

| Year 1                                                                                   | Summer Term 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |        |        |        |        |        |        |
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|                                                                                          | Week 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
| <b>English</b><br><br><b>Mission 5</b><br><br><b>Message in a Bottle</b>                 | <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• apply phonic knowledge and skills as the route to decode words</li> <li>• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>• read other words of more than one syllable that contain taught GPCs</li> <li>• read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> <li>• 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</li> <li>• re-read these books to build up their fluency and confidence in word reading</li> <li>• be encouraged to link what they read or hear read to their own experiences</li> <li>• be encouraged to consider the opinions of others</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• write: recounts of a day, information leaflets about rock pool creatures, a postcard, a diary entry, descriptions, opinions, comic-strip stories</li> <li>• 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</li> <li>• write simple dictated sentences that include words taught so far</li> <li>• identifying an exclamation mark</li> <li>• using an exclamation mark in a sentence</li> <li>• name the letters of the alphabet: naming the letters of the alphabet in order</li> <li>• using letter names to distinguish between alternative spellings of the same sound</li> <li>• 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]</li> <li>• 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</li> <li>• spell CVC words correctly (e.g. bat, dog, cow, hen, fox) (revisit)</li> <li>• make phonetically plausible attempts to spell unknown words</li> <li>• spell most common words correctly in writing</li> <li>• write / spell days of the week and the date, drawing attention to the capital letter at the start of the day and the month</li> </ul> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form capital letters</li> <li>• understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these</li> </ul> |        |        |        |        |        |        |
| <b>Maths</b><br><br><b>Number and Place Value</b><br><br><b>Addition and Subtraction</b> | <p>Children will learn to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>• given a number, identify one more and one less</li> <li>• recognise the place value of each digit in a 2-digit number (tens, ones)</li> <li>• represent and use number bonds and related subtraction facts within 20</li> <li>• recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>• sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |        |        |        |        |        |        |

## MEDIUM TERM PLANNING Summer 2

### Marsh Green Primary School



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| Measurement                                | <ul style="list-style-type: none"><li>• recognise and use language relating to dates, including days of the week, weeks, months and years</li><li>• tell the time to the hour and half past the hour and draw the hands on a clock face to show these times</li><li>• measure and begin to record the following: time (hours, minutes, seconds)</li><li>• compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later]</li><li>• solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = ? - 9</math></li><li>• recognise and know the value of different denominations of coins and notes</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Science<br><br>My Body                     | <b>To explore the sense of touch</b><br>Children will learn to: <ul style="list-style-type: none"><li>• name the five senses</li><li>• understand that our whole bodies can use the sense of touch</li><li>• describe how a variety of objects feel, using appropriate vocabulary</li></ul> <b>Children will learn to work scientifically by:</b> <ul style="list-style-type: none"><li>a) identifying and classifying</li><li>b) asking simple questions and recognising that they can be answered in different ways</li><li>c) using their observations and ideas to suggest answers to questions</li></ul>                                                                                                                                             | <b>To explore the sense of smell</b><br>Children will learn to: <ul style="list-style-type: none"><li>• recognise what the five senses are</li><li>• understand that the nose is used for the sense of smell</li><li>• identify that they can use their noses to identify smells</li></ul> <b>Children will learn to work scientifically by:</b> <ul style="list-style-type: none"><li>a) identifying and classifying</li><li>b) asking simple questions and recognising that they can be answered in different ways</li><li>c) using their observations and ideas to suggest answers to questions</li></ul> |                                                                                                                                                                                                                                              | <b>To explore the sense of taste</b><br>Children will learn to: <ul style="list-style-type: none"><li>• understand that the mouth is used to taste things</li><li>• describe different flavours, using appropriate vocabulary</li><li>• express preferences about foods they like and dislike</li></ul> <b>Children will learn to work scientifically by:</b> <ul style="list-style-type: none"><li>a) identifying and classifying</li><li>b) asking simple questions and recognising that they can be answered in different ways</li><li>c) using their observations and ideas to suggest answers to questions</li></ul> |                                                                                                                                                                                                                                                             | <b>To explore the sense of sound</b><br>Children will learn to: <ul style="list-style-type: none"><li>• name the five senses</li><li>• identify which part of the body each sense uses</li><li>• listen carefully to sounds to identify them</li></ul> <b>Children will learn to work scientifically by:</b> <ul style="list-style-type: none"><li>a) identifying and classifying</li><li>b) asking simple questions and recognising that they can be answered in different ways</li><li>c) using their observations and ideas to suggest answers to questions</li></ul> |
| Computing<br><br>Introduction to Animation | <b>To choose a command for a given purpose</b><br>Children will learn to: <ul style="list-style-type: none"><li>• find which commands move a sprite</li><li>• use commands to move a sprite</li><li>• compare different programming tools</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>To show that a series of commands can be joined together</b><br>Children will learn to: <ul style="list-style-type: none"><li>• use more than one block by joining them together</li><li>• use a start block in a program</li><li>• run their programs</li></ul>                                                                                                                                                                                                                                                                                                                                          | <b>To identify the effect of changing a value</b><br>Children will learn to: <ul style="list-style-type: none"><li>• find blocks which have numbers</li><li>• change the value</li><li>• say what happens when they change a value</li></ul> | <b>To explain that each sprite has its own instructions</b><br>Children will learn to: <ul style="list-style-type: none"><li>• show that a project can include more than one sprite</li><li>• delete a sprite</li><li>• add blocks to each of their sprites</li></ul>                                                                                                                                                                                                                                                                                                                                                     | <b>To design the parts of a project</b><br>Children will learn to: <ul style="list-style-type: none"><li>• choose appropriate artwork for their projects</li><li>• decide how each sprite will move</li><li>• create an algorithm for each sprite</li></ul> | <b>To use an algorithm to create a program</b><br>Children will learn to: <ul style="list-style-type: none"><li>• use sprites which match their designs</li><li>• add programming blocks based on their algorithms</li><li>• test the programs they have created</li></ul>                                                                                                                                                                                                                                                                                               |

