often varies	To identify ways in which we learn about the weather, then make predictions about the weather which are helpful Children will learn to: - interpret simple weather maps - add weather information to maps based on simple descriptions - draw upon their own knowledge of seasonal and recent daily weather to predict the next day's weather	To find out about ways in which the weather during each season in equatorial and polar regions differs from the weather in the UK Children will learn to: - identify ways in which weather in other parts of the world varies from our own - describe (in simple terms) ways in which the weather is different near the poles and equator - organise their ideas about weather conditions in a polar/equatorial location	To learn more about the way seasonal weather in an equatorial region differs to the weather in the UK Children will learn to: - describe some typical weather conditions of an equatorial country - compare weather in the United Kingdom to that of an equatorial country - relate weather patterns to human activity (e.g. clothing, outdoor work)	To learn more about the way seasonal weather in a polar region differs to the weather in the United Kingdom and to show what has been learned and understood about weather patterns in the United Kingdom and in places near the poles and equator. Children will learn to: identify some aspects of human and physical geography that are affected by extreme weather in polar regions

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						• compare some of these aspects to similar ones in the United Kingdom • draw or write to show what they have learned and understood about weather in polar regions • recall prior learning about weather patterns • show what they have understood by expressing their ideas in their own words or artwork • evaluate their own learning about weather patterns
Art Andy Goldsworthy	To sort items by material and colour Children will learn to: • name some natural materials? • sort items by material • sort items by colour	To use a variety of materials to create paths and walls Children will learn to: • make choices, when selecting their materials • discuss their work • compare their work to the work of Andy Goldsworthy	To select materials and make spirals or circles Children will learn to: • make choices, when selecting their materials • discuss their work • compare the work of their peers to the work of Andy Goldsworthy	To manipulate materials when creating sculpture Children will learn to: • make choices, when selecting their materials • make choices, when moulding and joining their materials • compare their work to the work of Andy Goldsworthy	To use reflections in artwork Children will learn to: • make choices, when selecting their materials • discuss how their work changes, when it is reflected • compare their work to the work of Andy Goldsworthy	
And RE Big Question: What does it mean to belong? What does it mean to belong to Hinduism?	Children will learn to: • appreciate how belonging can help us through the journey of life • explore the concept of karma • identify who Brahman was • identify who Krishna was • recognise how Puja can help a Hindu lead a good life • understand the meaning and significance of the Aum (Om) symbol					
PSHE Healthy Me	Children will learn to: • understand the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness • know the characteristics and mental and physical benefits of an active lifestyle			Children will learn to: • know what constitutes a healthy diet (including understanding calories and other nutritional content). • know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist		
Music	Children will learn to:	Children will learn to: • copy and clap back rhythms	Children will learn to:	Children will learn to:	Children will learn to:	Children will learn to:

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Your Imagination	- find the pulse and respond through movement/actions /role play - understand that pulse is the musical heartbeat	- clap name and colour rhythms in time to music - identify some of the instruments and voices they hear in the main unit song (Keyboard, drums, bass, a female singer)	- identify some instruments they use - play instruments accurately and in time with the music	- improvise using tuned percussion (1 or 2 notes) - compose a simple melody using simple rhythms (using the notes C + D or C + D + E)	- take part in a class performance of a pop song with singing, movement and instruments - play instruments accurately and in time with the music	- take part in a class performance of a pop song with singing, movement and instruments - appraise their own final performance – say what they liked best and why
Sports Throwing and running	Children will learn to: - master basic movements including throwing, running and jumping - develop agility, balance and coordination - recognise the importance of exercising regularly - evaluate their performance using time and recognising their own strengths and what they need to improve on					
Gym Rocking and rolling	Children will learn to: - show basic control and coordination when travelling and when remaining still - choose and link 'like' actions - remember and repeat these actions accurately and consistently - find and use space safely, with an awareness of others - identify and copy the basic actions of gymnasts - use words such as rolling, travelling, balancing, climbing - make their body tense, relaxed, stretched and curled - describe what they do in their movement phrases					