

**Medium Term Plan – Summer 1 – Year 1**

**Core Text: The Owl and the Pussycat**

**Topic: Paws, Claws and Whiskers**

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
Text Type	Letter	Letter	Letter	Rhyming Poem	Rhyming Poem	Rhyming Poem
T4W Stage	Imitation	Innovation	Innovation	Imitate	Innovate	invent
Grammar and Punctuation (Active English)	Full stops Conjunction 'but'	Capital letters Nouns	Exclamation marks Verbs	Question marks Adjectives	Full stops Conjunction 'and'	Capital letters Nouns
Spelling	Unit 5 -s plural	Unit 5 -s plural	Unit 6 -es plural	Unit 6 -es plural	Unit 7 ing	Unit 7 -ing
Terminology (technical vocabulary)	Letter Greeting/Dear Introduction sentence Body/Detail Conclusion Sign off/Yours Name Address Layout	Letter Greeting/Dear Introduction sentence Body/Detail Conclusion Sign off/Yours Name Address Layout	Letter Greeting/Dear Introduction sentence Body/Detail Conclusion Sign off/Yours Name Address Layout	Rhyming Poem Rhyme at end of lines Capital letters Similes Stanzas	Rhyming Poem Rhyme at end of lines Capital letters Similes Stanzas	Rhyming Poem Rhyme at end of lines Capital letters Similes Stanzas
Greater Depth SC	I can use capital letters, full stops, 2A sentences, similes, prepositions and the conjunction 'and' Vary sentence punctuation including questions and exclamations. writing at A4 length,	I can use capital letters, full stops, 2A sentences, similes, prepositions and the conjunction 'and'/but. Vary sentence punctuation including questions. writing at A4 length,	I can use capital letters, full stops, 2A sentences, similes, prepositions and the conjunction 'and'/but. Vary sentence punctuation including questions. writing at A4 length,	I can use capital letters, full stops, 2A sentences, similes, prepositions and the conjunction 'and'/but. Vary sentence punctuation including questions. writing at A4 length,	I can use capital letters, full stops, 2A sentences, similes, prepositions and the conjunction 'and' and 'because'. Vary sentence punctuation including questions. writing at A4 length,	I can use capital letters, full stops, 2A sentences, similes, prepositions and the conjunction 'and' and 'because'. Vary sentence punctuation including questions. writing at A4 length,
SEND SC	Letter/sound recognition	Letter/sound recognition	Letter/sound recognition	Letter/sound recognition/formation	Letter/sound recognition/formation	

Handwriting	Z	X	M,A,S,D	T,I, N, P	G,O,C,K	
Rainbow Grammar (where appropriate)	Predicate/Subject/stop	Predicate/Subject/stop	Predicate/Subject/stop	Predicate/Subject/stop	Predicate/Subject/stop	
Maths Teaching and Learning	Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$ .	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.	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 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	Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity  Recognise, find and name half as one of two equal parts of an object, shape or quantity.
Reading learning objectives 1a, 1b, 1c, 1d, 1e, 1g	<p>To know how to discuss word meanings, linking new meanings to those already known (1a)</p> <p>To know the events of a shared story (1b)</p> <p>To know how to make a plausible prediction about what might happen on the basis of what has been read so far (1e)</p>	<p>To understand some familiar and less familiar words and phrases in a shared story (1a)</p> <p>To know how to identify and link two significant events in a shared story (1b)</p> <p>To know how to recall some interesting words/phrases from the book/story, stating their reason/s why. (1g)</p>	<p>To understand the events of a shared story (1b)</p> <p>To know how to recall familiar stories from a shared story in the correct order (1c)</p> <p>To know how to discuss the significance of the title and events (1d)</p>	<p>To understand how to identify and link two significant events in a shared story (1b)</p> <p>To know how to make inferences on the basis of what is being said and done by a character (1d)</p>	<p>To understand the events of a shared story (1b)</p> <p>To know how to draw on previous knowledge or on background information and vocabulary provided by the teacher (1d)</p>	<p>To develop the skill of identifying and linking two significant events in a shared story (1b)</p> <p>To understand how to discuss the significance of the title and events (1d)</p> <p>To know how to recall some interesting words/phrases from the book/story, stating their reason/s why. (1g)</p>
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>



<p>Science objectives A2, A5 C1, C2</p>		<p><b>Working scientifically</b></p> <p>A.2 To know how to observe closely using simple equipment</p> <p>A.5 To know how to use my observations and ideas to suggest answers to questions</p> <p><b>C: Animals incl humans</b> I can identify and name a variety of common animals incl fish, amphibians, reptiles, birds and mammals. (C1)</p>	<p><b>C: Animals incl humans</b> I can identify and name a variety of common animals that are carnivores, herbivores and omnivores. (C2)</p>			
<p>History objectives <b>Historical understanding</b> D1</p>					<p><b>D: Historical understanding</b> I can give a simple explanation to a consequence of an action as a result of an event or enquiry (D1)</p>	
<p>Geography objectives <b>Map skills</b> <b>Geographical skills and fieldwork</b> A4,</p>	<p><b>A: Map skills</b> I can draw a simple map of a real or imaginary place, adding simple labels and markers. (A4)</p>					
<p>Religious Education A5, B5, C5</p>					<p><b>Judaism</b> A5, B5, C5</p>	

Art objectives B1, B2		<b>B:2D Art-printing</b> I can recognise pattern in nature and recreate a repeating pattern in print. (B1)	<b>B:2D Art-printing</b> I can create a printed piece of art by pressing, rolling, rubbing and stamping. (B2)			
Design and Technology objectives						
PSHE objectives	<b>Bullying.</b>	<b>Embracing our differences</b>	<b>Deaf awareness - Diversity</b>	<b>Disabilities awareness-diversity/empathy</b>	<b>Being kind</b>	
Computing objectives E1 D1, D2, D3, D4	<b>E:Communication and Collaboration</b> To understand there are different methods of sending messages. (E1)  (In books)	<b>E:Communication and Collaboration</b> To understand there are different methods of sending messages. (E1)  (Practical)	<b>E:Communication and Collaboration</b> To understand there are different methods of sending messages. (E1)  (E-mails)	<b>D: Multimedia and processing (Digital Content)</b>  To become familiar with the keyboard – including – spacebar, backspace, shift, enter (D1)  To know how to print and save (D2)  To explore line, shape and colour of images and text. (D3)  To know how to create an image using a paint package (D4)	<b>D: Multimedia and processing (Digital Content)</b>  To become familiar with the keyboard – including – spacebar, backspace, shift, enter (D1)  To know how to print and save (D2)  To explore line, shape and colour of images and text. (D3)  To know how to create an image using a paint package (D4)	<b>D: Multimedia and processing (Digital Content)</b>  To become familiar with the keyboard – including – spacebar, backspace, shift, enter (D1)  To know how to print and save (D2)  To know how to print and save (D2)  To explore line, shape and colour of images and text. (D3)  To explore line, shape and colour of images and text. (D3)  To know how to create an image using a paint package (D4)
Music objectives (B5, D1, D6) Animals	To understand pitch as making high and low vocal sounds. (D1)	To know how to relate pitch to high and low body posture. (B5)	To understand pitch by singing a song with contrasting high and low melodies. (D5)	To know how to play high and low pitches in music. (D1)	To know how to explore and develop an understanding of pitch using the voice and body movements. (D5)	To know how to recognise and perform pitch changes and contrasts.



Musical Focus: Pitch Cross- curricular link: PE						(D5)
---	--	--	--	--	--	------