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| <b>History</b><br><br><b>Intrepid Explorers</b>                                                                          | <b>To find out when Christopher Columbus lived and what he was trying to achieve</b><br>Children will learn to: <ul style="list-style-type: none"><li>know that Christopher Columbus lived a long time ago</li><li>identify that Christopher Columbus was an explorer</li><li>identify ways in which life was different when Christopher Columbus was alive</li></ul>                                                   | <b>To find out about Christopher Columbus's journey and what he discovered</b><br>Children will learn to: <ul style="list-style-type: none"><li>describe what a sea journey in the 15th century might have been like</li><li>compare a modern sea journey with a sea journey in the 15th century</li><li>identify what Columbus discovered and why this was significant</li></ul> | <b>To explore the impact of Columbus's voyages and what he brought back to Europe</b><br>Children will learn to: <ul style="list-style-type: none"><li>identify that Columbus brought new things to Europe from the Americas</li><li>identify that Columbus did not discover what he thought he had discovered</li><li>ask and answer questions about the life and achievements of Columbus</li></ul> | <b>To find out who Neil Armstrong is and why he is remembered today</b><br>Children will learn to: <ul style="list-style-type: none"><li>find out and describe facts about Neil Armstrong</li><li>describe some of the aspects of life in the 1960s</li><li>compare life in different time periods</li></ul> | <b>To find out about Neil Armstrong's landing on the moon and the impact this had on the world</b><br>Children will learn to: <ul style="list-style-type: none"><li>describe the events surrounding the first landing on the moon</li><li>express how the astronauts might have felt during the Apollo 11 mission</li><li>describe some of the ways in which space exploration has had an impact on our lives today</li></ul> | <b>To be able to compare the lives and achievements of Columbus and Armstrong</b><br>Children will learn to: <ul style="list-style-type: none"><li>compare the lives of two significant individuals from history</li><li>identify and describe ways in which Armstrong and Columbus were similar to each other</li><li>identify and describe ways in which Armstrong and Columbus were different from each other</li></ul> | <b>To investigate the achievements of a range of explorers</b><br>Children will learn to: <ul style="list-style-type: none"><li>state what they have learned about Armstrong and Columbus</li><li>convey what they have learned about other explorers</li><li>recall a range of facts about the explorers</li></ul> |
| <b>DT</b><br><br><b>Teddy Bear's Picnic</b>                                                                              | <b>To learn about different types of picnic food and where they have come from</b><br>Children will learn to: <ul style="list-style-type: none"><li>discuss a range of different picnic food</li><li>identify where food originally comes from</li><li>evaluate the food they have made</li></ul>                                                                                                                       | <b>To explore and taste different picnic food</b><br>Children will learn to: <ul style="list-style-type: none"><li>identify the names of different food</li><li>describe the different food they have tasted</li><li>explain what an eatwell guide is</li></ul>                                                                                                                   | <b>To follow a set of instructions to make Teddy Bear Biscuits</b><br>Children will learn to: <ul style="list-style-type: none"><li>recall what an eatwell guide is</li><li>follow instructions to prepare Teddy Bear biscuits</li><li>evaluate their final product</li></ul>                                                                                                                         | <b>To design a food skewer to take on a picnic</b><br>Children will learn to: <ul style="list-style-type: none"><li>identify different picnic foods they think Mr Bear will like</li><li>design a picnic skewer, using a design sheet</li><li>write a shopping list, using a design sheet</li></ul>          | <b>To make picnic food, using a design sheet</b><br>Children will learn to: <ul style="list-style-type: none"><li>describe the health and safety steps they need to take</li><li>follow their design sheets to create their product</li><li>evaluate their final product</li></ul>                                                                                                                                            | <b>To evaluate a finished product</b><br>Children will learn to: <ul style="list-style-type: none"><li>recall information about the products they have made</li><li>describe which was their favourite food</li><li>describe why they have chosen this as their favourite food</li></ul>                                                                                                                                   |                                                                                                                                                                                                                                                                                                                     |
| <b>RE</b><br><br><b>Big Question: What does it mean to belong?</b><br><br><b>What does it mean to belong to Sikhism?</b> | Children will learn to: <ul style="list-style-type: none"><li>recognise how religious people show they belong</li><li>understand what Sikhism is</li><li>understand how children show they belong to Sikhism</li><li>recognise why Sikhs tell the story of Guru Nanak bathing in the river</li><li>identify what the Guru Gobind Singh asked Sikhs to look like</li><li>understand what the Amrit ceremony is</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                     |
| <b>PSHE</b>                                                                                                              | Children will learn to:                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                       | Children will learn to: <ul style="list-style-type: none"><li>know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</li></ul>                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                     |



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#### Dance

Children will learn to:

- perform basic body actions
- use different parts of the body singly and in combination
- show some sense of dynamic, expressive and rhythmic qualities in their own dance
- choose appropriate movements for different dance ideas
- remember and repeat short dance phrases and simple dances
- move with control
- vary the way they use space
- describe basic body actions and simple expressive and dynamic qualities of movement